

## New Academic Program Workflow Form

### General

**Proposed Name: Nursing - Collaborative Edn**

Transaction Nbr: 00000000000206

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Science in Nursing

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2024

### Details

Department(s):

#### NURS

DEPTMNT ID	DEPARTMENT NAME	HOST
3301	Nursing	Y

Campus(es):

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

**Admission application terms for this plan:** Spring: N Summer: N Fall: Y

**Plan admission types:**

Freshman: N Transfer: N Readmit: N Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): Y

Admission to Community College Nursing Associates Degree Program

**Plan Taxonomy:** 51.3801, Registered Nursing/Registered Nurse.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Bachelor of Science in Nursing

Transcript: Y Bachelor of Science in Nursing

**Conditions for Admission/Declaration for this Major:**

Complete all pre-major coursework with 3.0 GPA in the following prerequisite courses at Community College:

WRT 101 English Composition I (3)

WRT 102 English Composition II (3)

BIO 201IN Human Anatomy/Physiology I (4)

BIO 202IN Human Anatomy/Physiology II (4)

BIO 205IN Microbiology (4)

BIO 181IN General Biology (3)

CHEM 130IN Fundamental Chem (4)

PSY 101 Introduction to Psychology (3)

MAT 142 Topics in College Math (3)

MAT 167 Intro Stats (3)

Admission to community college nursing associate degree program

**Requirements for Accreditation:**

Program is already accredited. We are required to send accrediting body (Commission on Collegiate Nursing Education, CCNE) information about the change.

**Program Comparisons**

**University Appropriateness**

This degree program fits with the mission of the UA to "continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges". With a looming nursing (RN) shortage on the horizon in the era of the COVID 19 pandemic, this program will provide more RNs well-educated to be leaders in supporting and advancing healthcare systems and delivery. This program also supports the UA College of Nursing goal to attract and enroll students from ethno-racial groups under-represented in nursing and healthcare. It fits with the College strategic plan for teaching and learning - "to develop leaders who will transform healthcare practice and scholarship and promote health equity and inclusion".

**Arizona University System**

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	ASU	BSN	30	ASU Pima and	Y

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
	Concurrent Enrollment Prog			Maricopa CC	
2	NAU Concurrent Associate Degree	BSN	30	NAU Pima and Maricopa CC	Y

### Peer Comparison

The University of Arizona College of Nursing-Community College Collaborative Nursing Education (CNE) program is similar to the Concurrent Education Programs at ASU and NAU in providing the appropriate pre-requisites for nursing education as required by accreditation and regulatory bodies for entry-level nursing programs. The Program content is aligned with national accreditation standards for BSN programs and regulatory rules from the Arizona State Board of Nursing. Faculty expertise is aligned with requirements for accreditation and regulatory requirements for entry-level programs. Both the ASU and NAU programs provide an opportunity for qualified nursing students in community colleges with Associate Degrees in Nursing (ADN) to complete additional education focused on leadership in nursing and healthcare. A BS in Nursing is the preferred standard for entry-level nurses and the required minimum standard for leadership in nursing and healthcare. Faculty expertise is comparable across all the schools.

This program is similar to NAU in NAU courses taken (N = 30) and UA (N = 32) and less than ASU (N = 38). It is similar to NAU in having up to 90 credits transfer from the community college. The proposed UA program stands out from the NAU and ASU programs by:

- 1) appealing to the proportion of students who desire to earn a UA degree
- 2) having a strong set of BSN bridge courses oriented to care systems competencies to complement patient-centric care competencies --the other programs have a mix of course themes
- 3) allowing credit by special examination to recognize the intensive study and successful completion of the rigorous national standardized examination for registered nurse (RN) licensing examination (in final semester); neither of the other programs have.

This program will benefit the UA and College of Nursing by increasing access to achieving a UA nursing degree (becoming a Wildcat for life), especially for students from ethno-racial minority backgrounds (Pima Community College reports that ~60% of nursing students declare a minority heritage). The

opportunity to earn a UA degree and to be awarded credit for work-related study and mandatory nationally-recognized testing is certain to have appeal. Once approved we intend to link this proposed BSN program more closely to an accelerated master's degree path and place overt emphasis on career-long education and not just success in earning a single degree.

## **Resources**

### **Library**

Acquisitions Needed:

N/A

### **Physical Facilities & Equipment**

Existing Physical Facilities:

The physical facilities will be adequate for the number of extra students. Several theory courses are on online, simulation learning is available in the College of Nursing, the HSIB and at the Gilbert campus.

Additional Facilities Required & Anticipated:

No additional physical facilities or equipment will be required.

### **Other Support**

Other Support Currently Available:

Students will take basic pre-RN courses with the community college partner. The UA courses that bridge to the BS (nursing) are operative and only additional sections will be needed. These UA courses are near the end of the program and students will not need too much advising. We do have a special mentoring program and summer intensive experiences for students from groups under-represented in health care that students in this program can join. They will have access to the CON learning and writing coaches but extensive extra load is not expected.

Other Support Needed over the Next Three Years:

Advisor and program coordinator as needed

## **Comments During Approval Process**



NEW ACADEMIC PROGRAM – MAJOR  
Preliminary Proposal Form

I. Program Details

- a. Name (and Degree Type) of Proposed Academic Program:  
Collaborative Nursing Education (CNE) Program for the degree Bachelor of Science in Nursing
    - i. Emphases (if applicable):
  - b. Academic Unit(s)/College(s):  
Nursing
  - c. Campus/Location(s):  
Main Campus- Tucson  
Distance Campus- Gilbert
- Note: if UA Online is a desired option, please complete the form [here](#) to begin their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.
- d. First Admission Term (i.e., Fall 2022):  
Fall 2023
  - e. Primary Contact and Email:  
C. Lacasse (clacasse@arizona.edu)

II. Executive Summary:

- Collaboration with community college (CC) nursing programs to allow students a lower tuition option for completing a bachelor of science in nursing (BSN).
- Please note: Nursing courses at Pima Community College that are numbered 100 and 200 have been reviewed and approved as equivalents to UA Nursing 300 and some UA Nursing 400 level courses (see table).

