

March 22, 2017

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University – Bachelor of Science in Nursing

Issue

Utah State University (USU) requests approval to offer a Bachelor of Science in Nursing effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees January 6, 2017.

Background

According to the U.S. Bureau of Labor Statistics, nationwide employment for nurses will increase from 2.75 million to approximately 3.19 million jobs between 2014 and 2024, representing a 16 percent increase. Locally, the Utah Department of Workforce Services anticipates over one thousand openings for registered nurses through 2024.

This increased demand for nurses is accompanied by industry demand for more registered nurses who hold baccalaureate degrees. In its 2011 Future of Nursing report, the Institute of Medicine recommended 80% of registered nurses have a baccalaureate degree by 2020. In its job outlook narrative for registered nurses, the U.S. Bureau of Labor Statistics suggested that those with bachelor degrees in nursing (BSN) will have better job prospects than nurses who do not have a BSN. Information from a Burning Glass data query revealed that 43% of all registered nurse job postings in Utah from February 1, 2016 – January 31, 2017 specified a baccalaureate degree requirement.

Currently, only two Utah System of Higher Education (USHE) institutions offer a pre-licensure BSN degree, Southern Utah University and the University of Utah. In addition, several BSN completion programs are available for registered nurses who hold associate degrees. These nursing programs help meet the growing need for nurses prepared at the BSN level. However, there is not current capacity to serve all qualified students who apply to these programs.

This proposal seeks to increase the number of BSN-qualified nurses by initially admitting 20 students per year at USU's Logan campus. Students will progress through the program in cohort groups. Similar to many BSN programs, the program is designed to be completed in eight semesters. The first two years will include pre-nursing and general education courses followed by two years of content focused on specific nursing related issues such as pediatrics, women's health, medical-surgical nursing, and community health. Graduates of the program will be prepared to advance their education so they can qualify to become nurse educators, clinical nurse specialists, nurse anesthetists, nurse administrators,

care managers, and other advanced practice nursing specialists.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah State University's request to offer the Bachelor of Science in Nursing.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Nursing effective Fall, 2017. The program was approved by the institutional Board of Trustees on January 6, 2017.

Section II: Program Proposal

Program Description

The proposed Utah State University (USU) Bachelor of Science in Nursing (BSN) program will consist of eight semesters that can be completed within 120 credit hours. The first two years will include pre-nursing and general education courses followed by two years of content focused on more specific nursing related issues such as pediatrics, women's health, medical-surgical nursing, and community health. Students will enter and progress through the program in cohort groups. Initially, 20 students per year will be admitted to the program.

Graduates of the program will be eligible to take the National Council of State Boards of Nursing NCLEX-RN examination for licensure in the state of Utah. Although BSN-prepared registered nurses may work in similar facilities and positions as associate degree-prepared registered nurses, registered nurses with a BSN degree typically have more responsibility, higher salaries, and greater opportunities for supervisory/managerial roles. Graduates will be prepared to advance their education to become advanced practice nurses, nurse educators, clinical nurse specialists, and nurse administrators.

Consistency with Institutional Mission

Utah State University is a student centric university that serves the Utah public through learning, discovery, and engagement. This BSN program will achieve that mission by providing students with greater accessibility to nursing education in the state.

Section III: Needs Assessment

Program Rationale

Newly graduated nurses with associate degrees in nursing (ADN) are still being hired in many facilities, but jobs are becoming more prevalent for BSN nurses. The U.S. Bureau of Labor Statistics noted in its employment projections that registered nurses with baccalaureate degrees will have better job prospects than nurses at lower qualification levels.

In its Future of Nursing report in 2011, the Institute of Medicine recommended that 80% of registered nurses have a baccalaureate degree by 2020. The report noted that:

The ways in which nurses were educated during the 20th century are no longer adequate for dealing with the realities of health care in the 21st century. As patient needs and care environments have become more complex, nurses need to attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, system

improvement, research and evidence-based practice, and teamwork and collaboration, as well as competency in specific content areas such as community and public health and geriatrics. Nurses also are being called upon to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals. To respond to these increasing demands, the IOM committee calls for nurses to achieve higher levels of education and suggests that they be educated in new ways that better prepare them to meet the needs of the population.

