

FORMAT 3

NEW DEGREE PROGRAM REQUEST

ALLIED HEALTH:
PRE-NURSING QUALIFICATIONS

**Submitted by the Division of Allied Health
Tanana Valley Campus
College of Rural and Community Development
University of Alaska Fairbanks
Fall, 2008**

I. Cover Memorandum

A. Name of person preparing request

Marsha Sousa, PhD
Professor of Allied Health
Division Coordinator for Allied Health
Coordinator of Allied Health Programs for TVC

B. Brief statement of the proposed program, its objectives and career opportunities.

This Certificate program consists of the courses that prepare a student to apply to the University of Alaska Anchorage Associate of Applied Science in Nursing. UAA distributes the AAS in nursing to each MAU and to specific campuses at each MAU on a rotating schedule. There is need to provide a clearly identified pathway for students and advisors alike, so that each student may proceed efficiently through the pre-requisite courses and be highly qualified for the competitive admission to the AAS in nursing. Further, since only UAA holds the nursing degree, it is not possible to admit UAF students into a pre-nursing degree status at UAF. Virtually all financial aid grantors require that students be enrolled in a degree with a specific sequence of courses. This certificate will provide that degree-seeking status to students, and will result in a transcribed Certificate. Having pre-nursing students identified specifically within the UAF system will also allow UAF faculty and administration to better track the demand for and success of the UAA nursing program as it is distributed to UAF.

C. Provision for approval signatures of:

Marsha Sousa

10-20-08

Department Head

Curriculum Council Chair

Dean

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 10/29/08
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Dean

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C. Provision for approval signatures of:

AS PER ATTACHED
Department Head

AS PER ATTACHED
Curriculum Council Chair

Peter Tunney ja 10/20/08
Dean

President, UAF Faculty Senate

Chancellor

President

Board of Regents

II. Identification of the Program

A. Description of the Program

1. Program title

Allied Health: Pre-Nursing Qualifications

2. Credential level of the program, if appropriate

Certificate

3. Admissions requirements and prerequisites

High School Graduation or GED

Test scores sufficient for placement in ENGL 111X and DEVM 060

4. Course descriptions of required and recommended elective courses.

ENGL F111X Introduction to Academic Writing

3 Credits

Instruction and practice in written inquiry and critical reading. Introduction to writing as a way of developing, exploring and testing ideas. Concentration on research methods and techniques. Available via Independent Learning. Prerequisites: Placement examination or DEVE 070. (3 + 0)

ENGL F211X Academic Writing about Literature

3 Credits

Instruction in writing through close analysis of literature. Research paper required. Strongly recommended for English and other humanities majors. Also available via Independent Learning. Prerequisites: ENGL F111X or its equivalent. Recommended: Sophomore standing. (3+0)

ENGL F213X Academic Writing about the Social and Natural Sciences

3 Credits

Instruction in critical reading and argumentative writing by reading and responding to essays from the social and natural sciences. Concentration on the research methods and techniques necessary to create an extended written argument. Also available via Independent Learning. Prerequisites: ENGL F111X or equivalent. Recommended: Sophomore standing. (3+0)

COMM F131X Fundamentals of Oral Communication: Group Context

3 Credits

Presentational speaking skills: individual and group. Includes verbal and nonverbal skills, critical thinking in selecting and organizing materials, audience analysis and speaking presentation. Group skills include task and relational interaction, required interdependence, working across cultural differences, group decision-making and shared logistics of presentation. Student evaluations are based on nationally normed speaking competencies. (3+0)

COMM F141X Fundamentals of Oral Communication: Public Context

3 Credits

Speaking skills for individual presentation. Includes verbal and nonverbal skills, critical thinking in selecting and organizing materials, audience analysis, informative and persuasive speaking, and actual presentations. Student evaluations are based on nationally normed speaking competencies. (3+0)