Pima CC Nursing Courses	cr	UA BSN Upper Division Equivalent Courses	cr
NRS 104 series Nursing Process 1	8	NURS 356 Foundations in Nursing Care	7
NSR 105 series Nursing Process 2	9	NURS 366 Acute & Chronic Illness Management I	10
NRS 201 series Nursing Process 3	8	NURS 368 Nursing Care of the Childbearing Family NURS 471 Mental Health Nursing	5 5
NRS 202 series Nursing Process 4	9	NURS 470 Acute & Chronic Illness Management II	10
NRS 108 Drug Calculations NRS 155 Pharmacology	5	NURS 472A Nursing Pharmacology	3
NSR 203 Trends & Issues	1	Integrated	

- For proposed program, requested **exceptions**:
  - i. **transfer a total of up to 90 community college credits** rather than policy-restricted 64 credits. (Note: ABOR has approved 90

community college credit transfer for NAU concurrent enrollment nursing program). Transfer would include general education pre-requisite credits (~48 cr) and upper division professional nursing credits (basic pre-RN courses that overlap with UA BSN courses) (N = 40 cr). Rationale – for the nursing discipline, there are significant equivalency courses at community college specific to nursing discipline.

- ii. **32 UA 300+ level credits rather than policy-restricted 42 UA 300+ level credits.** Rationale - due to equivalent courses for nursing at community college, this will prevent unnecessary duplication of content. In total, students will take the equivalent of 65 upper division equivalent courses.
  - iii. **second language requirement** – Rationale - BSN degree completion requires both fluency and proficiency in complex Healthcare Technical Language, added second language requirement means extra student cost and burden. For UA Nursing to compete in the marketplace, longer-standing programs at ASU and NAU Nursing do not have a second language requirement.
- Students will complete general education required courses at the CC and basic nursing courses with a GPA 3.0 minimum for admission to and retention in the CNE degree program.
  - Employers favor hiring BSN RN-licensed nursing professional over Associate Degree RN-licensed nursing personnel so that many AD (nursing) RNs seek BSN education options and nursing colleagues at Pima Community College have indicated that many students would favor a UA BSN.

## II. **Brief Program Description: (in advertisement style)**

Thinking about a gratifying and versatile career in nursing? **The UArizona/Pima Community College Collaborative Nursing Education Program** welcomes applications from *any and all* individuals excited about becoming registered nurses (RNs). Energize your career opportunities by concurrently earning a BSN degree from the top-ranked University of Arizona 'Wildcat College of Nursing. Candidates may take all pre-requisites (up to 50 credits) and up to 40 credits of basic nursing credits through Pima Community College. By adding just 32 credits of forward-thinking UA courses, you will be 'practice-ready' by holding a bachelor of science in nursing (BSN) degree. If you choose to accelerate your opportunities, an option to 'fast-track' to a general master's degree also is available.

The UA College of Nursing faculty are world-class, and we pride ourselves on educating top-notch nursing *leaders of tomorrow*. We have advisors and mentors well-versed to keep you on a *progressive academic track* and can coach you for *career-readiness* through special 'outside the classroom' experiences. You will forge relationships with new friends and colleagues, who like you are aspiring to enter the world of health care and serve the people of Arizona and beyond! Our focus is to help you join, belong and succeed! Become a Wildcat Nurse!

## III. **Program Rationale:**

This program is designed to forge a partnership with Pima Community College by sharing the non-duplicative courses from our College BSN paths with CC Nursing students. No new courses or resources are required except for creating additional sections to existing courses and accommodating a small increase in advising workload. This program advances the College or University goals to:

- expand the RN workforce by educating greater numbers of RNs holding a BSN to stem the current and looming shortage of RNs in this pandemic-related era.
- attract and support students from groups under-represented in health care – for AZ most particularly Latin X and Indigenous American Indian, and
- fulfill our commitment to the federal government (Health and Human Services Administration) through meeting the goals of the funded HRSA diversity grant.

The current College of Nursing BSN and BSN-IH sub-plans are outstanding and provide a strong foundation for entry level nursing practice. This collaborative program is designed to leverage the basic clinical nursing preparation within Associate degree programs and build students' capabilities for strong clinical thinking, application of current evidence into practice, application of public health principles, and leadership competencies at the point of care.

IV. **Projected Enrollment for the First Three Years:** we have planned to use a conservative estimate of recruiting 25 CC nursing students/yr.

Year 1	Year 2	Year 3
25	50	75

V. **Evidence of Market Demand:**

According to the Bureau of Labor Statistics' *Employment Projections 2021-2031*, projected are 203,200 openings for RNs each year through 2031. More than 500,000 RNs will retire by this year, leaving a shortage of 1.1 million RNs across the country and although the number of RNs is anticipated to increase 15% by 2026, the increase is not enough to close the gap. Forty per cent of AZ hospitals are reporting RN shortages. Employers are expressing a strong preference for new nurses with baccalaureate preparation. Findings from AACN latest survey on the Employment of New Nurse Graduates show that nearly 41% of employers require new hires to have a bachelor's degree and 77% strongly prefer baccalaureate-prepared nurses. ([American Association of Colleges of Nursing Fact Sheet](#)) Currently, just over half of U.S. 4 million nurses have a BSN and 57 percent of nurses began their nursing education at a community college. <https://www.ccdaily.com/2017/01/colleges-help-nursing-students-attain-BSN> degrees.

VI. **Similar Programs Offered at Arizona Public Universities:**

Arizona State University  
Northern Arizona University

VII. **Resources:**

- Summarize new resources required to offer the program:  
Resources: the main resource needed for this proposed new program is additional faculty. The metric used to estimate additional faculty resources to be added (by year) is 0.1 FTE for each unit (credit) in a course. This addition is made for every 25 students in a didactic course and for every 10 students in a field practicum course. This 1:10 ratio is the maximum dictated by the Arizona State Board of Nursing in order to maintain accreditation. No new facilities or equipment will be needed.
- Estimate total expected cost:  
At steady state (3<sup>rd</sup> year of annual enrollment), estimated annual expenditures are ~ \$311,200
- Estimate total expected revenue of the program:  
At steady state, estimated annual revenue to the College of Nursing is ~\$379,525