With the merger of the College of Eastern Utah in 2010, USU obtained accredited nursing programs. Since that time, students have been able to prepare to become licensed practical nurses (LPNs) through a certificate program and registered nurses (RNs) through USU's AAS (Applied Associate of Science) degree program. The practical nursing certificate and AAS in nursing programs have served the students and the communities of Eastern Utah for many years. Utah State University currently offers AAS in nursing courses to prepare students for the national licensure exam and careers as RNs at three locations: Blanding, Price, and Vernal. A USU nursing program is not offered in Logan. However, USU has had a collaborative agreement with Weber State University to offer an associate degree in nursing, enabling students to take nursing courses on the Logan campus. This agreement has well served USU and the students interested in nursing. Weber State University is discontinuing its associate degree program on the USU Logan campus and has admitted its last Logan cohort. The final cohort of WSU students will graduate in May, 2017. Weber State University will continue to have a presence in the Logan area educating LPNs to be prepared for careers as RNs through the completion of an associate degree. Local health care industry leaders have expressed support for a bachelor degree nursing program in Logan as it will assist in meeting their needs for qualified nurses.

Labor Market Demand

According to the U.S. Bureau of Labor Statistics, employment for nurses will increase from 2.75 million to approximately 3.19 million jobs between 2014 and 2024, more than a 16 percent increase. In Utah, the Department of Workforce Services also anticipates a rise in registered nurse job openings. Annually, over one thousand openings for registered nurses are anticipated through 2024.

According to the Utah Department of Workforce Services, the registered nursing occupation "is expected to experience faster than average employment growth with a high volume of annual job openings" with projected annual job openings of 1150 in Utah between 2014 and 2024.

Nurses need to have at least a Bachelor's degree to go on to most advanced practice nursing careers such as nurse midwife, nurse practitioner, and nurse anesthetist. Nurses with specialized training in these areas are highly recruited and needed particularly in rural areas. Currently, the Utah Department of Workforce Services rates the nurse practitioner occupation at the highest level for employment due to demand and wages. The Department expects that this occupation will have faster than average growth with a 4.4% annual increase in job opportunities.

Intermountain Healthcare facilities are giving preference to hiring registered nurses who have BSNs over those who do not. Similarly, the Veterans Administration does not hire RNs unless they have a bachelor degree or higher.

In addition to needing Bachelor's prepared nurses to care for the community, baccalaureate and higher-prepared nurses are needed to become nursing faculty as there are state and national shortages of nursing faculty according to the American Association of Colleges of Nursing. The Utah Department of Workforce Services projects the need for postsecondary nursing instructors and teachers will experience

faster than average employment growth over the next several years. Some of the need is due to replacement of retiring faculty and the growth in nursing education. Nurses who want to become instructors are expected to have more training than is offered at the associate degree. Clinical instructors must have a bachelor degree or higher to teach in Utah's accredited colleges and universities. A master degree at a minimum is required for most full-time faculty positions. A BSN program will open the door for nurses who want to fill a faculty role.

Student Demand

Each year hundreds of USU Logan campus students identify themselves as pre-nursing majors even though USU Logan does not have a nursing program in Logan. The large number of pre-nursing students already on campus will create competitive admissions for program entry.

Similar Programs

Two USHE institutions currently offer pre-licensure baccalaureate nursing degree programs. These include Southern Utah University and the University of Utah. Other programs exist for associate-degreed RNs to complete BSN programs. These RN to BSN programs are offered through Dixie State University, Utah Valley University, Weber State University, Southern Utah University, and the University of Utah. These nursing programs produce excellent graduates who help meet the growing need for bachelor prepared registered nurses, however, each year many qualified students who apply are not admitted due to limited capacity.

Collaboration with and Impact on Other USHE Institutions

This proposed program should have minimal, if any, impact on other USHE institutions as there is a surplus of qualified students applying to existing BSN programs. The institution reported that data from Mountain Measurement, Inc., showed approximately 40% of qualified nursing program applicants (both ADN and BSN) at USHE institutions are not admitted due to lack of program capacity. Therefore, creation of this program should not limit the ability of existing programs to continue to fill their seats with high achieving students.

Program planning has included closely aligning USU BSN program curriculum with the University of Utah and Southern Utah University nursing programs. Having similar pre-requisites will enable students who are not admitted into one program to qualify for admission to another. Both the USHE BSN programs acknowledge an increased need for additional BSN education in Utah and have been supportive of the USU BSN.