DEVM F105 Intermediate Algebra

3 Credits

Second year high school algebra. Operations with rational expressions, radicals, rational exponents, logarithms, inequalities, quadratic equations, linear systems, functions, Cartesian coordinate system and graphing. To matriculate to MATH F107X from DEVM F105 a grade of B or higher is required. Also available via Independent Learning. Prerequisites: DEVM F060; DEVM F62; or appropriate placement test scores. Prerequisite courses and/or placement exams must be taken within one calendar year prior to commencement of the course. (3+0)

PSY F101 Introduction to Psychology (s)

3 Credits

Principles of general psychology emphasizing natural science and social science orientation. Cultural, environment, heredity and psychological basis for integrated behavior; visual, audition and the other senses; motivation and emotion; basic processes in learning, problem solving, and thinking; personality; psychological disorders — their prevention and treatment, and therapeutic strategies. Also available via Independent Learning or via television as a self-paced, computer-aided course. (3+0)

PSY F240 Lifespan Developmental Psychology (s)

3 Credits

The psychology of human development from conception to death. Critical emphasis on theory and research within the field of developmental psychology with attention paid to similarities and differences in development across cultures. Topics include the psychological ramifications of physical development along with cognitive, personality, and social development across the lifespan. Also available via Independent Learning. Prerequisites: PSY F101. (3+0)

BIOL F111X Human Anatomy and Physiology I (n)

4 Credits Offered Fall

Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Covers cells, tissues and organs, skeletal and muscle systems, the nervous system, and integument. Prerequisites: Placement in ENGL F111X or higher; placement in DEVM F105 or higher; or permission of instructor. Recommended: High school biology; High school algebra CHEM F105X-CHEM F106X or CHEM F103X-CHEM F104X. (3+3)

BIOL F112X Human Anatomy and Physiology II (n)

4 Credits Offered Spring

Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Examines circulatory, respiratory, digestive, excretory, endocrine and reproductive systems. Prerequisites: BIOL F111X; placement in ENGL F111X or higher; placement in DEVM F105 or higher; or permission of instructor. Recommended: High school biology, high school algebra, CHEM F105X- CHEM F106X or CHEM F103X-CHEM F104X; ENGL F111X. (3+3)

BIOL F240 Beginnings in Microbiology

4 Credits Offered As Demand Warrants

Fundamentals of microbiology. Survey of the microbial world, interactions between microbes and host, microbial human diseases, the environmental and economic impact of microorganisms. Provides background in basic and applied microbiology with emphasis on the role microorganisms play in human health and life. Offered at Tanana Valley Campus. Special fees apply. Prerequisites: One course in high school or college-level biology required, or permission of the instructor. Recommended: One course in chemistry. Note: May not be used as biology elective credit for a major in biological sciences. (3+3)

HLTH F107 Nurse Aide Training

9 Credits

Teaches basic nursing skills necessary to assist the nurse and be an efficient health care team member. Presents positive communication skills while providing care of residents' physical and emotional needs in a variety of health care settings. Content satisfies the theory and skills needed to take the State of Alaska exam to become a Certified Nurse Aide. Prerequisites: High school graduation, GED, and 10th grade reading level by exam. Student must be in good physical condition and have the following immunizations: Hepatitis B series, two MMRs, a PPD within the last 3 months, or permission of instructor. (5+8)

HLTH F111 Personal Care Attendant Training

4 Credits

Designed to train personal care attendants in basic care necessary to assist nurses and to be efficient health care team members. It qualifies students for state certificate of completion as personal care attendants. Eighty-eight (88) hours of class, lab and clinical practice is included. Requires criminal background check. Prerequisites: Proof of immunity to chicken pox, MMR and Hepatitis B, negative PPD within the last year, high school graduation or GED, or 10th grade reading level by exam. Students must be in good physical condition. Co-requisites: Health care provider CPR and First Aid card. (2.5+3)

