Substantive Degree Program Request - Title Page

NAME OF INSTITUTION Texas Woman’s University,
Texas A&M University – Corpus Christi

NAME OF PROPOSED PROGRAM TWU/TAMUCC Co-operative PhD in Nursing

Display how proposed program(s) would appear on the Coordinating Board program inventory, include Texas CIP designation(s)

Nursing Science 51.1608.00

How would the name(s) of program(s) appear on student diplomas?

Doctor of Philosophy in Nursing

Administrative unit(s) responsible for the program(s):

Faculty of Nursing, Texas Woman’s University and Faculty of Nursing, Texas A&M University-Corpus Christi Deans (which includes Texas Woman’s University and Texas A&M University-Corpus Christi).

Proposed date for implementation of program: January 2009

Persons to be contacted for further information about proposed program(s)

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Signatures:

TWU Dr. Anne Stewart, Chief Executive Officer

Date

TAMU-CC Chief Executive Officer

Date

System Chief Executive Officer

Date

TAMU-CC Chief Executive Officer

Date

Governing Board approval date: ___________________________
Introduction

Texas Woman’s University College of Nursing (TWU) and Texas A&M University Corpus Christi College of Nursing and Health Sciences (TAMUCC CONHS) are requesting approval to offer a co-operative doctoral program. TWU has agreed to partner with TAMUCC in a co-operative program to offer doctoral education to nurses in South Texas extending from the Coastal Bend region to the South Texas border counties. The degree will be awarded by TWU and the curriculum will be that currently offered at TWU. All program policies will be those in effect for the Graduate School and the College of Nursing (CON) at TWU. Faculty from both institutions will teach courses and supervise student research. Most courses will be available using mixed educational methodology of traditional face-to-face classes and distance technology. Several of these courses will originate from the TAMUCC campus.

I. Program Administration

No new organizational unit or educational program will be created at TAMUCC to support the co-operative doctoral partnership. The doctoral curriculum will be administered and reviewed by designated faculty as outlined in TWU CON policies and procedures because the degree earned through this co-operative partnership will be awarded by TWU. These policies will guide program evaluation procedures as they relate to the curriculum. The TAMUCC Graduate Nursing Department chair will work with TWU program coordinators to assure adherence to the curriculum.

Student admission, progression, and graduation will be administered through TWU CON faculty and staff. Consistent with TWU regulations, an advisor from the CON will be assigned to work with the successful applicant in the development of a degree plan. An advisory committee of no fewer than three graduate faculty members will work with the advisor who will serve as the committee chair to insure the degree plan meets the CON program requirements. The three member Academic Advisory Committee has the primary authority and responsibility for the academic program of the student. As stated in the TWU Doctoral Student Handbook the degree plan, sent to the Coordinator of the Doctoral Program for approval and signature, and then to the Dean of the College of Nursing once the committee has agreed on the academic plan.

The TWU Dean of the Graduate School will appoint members to the student’s research committee after the student applies for candidacy. Students are eligible to apply for candidacy when they have successfully completed the qualifying exam and all pre-dissertation course work, including electives and research tools.

The TAMUCC Graduate Nursing Department chair will coordinate implementation of TWU admission, progression, and graduation requirements for students completing course work on the TAMUCC campus. The Chair will support TWU faculty as needed in student advising and supervision. Consistent with current organizational requirements, the Graduate Nursing Department Chair will report to the Dean of the TAMUCC CONHS on matters related to the partnership.
II. Program Description

The doctoral program in nursing is designed for nurses who have developed specialized expertise in health care. The primary goal of the doctoral program is to develop leaders and nurse scholars who will make a significant contribution to the nursing profession in the discovery, integration, application, and dissemination of knowledge. The emphasis of the Ph.D. program is on research, primarily in areas that influence women’s health.

The goals of the nursing doctoral program are to prepare nurse scholars who should be able to:
- Engage in scholarship that will add to the body of nursing knowledge.
- Influence professional values and practice.
- Investigate substantive questions of human health.
- Assume leadership in nursing and health care.
- Integrate knowledge from nursing and other disciplines to address problems of human health.
- Teach and mentor other nurses and nurse scholars.