VIII. **Required Signatures** (the following should be included in the notification memo to campus after ABOR approval):

- Program Director/Main Proposer:

i. Signature: Cheryl Lacasse

ii. Name and Title: Cheryl Lacasse, Program Coordinator – Biobehavioral Health Science Division

iii. Date: 3.20.23

- Managing Unit/Department Head:

i. Signature: Connie S Miller, DNP, RNC-OB, CNE

ii. Name and Title: Connie Miller, Division Chair – General Nursing and Health Education Division

iii. Date: 3/20/23

- College Dean/Associate Dean:

i. Signature: Kathie Insel

ii. Name and Title: Kathie Insel, Interim Dean

iii. Date: 3/28/23





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS–

UNDERGRADUATE

Total units required to complete the degree	121
Upper-division units required to complete the degree	32
Foundation courses	
<a href="#">Second language</a>	<b>Proficiency dependent 0-8 units</b>
<a href="#">Math</a>	Moderate knowledge strand MATH 107 ( <i>MAT 142 Topics in College Math</i> ) (3)
<a href="#">General education requirements</a>	<p><b>4 courses/12 units minimum – Exploring Perspectives</b></p> <ul style="list-style-type: none"> <li>• Artist (3) at CC</li> <li>• Humanist (see required supporting coursework)</li> <li>• Natural Scientist (see req. supporting coursework)</li> <li>• Social Scientist (see req. supporting coursework)</li> </ul> <p><b>3 courses/ 9 units minimum– Building Connections</b></p> <ul style="list-style-type: none"> <li>• BC 1 (3) at CC</li> <li>• BC 2 (3) at UA (upper division)</li> <li>• BC 3 (3) at UA (upper division)</li> </ul> <p><b>2 courses/6 units English</b></p> <p>ENGL 101 (WRT 101 101 English Composition I) (3) ENGL 102 (WRT 102 English Composition II) (3)</p> <p><i>Gen Ed Entry and Exit courses, UNIV 101 and 301, are waived for transfer students.</i></p>
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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<p>List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)</p>	<p>Complete all pre-major coursework with 3.0 GPA in the following prerequisite courses at Community College:  WRT 101 English Composition I (3)  WRT 102 English Composition II (3)  BIO 201IN Human Anatomy/Physiology I (4)  BIO 202IN Human Anatomy/Physiology II (4)  BIO 205IN Microbiology (4)  BIO 181IN General Biology (3)  CHEM 130IN Fundamental Chem (4)  PSY 101 Introduction to Psychology (3)  MAT 142 Topics in College Math (3)  MAT 167 Intro Stats (3)  Admission to community college nursing associate's degree program</p>																	
<p>Major requirements</p>																		
<p>Minimum # of units required in the major (units counting towards major units and major GPA)</p>	60																	
<p>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</p>	32																	
<p><a href="#">Minimum # of residency units to be completed in the major</a></p>																		
<p>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<table border="1"> <thead> <tr> <th data-bbox="1079 915 1331 943">UA Transfer Equivalent</th> <th data-bbox="1331 915 1778 943">Required CC Courses</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 943 1331 980">MATH 163</td> <td data-bbox="1331 943 1778 980">MAT 167 Introductory Statistics (3)</td> </tr> <tr> <td data-bbox="1079 980 1331 1089">NSC 101</td> <td data-bbox="1331 980 1778 1089">FSN 154 Nutrition (3) <u>or</u> BIO 127 Human Nutrition and Biology (4) <b>(EP: Natural Scientist)</b></td> </tr> <tr> <td data-bbox="1079 1089 1331 1162">PSIO 201</td> <td data-bbox="1331 1089 1778 1162">BIO 201IN Human Anatomy /Physiology I (4)</td> </tr> <tr> <td data-bbox="1079 1162 1331 1235">PSIO 202</td> <td data-bbox="1331 1162 1778 1235">BIO 202IN Human Anatomy/ Physiology II (4)</td> </tr> <tr> <td data-bbox="1079 1235 1331 1273">MIC 205A and L</td> <td data-bbox="1331 1235 1778 1273">BIO 205IN Microbiology (4)</td> </tr> <tr> <td data-bbox="1079 1273 1331 1310">MCB 181 R and L</td> <td data-bbox="1331 1273 1778 1310">BIO 181IN General Biology (4)</td> </tr> <tr> <td data-bbox="1079 1310 1331 1380">CHEM Dept Elective</td> <td data-bbox="1331 1310 1778 1380">CHM 130IN Fundamental Chemistry (4)</td> </tr> </tbody> </table>		UA Transfer Equivalent	Required CC Courses	MATH 163	MAT 167 Introductory Statistics (3)	NSC 101	FSN 154 Nutrition (3) <u>or</u> BIO 127 Human Nutrition and Biology (4) <b>(EP: Natural Scientist)</b>	PSIO 201	BIO 201IN Human Anatomy /Physiology I (4)	PSIO 202	BIO 202IN Human Anatomy/ Physiology II (4)	MIC 205A and L	BIO 205IN Microbiology (4)	MCB 181 R and L	BIO 181IN General Biology (4)	CHEM Dept Elective	CHM 130IN Fundamental Chemistry (4)
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<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p><b>Nursing Major courses (units) Transferred from CC</b></p> <table border="1"> <thead> <tr> <th data-bbox="1087 841 1360 873">UA Nursing</th> <th data-bbox="1360 841 1791 873">CC Nursing Equivalents</th> </tr> </thead> <tbody> <tr> <td data-bbox="1087 873 1360 1003">           NURS 356: Foundations in Nursing Care (7)  <b>Total = 7 units</b> </td> <td data-bbox="1360 873 1791 1003">           NRS 104 Nursing Process I (4)            NRS 104LC – Clinical Lab (3)            NRS 104LS – Skills Lab (1)  <b>Total = 8 units</b> </td> </tr> <tr> <td data-bbox="1087 1003 1360 1198">           NURS 366: Acute &amp; Chronic Illness Management I (10)  <b>Total = 10 units</b> </td> <td data-bbox="1360 1003 1791 1198">           NRS 105 Nursing Process II (4)            NRS 105LC Nursing Process II Clinical Lab (4)            NRS 105LS Nursing Process II Skills Lab (1)  <b>Total = 9 units</b> </td> </tr> <tr> <td data-bbox="1087 1198 1360 1398">           NURS 368: Nursing Care of the Childbearing Family (5)  <b>Total = 5 units</b> </td> <td data-bbox="1360 1198 1791 1398">           NRS 201 Nursing Process III (2.5)            NRS 201LC Nursing Process III Clinical Lab (2)  <i>(other half of NRS 201 9 unit equivalent (4.5 units) in NURS 471)</i>  <b>Total = 4.5 units</b> </td> </tr> <tr> <td data-bbox="1087 1398 1360 1429">           NURS 470: Acute &amp;         </td> <td data-bbox="1360 1398 1791 1429">           NRS 202 Nursing Process IV (3)         </td> </tr> </tbody> </table>	UA Nursing	CC Nursing Equivalents	NURS 356: Foundations in Nursing Care (7) <b>Total = 7 units</b>	NRS 104 Nursing Process I (4) NRS 104LC – Clinical Lab (3) NRS 104LS – Skills Lab (1) <b>Total = 8 units</b>	NURS 366: Acute & Chronic Illness Management I (10) <b>Total = 10 units</b>	NRS 105 Nursing Process II (4) NRS 105LC Nursing Process II Clinical Lab (4) NRS 105LS Nursing Process II Skills Lab (1) <b>Total = 9 units</b>	NURS 368: Nursing Care of the Childbearing Family (5) <b>Total = 5 units</b>	NRS 201 Nursing Process III (2.5) NRS 201LC Nursing Process III Clinical Lab (2) <i>(other half of NRS 201 9 unit equivalent (4.5 units) in NURS 471)</i> <b>Total = 4.5 units</b>	NURS 470: Acute &	NRS 202 Nursing Process IV (3)
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NURS 470: Acute &	NRS 202 Nursing Process IV (3)										