HLTH F113 Personal Care Attendant to Nursing Assistant Bridge

5 Credits Offered as Demand Warrants

Trains personal care attendants to become Certified Nurse Assistants. Students build upon basic PCA skills and experience. Provides the additional classroom, laboratory and clinical hours necessary to sit for the state Certified Nurse Assistant exam. Prerequisites: High school graduation or GED, and a 10th grade reading level by exam. HLTH F111, or on the job agency training plus two years experience and instructor approval. Students must be in good physical condition, have current immunizations, and health care provider CPR card. (3+4)

HLTH F116 Mathematics in Health Care
3 Credits

Practical application of mathematics in health care, including arithmetic review, percentages, interest, ratio, proportion, dimensional analysis, metric system, medication calculation, graphs, charts and measurement instruments. Prerequisites: DEVM F050 or placement in DEVM F060 or higher. (3+0)

HLTH F203 Science of Nutrition
3 Credits

Introduction to the principles of nutrition and its relationship to the life cycle. Focus on the importance nutrition plays in personal health and how to objectively evaluate nutritional intake using scientifically sound resources. Also available via Independent Learning. (3+0)

EMS F170 EMT: Emergency Medical Technician I
6 Credits Offered As Demand Warrants

Basic life support such as splinting, hemorrhage control, oxygen therapy, suction, CPR and use of automated external defibrillators (AEDs). EMT I is the foundation of all emergency medical training. Mastering of EMT I level knowledge and techniques must occur before moving on to advanced levels. Special fees apply. (Cross-listed with ARSK F170.) (4+4)

- 5. Requirements for the degree.**
a. Include a sample course of study and a 3-Year Cycle of course offerings.

Sample course of study, full-time student, in Fairbanks

Fall	Spring	Summer
ENGL 111X	BIOL 240	HLTH 107
COMM 131X or COMM 141X	PSY 240	ENGL 213X
HLTH 203	DEVM 105 or HLTH 116	
BIOL 111X	BIOL 112X	
PSY 101		
16 credits	14 credits	12 credits

Sample course of study, part-time student, in Fairbanks

Fall	Spring	Summer	Fall	Spring	Summer
ENGL 111X	COMM 131X or COMM 141X	HLTH 107	BIOL 111X	BIOL 112X	HLTH 203
PSY 101	DEVM 105 or HLTH 116		ENGL 213X	PSY 240	BIOL 240
6credits	6credits	9 credits	7credits	7 credits	7 credits

Three-year cycle of courses in Fairbanks

Course	200903	201001	201002	201003	201101	201102	201103	201201	201202
ENGL 111X	X	X	X	X	X	X	X	X	X
ENGL 211X	X	X	X	X	X	X	X	X	X
ENGL 213X	X	X	X	X	X	X	X	X	X
COMM 131X	X	X	X	X	X	X	X	X	X
COMM 141X	X	X	X	X	X	X	X	X	X
DEVM 105	X	X	X	X	X	X	X	X	X
PSY 101	X	X	X	X	X	X	X	X	X
PSY 240	X	X	X	X	X	X	X	X	X
BIOL 111X	X		X	X		X	X		X
BIOL 112X		X	X		X	X		X	X
BIOL 240	X	X	X	X	X	X	X	X	X
HLTH 107	X	X	X	X	X	X	X	X	X
HLTH 111									
HLTH 113									
HLTH 116		X			X			X	
HLTH 203	X	X	X	X	X	X	X	X	X
EMS 170	X	X		X	X		X	X	

Course delivery to rural Alaska

Course delivery at rural campuses varies depending on the needs of the student body at each campus. Many of the required courses are routinely available through distance education. The Biology 111X-112X courses are offered by distance from UAS and have also been piloted at both the Northwest Campus and the Interior Aleutians Campus. BIOL 240 is offered by UAS via distance education. As rural campuses prepare for a cohort of students to enter the AAS in nursing, more courses are offered at the campus site to the specific cohort of students.