The general requirements for the doctoral degree are:
- 60 credit hours beyond the master’s degree including 6 hours for the dissertation
- 30 hours in the major plus dissertation in the major
- 24 hours of electives including 3 hours in women’s health and 3 hours in education
- Research tools – proficiency in statistics and in one other area selected by the student from information retrieval, computer science, or qualitative research. Proficiency in statistics is demonstrated by satisfactory completion of six credit hours of graduate level statistics and satisfactory completion of courses in one of four areas: computer science, information retrieval, computer science or qualitative research. Credit for coursework to meet the research tool requirement does not count toward the degree.
- Preliminary examination – Written preliminary examination covering the content areas of NURS 6004, NURS 6023, and NURS 6053. May be repeated one time only.
- Pre-proposal defense – oral defense on completed proposal prospectus.
- Final examination – oral examination over the completed dissertation
- Time limit – all program requirements must be completed within ten (10) years from the date the first credit hours are earned.

Courses may be offered in Corpus Christi and the TWU campuses in Denton and Houston. The required courses will be offered by TWU and will carry TWU course numbers. TAMUCC qualified faculty may co-teach or teach one of the required courses. Faculty from TAMUCC who teach TWU courses will be paid by TWU as adjunct graduate faculty.

Elective courses will be offered by TWU and TAMUCC and will carry course numbers of the offering institution. Students will pay tuition and course fees to the institution offering the course and state formula funding will go to the institution offering each course. Courses taught at TAMUCC approved by the Texas Coordinating Board will not be considered transfer credits but will contribute to the credits earned at TWU. Students enrolled in the program part-time can expect to complete the program in four to five years.
A sample program plan is included in Appendix A. Appendix B contains TWU graduate course descriptions.

III. Evaluation

The evaluation plan will be developed by TWU to assure its consistency with their program evaluation process. This plan will include a review of the doctoral program and evaluation of the effectiveness of the TWU-TAMUCC collaboration agreement. Admission and graduation rates for the five year agreement will be reported. Post-graduation employment, job market conditions, and program graduate satisfaction will be measured at regular intervals. The TAMUCC’s Graduate Nursing Department Chair will facilitate the TWU program evaluation process.

TAMUCC’s Graduate Nursing Department Chair will coordinate evaluation activities for courses taught at TAMUCC. The TAMUCC evaluation will support the TWU evaluation of the doctoral courses and the regular review of courses that constitute the TAMUCC Master’s of Science in Nursing (MSN) curriculum. Master’s-level courses are evaluated regularly to assure their consistency with national standards delineated by the Commission for Collegiate Nursing Education and professional organizations. A five-year program review will be conducted by the TAMUCC Office of Graduate Studies and Research.

IV. Program Need/Demand

A. Similar Programs at Texas Public and Independent Universities

Texas institutions offer three doctoral degrees: Doctor of Nursing Practice (DNP), Doctor of Science in Nursing (DNS), and the Doctor of Philosophy (PhD). The PhD is the preferred degree for faculty in baccalaureate and master’s nursing programs because PhD programs prepare graduates to lead scholarly activities that develop knowledge for a discipline. The DNP and the DNS programs prepare graduates for advanced clinical practice.

Six (6) Texas universities offer PhD education in nursing: TWU, Texas Tech University Health Sciences Center, University of Texas at Arlington, University of Texas at Austin, University of Texas Health Science Center San Antonio, University of Texas Medical Branch, Galveston, and University of Texas at Tyler. Both Texas Christian University and the University of Texas-Houston Health Science Center offer the Doctorate of Science in Nursing Programs. Four institutions also offer the DNP degree- University of Texas-Houston, Texas Christian University, Texas Tech University Health Sciences Center, and TWU.

The proposed co-operative initiative between TWU and TAMUCC partnership would extend access to doctoral education to residents of the South Texas Coastal Bend and border counties without consuming additional resources necessary to start new programs. Graduates from this program will expand faculty resources for the nursing programs in this region and conduct health service research relevant to Coastal Bend and/or border populations.
B. Program Justification

Local, Regional, and State Needs

Researchers at the Texas Center for Nursing Workforce Studies (2006) used the U.S. Health Resources and Services Administration (HRSA) supply model to estimate that the demand for nurses in Texas will increase by 86% over the next decade while the supply of registered nurses will increase by only 53% using the current level of educational resources. Texas nursing programs would have to graduate four times more newly licensed nurses over the next 12 years than they did in 2006 to reduce the difference between demand and supply.