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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	Chronic Illness Management II (10)  <b>Total = 10 units</b>	NRS 202CA Nursing Process IV Clinical Lab A (3.5) NRS 202CB Nursing Process IV Clinical Lab B (2.5) <b>Total = 9 units</b>											
	NURS 471: Mental Health Nursing (5)  <b>Total = 5 units</b>	NRS 201 Nursing Process III (2.5) NRS 201LC Nursing Process III Clinical Lab (2) <b>Total = 4.5 units</b>											
	NURS 472A: Nursing Pharmacology (3)  <b>Total = 3 units</b>	NRS 108 Drug Calculations (1) NRS 155 Intro to Pharmacology (3) <b>Total = 4 units</b>											
	<b>Nursing Major Courses Transferred from CC = 39 units</b>												
	<table border="1"> <tr> <td data-bbox="1081 690 1766 722"> <b>Nursing Major Bridge to the BSN – taken at UA</b> </td> </tr> <tr> <td data-bbox="1081 722 1766 755">           NURS 350 Pathophysiology (3)         </td> </tr> <tr> <td data-bbox="1081 755 1766 787">           NURS 379: Scholarly Inquiry in Evidence-Based Practice (2)         </td> </tr> <tr> <td data-bbox="1081 787 1766 820">   </td> </tr> <tr> <td data-bbox="1081 820 1766 852">           NURS 390: Quality, Safety, &amp; Tech for Nursing Practice (2)         </td> </tr> <tr> <td data-bbox="1081 852 1766 885">   </td> </tr> <tr> <td data-bbox="1081 885 1766 917">           NURS 473: Population Health &amp; Community Nursing (5)         </td> </tr> <tr> <td data-bbox="1081 917 1766 950">           NURS 478: Nursing Leadership &amp; Management in Health Systems (4)         </td> </tr> <tr> <td data-bbox="1081 950 1766 982">           NURS 479: Transition to the Professional Nursing Role (5)         </td> </tr> <tr> <td data-bbox="1081 982 1766 1015">           NURS 499 Special Exam (5)         </td> </tr> <tr> <td data-bbox="1081 1015 1766 1047"> <b>Nursing Major Bridge to the BSN – taken at UA = 26 plus 6 Building Connections = 32 units</b> </td> </tr> </table>		<b>Nursing Major Bridge to the BSN – taken at UA</b>	NURS 350 Pathophysiology (3)	NURS 379: Scholarly Inquiry in Evidence-Based Practice (2)	 	NURS 390: Quality, Safety, & Tech for Nursing Practice (2)	 	NURS 473: Population Health & Community Nursing (5)	NURS 478: Nursing Leadership & Management in Health Systems (4)	NURS 479: Transition to the Professional Nursing Role (5)	NURS 499 Special Exam (5)	<b>Nursing Major Bridge to the BSN – taken at UA = 26 plus 6 Building Connections = 32 units</b>
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<b>Nursing Major Bridge to the BSN – taken at UA = 26 plus 6 Building Connections = 32 units</b>													
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes NURS 473 Population Health and Community Nursing – 2 of 5 units for practicum involving community service activities NURS 479 Transition to the Professional Role – 5 units of field practicum												
Senior thesis or senior project required (Yes/No). If yes, provide description.	NO												



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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Additional requirements (provide description)	Students must pass national licensing examination to receive Special Examination for credit
Minor (specify if optional or required)	None
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	No

II. CURRENT COURSES–

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
NURS 350	3	Pathophysiology	Nursing (CC & UA) req. supporting coursework	Online	F, Sp	Y - UA
NURS 379	2	Scholarly Inquiry for Evidence-based Practice	“	Online	F, Sp	Y - UA
NURS 390	2	Quality, Safety, & Technology for Nursing Practice	“	Online	F, Sp, Su	Y - UA
NURS 473	5	Population Health & Community Nursing	“	Online/practica	F, Sp	Y - UA
NURS 478	4	Nursing Leadership & Management in Health Systems	“	Online/Practica	F, Sp	Y - UA
NURS 479	5	Transition to the Professional Role (practicum) (Main – F, Spr)	“	Online/Practica	F, Sp	Y - UA
NURS 499	5	Independent Study (Special Examination)	“	Independent	F, Sp, Su	Y - UA

Other courses in major		Course Title (equivalent to basic UA Nursing courses – taken at Community College for Transfer)	Pre-requisites	Delivery Mode	Typically Offered	
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NURS 356	7	NRS 104 Nursing Process 1 (8 units)	Nursing (CC & UA) req. supporting coursework	In-person	F, Sp	
NURS 472A	3	NRS 108 Drug Calculations (1 unit) NRS 155 Pharmacology (3 units)	"	In-person	F, Sp	
NURS 366	10	NRS 105 Nursing Process 2 (9 units)	"	In-person	F, Sp	
NURS 368 NURS 471	5 5	NRS 201 Nursing Process 3 (9 units)	"	In-person	F, Sp	
NURS 470	10	NRS 202 Nursing Process 4 (9 units)	"	In-person	F, Sp	
Course equivalent units to Transfer from Community College = 40 units						

III. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
NONE									

IV. **FACULTY INFORMATION-**

**NOTE:** All UA Nursing courses in this community college collaborative BSN degree program are part of two existing UA BSN degree sub-plans and faculty assigned to courses hold qualifications as mandated by the profession accreditation agency (Commission on Collegiate Nursing Education). Student enrollment will expand the number of sections needed within existing courses but the nature and quality of the courses will remain the same, are already approved and staffed by qualified faculty. At minimum faculty hold an unencumbered license as a registered nurse (RN) and a master’s degree and qualifications as aligned to the Arizona State Board of Nursing. Any new faculty for expanded section numbers will hold



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credentials comparable to existing faculty to meet accreditation requirements. The names and CVs of any added faculty will not be known until program is approved for start.

Faculty Member	Involvement	UA Vitae link or Box folder link
SEE ABOVE NOTE		

V. GRADUATION PLAN –

**NOTE:** At the CC, students complete up to 50 units of AGECE prerequisites (required by UA, UA nursing and CC nursing), admitted to the UA/CC CNEP and if qualified, will enter CC professional nursing courses (Sem 3). Course prefix **NRS** = Pima Community College Nursing; **NURS** = UA College of Nursing. Will transfer (TR) 40 NRS (CC nursing) units (from Sem 3-7). **Red text - signifies UA courses.**

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Writing 101	3	Bio 202	4	HRP 100 (no TR)	1	Bio 127 or FSN 154	3 or 4
Mat 142 (or 151)	3	BIO 181	4	NRS 104	8	NRS 105	9
Chem 130	4	Bio 205	4	NRS 108	1	Mat167 (stats)	3
Bio 201	4	Writing 102	3	NRS 155	3		
Psy 101	3	Arts	3	<b>NURS 350</b>	<b>3</b>		
<b>Total</b>	17 17 TR	<b>Total</b>	18 18 TR	<b>Total</b>	16 12 TR	<b>Total</b>	15/16 15 TR

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ECE 107 or PSY 240	3	NRS 201	9	Bio 250	3	<b>NURS 479</b>	<b>5</b>
BE course - e.g, ANT 112	3	NRS 203	1	NRS 202	9	<b>NURS 499</b>	<b>5</b>
<b>NURS 390</b>	<b>2</b>	<b>NURS 379</b>	<b>2</b>	<b>NURS 478</b>	<b>4</b>	<b>BC course</b>	<b>3</b>
<b>NURS 473</b>	<b>5</b>						
<b>BE course</b>	<b>3</b>						
<b>Total</b>	13 6 TR	<b>Total</b>	15 10 TR	<b>Total</b>	16 12 TR	<b>Total</b>	13 0 TR



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CC transfer units = 51 pre-requisite units and 39 professional nursing major basic course units = 90 units, minimum units taken at UA = 32 units

Collaborative Nursing Education Program (CNEP) U. of Arizona Courses Only					
<u>Semester 3 – Fall</u>	<u>Units</u>	<u>Semester 4 – Spring</u>	<u>Units</u>	<u>Semester 5 – Summer</u>	<u>Units</u>
NURS 350 Human Pathophysiology	3			NURS 390: Quality, Safety, & Tech for Nursing Practice NURS 473 Population Health & Comm Nsg UA Building Connections	2 5 3
<u>Semester 6 – Fall</u>	<u>Units</u>	<u>Semester 7 – Spring</u>	<u>Units</u>	<u>Semester 8 - Summer</u>	<u>Units</u>
NURS 379 Evidence-based Practice	2	NURS 478 Nsg Leadership & Mgmt in Health Systems	4	NURS 479 Transition to the Professional Role NURS 499 Special Exam UA Building Connections	5 5 3

VI. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [Office of Instruction and Assessment](#). Attach your Curriculum Map here.





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<b>Learning Outcome #1:</b> Synthesize knowledge from liberal education, professional nursing, and life experiences as a basis for professional nursing practice
<b>Concepts:</b> evidence sources, appraisal and clinical care applications related to the health/disease continuum across the lifespan
<b>Competencies:</b> seek and apply contemporary healthcare-related evidence to patient care
<b>Assessment Methods:</b> written and verbal exams, papers, projects and clinical practica performance
<b>Measures:</b> instructor feedback (coaching) and grading of homework, exams
<b>Learning Outcome #2:</b> Apply leadership, quality improvement, and patient safety skills to improve patient care outcomes
<b>Concepts:</b> clinical skills that improve and assure safe care delivery
<b>Competencies:</b> articulate and demonstrate care that is informed by evidence
<b>Assessment Methods:</b> projects and performance measures in simulated and field learning environments
<b>Measures:</b> Instructor feedback (coaching), leadership projects and nursing care field practical performance assessment
<b>Learning Outcome #3:</b> Implement health promotion, disease prevention, and health restoration strategies to improve individual and population health
<b>Concepts:</b> apply care strategies to restore and promote health, and prevent disease
<b>Competencies:</b> health-related education and communication proficiencies that fosters patients self-care
<b>Assessment Methods:</b> projects and performance testing in simulated and field learning environments
<b>Measures:</b> simulation laboratory testing, nursing care field practical performance assessment
<b>Learning Outcome #4:</b> Implement culturally sensitive, evidence-informed, integrative care for patients across the lifespan and across healthcare environments.
<b>Concepts:</b> apply integrative care strategies based on scientific evidence of effects and sensitive to the cultural heritage of patients
<b>Competencies:</b> treating or referring patients regarding natural therapies complementary to conventional therapies (i.e., medications and surgical repair) and effective in symptom management
<b>Assessment Methods:</b> papers, projects and performance testing in simulated and field learning environments
<b>Measures:</b> instructor feedback (coaching), papers, projects and assessment of application in simulated case studies and field practica
<b>Learning Outcome #5:</b> Integrate information management and patient care technology to deliver, manage, and evaluate quality patient care.
<b>Concepts:</b> intellectual knowledge and instrumental skills in patient care technologies [health-related documentation/communication systems, patient monitoring (acute care and wearables) and technical patient care enablers]
<b>Competencies:</b> effective use of patients care technologies
<b>Assessment Methods:</b> papers, projects and performance testing in simulated and field learning environments
<b>Measures:</b> simulation laboratory and nursing care field practical performance assessments