Course	Through Center for Distance Education	Through UAS	Offered periodically at UAF rural campuses, includes both distance and face to face
ENGL 111X	X		X
ENGL 211X	X		X
ENGL 213X	X		X
COMM 131X	X		X
COMM 141X	X		X
DEVM 105	X		X
PSY 101	X		X
PSY 240	X		X
BIOL 111X	X	X	X
BIOL 112X		X	X
BIOL 240		X	X
HLTH 107			X
HLTH 111			X
HLTH 113			X
HLTH 203	X	X	X
EMS 170			X

b. Include a proposed general catalog layout copy of the program with short descriptive paragraph.

Allied Health: Pre-nursing qualifications

**College of Rural and Community Development
Tanana Valley Campus
(907) 455-2823
www.tvc.uaf.edu/programs/health/**

Minimum credits for the Certificate: 37-42

The Certificate in Allied Health: Pre-Nursing Qualifications is designed to guide the student who is preparing to apply to the University of Alaska Anchorage (UAA) Associate of Applied Science (AAS) in nursing. The certificate includes all of the prerequisite and co-requisite courses for the UAA AAS in nursing. In addition, it includes a clinical course. Students are strongly encouraged to work in a clinical practice prior to applying to the UAA nursing program. Admission to the UAA nursing program is competitive; while this certificate prepares the student to be highly qualified, it does not guarantee admission to the UAA nursing program. Students who have not completed high school chemistry will need to complete either CHEM 100X or CHEM 103X. Students who have not completed high school algebra must take DEVM 105 or MATH at the 100-level or higher. Students who have completed high school algebra may take HLTH 116 to review computation skills used in the medical field. Students must complete the Nurse Entrance Test prior to application to the UAA AAS in nursing. Students should work closely with an advisor while completing this certificate and preparing an application for admission to the nursing program.

1. Complete the general university requirements
2. Complete the following certificate requirements (9 credits)
 - Communications
ENGL 111X – Introduction to Academic Writing..... 3

 - Computation
DEVM 105 – Intermediate Algebra
or HLTH 116 – Mathematics in Healthcare
or MATH at the 100 level or higher..... 3

 - Human Relations
PSY 101 – Introduction to Psychology 3
3. Complete the following major requirements (24 credits)
 - ENGL 211X – Academic writing about literature
or ENGL 213X (preferred) – Academic writing
about social and natural sciences..... 3

COMM 131X - Fundamentals of communication: group context or COMM 141X – Fundamentals of communication : public context.....	3
PSY 240 – Lifespan developmental psychology.....	3
HTLH 203 – Science of nutrition.....	3
BIOL 111X – Human anatomy and physiology.....	4
BIOL 112X – Human anatomy and physiology II.....	4
BIOL 240 – Beginnings in microbiology.....	4
4. Select <u>one</u> of the following clinical courses (4 – 9 credits)	
HLTH 107 – Nurse Aide training.....	9
HLTH 111 – Personal care attendant.....	4
HLTH 113 – PCA to CNA bridge.....	5
EMS 170 – Emergency Medical Technician I.....	6
or other approved clinical course	
5. Required credits.....	37-42

B. Program Goals

1. Brief identification of objectives and subsequent means for their evaluation

The goals of this certificate program are as follows:

- Clearly articulate to students the required courses they must take in order to be highly qualified for admission to the UAA AAS in nursing.
- Provide a mechanism for identifying and advising students interested in nursing careers.
- Allow UAF to document the successful delivery of prerequisite and general education courses to this relatively large group of students.