Texas legislators responded to the shortage and developed financial incentives to nursing programs that increase the number of entry-level nurses they graduate. Many nursing programs including those serving the Coastal Bend-South Texas region responded to these incentives and have increased the number of students admitted into their undergraduate programs. In the Texas Coastal Bend area, TAMUCC CONHS has increased its undergraduate enrollment by 95% over the past 5 years; the Del Mar College nursing program has also increased its student enrollment by 100%.

The capacity of nursing programs to prepare new nurses is directly related to the supply of nurse educators. The minimum preparation desired for nurse educators and consistent with academic standards is a doctoral degree in nursing. According to the Texas Board of Nursing 2005 data, less than 1% of the nurses in Texas hold a doctorate degree while 6.3% have earned a master’s in Nursing. Almost 56% of the qualified applicants to nursing programs in Texas in 2004-2006 were denied admission because of insufficient faculty resources. The faculty vacancy rate for the Texas Coastal Bend nursing schools is currently 20%. Two additional Associate degrees and one BSN program are currently planned to begin in Fall 2008. This will further strain the faculty pool available to the Coastal Bend nursing programs.

One of the most critical problems currently facing nursing and nursing workforce planning is the aging of nursing faculty. The median age of nurse faculty in Texas has increased from 51 to 53 over the past 5 years (Texas Center for Nursing Workforce Studies, 2006). Seventy percent of the current Texas nurse faculty workforce will be eligible to retire over the next 10 years. Faculty retirements will increase vacancy rates in institutions already challenged to educate newly licensed and advanced practice nurses. The lack of doctorally-prepared nurses combined with the aging faculty hampers a sustained expansion of nursing education programs throughout Texas.

Healthcare organizations responsible for providing effective services are also employers of registered nurses who have earned their PhD. These nurses generally hold major leadership positions. The expertise acquired through a research focused doctoral program is used in the development of innovative interventions and the management of patient health outcomes. These experts are essential to effective quality assurance programs. Many nurses currently holding faculty or research positions lack adequate educational preparation for the roles they have been asked to assume in academic or healthcare institutions.

One reason cited for adding new nursing doctoral programs in Texas is to meet the need for nurse educators. Graduates from these programs are prepared to work in roles (educators and
researchers) with leadership responsibilities for improving local and state healthcare services. There is no academic program west of Harris county or south of Bexar County to support the preparation of nursing faculty or researchers needed for the ten (10) associate degree, baccalaureate, and graduate programs that serve this region. The proposed collaboration will address that need by offering doctoral education to a previously untapped pool of registered nurses.

The TWU-TAMUCC PhD co-operative agreement is a cost-effective strategy to offer doctoral nursing education to South Texas. Because there are no nursing doctoral programs south of San Antonio, registered nurses interested in a career in academics must commit time and money to travel to attend programs delivered through traditional teaching methods such as the face-to-face class. Delivering the education where the registered nurse resides decreases the cost of traveling and will likely support the retention of the doctorally-prepared nurse in the community. The ability to attend classes as a cohort in or near the community where the student lives and works increases the likelihood that the student will complete the program. They will have opportunities to engage in scholarly activities with role models who live in their community. The act of attending classes and committing to doctoral student activities locally will not remove them geographically from their support systems.

Individuals committed to earning doctoral degrees who cannot afford the costs of attending classes may choose to complete programs delivered through distance technology. The costs of private proprietary online doctoral programs prevent many interested registered nurses from completing these types of programs. Students can use distance learning technology to earn doctoral credit from many of the TWU and TAMUCC courses. The distance learning format will not provide opportunities to establish relationships with classmates in the same way as traditional face-to-face classroom activities. However many classmates will be geographically accessible for support. Meetings can be scheduled for face-to-face interactions with faculty or classmates who live in the Coastal Bend communities. This arrangement will enhance student potential to progress successfully through the doctoral program in a timely manner.