External Review and Accreditation

In developing the curriculum, a variety of nursing education standards were reviewed, including the "The Essentials of Baccalaureate Education for Professional Nursing Practice" by the American Association of Colleges of Nursing, and "Quality and Safety Education for Nurses" comprehensive competencies from the National Institute of Nursing Research. The National Registered Nurse Licensing Exam-RN (NCLEX-RN) Detailed Test Plan also was taken into consideration in building the curriculum as well as criteria required by the Accreditation Commission for Education in Nursing (ACEN). Approval for implementation of the program will be sought from the Utah State Board of Nursing.

The Utah State University practical nursing and associate degree nursing programs currently are accredited by ACEN. Utah State University will apply for candidacy for ACEN accreditation for the BSN program once the program has received Board of Regents and regional accreditation approval. The

Utah Nurse Practice Act also was reviewed and used in curriculum development. Other nursing curricula from similar universities within the state and region were evaluated and considered. In addition, a national curriculum expert provided input into USU's BSN program.

Section IV: Program Details

Graduation Standards and Number of Credits

Students will complete the program in eight semesters or 120 credits. Courses meet the baccalaureate degree requirements mandated by USHE and fall within acceptable ACEN guidelines. Students will be required to achieve a C or better in each nursing course to qualify for program graduation.

Admission Requirements

To be admitted to the program, students will be required to:

- Have an overall GPA of 3.0 or higher;
- Complete each prerequisite course with a grade of B- or higher;
- Achieve an acceptable score on the ATI-Test of Essential Academic Skills for nursing and other health professions;
- Write an essay on the meaning of professional nursing, nursing's contribution to health care, and their goals as a professional nurse; and
- Submit three letters of recommendation.

Curriculum and Degree Map

Refer to Appendix A for a list of courses and Appendix B for a program degree map, or graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Utah State University has made nursing education programs a priority and provided extensive support and resources for the current nursing programs. This includes the formation of a Department of Nursing and Health Professions that was approved by the State Board of Regents in July, 2014. The Department of Nursing and Health Professions includes a Director of Nursing Programs who will serve as the program administrator for the proposed BSN program. The Department of Nursing and Health Professions is in the Emma Eccles Jones College of Education and Human Services. This College is well situated to handle the program as it is currently the home for many clinical and human service programs. Courses were chosen to meet the specific curriculum outcomes and to fulfill the USHE criteria for graduation. The pre-requisite and support courses for the program are in place and offered regularly through USU at the Logan campus. Temporary clinical space is available and beginning January 2018 the BSN will occupy clinical laboratory space in the new Clinical Excellence Building currently under construction. This facility will provide several simulation rooms plus a general skills lab encompassing the didactic classroom and debriefing spaces.

Faculty

Faculty will be in place to support the program. Three full-time faculty, one of whom also will have program coordination responsibilities, will be hired for the first year of the program. Two part-time faculty also will be utilized during the first year of the program for supervision of practicum experiences in clinical settings. An additional two full-time faculty and two part-time clinical instructors will be needed as the program begins its second year when there will be two cohorts of students in the program.

Staff

Existing administrative staff and advisors are in place in the Department of Nursing and Health Professions. Secretarial support will be provided by the current staff assistant position in the Department of Nursing and Health Professions.

Student Advisement

A full-time advisor currently works for the department and will continue to provide student advising in nursing. It is anticipated that this advisor will adequately meet the needs of students in the program.

Library and Information Resources

Library resources are adequate to address the needs of the proposed BSN program including an abundance of online databases through the Merrill-Cazier Library providing access to leading nursing and health care journals.

Projected Enrollment and Finance

Refer to Appendix D for projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

The Accreditation Commission on Nursing Education requires program review on a regular, continuing basis. As application for accreditation candidacy status is made to ACEN, the program will develop a systematic plan of evaluation that addresses achievement of program outcomes (NCLEX-RN licensure exam first-time pass rates, graduation rates, and employment rates) and student learning outcomes. The systematic plan of evaluation will be used to guide decision-making in the program and provide a mechanism for continuous program assessment and quality improvement.

Program outcomes and expected levels of achievement are:

- NCLEX-RN licensure exam first-time pass rates: 80% or better of program graduates within the same 12-month period will pass the NCLEX-RN licensure exam on the first attempt.
- Graduation rates: 90% of students who begin the first nursing course will graduate from the BSN program within 8 semesters.
- Employment rates: 90% of program graduates will be employed as an RN within 6 to 12 months following graduation, or enrolled in a graduate nursing education program.