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	Outcome 1: Synthesize Knowledge	Outcome 2: Apply Systems Leadership	Outcome 3: Implement Basic HC	Outcome 4: Implement EDI-related HC	Outcome 5: Integrate HC technology
NURS 350 Human Pathophysiology	I/A		R	R	R
NURS 390: Quality, Safety, & Tech for Nursing Practice	I/A	R/A	R/A	R/A	R/A
NURS 379 Evidence-based Practice	I/A	R	R/A	R/A	R
NURS 473 Population Health & Community Nursing	I	R/A	R/A	R/A	R
NURS 478 Nsg Leadership & Management in Health Systems	I	R/A		R	R
NURS 479 Transition to the Professional Role	R/A	R	R/A	R/A	R
NURS 499 Special Exam	M/A	M/A	M/A	M/A	M/A
Exit Survey & Questionnaire (Required)	A	A	A	A	A
I= introduced, R= reinforced, M= mastered, and A =assessed HC = Health Care					

VII. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
<b>During Program</b>		
Mastery of course competencies	Student Course Surveys	At least every 2 years for each course
Program coordinator or peer assessments	Classroom Observation Tool	NURS 350, 379 and 390 q 3 years
Course withdrawals, failure and pass rates	Course statistics	Annually for each course
<b>Post Completion of Major</b>		



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Student Self-assessed Learning Experiences	Comprehensive Student Portfolios	Random content analysis of 10% of portfolios annually
Student Program Satisfaction	Program Exit Survey	Last semester of program
Job Placement Statistics	Program Exit Survey/Alumni Survey	Alumni Surveys every 2 years
Program completion, withdrawals, re-entry rates	Program Statistics	Annually
Pass rates on national examination for RN licensure	Report from State Board of Nursing	End of Program
Nursing National Accreditation Review	Reviewer Report	Every 10 years
State Board of Nursing Review	Reviewer Report	At time of national accreditation

VIII. ANTICIPATED STUDENT ENROLLMENT-complete the table below.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	25	50	75	100	100

Data/evidence used to determine projected enrollment numbers:

Data was gathered from colleagues at the Pima Community College Nursing Program Leaders

- 120 students admitted each year – Fall and Spring
- Approximately 420 students in the program at any given time
  - about 60% represent diverse heritage so N ~252)
- High percentage of students would like minimum education of a bachelor’s degree
- 9-12 month follow-up post-graduation – 86-90% are pursuing a BSN degree
- **160 students per year are admitted into collaborative programs** – ASU and NAU already have programs
- Many students ask about UA opportunities and would prefer a wildcat degree
- Very few students struggle in the collaborative programs; 90% retention rate
- Our conservative estimate for planning is that **we can capture at least 1/3 of the 150 students (N~50/yr)** at steady state (by year 3).



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IX. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees	0	22-25	22-25	45-50	45-50

Data/evidence used to determine number of anticipated degrees awarded annually:

Estimates are based on expected enrollment and testimony from Pima CC colleagues of 90% retention rate.

X. **PROGRAM DEVELOPMENT TIMELINE**- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Once approval is obtained, we can begin marketing at Pima CC as soon as their next information session. We can have marketing materials (brochures, and social media content) ready almost instantly and link to our present BSN marketing.

Activities	0-3 mo post UA approval	3 mo to ongoing
Establish degree in UA systems	x	
Establish collaborative processes for recruitment and monitoring with CC nursing including marketing materials and use of electronic media.	x	
Implement processes in CON systems to support student and faculty recruitment and retention and program evaluation – e.g., website, advisors recruiters, business office, marketing/communications, faculty/staff		x
Engage in collaborative recruitment with Community College		x
Designate faculty for expanded course sections		x
Align students with academic and career resources (at UA and in CON)		x

XI. **Program Fees and Differential Tuition (PFDT) Request** – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

Students in the collaborative program will be subject to UA On-campus tuition as per policy



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

### Appendix C. ABOR Form

#### Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at [helen.baxendale@azregents.edu](mailto:helen.baxendale@azregents.edu)

University:

<b>Name of Proposed Academic Program:</b> <b>Collaborative Nursing Education Program (CNEP)</b>
<b>Academic Department:</b> The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s). <b>Nursing: Nursing and Health Education Division</b>
<b>Geographic Site:</b> The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered. <b>UA main campus</b>
<b>Instructional Modality:</b> <b>icourse/hybrid</b>
<b>Total Credit Hours:</b> <b>120</b>
<b>Proposed Inception Term:</b> <b>Admission Fall 2024</b>
<b>Brief Program Description:</b>



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Graduates from the BSN program apply a theoretical foundation, leadership, quality improvement, clinical competence and patient safety skills to achieve patient-related health restoration, health promotion, and disease prevention. Students learn to think critically, apply evidence-based practices, and work collaboratively in a myriad of health care environments. The BSN program is accredited by the national Commission on Collegiate Nursing Education (CCNE).

This degree program fits with the mission of the UA to “continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges”. With a looming nursing (RN) shortage on the horizon in the era of the COVID 19 pandemic, this program will provide more RNs well-educated to be leaders in supporting and advancing healthcare systems and delivery. This program also supports the UA College of Nursing goal to attract and enroll students from ethno-racial groups under-represented in nursing and healthcare. For example, at Pima Community College, of the approximately 420 nursing students in the program at any given time about 60% represent diverse heritage (N ~252).

The proposed bachelor of science in nursing (BSN) degree program is designed to be collaborative with accredited community colleges granting associate degrees in nursing (ADN). Successful completion of either the BSN or ADN degrees allow graduates to write the national registered nurse (RN) licensing examination. Students may transfer up to 90 units earned from the community college (51 units of pre-requisites and 39 credits of basic professional nursing courses, deemed to overlap with basic courses in the existing BSN degree sub-plans at U. of Arizona, i.e., conventional [Tucson main campus] and BSN - integrative health [Gilbert Distance campus]. This will be followed by courses which bridge to the BSN that are not covered sufficiently in the ADN program. The bridge courses already exist for our BSN degree sub-plans.