National Need

Texas is not the only state confronted with a nursing shortage. The acute shortage impacting the nation during the late 1990s and the early 2000s is a direct result of the struggle to implement managed care. While managed care slowed the escalation of health care costs, it pushed forward the increased ratio of patients per nurse and limited appropriate wage increases for the largest groups of healthcare workers in the U.S. Organizational efforts to control delivery costs led to the reduction in workforce through the elimination of the higher salaried positions. Many of these positions were held by registered nurses. Unlicensed personnel were substituted for registered nurses until administrators discovered that an insufficient supply of registered nurses was negatively affecting patient outcomes. The demand for registered nurses to meet the demand for services and to support the delivery of effective care stimulated the competition for newly-licensed and expert nurses. Professional nursing is the largest U.S. health care occupation and according to the Bureau of Labor Statistics (2008), employment opportunities for professional nurses will grow more rapidly than most other U.S. occupations through 2016.
Efforts to increase the supply of nursing faculty have not kept pace with increased applications to undergraduate nursing programs. The American Association of College of Nursing reported that graduates from PhD programs increased by only 1.4% in the 2005-2006 academic year. The increase is six new graduates. During the same period, 299 applicants to doctoral programs were denied admission because of insufficient faculty. Nursing programs in the Coastal Bend and throughout Texas cannot look to the national supply of nurses to build its nursing workforce. The “grow-your-own” strategy for building a supply of qualified educators is essential in an era of intense competition with other market places.

Existing doctoral programs located in institutions responsible for building a workforce with an adequate supply of newly licensed, advanced practice, and doctorally-prepared nurses cannot be expected to provide the necessary education for all regions in Texas. Many of these institutions are stretching their resources just to handle the demand for their programs in their local or surrounding counties. The TWU-TAMUCC partnership expands the capacity of existing institutions to deliver a PhD program to a community that has had limited access to this level of education.

Prospective Students

Registered nurses in leadership or academic positions are the current market for this program. The doctoral degree is the preferred degree for faculty who teach in baccalaureate programs and the required degree for graduate program faculty. The master’s degree is generally sufficient for associate degree in nursing faculty. However program administrators are expected to hold terminal degrees in nursing as indicators of academic success. Therefore, the doctoral education is a necessary condition for advancement in academic ranks.

The potential student market for the TWU-TAMUCC program extends from Victoria south and west to Texas border counties. Nursing programs in the extreme southern Texas counties face faculty shortages. TAMUCC has worked with these communities to prepare nurses for advanced roles in their communities through master’s education. Partnerships between the University of Texas-Pan American (McAllen) and Texas A&M University International (Laredo) supported the development their own programs once they had sufficient resources to deliver accredited undergraduate and graduate nursing programs. The TAMUCC MSN program continues to deliver graduate nursing education to Central Texas through a formal partnership with Scott and White Hospital in Texas. Many of the TAMUCC MSN graduates now teach in associate degree programs in the counties surrounding Temple. These relationships remain strong and will sustain a pipeline of students from these areas for the TWU-TAMUCC doctoral program.

Limited and problematic access to doctoral programs for faculty in the Coastal Bend region and South Texas reduces the capacity of nursing programs in these counties to expand their undergraduate or graduate programs. The TWU-TAMUCC partnership will make it possible for master’s-prepared faculty teaching in South Texas institutions to complete their doctoral education and thereby increase the capacity to deliver current and new nursing programs. Within the immediate TAMUCC vicinity, Del Mar College and Texas A&M University-Corpus Christi deliver nursing education programs to over 1200 students annually. Results of a recent needs assessment indicate that 50% of the faculty at Texas A&M-Corpus Christi and less
than 10% of Del Mar Nursing faculty have earned doctorates. Six of the 11 TAMUCC faculty with Master’s degrees reported an interest in completing a doctoral program in nursing in the next five years. An additional six faculty from Del Mar stated they plan to attend a doctoral program in the next five years. All of respondents interested in doctoral education stated they would attend the TWU-TAMUCC doctoral program if it were available.

Students currently enrolled in the TAMUCC Master’s of Science in Nursing program also reported an interest in doctoral education. Although several of these students reside and work outside of the Coastal Bend region, they stated they would attend the TWU-TAMUCC Co-operative PhD program if it was available within the next five years. Of the MSN graduates who responded to a survey about their interest in doctoral education, 25 of the Temple graduates stated that they would be interested in admission to the TWU-TAMUCC Co-operative PhD program. Informal reports from graduates and colleagues who worked with TAMUCC to deliver its MSN program to Laredo and Victoria stated that they would like to earn their doctorate through this collaboration. These graduates could seek academic or research positions at appropriate institutions throughout Texas.

