

Comprehensive Program Of Pre-Nursing For 2021-2023

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative:

The Associate of Science in Pre-Nursing program is designed for students transferring into a 4-year Bachelor of Science in Nursing (BSN) degree. Introductory courses in biology, physical science, math, and general education are selected to meet the pre-requisite requirements for many BSN programs at Kansas colleges and universities.

Completion of the Associate of Science in Pre-Nursing is not required or recommended for students seeking to enter nursing licensure programs that culminate in an associate's degree. As ICC does not have a nursing school, students can choose to take their pre-requisite courses at ICC before transferring to a 2-year nursing program elsewhere.

There are no certificates associated with the Pre-nursing Program.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Chart:

		2021-2022	2022-2023
Number of Faculty:			
	Full time	3	3
	Adjunct	3	3
Enrollment & Student credit hours by Faculty type:			
	Full Time	285 stud / 94 credit hrs	245 stud / 81 credit hrs
	Adjunct	55 stud / 20 credit hrs	60 stud / 20 credit hrs
Average Class size:			
	Face-to-Face classes	12.4	12.5
	Online classes	17.1	18.6
	All courses	14.2	14.5
Completion Rates:			
	Face-to-Face classes	93.01%	80.6%
	Online classes	81.17%	76.9%
	All courses	87.64%	79.0%
Pass ('D' or better) rates:			

	Face-to-Face classes	93.64%	85.1%
	Online classes	92.29%	88.0%
	All courses	93.29%	86.3%
Pass ('C' or better) rates:			
	Face-to-Face classes	89.59%	73.1%
	Online classes	83.20%	79.0%
	All courses	86.91%	75.5%
Number of Majors:		30	23
Degrees Awarded:		2	1
Retention within Program		3	3

Narrative:

Three full-time faculty and three adjunct faculty taught similar course loads across both years, declining about 15% in hours and number of students taught by full-time faculty. The number of majors enrolled in pre-nursing was also lower in AY 22-23, potentially contributing to these lower enrollment numbers. Class sizes stayed consistent between years, meaning that decline in pre-nursing majors was offset by students in other majors. In all metrics, completion and pass rates declined. This may be due to turnover in some full-time and adjunct faculty positions. It may also be a product of noticeably low attendance and retention that occurred in AY 22-23. Faculty and administration undertook efforts to combat and improve this recorded decline in student attendance.

2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

2.1: Program Advisory Committee:

Narrative:

No Program Advisory Committee exists for this program.

2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write "N/A."

Narrative:

No specialized accreditation is required.

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

Higher Learning Commission HLC's Category One: Helping students learn focuses on the design, deployment, and effectiveness of teaching-learning process that underlie the institution's credit and non-credit programs and courses.

Kansas Board of Regents

Transfer and Articulation Agreement for the following courses:

- General Biology
- Biology I
- Biology II
- A&P
- Microbiology
- Nutrition
- Medical Terminology
- Environmental Science
- Chemistry I
- Chemistry II

3.0 Assessment of Program Level Student Learning Outcomes

Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

No program-level student learning outcomes had previously been established and approved for the AS in Pre-nursing. In Spring 2024, program faculty met and designed the Program Outcomes listed below to assess student success in the Pre-Nursing program.

Pre-nursing Program-level Outcomes

1. Demonstrate an understanding of the functions of the human body systems, including gross anatomy, physiological processes, and the biochemical foundations of these processes.
2. Successfully communicate medical and health-related topics with people inside and outside of the medical field (both written and verbal) and perform appropriate administrative tasks required to record and track patient data.
3. Evaluate another person's personal health and wellness and advise on best practices.
4. Successfully perform technical skills related to safely handling infectious materials, minimizing contamination of human biomedical samples, maintaining sterile spaces, viewing samples with microscopes, identifying histological samples, and safe chemical handling

We utilized prior years' rate of students who completed the indicated courses passing with a "C" average or better. Percentages of students completing these courses with "C" average or better are included in columns indicating the respective academic year.

Outcome	Courses used to assess	AY 2021-2022	AY 2022-2023
1	A&P, Chem Non-major, Gen Bio	MET (84%, 79%, 85%)	MET (74%, 82%, 73%)
2	Medical Term	MET ()	MET ()
3	A&P, Nutrition	MET (84%, 100%)	MET (74%, 76%)
4	A&P, Microbiology, Chem Non-major	MET (84%, 80%, 79%)	MET (74%, 100%, 82%)

Target success for a learning outcome is that 70% of the students will achieve a 70% on a measure corresponding to the learning outcome. Learning outcomes are considered “Met” if the average score for a learning outcome is at 70% or higher. Outcomes are “Partially Met” if scored in the 55-69% range, and “Not Met” for outcomes less than 55%. The range for Partially Met is scored to match current trends in the number of students who obtain a grade of “C” or higher.