As the University of Alaska develops a variety of models for delivering specialized instruction across the state, faculty and administration are faced with responding to those models by creating mechanisms that make student enrollment, advising, progress toward defined goals, and financial aid easily accessible and student-friendly. Further, given the current emphasis placed on outcomes assessments and performance-based budgeting, faculty also need a mechanism that can point clearly to their role in providing education to students who ultimately graduate from another MAU. This certificate responds to the need for UAF to provide general education and prerequisite courses, advising, and financial aid for a group of students who ultimately plan to graduate from the Associate of Applied Science in Nursing program at UAA. The Division of Allied Health is proposing a plan in this certificate that has been successfully used at UAS and has been endorsed by UAA and the Allied Health Alliance (AHA). AHA is a cross-MAU group of health educators that finds ways to deliver health education throughout the state. AHA is facilitated by the Office of the Vice-President for Health Programs, Karen Perdue.

Based on the goals of the program, the outcomes will be designed to determine the success of students preparing for nursing school and to document the contribution of UAF to their education. The outcomes assessment plan is detailed below, and focuses on documentation of student learning. In addition to the student learning outcomes, we will gather data to determine the percentage of students applying to the nursing program who were advised by

nursing advisors rather than general advisors, track BANNER data to determine student head count and completion rates in the certificate program, and determine credit hour production.

Analysis of the outcomes assessment plan will take place annually in the fall following admission of the nursing class, and modifications to the program will be driven by the data and by any changes in the requirements of the UAA AAS in nursing.

2. Relationship of program objectives to "Purposes of the University"

The proposed certificate clearly speaks to the educational mission of the University and most specifically points to the cross-MAU collaborations that have advanced health education in the state for the past several years. Through the combined efforts of UAA and Statewide, the number of nurses educated in Alaska has doubled in the last 5 years. In response to the new mechanism of locating the degree-granting program at UAA, but delivering the education to other campuses and rural locations, UAF must create new means of assisting students in their goal of entering the nursing program and a mechanism for documenting the significant role that UAF plays in that education. This certificate is a response to the new model.

3. Occupational/other competencies to be achieved

Students who complete this certificate will be well-prepared for admission to the AAS in nursing offered through UAA at various sites within the state, including UAF's TVC campus and its other rural campuses. They will have a thorough understanding of the nursing profession and the critical thinking skills required of the registered nurse. The outcomes assessment plan explains the competencies in greater detail.

4. Relationship of courses to the program objectives

Each course in this degree is either as a co-requisite or pre-requisite requirement for the AAS in nursing, with two exceptions:

- DEVM 105, HLTH 116 or MATH at the 100-level or higher
 - UAA requires only that applicants to the AAS in nursing complete high school algebra. However, each certificate awarded at UAF must document computation. The above classes meet the requirement for math in a certificate. HLTH 116 will provide a good review of math skills required in nursing for students who have taken high school algebra. Students who did not complete high school algebra should be advised to take DEVM 105.
- HLTH 107 or HLTH 111 or HLTH 113
 - Though not a specific part of the AAS in nursing, all candidates for admission are strongly encouraged to work in clinical practice prior to admission and are granted additional points on their application for this experience. Although UAA will give credit for a variety of clinical experiences, work as a CNA is considered to provide the best foundation for the nursing profession.

III. Personnel Directly Involved with Program

A. List of faculty involved in the program including brief statement of duties and qualifications

Shirley LaForge, MSN
Associate Professor of nursing, UAF
Teaches in the UAA nursing program at UAF. Advises professional and pre-professional students.

Eileen Weatherby, MS, MBA
Term Assistant Professor of nursing, UAA
Teaches in the UAA nursing program at UAF. Advises professional and pre-professional students.

Teri Kiss, MS, MPH
Term Assistant Professor of nursing, UAA
Teaches in the UAA nursing program at UAF. Advises professional and pre-professional students.

Joanna Colby, MA
Term Assistant Professor of nursing, UAA
Teaches in the UAA nursing program at UAF. Advises professional and pre-professional students.