The doctoral degree has become the preferred level of education for chief nurse executives of large healthcare organizations across the United States during the past 20 years. Nurse executives for the healthcare systems in Corpus Christi and surrounding counties have consistently requested that TAMUCC implement a doctoral program to support the development of leaders within their institutions. The local program would reduce the necessity for full-time administrators to travel to complete their doctoral education. Approximately ten (10) Master’s prepared nurses in the Corpus Christi area have also indicated interest in doctoral nursing program. The proposed program provides students with flexible options that will allow them to retain their jobs and complete their education with local faculty support. These nursing leaders will represent the exemplar nurse leader and stimulate interest in advanced education for others in the community.

**Job Market Needs**

Texas A&M University-Corpus Christi is a Hispanic-Serving Institution committed to preparing well qualified educated workforce that will expand the region’s role in economic, social, and health development. The CONHS has worked closely with major healthcare organizations to improve access to culturally-competent care through its educational, service, and research activities. Preparing doctorally-prepared clinicians, educators, and researchers is the next step in supporting the advancement of healthcare in the Coastal Bend and South Texas Border Counties. Long standing partnerships for the delivery of graduate nursing education exist between TAMUCC and Texas A&M University International, Scott and White Hospital, and Victoria College. Because many registered nurses employed by these institutions are alumni of the CONHS, it is reasonable to expect them to support their further development through doctoral education. They have been included in the table of potential employers (Table 1).
The proposed program is a further extension of the TWU nursing doctoral program to another region in Texas. Students will be admitted in cohorts. Table 2 represents an estimate of the cumulative headcount and full time equivalent (FTE) enrollment for each of the five years considering attrition and graduation. The numbers represent the sum of the number of new students and the number of students already in the doctoral program in the fall semester of each academic year.

Table 2. Expected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
<th>Graduates</th>
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</thead>
<tbody>
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<td>Year 1</td>
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<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
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<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Year 4</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Year 5</td>
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</table>

**Assumptions**

- The program is designed as a part-time program. Students will take 6 semester credit hours per semester during course work. Students enroll for 3 semester credit hours at the dissertation phase.
- Students will be admitted in cohorts. A new cohort will be started every two years.
- Twelve students will be admitted for the first cohort. Subsequent cohorts will consist of ten (10) new students. Attrition has been calculated as two students out of each group, after the first year of course work. This is a very difficult number to predict, but past experience demonstrates that some students typically leave the program due to
life circumstances. Some who drop out may return at a later date and complete the program.

- The first graduation is planned to occur in the fifth year. It is anticipated that there will be approximately 10 graduates every two years.

VI. Resources

A. Personnel.

No changes to personnel resources have been made in preparation for this program. This Co-operative program will require no new resources from TWU or TAMUCC. Existing faculty will be used to cover any additional sections that may be needed depending on student enrollment.

Cumulative Number of TAMUCC FTE Personnel to Deliver the Program

The estimate of the cumulative number of full time equivalent (FTE) TWU personnel used to deliver doctoral courses will be prepared by TWU. Table 3 consists of TAMUCC FTE effort required to deliver program courses for the first five years. No changes will be made in TAMUCC graduate faculty work assignments to support doctoral courses Years 1 and 2. Doctoral students are expected to take existing and regularly offered courses in the TAMUCC MSN program that will then count as doctoral electives. The increase in FTEs for Years 3-5 represent effort for the TWU doctoral courses. It is also reasonable to project that there will be no additional administrative time beyond that which would otherwise be required to support the graduate nursing program based on student enrollment to support this project during Year 1 and Year 2. The TAMUCC Graduate Nursing Department chair will commit .25 FTE each semester starting Year Three when doctoral courses will be supported by TAMUCC faculty.

The addition of doctoral students in the TAMUCC Graduate Nursing Department will require clerical support. Because the number of students is relatively small, existing clerical and support staff will be reassigned to include support for these students. No more than 10% of TAMUCC clerical effort should be needed for this program.

<table>
<thead>
<tr>
<th>Table 3 Cumulative % FTE Effort for TAMUCC Personnel Involvement for Years 1-5</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>.10</td>
<td>.10</td>
<td>.10</td>
<td>.10</td>
</tr>
</tbody>
</table>

Current Faculty

Appendix C contains data about the current doctoral faculty at TAMUCC. Qualified faculty from TAMUCC will be appointed to the graduate faculty at TWU through their designation process for appointment of graduate faculty.
The program, as planned, makes use of the TWU faculty resources in both Denton and Houston. It is not anticipated that new positions will be needed. When all faculty positions are filled, current faculty numbers are adequate to accommodate the projected number of students. TWU currently has budgeted graduate teaching assistant positions that go unfilled. Clerical support is adequate to increase the doctoral enrollment.