**Learning Outcomes and Assessment Plan:**



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<b>Measures:</b> instructor feedback (coaching) and grading of homework, exams
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<b>Competencies:</b> effective use of patients care technologies
<b>Assessment Methods:</b> papers, projects and performance testing in simulated and field learning environments
<b>Measures:</b> simulation laboratory and nursing care field practical performance assessments
<b>Projected Enrollment for the First Three Years:</b>



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Please provide anticipated enrollment numbers for each of the first three years of the proposed program

Yr. 1 = 25; Yr. 2 = 50; Yr. 3 = 75

Evidence of Market Demand:

Pima Community College Nursing Program (data from colleagues):

- 120 students admitted each year, approximately 420 students in the program at any given time
- High percentage of students would like a minimum education of a bachelor’s degree
- 9-12 month follow-up post-graduation - 86-90% are pursuing a BSN degree
- 160 students per year are admitted into collaborative programs – ASU and NAU already have programs
- Many students ask about UA opportunities and would prefer a UA degree
- Very few students struggle in the collaborative programs ; 90% retention rate

Our conservative estimate is that we can capture at least 1/3 of the 160 students (N~50/yr) at steady state (by Yr. 3)

According to the Bureau of Labor Statistics’ *Employment Projections 2021-2031*, the Registered Nursing (RN) workforce is expected to grow by 6% over the next decade, an increase of 195,400 nurses. Projected are 203,200 openings for RNs each year through 2031. More than 500,000 RNs will retire by 2022, leaving a shortage of 1.1 million RNs across the country and although the number of RNs is anticipated to increase 15% by 2026, the increase is not enough to close the gap.

Similar Programs Offered at Arizona Public Universities:

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

ASU – Pima and Maricopa Community College Concurrent Enrollment Program

NAU – Pima and Maricopa Community College Concurrent Associate Degree Baccalaureate Degree Nursing Program

FOR CURRICULAR AFFAIRS USE ONLY

Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:





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Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

**New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):**

UA BSN bridge courses (N = 6) are existing. The expanded enrollment in the courses will increase the number of sections to be staffed with added faculty. This will be achieved by extension or reassignment of existing faculty or the hiring of part-time faculty. No new laboratory or classroom spaces will be needed. At steady-state with estimated enrollment of 50 students per year, a faculty expansion by ~1.5 FTE is estimated.

**Plan to Request Program Fee/Differentiated Tuition?      YES    NO**

**Estimated Amount:** ~\$540/unit

**Program Fee Justification:**

Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your [University Fees](#) office to complete a fee request.

**Specialized Accreditation?      YES    NO**

**Accreditor:**

The name of the agency or will be sought

Upon an inquiry sent to our accrediting body (Commission on Collegiate Nursing Education, CCNE), we were informed that this program addition only requires sending information of the change on a set of required forms. We will inform the CCNE and the Arizona State Board of Nursing of this program prior to launch and after UA approval.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit:						
Budget Contact Person:	Projected					
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025- 2026			
<b>METRICS</b>						
Net increase in annual college enrollment UG	25	25	50	new admissions		
Net increase in college SCH UG	200	650	850	see other tabs for detailed calculation		
Net increase in annual college enrollment Grad						
Net increase in college SCH Grad	-	-	-			
Number of enrollments being charged a Program Fee						
New Sponsored Activity (MTDC)						
Number of Faculty FTE	0.5	1	1.5			
<b>FUNDING SOURCES</b>						
<u>Continuing Sources</u>						
UG AIB Revenue	64,750	306,125	379,525	see other tabs for detailed calculation		
Grad AIB Revenue						
Program Fee Revenue (net of revenue sharing)						
F and A AIB Revenues						
Reallocation from existing College funds (attach description)						
Other Items (attach description)						
<b>Total Continuing</b>	<b>\$ 64,750</b>	<b>\$ 306,125</b>	<b>\$ 379,525</b>			
<u>One-time Sources</u>						
College fund balances	88,050					
Institutional Strategic Investment						
Gift Funding						
Other Items (attach description)						
<b>Total One-time</b>	<b>\$ 88,050</b>	<b>\$ -</b>	<b>\$ -</b>			
<b>TOTAL SOURCES</b>	<b>\$ 152,800</b>	<b>\$ 306,125</b>	<b>\$ 379,525</b>			
<b>EXPENDITURE ITEMS</b>						
<u>Continuing Expenditures</u>						
Faculty	40,000	80,000	120,000			
Other Personnel			40,000	program coordination and support		
Employee Related Expense	12,800	25,600	51,200			
Graduate Assistantships						
Other Graduate Aid						
Operations (materials, supplies, phones, etc.)	50,000	50,000	100,000	estimated \$2000 per student		
Additional Space Cost						
Other Items (attach description)						
<b>Total Continuing</b>	<b>\$ 102,800</b>	<b>\$ 155,600</b>	<b>\$ 311,200</b>			
<u>One-time Expenditures</u>						
Construction or Renovation	-	-	-			
Start-up Equipment	-	-	-			
Replace Equipment	-	-	-			
Library Resources	-	-	-			
Other Items (attach description)	50,000	20,000		course revision and initial setup		
<b>Total One-time</b>	<b>\$ 50,000</b>	<b>\$ 20,000</b>	<b>\$ -</b>			
<b>TOTAL EXPENDITURES</b>	<b>\$ 152,800</b>	<b>\$ 175,600</b>	<b>\$ 311,200</b>			
<b>Net Projected Fiscal Effect</b>	<b>\$ -</b>	<b>\$ 130,525</b>	<b>\$ 68,325</b>			