Cathy Winfree, BSN
Term Assistant Professor , UAF
Coordinator of nurse aide program
Teaches nurse aide courses, develops and delivers distance nurse aide course

Anne Doerpinghaus, MSN
Term Assistant Professor, UAF
Teaches nurse aide courses, develops and delivers distance nurse aide course

Marsha Sousa, PhD
Professor of Allied Health, UAF
Pre-professional advising, gathering, maintaining, and reporting student learning outcomes assessment data

B. Administrative and coordinating personnel

Richard A. Caulfield, PhD
Director, Tanana Valley Campus

Jennifer Harris, MBA
Executive Officer
Tanana Valley Campus

C. Classified personnel

Cheryl Scalf
Administrative Assistant
Allied Health Programs

Tanana Valley Campus

IV. **Enrollment Information**

A. Projected enrollment/present enrollment

Currently 77 students are identified in the BANNER database as students preparing to apply to the AAS in nursing or in radiologic technology. We estimate that 85% of those students are seeking entry into the nursing program. Creation of this certificate and a companion certificate in pre-radiologic technology will allow us to better identify the goals of the student. We project an enrollment of approximately 80 when the certificate becomes available. In addition, as UAA determines the rotation of rural sites for delivery of the AAS in Nursing, we anticipate having students at rural campuses enroll in this preparatory program. Generally the rural cohorts of nursing students are no larger than 8.

B. How determined/who surveyed/how surveyed

The AAS in nursing admits only 16 students each January in Fairbanks; however, many more students are preparing for admission. Currently we advise students seeking admission to the UAA nursing program to enroll at UAF as “Allied Health no major” (AHNM) students. In fall of 2008, 77 students were listed as AHNM. In addition, many more are listed as medical assistant students but are actually pursuing their prerequisites for nursing rather than working on a medical assistant degree. Lastly, several students plan to complete their medical assistant degree and then apply to the nursing program. Our estimate is that there are approximately 80 students working toward the goal of applying to the nursing program. We would like to have all of them enrolled in this pre-nursing certificate.

C. Minimum enrollments to maintain program for years 1, 2, 3, 4, and 5

Because all of the courses required in this certificate are offered as core curriculum courses or as part of other degree programs, there are no minimum enrollments in this specific certificate required for maintaining it.

D. Maximum enrollment which program can accommodate

Realistically, we can manage about 100 students in the certificate in Fairbanks. If enrollments exceeded that level, additional sections of several courses would need to be offered, and the success rate of applicants for the 16 seats in the AAS in nursing would be discouragingly small.

E. Special restrictions on enrollments

The only restrictions for admission to this program are placement in ENGL 111X and DEVM 060. Students who do not meet those requirements will be admitted to the certificate program once they have completed their developmental work.

V. **Need for Program**

A. **Required for other programs. In what way? How has this requirement been met to date?**

The need for nurses within the state is well-documented. In response to that need, Statewide UA and UAA collaborated to develop the distance delivered AAS in nursing. The success of that program has resulted in doubling the number of nurses trained in Alaska within the past 5 years. However, for students attending UAF while completing their general education and prerequisite courses, the career pathway has not been very clear. Problems with financial aid and advising remain frustrating for students. To date, students have selected several options: self-advisement, enrollment in degrees they do not intend to pursue, or enrolling as AHNM majors. Many obtain excellent advising through the nursing advisors at TVC; others flounder. Some enroll as UAA students, and then find that they are unable to enroll at UAF to complete their prerequisites or that their financial aid has been sent to Anchorage. We believe that the creation of the pre-nursing certificate will help direct students more seamlessly into the nursing career path and ensure that they receive excellent advising. The certificate will make it easier for students to apply for and receive financial aid. Lastly, the certificate will allow UAF to clearly identify and track the students who are pursuing nursing, and document the significant role UAF plays in their education.

B. **Employment market needs:**

1. **Who surveyed? How? (Standard procedures should be developed for this.)**

The state of Alaska, through the Department of Labor and Workforce Development, maintains a database that identifies the number of persons employed as nurses and projects the future needs for nurses within the state.