TWU faculty will be teaching the doctoral courses they have taught in the past; therefore, teaching assignments will not change. A co-teacher from the TAMUCC faculty will be assigned in some cases. Doctoral courses will continue to be taught in the same semester sequence as currently done. While sections may be added, the number of courses in a given semester will not change. Teaching assignments of faculty at TAMUCC will be adjusted to accommodate their involvement in the doctoral program.

TAMUCC graduate faculty will teach the TWU doctoral courses as co-teachers and will not be required to develop new doctoral courses. The skills acquired through the co-teaching arrangement will prepare the faculty to assume independent responsibility for courses at a later date. TWU will pay CONHS for TAMUCC faculty effort associated with TWU doctoral courses. TAMUCC will then pay adjunct faculty assigned to teach the courses regularly assigned to the TAMUCC faculty. The CONHS has a robust adjunct graduate faculty pool prepared at the doctoral level to assume MSN course responsibilities as needed.

The TWU General Requirements and Regulations for Doctoral Degrees advisory committee process will be used to determine dissertation committee membership and chairmanship (TWU Graduate Catalog, 2006). The Dean of the Graduate School appoints a committee from a list of faculty recommended by the student. All committee members are expected to hold a doctor’s degree. Usually committee members are full-time faculty at TWU with graduate faculty status. Conditions of the co-operative program stipulate that TAMUCC faculty who meet the criteria will receive graduate faculty designation from TWU and therefore have authority to sit on dissertation committees. Current TAMUCC graduate nursing faculty who receive associate or adjunct graduate faculty designation may serve as members on committees but will not be assigned as chairs.

B. Library

Students enrolled in the TWU-TAMUCC Nursing PhD co-operative program will have access to both the TWU and TAMUCC libraries. Students will also have access to a myriad of on-line resources.

TWU

The Mary Evelyn Blagg Huey Library offers excellent support to faculty and students. Information is available from a collection of over three quarters of a million items, with more than a half million volumes, 1,557,871 micro form units, 2,132 serial subscriptions, and 85,067 audiovisual pieces TWU subscribes to 100+ databases that include more than 20,000 full text journals. In addition, the library’s collection includes more than 30,000 electronic books.
The library supports the research and education of students, faculty and staff with holdings of journals, books and materials in electronic format, which are available through the University computer network. A student with Internet services can access the resources needed to complete doctoral assignments from any location.

When a program or course is offered via distance education, the TWU Library Distance Education Librarian meets with the faculty to assess the library resources that will be needed. Following the discussion a plan is developed to meet the student’s needs. Webliographies are prepared by the library staff to meet the needs of specific courses and for easy access to specific web addresses. Materials may also be provided and made available at a local institutional library.

As a state supported Institution, TWU participates in the Texas Library Sharing Program (TexShare). Students, faculty and staff are eligible for a courtesy card allowing circulation privileges at each of the colleges and universities supported by the state. The TWU library is a member of the OCLC Reciprocal Borrowing Program enabling members to borrow materials from major universities throughout the United States.

Interlibrary loan services are available to students enrolled in distance education programs via a library web page, e-mail, or telephone. Requested materials may be sent directly to the student or arrangements may be made at local college or university for local reserves with costs supported by the TWU library.

The library provides online access to its own catalog of library resources and to multiple or line databases pertinent to this program including:

- Academic Search Premier-3,288 scholarly full text journals
- Alt –Health Watch-170 full text journals
- EBSCO
- Health Source: Consumer-190 Full text journals
- Health Source: Nursing – 540 scholarly full text and 570 abstracts and indexes
- Medline-Abstracts for 4,000 journals
- OCLC First Search Databases
- CINAHL-Cumulative Index to Nursing and Allied Health Literature
- Ovid Nursing Collection
- Psycinfo

The library Internet web pages contain instructional materials and relevant Internet resources for each discipline. The web pages are revised, reviewed and updated with continual development and improvement. Reference, research and instruction assistance is available online by e-mail and telephone. The Ask a Librarian, an email reference service is available for all students. The responses to inquiries are sent via e-mail, faxed, or mailed as requested.