Upon completion of the BSN program, students will be able to:

- Incorporate knowledge from the arts, humanities and sciences in the planning and provision of professional nursing care across the lifespan and continuum of health care environments.
- Integrate reliable evidence from multiple perspectives to inform safe practice and make reasonable clinical decisions.
- Manage data, information, and technology to inform and guide nursing practice.
- Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
- Utilize interpersonal and inter-professional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.

- Apply principles of health promotion and disease prevention to the care of individuals, families, communities, and populations.
- Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of nursing care.

Student Standards of Performance

Assessment of student performance will include formative and summative measures. Examples include but are not limited to the following:

- Formative: concept maps, quizzes, interval exams, group presentations, weekly clinical evaluation tools, Assessment Technology Institute (ATI) standardized tests, evidence-based practice/research papers, communication rubrics
- Summative: comprehensive final exams, final clinical evaluation tool, ATI NCLEX-RN Content Mastery and Predictor tests, capstone project, NCLEX-RN exam pass rates

Appendix A: Program Curriculum

Course Number	NEW Cours	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree)			
General Education Credit Hour Sub-Total			15
Required Courses			
NURS 3010	X	Nursing Health Assessment	1
NURS 3015	x	Nursing Health Assessment Lab	1
NURS 3020	x	Fundamentals of Nursing	2
NURS 3025	x	Fundamentals of Nursing Lab	2
NURS 3030	x	Nursing Management of Care	4
NURS 3035	×	Nursing Management of Care Practicum	3
NURS 3040	×	Pharmacology of Health Care	3
NURS 3210	×	Population Health & Prevention	3
NURS 3215	×	Population Health & Prevention Practicum	2
NURS 3220	×	Family Nursing Through the Lifespan	4
NURS 3225	×	Family Nursing Through the Lifespan Practicum	2
NURS 3230	×	Evidence Based Health Care	3
NURS 3240	×	Health Information Management & Technology	2
NURS 4010	×	Leadership, Management, & Policy in Health Care	4
NURS 4015	×	Leadership, Management, & Policy in Health Care Practicum	2
NURS 4020	×	Nursing Management of Care 2	4
NURS 4025	×	Nursing Management of Care 2 Practicum	4
NURS 4210	×	Nursing Capstone	2
NURS 4215	×	Nursing Capstone Practicum	4
BIOL 2520	×	Pathophysiology	3
BIOL 2320	×	Human Anatomy	4
BIOL 2420	×	Human Physiology	4
BIOL 2060	×	Elementary Microbiology	4
PSY 1010		General Psychology	3
BIOL 1010		Biology and the Citizen	3
STAT 1040		Intro to Stats	3
FCHD 1500		Human Development over the Lifespan	3
CHEM 1110		General Chemistry 1	4
CHEM 1120		General Chemistry	4
CHEM 1125		General Chemistry Lab	1
NDFS 1020		Nutrition	3
CI of Choice		Communicative Intensive (suggest HEP 3600, 5000, or 5100)	3
DHA of Choice		Depth Humanities & Creative Arts	2

Course Number	NEW Course	Course Title	Credit Hours
PSY 3210		Abnormal Psychology	3
Required Course Credit Hour Sub-Total			99
Elective Courses			
		Electives	6
Elective Credit Hour Sub-Total			6
Core Curriculum Credit Hour Sub-Total			120

Program Curriculum Narrative

NA

Appendix B: Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PSY 1010 Gen Psychology (BSS)	3	Breadth Creative Arts Course of choice	3
ENGL 1010 Intro to Writing (CL1)	3	FCHD 1500 Human Development over	3
BIOL 1010 Biology and the Citizen (BLS)	3	BIOL 2320 Human Anatomy	4
STAT 1040 Intro to Stats (QL)	3	CHEM 1110 General Chemistry I (PBS)	4
Elective	3	Elective	1
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
BIOL 2420 Human Physiology	4	ENGL 2010 Intermediate Writing (CL2)	3
BIO 2060 Elementary Micro	4	BIOL 2520 Pathophysiology	3
Breadth American Institutions course	3	CHEM 1120 General Chemistry	4
Breadth Humanities course	3	CHEM 1125 General Chemistry Lab	1
Elective	1	NDFS 1020 Nutrition (BLS/Exploratory)	3
		Elective	1
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
NURS 3010 & 3015 Nursing Health	2	NURS 3210 Population Health &	3
NURS 3020 & 3025L Fundamentals of	4	NURS 3215 Population Health &	2
NURS 3040 Pharmacology in Health	3	NURS 3220 Family Nursing Through the	4
NURS 3030 Nursing Management of	4	NURS 3225 Family Nursing Through the	2
NURS 3035 Nursing Management of	3	NURS 3230 Evidence Based Health	3
		NURS 3240 Health Information	2
Total	16	Total	16
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
NURS 4010 Leadership, Management, &	4	NURS 4210 Nursing Capstone	2
NURS 4015 Leadership & Man, & Policy	2	NURS 4215 Nursing Capstone	4
NURS 4020 Nursing Management of	4	Communicative Intensive (suggest HEP)	3
NURS 4025 Nursing Management of	4	Depth Humanities & Creative Arts	2
		PSY 3210 Abnormal Psychology (DSS)	3
Total	14	Total	14