2. **Job opportunities now, and two, five, and ten years from now. How were these predictions determined? (Local, regional, State surveys?) (Standard procedures should be developed for this.)**

The ultimate goal of this certificate is not actually the certificate in pre-nursing qualifications: no market for a pre-nursing certificate exists. However, there is substantial need for nurses in our state and in the nation. According to the Alaska Department of Labor Statistics, there will be a 31.2% increase in the number of registered nurses employed between 2004 and 2014. That statistic means that an additional 1530 nurses will be needed.

3. **How have positions been filled to date?**

For many years, the state's health care facilities have relied on "traveling nurses" to staff the unfilled positions at hospitals and clinics across the state. This is an expensive proposition since in addition to wages traveling nurses are generally paid travel costs and housing allowances. Further, they typically remain only 3-6 months before moving on, necessitating additional costs to orient new employees frequently. The successful initiative to double the number of Alaska-trained nurses has already resulted in a decrease in the number of traveling nurses required to fully staff our clinics and hospitals. The University plans to continue training nurses at this level for the projected future.

VI. **Other**

UAS developed a similar certificate in pre-nursing qualifications about 5 years ago. The certificate improved the advising and tracking of students seeking admission to the UAA AAS in nursing. At UAF, we anticipate the same success with the proposed program. We have patterned our program after the UAS program with some modifications to accommodate changes in the UAA requirements for admission and some unique aspects of UAF's program requirements. This certificate has been specifically requested by UAA School of Nursing, and has been reviewed by two members of their faculty.

VII. Resource Impact

A. Budget (Resource Commitment Form is attached)

This Certificate will formalize and identify the teaching and advising that is currently progressing in other ways. All of the courses currently exist, and all are taught routinely for a wide audience of students. We anticipate no impact on the budget.

B. Facilities/space needs

The facilities and space that are required for this Certificate already exist on the main UAF campus and/or at UAF's TVC campus. Nursing faculty and Allied Health faculty occupy offices in the Tanana Valley Campus Center. Advising and financial aid resources already exist. Teaching space exists to support all of the courses in the proposed certificate.

Accommodations at rural campuses will be evaluated on a case-by-case basis. At rural sites adequate classrooms, offices, computer labs, and business offices already exist. Special attention may need to be given to lab space for teaching biology and chemistry courses. Clinical and skills training for the personal care attendant and nurse aide training courses will likely involve travel to Fairbanks for rural campus students. At this time, no rural site has a state-approved site or program for delivering the nurse aide training.

C. Credit hour production

All courses are currently taught and students pursuing the pre-nursing qualifications are already enrolled, so we anticipate only a minimal increase in credit hour production. However, this certificate will provide a means for accurately determining the credit hour production associated with UAF's role in preparing students to apply to the AAS in nursing at UAA. We anticipate that approximately 80 students will complete the coursework (31-36 credits) for a total of 2880 credit hours (for those completing HLTH 107).

D. Faculty

No additional faculty positions are required. Currently there are four nursing faculty in residence at TVCC. Those faculty can advise for the program. The two nurse aide faculty members, together with a cadre of adjunct instructors, can continue to teach the HLTH 107, HLTH 111, and HLTH 113 clinical classes. All other courses are currently offered on a routine basis, and this program is not projected to increase the course population significantly.

E. Library/Media materials, equipment and services: Have you reviewed the Library/Media material, equipment and services needed by this proposed action with the Library

Collection Development Officer?

Yes. No additional resources are required. Marsha Sousa spoke by phone with Karen Jensen on Friday, January 4, 2008.

VIII. Relation of Program to other Programs within the System

A. Effects on enrollments elsewhere in the system

Since we do not anticipate an increase in the number of students, we do not project any effect on enrollment in UAF courses.

**B. Does it duplicate/approximate programs anywhere in the system?
If so, what is the justification for the duplication?**

This program is designed to prepare students to enter the UAA nursing program. As such, it is an essential step in streamlining the pre-nursing preparation process for students and advisors that resulted from eliminating duplication of the nursing program at each campus. This certificate duplicates in concept the pre-nursing certificate at UAS, although it is not identical to the UAS certificate.