Training/consultation is available to students via e-mail, online, or by telephone from the library’s distance and reference staff as needed. Interactive training online is under development. The availability of Internet access, e-mail, fax and consortia agreements provide
access and speedy delivery to the distance education program. Most requests are filled within 48 hours and often same or next day service is provided.

The library resources are adequate to support the distance learning programs and additional materials may be ordered as needed. Ongoing financial commitment is reflected in the library’s web base catalog and the numerous databases available online to students and faculty. Elizabeth Snapp, Director of Libraries, has indicated that TWU will continue to support the proposed program with TAMUCC.

**TAMUCC**

The Mary and Jeff Bell Library houses a collection of approximately 1,100,000 books, bound periodicals, microforms, and state and federal documents. The Library subscribes to over 2,800 periodical titles in print or microfilm and provides electronic access to articles in more than 30,000 additional titles through approximately 150 multidisciplinary and subject specific databases and electronic journal collections. The Library also maintains a strong media collection and has major collections of South Texas books and archival materials. Librarians are available to assist students in locating, using, and evaluating information sources as they work on assignments and/or do research. Librarians are also available to instruct classes in subject-specific information sources.

The Library has made a concerted effort to offer strong collections in the sciences, particularly in nursing and health sciences. The Library subscribes to several multidisciplinary and subject specific databases that directly support students in the College of Nursing and Health Sciences. Many of these resources offer full-text or partial full-text. Included among the Library’s electronic offerings are CINAHL, Pre-CINAHL, Cancerlit, Cell Publications, Medline, Nature Publications, Web of Science, Dekker Publications/Taylor and Francis Online Journals, Science Direct, SpringerLink, TOXLINE, and Wiley Interscience.

The Library’s book/monographic collections contain several thousand titles that are relevant for the study of nursing and health sciences. The majority of these titles are less than 10 years old. The Library’s media collection includes approximately 500 titles that are directly related to nursing and health topics. The Library’s collection of nursing and health science related periodicals permits access to more than 5,200 journals in nursing, medicine, public aspects of medicine, pathology, internal medicine, surgery, ophthalmology, otorhinolaryngology, gynecology and obstetrics, pediatrics, dentistry, dermatology, therapeutics, pharmacology, pharmacy and materia medica, homeopathy, and other systems of medicine. While these collections are not comprehensive, they are able to support the programs offered.

To ensure that the collection continues to meet the needs of growing programs, the Library allocates a portion of the library materials budget for use in purchasing print and media materials that directly support the curriculum. Funding for print monographic collections is consistent and based on a formula that combines student credit hours taught, level of coursework offered, and FTE faculty in the discipline. In addition, programs in the College of Nursing and Health Sciences receive materials through the Library’s approval plan. The approval plan profile was established with input from faculty on the College’s Library Committee. Allocations for nursing and health sciences programs, including approval plan allocations, were made as follows from fiscal year 2000 to fiscal year 2005: FY 2000: $11270,

In addition to resources available within the Mary and Jeff Bell Library, students have access to other library collections, locally and statewide, as a result of cooperative agreements among libraries at institutions of higher education. Students registered at TAMU-CC are able to borrow materials from Del Mar College and from Texas A&M University-Kingsville, using their student identification cards. Registered students also have access to the Texshare program, a cooperative network that provides borrowing privileges at most academic institutions in the state. Additionally, the Library is a founding member of the Coastal Bend Health Information Network (CBHIN). Because of this affiliation, students at TAMU-CC have access to the library collections at Driscoll Children’s Hospital and at Spohn Memorial Hospital in Corpus Christi, as well as to document delivery services provided by the network.

Students not having the option to travel to other institutions may also request materials not available at the Library through interlibrary loan. There is no charge to students for this service. The Library is a co-signer of the AMIGOS Interlibrary Loan Code, which improves speed of delivery of interlibrary loan materials. In addition, the Library has signed several bilateral interlibrary loan agreements with academic libraries throughout the U.S. and Mexico to further improve access to materials not owned by the library.

The Mary and Jeff Bell Library offers reference and instruction services both in person and electronically to students enrolled in the CONHS. “Ask a Librarian” is a Web-based email reference service, which is monitored days, nights, and weekends. Librarians provide on-campus instruction in the use of nursing and allied health resources in the Library’s computerized teaching center. The librarian nursing liaison also participates in the graduate orientation provided for nursing students. In order to serve students at remote locations, this orientation is provided simultaneously in person and via Trans Texas Video Network (TTVN).