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non - Tenure Track
Faculty: Full Time with			1
Faculty: Part Time with			
Faculty: Full Time with			
Faculty: Part Time with			
Faculty: Full Time with			
Faculty: Part Time with			
Teaching / Graduate	////	////	
Staff: Full Time			2
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Carole	Grady	Other	EdD	Utah State University	50%	Prof Pract
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

	# Tenured	# Tenure -Track	# Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with		2		PhD, with Masters in Nursing	100%
Faculty: Part Time with					
Faculty: Full Time with			2	BSN with Masters in Nursing	100%
Faculty: Part Time with			4	BSN with Master's in Nursing	100%
Faculty: Full Time with	////	////			
Faculty: Part Time with					
Teaching / Graduate					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	41	70	105	120	130	135
# of Majors in Proposed Program(s)	//////	20	50	60	60	60
# of Graduates from Department	30	35	60	70	75	80
# Graduates in New Program(s)	//////	0	20	30	30	30
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-</i>						
Personnel (Faculty & Staff Salary &		\$241,760	\$483,520	\$483,520		
Operating Expenses (equipment, travel, resources)	//////	\$345,500	\$11,000	\$10,000		
Other: accreditation		\$6,500	\$6,500	\$2,600		
TOTAL PROGRAM EXPENSES		\$593,760	\$501,020	\$496,120		
TOTAL EXPENSES		\$593,760	\$501,020	\$496,120		
FUNDING – source of funding to cover additional costs generated by proposed						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$593,760	\$501,020	\$496,120		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition	//////					
Differential Tuition (requires Regents approval)	//////					
PROPOSED PROGRAM FUNDING		\$593,760	\$501,020	\$496,120		
TOTAL DEPARTMENT FUNDING		\$593,760	\$501,020	\$496,120		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense Explanation

Expense Narrative

The Assistant Department Head will devote .50 FTE to the BSN program. In addition, two PhD, tenure-track faculty, two Master in Nursing non-tenure track faculty, and four part-time clinical instructors will be hired during the first two years of the program. Other costs that have been identified are associated with acquiring clinical lab equipment including simulation manikins, bringing on the new faculty members such as relocation expenses, start-up packages which include office packages, position advertising and interview travel costs. The initial costs of the ACEN accreditation application also will need to be covered.

Part III: Describe Funding Sources

Revenue Narrative 1

Several years ago the Utah State Legislature provided Utah State University with \$1M in ongoing funding to support nursing programs at Utah State University. Initially, funding was used exclusively to support regional campus ADN/RN programs in Vernal, Price, and Blanding. Since that time, programs have been added in Tooele and Moab. Funding from the original appropriation is currently being used to support campus nursing coordinators, while regional campuses provide funding for all other faculty.

A revised budget for the nursing program was established in July, 2014 when a new Department of Nursing and Health Professions was created in anticipation of starting the BSN on the Logan campus. During the initial two years of program development, not all faculty positions were filled so a surplus from previous years will help cover the cost of clinical laboratory equipment purchases, expenses related to initiation of accreditation and other one-time start-up expenses. Other internal reallocations included reducing administrative costs by having the department head in the Department of Kinesiology and Health Sciences assume leadership of the Department of Nursing and Health Professions with the help of an assistant department head. Previously, the Department of Nursing and Health Professions in Logan had its own department head and director of nursing. Given these salary savings, the \$1M ongoing legislative appropriation is sufficient to enable the institution to hire two PhD-level faculty members, one of whom will serve as the Logan campus coordinator, as well as two master degree-level nursing faculty and several part-time clinical instructors who will be paid by the course.