Based on student achievement in multiple Pre-nursing courses, cohorts in these years have met our expectations for student learning. Based on the selection of courses used for assessing these outcomes, the Pre-Nursing curriculum has been meeting the needs of pre-nursing students in the designated years. Moving forward, we will incorporate additional measures from additional courses within the new plan of study. This will give an even clearer picture of student skills gleaned from program coursework. *(Program-level outcomes will be revised as needed to accommodate recent changes to program requirements.)*

Past years’ assessment goals are outlined as follows:

Achieving Junior Level Transfer Status

Students who have completed either a prescribed Associate of Arts or Associate of Science degree programs at Independence Community College should be able to transfer to select four-year colleges or universities with junior status. The College establishes and maintains transfer agreements with select institutions to facilitate the transferability of its academic programs.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. It is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)

Narrative:

As a pre-professional program, the associate of science in Pre-nursing introduces students to foundational knowledge in science and health and equips students for entry into upper-level courses in a BSN program upon transfer.

Graduation Requirements for the associate of science degree in Pre-Nursing (PRN) include the following: satisfactory completion of sixty-five (65) college credit hours and a cumulative grade point average of 2.0 including credits from including the following distribution of credits:

Pre-Nursing (PRN)

Degree: Associate of Science

The following is a pre-nursing curriculum for students who are planning to enter the field of nursing pursuing a Bachelor of Nursing degree. Students considering nursing as a career should consult the catalog of the college they wish to attend to ensure transfer of all courses. Different schools may have different requirements than those listed below.

Analysis & Oral Communication (9 hours)	Credit Hours	Health and Well-Being (6 hours)	Credit Hours
English Composition I (ENG1003)	3	General Psychology (BEH 1003)	3
English Composition II (ENG 1013)	3	Developmental Psychology (BEH 2003)	3
Public Speaking (COM 1203)	3		
Mathematics (3 hours)	Credit Hours	Human Heritage (6 hours)	Credit Hours
College Algebra (MAT 1023) or higher	3	History (Select 1)	
		US History I (HIS 1023)	3
		US History II (HIS 1063)	3
Sciences (23 hours)	Credit Hours	Philosophy and Religion (Select 1)	
Anatomy & Physiology (BIO 2045)	5	Introduction to Philosophy (PHI 2003)	3
Chemistry for Non-majors (PHS 1015)	5	Ethics (PHI 1073)	3
General Biology (BIO 1005)	5	New Testament History (REL 1013)	3
Microbiology (BIO 2055)	5	World Religions (REL1053)	3
Nutrition (BIO 2053)	3		
		Social Awareness (3 hours)	Credit Hours
Fine Arts and Aesthetic Studies (3 hours)	Credit Hours	Introduction to Sociology (SOC 1003)	3
Art Appreciation (ART 1043)	3	Political Awareness (3 hours)	Credit Hours
Drawing and Composition (ART 1023)	3	American Government (POL 1023)	3
Ceramics I (ART 2023)	3		
Painting I (ART 1033)	3	Business and Technology (6 hours)	Credit Hours
Music Appreciation (MUE 1303)	3	Personal Finance (BUS 1003)	3
Music Theory I (MUE 1093)	3	Financial Accounting (ACC 1043)	3
Creative Writing (ENG 2023)	3	Introduction to Business (BUS 1093)	3
Theatre Appreciation (THR 1013)	3	Microeconomics (BUS 2023)	3
Acting I (THR 1023)	3	Macroeconomics (BUS 2033)	3
Stagecraft I (THR 1033)	3	Computer Concepts & Applications (CIT 1003)	3
		Total: 65	
Cultural Studies (3 hours)	Credit Hours		
Anthropology (SOC 1023)	3		
Spanish I, II, III (FRL 1025, 1035, 2035)	5		
World Regional Geography (GEO 2013)	3		
Intro to Race and Ethnic Relations (SOC 2113)	3		
African American History (HIS 1163)	3		
World History I (HIS 1003)	3		
World History II (HIS 1013)	3		

Modifications to the Program to be implemented in AY 2024-2025:

Allied Health Instructor, Mallory Byrd recommended the addition of CNA into the program to provide training on appropriate basic nursing skills and to better meet requirements for BSN programs. In the 2024-2025 catalog, the Associate of Science in Pre-nursing will include CNA training and a new 2-year plan to prepare students for successful transfer to Kansas Nursing Degrees.

Anatomy and Physiology instruction has increased in rigor and been moved back to an in-person format, removing the accelerated, fully online versions which were previously available. Those sections were not able to introduce the content with appropriate depth or adequately assess student learning due to the unsecured online environment. This, as well as the addition of a science prerequisite to the course, brings the course requirements into line with expectations from similar courses at 4-year colleges and universities in Kansas.