C. How does the program relate to research or service activities?

1. Contributions to research or service

This program does not have any service or research component.

2. Benefits from research or service activities

Not applicable.

IX. Implementation/Termination

A. Date of implementation

Certificate will be offered beginning in Fall of 2009.

B. Plans for recruiting students

Nursing initiatives and advertising throughout the state have increased interest in the nursing program. As those students come to the University, they will be encouraged to enroll in this Certificate by advisors and the admissions office. We will continue our outreach efforts through various community program and TVC advertising as well. CRCD Health Program faculty and staff will market the pre-nursing certificate to students in our rural campuses. UAA will market the program to rural cohorts preparing for entry into the AAS program.

C. Termination date (if any)

There are no plans to terminate the program. However, if the UAA nursing program downsizes in the future and no longer offers the distance program in nursing, we will evaluate the appropriateness of terminating this degree.

D. Plans for phasing out program if it proves unsuccessful

If it is appropriate at some time in the future to terminate this degree, we will phase it out over a period of 2 years to allow all students with declared majors to complete the certificate.

E. Assessment of the program.

Student learning outcomes assessment plan

Program Goals	Intended Outcomes	Assessment Criteria and Procedures
1. Clearly articulate to students the required and optional courses they must take in preparation to apply to the UAA Associate of Applied Science in Nursing so that they are highly qualified for admission to the program.	1a. Students completing the certificate will apply to the UAA AAS nursing program.	1a. Nursing advisors will document how many students apply to the nursing program and whether or not they were in the pre-nursing certificate each fall.
	1b. Pre-nursing students in this certificate will score 80 or better on the Nurse Entrance Test (NET).	1b. The NET is required for all students applying to the AAS in nursing. Scores for the pre-nursing major students will be documented and compared to scores for those not in the pre-nursing major.
2. Provide a mechanism for identifying and advising the students interested in nursing careers.	2. All students seeking entrance to the nursing program will be advised by one of the nursing advisors at TVC.	2. Students who apply to the nursing program will be identified by advisor, and the percentage of students advised by nursing advisors will be calculated.
3. Allow UAF to document the successful delivery of prerequisite and general education courses to the pre-nursing students.	3. Credit hour production and number of students seeking nursing degrees will be easier to determine.	3. BANNER data base will be searched for pre-nursing head count and student identification. Once head count is determined, credit hour production for the students will be calculated.

X. Regents Guidelines

See attached document.

RESOURCE COMMITMENT TO THE

**Certificate in
Allied Health: Pre-nursing Qualifications**

Resources	Existing	New		Total
		UAF/TVC	Others (Specify)	
Regular faculty (FTEs & dollars)	4 FTE \$364,000	0	0	\$364,000
Adjunct Faculty (FTE's & dollars)	4 FTE \$28,000	0	0	\$28,000
Teaching Assistants (Headcount)	none	0	0	
Instructional Facilities (in dollars and/or sq. footage)	numerous classroom	0	0	
Office Space (Sq. footage)	4 offices, each about 140 sq ft	0	0	4 offices, each about 140 sq ft
Lab Space (Sq. Footage)	576 sq ft nurse aide teaching lab 1800 sq ft biology lab, 400 sq ft biology lab	0	0	576 sq ft nurse aide teaching lab 1800 sq ft biology lab, 400 sq ft biology lab
Computer & Networking (in dollars)	24 chair computer lab	0	0	24 chair computer lab
Research/ Instructional/ office Equipment (in dollars)	\$200,000	0	0	\$200,000
Support Staff (FTE's & dollars)	20% of 1 FTE \$20,000	0	0	20% of 1 FTE \$20,000
Supplies (in dollars)	none	0	0	
Travel (in dollars)	none	0	0	

Signature _____
Dean of College/School Proposing New Degree Program

_____ Date