## New Academic Program PEER COMPARISON

Program name, degree, and institution	Proposed UA Program	Peer 1 Northern Arizona University	Peer 2 Arizona State University
Current number of students enrolled		Not known	Not known
Program Description	Concurrent Education Program with major Arizona community colleges	Concurrent Education Program with major Arizona community colleges	Concurrent Education Program with major Arizona community colleges
Target Careers	Professional Nursing	Professional Nursing	Professional Nursing
Emphases? (Yes/No) List, if applicable	Yes, Entry-level nursing	Yes, Entry-level nursing	Yes, Entry-level nursing
Minimum # of units required	120	120	120
Level of Math required (if applicable)	Moderate: College Algebra or higher	Moderate: College Algebra or higher	Moderate: College Algebra or higher
Level of Second Language required (if applicable)	Not required for UA College of Nursing	Not required	Not required
Pre-Major? (Yes/No) If yes, provide requirements.	Yes A minimum 3.0 GPA in the following required: WRT 101 English Composition I, WRT 102 English Composition II, BIO 201IN Human Anatomy/Physiology I, BIO 202IN Human Anatomy/Physiology II, BIO 205IN Microbiology, CHM 130. Fundamental Chemistry, PSY 101	Yes A minimum 3.0 GPA in the following required: WRT 101 English Composition I, WRT 102 English Composition II, BIO 201IN Human Anatomy/Physiology I, BIO 202IN Human Anatomy/Physiology II, BIO 205IN Microbiology, CHM 130. Fundamental Chemistry, PSY 101 Introduction to Psychology, MAT 142 Topics in College Mathematics	Yes A minimum 3.0 GPA in the following required: WRT 101 English Composition I, WRT 102 English Composition II, BIO 201IN Human Anatomy/Physiology I, BIO 202IN Human Anatomy/Physiology II, BIO 205IN Microbiology, CHM 130. Fundamental Chemistry, PSY 101

	Introduction to Psychology, MAT 142 Topics in College Mathematics		Introduction to Psychology, MAT 142 Topics in College Mathematics
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	<b>Pre-requisites</b> as above <b>GPA:</b> 3.0 in pre-requisite courses <b>Application:</b> Collaborative admission to program at time of community college RN nursing program admission.	<b>Pre-requisites:</b> as above <b>GPA:</b> GPA = 3.0 in all required courses <b>Application:</b> Students submit a completed application and appropriate supportive documents including transcripts and HESI A2 exam scores.	<b>Pre-requisites:</b> as above <b>GPA:</b> GPA = 3.0 in all required courses <b>Application:</b> Students must be placed by Pima Nursing for a specific semester to participate in the program
Internship, practicum, or applied/experiential requirements? If yes, describe.	Yes, Basic nursing clinical practica are in courses completed at community college and in 2 course to be completed at UA.	Similar to proposed	Similar to proposed

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The University of Arizona College of Nursing-Community College Collaborative Nursing Education (CNE) program is similar to the Concurrent Education Programs at ASU and NAU in providing the appropriate pre-requisites for nursing education as required by accreditation and regulatory bodies for entry-level nursing programs. The Program content is aligned with national accreditation standards for BSN programs and regulatory rules from the Arizona State Board of Nursing. Faculty expertise is aligned with requirements for accreditation and regulatory requirements for entry-level programs. Both the ASU and NAU programs provide an opportunity for qualified nursing students in community colleges with Associate Degrees in Nursing (ADN) to complete additional education focused on leadership in nursing and healthcare. A BS in Nursing is the preferred standard for entry-level nurses and the required minimum standard for leadership in nursing and healthcare. Faculty expertise is comparable across all the schools.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

This program is similar to NAU in NAU courses taken (N = 30) and UA (N = 32) and less than ASU (N = 38). It is similar to NAU in having up to 90 credits transfer from the community college. The proposed UA program stands out from the NAU and ASU programs by:

- 1) appealing to the proportion of students who desire to earn a UA degree
- 2) having a strong set of BSN bridge courses oriented to care systems competencies to complement patient-centric care competencies – the other programs have a mix of course themes
- 3) allowing credit by special examination to recognize the intensive study and successful completion of the rigorous national standardized examination for registered nurse (RN) licensing examination (in final semester)– neither of the other programs have.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

This program will benefit the UA and College of Nursing by increasing access to achieving a UA nursing degree (becoming a Wildcat for life), especially for students from ethno-racial minority backgrounds (Pima Community College reports that ~60% of nursing students declare a minority heritage). The opportunity to earn a UA degree and to be awarded credit for work-related study and mandatory nationally-recognized testing is certain to have appeal. Once approved we intend to link this proposed BSN program more closely to an accelerated master's degree path and place overt emphasis on career-long education and not just success in earning a single degree.



PimaCommunityCollege  
CENTER OF EXCELLENCE  
Health Professions

Division of Critical Care  
2202 W. Anklam Road  
Tucson, AZ 85709-0150  
520-206-6661 (p) | 520-206-3027 (f)  
[www.pima.edu](http://www.pima.edu)

January 11, 2021

Dear Dr. Godfrey,

We welcome the opportunity to partner with the University of Arizona, College of Nursing for the *Arizona Nursing Career Apex Transformation (ANCAAT) Project*. We understand that the overall goal is to attract and support students from groups under-represented in healthcare who have a nursing associate's degree (ADN) to attain a UA degree at the highest level to which they can aspire. At PCC, 52% of our nursing students are from backgrounds other than White/Caucasian.

We certainly would be willing to have an ongoing dialogue about how to engage students while in our ADN program to commit to completing your novel RN-BSN or MSN program. i.e., co-create a novel pathway for career advancement. Your program is unique in that it recognizes the fit with the ADN curriculum and initial work experience so that a BSN or generalist MSN is feasible with no redundant credits. We would hope to discuss processes for integrated holistic assessment between us, guaranteed and expedient admissions and other facilitators. The idea of recruiting candidates together is most appealing. As well, we would be intrigued to participate in and hopefully utilize an adapted version of the proposed *Personal Success and Appraisal Plan*. The notion of flexible, individualized, and extra-curricular support elements aligns with our experiences working with students from multicultural backgrounds and those transitioning from community college environments to the university. Additionally, the opportunity to partake in faculty training as part of your planned *Faculty Inclusive Distinction Campaign* related to creating learning environments that are equitable, diverse, and inclusive would be most welcome.

Please know that we would be open to cooperating by (1) co-creating educational pathways for PCC students/graduates to complete advanced degrees through the UA College of Nursing, (2) tailoring recruitment of qualified individuals from groups underrepresented in nursing; (3) collaborating to develop a holistic approach to assessing students and individualizing supports that will advance their nursing careers, and 4) providing consultative input to your plans for educational enrichment and student support programs and faculty training.

We wish you success in funding so that we work together toward creating a more diverse workforce.

Sincerely,

*Yolanda C McCoy-Stokes RN*

Yolanda C McCoy-Stokes MSN, BSN, RN

Acting Dean of Health Professions

Pima Community College