The new four-semester plan for this degree that will take effect in AY 24-25 was designed to match the transfer requirements for several Kansas BSN programs including Wichita State University, Kansas University, Pittsburg State University, and others. This will better prepare our students to transfer without course deficits. This will benefit students by keeping them on track for a four-year completion and will minimize excess cost from making up missed prerequisites.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

Nurses work with numerous patients in their daily practice. This necessitates training future nurses to be aware and accepting of diverse populations. Pre-nursing students take numerous science courses. Students work cooperatively with partners and groups in science laboratory classes. This increases their experience working with students from varying backgrounds. Science in its basic nature teaches students to critically observe a situation and evaluate empirical evidence to solve problems. Instructors make an effort to teach students to acknowledge and eliminate their own internal biases as much as possible.

In Anatomy and CNA classes, students are expected to consider the individual in their study of health and disease. Focusing on each individual and their unique needs will improve a student's exposure to individuals of varying racial and ethnic backgrounds, ages, and affluence. Students will also receive instruction in nutrition, psychology, and communication in which they study health and wellbeing in individuals of all ages, sexes, and life stages. Students will consider and contemplate the circumstances that apply to persons of varying socio-economic classes, dietary and nutritional needs, and specialized health considerations in a patient's effort to secure adequate health care.

Lastly, general education courses in addition to specialized pre-nursing curriculum will provide the same well-rounded perspective in courses like Sociology, World Religions, Intro to Race and Ethnic Relations, General and Developmental Psychology, and liberal arts offerings.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

The mission of Independence Community College communicates our need to support students' best interests and community interests in academic excellence and economic development. We achieve this by ensuring the academic experience is valuable, rigorous, and relevant to match the high standards of other Kansas institutions. Additionally, we serve community interests by supporting future nurses in the early stages of their academic careers. Nursing stands as one of the most in-demand careers in the state and region and can improve a student's future economic wellbeing. According to the 2023 Kansas Department of Labor High Demand Occupations nurses score at the top of the list for both state-wide and regional need, including high-demand careers, high-wage careers, and many current openings in the field.

The Strategic Plan specifically outlines student transfer success as a top goal for our long-term institutional success. Pre-nursing clearly falls under this umbrella, as it feeds directly into a 4-year pathway. We will continue to support nurses in their first two years of education, equipping them to successfully transfer into a four-year Bachelor of Science in Nursing (BSN) degree. Additionally, workforce readiness can be seen in our pre-nursing courses in CNA training. Upon completion of that course, students are workforce ready and can immediately contribute to community value by filling vital employment roles in our elder-care facilities.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Our biology labs have been striving to provide increased opportunity for hands-on work with modern equipment. Microbiology Lab has implemented a skills-based final project that challenges students to identify unknown microbes from an assigned sample using the skills and understanding they developed in the course. The Anatomy & Physiology laboratory has been updating and expanding inventory of anatomical models and histological specimens to allow students more work outside of the textbook.

While many of our faculty in the program are in their first years at ICC, we will continue to encourage faculty to pursue professional development activities using departmental and institutional funds.

6.0 Program Planning & Development for Student and Program Success

6.1 Academic Program Vitality Reflection

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why: Students are showing high levels of success in course completion and pass rates. Continuing to support the foundational courses in this program requires ongoing financial inputs to maintain and update equipment, laboratory spaces, and professional development.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

No prior goals are available at this time.

Short-term Goals

1. Advise pre-nursing students on enrollment in the new 2-year plan.
2. Follow-up with graduates and transfers to determine retention and student success.
3. Focus on adding review and practice tests for TEAS test to support students in their transfer success.

Long-term Goals

1. Develop at least one partnership or transfer agreement with another Kansas Institution.
2. Establish metrics to measure the success of our students when they leave ICC.

7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Programs should not include salary or fringe benefits here

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

7.1 Budget Requests/Adjustments

Narrative:

Pre-nursing does not have its own budget line. Instead, needs and spending are combined with the biology department primarily, and needs for non-biology courses fall within the purview of the home department of the course.

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

Budget items are seen in the Program Review for Biology.

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
 - **program-specific consumable materials** (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
 - depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)
-

- personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing
- accreditation fees specific to the program (that are not included in fees charged to students)
- facility rent (if applicable) for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature
- donated equipment (such as equipment donated by Business and Industry for a specific program)
- Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.

DO NOT INCLUDE:

- salaries, travel, professional development costs, marketing costs,
- instructional materials/curriculum,
- computer software or subscriptions,
- classroom resources such as books/DVD's/manuals,
- facilities-based services or facility modifications/upgrades,
- audio/video equipment,
- printers, paper, pens,
- computers/laptops,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

Sally Kittrell composed the original Program Outcomes and the remaining sections of the report. Nathan Chaplin and Mallory Byrd served to review and approve the Program Outcomes. Nathan Chaplin reviewed and offered edits to the completed comprehensive review.

8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

This program review is acceptable, and the program should be maintained. Brian Southworth, PRC member, 7.9.2024.

This program review is acceptable, and the program should be maintained. Taylor C. Crawshaw

9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.