For nursing classes delivered online, use of specialized resources is supported through a distance learning web page located on the Mary and Jeff Bell Library web site (http://rattler.TAMU-CC.edu/distlearn/index.htm). The distance learning page includes an overview of services offered, tutorials in the use of specialized databases and the online catalog, important related web links and web-based research tools, citation guides, contact information for reference and technical support, and answers to frequently asked questions. Web-based research tools include a step-by-step Research Guide, specialized Subject Guides (bibliographies or webliographies), specialized database user aids, and guides for finding and evaluating web resources, as well as for distinguishing between magazine and journal articles.

C. Equipment

TWU has the capability of conducting classes via interactive videoconference from both Denton and Houston and has used this technology for several graduate programs. It is anticipated that this equipment will be used sparingly in the proposed program, but is available for use for conferences, etc.
Computers are the primary equipment needed. All TWU and TAMUCC faculty have the latest computer technology in their offices and computers and software are updated on a regular basis. TWU nursing faculty have been using the Blackboard program for conducting Internet-based courses for three years. Students will be expected to have access to a computer, preferably one that they own.

D Facilities

Although the goal is to deliver the TWU doctoral program through resources available on the TAMUCC campus, students may choose to attend classes at one of the TWU campuses. These campuses are located in Denton, Dallas, and Houston, Texas. The College of Nursing in Denton is located in the Arts and Science Building that has been totally renovated over the past year. The building will provide students a welcoming environment with ample classroom and conference space. There are 12 classrooms seating up to 40 students, 3 seminar rooms seating 15, a large classroom seating over 85, and 3 computer lab/classrooms; one with 50 student computers and 2 with 40. The latest in technological infrastructure have been included in the renovation. Each classroom is wired for data and power for each student workstation. All nineteen renovated spaces are equipped with an installed multi-media presentation system including a ceiling mounted data/video projector and an instructor control station with a wireless microphone, document camera, VCR, cable TV, computer with DVD drive and Internet connection.

When distance students meet on the Denton campus, they will be able to have classes in this building that also houses the nursing faculty offices. Previously classes have been held in other buildings to accommodate the computer needs during class.

Other space is being renovated in the Multi-Purpose Classroom building in Denton to provide a “Mega” Computer Lab and a production and control facility. The new lab will consolidate several smaller computer labs into a large, more student friendly environment. This lab will be the largest of its kind in North Texas and will use cutting edge capabilities and the latest developments in desktop software and hardware. The production and control facility use the latest technology in video production and provide a centralized monitoring location for the Denton, Dallas, and Houston video classroom sites. It will also provide a state-of-the-art facility for the creation and management of video classroom presentations. These facilities may be used by faculty in preparing for and teaching classes and will be available to students when they are on the Denton campus for class.

The TWU Houston Center is in the heart of Texas Medical Center and provides diverse opportunities for education. The high-fidelity simulation lab and graduate research lab support clinical and educational nursing research. Students will have opportunities to work with traditionally underserved ethnic and minority populations as they are prepared to investigate factors that affect access to quality nursing care.
TAMUCC

All TAMUCC MSN courses currently are taught via online technology. Students are not required to attend classes on the Corpus Christi or Temple sites. TAMUCC computer and media services maintain the server from which web-based courses are currently taught and provide support services through the online Help Desk. An educational technologist employed by the CONHS is the primary support for faculty who teach through web technology.

The CONHS will move to a new building in 2009. Classrooms will be equipped with latest technology in video production that will have the capability to transmit to TWU as needed. The new building contains a graduate research lab to support faculty and student bio-behavioral and clinical research.

VII. Costs

There are no projected start-up costs for TWU or TAMUCC. No new personnel, equipment, or facilities are needed. Marketing and recruitment are already underway. Dean Holden-Huchton from TWU has held meetings with prospective students in TAMUCC. Additional marketing is being done by the TAMUCC faculty.

Most of the TWU costs are costs associated with their existing graduate programs. All personnel are already employed at TWU. The new cost of salaries paid to TAMUCC faculty who teach doctoral classes are usual costs incurred with increases in class enrollment. Additional new costs will be incurred by TWU for faculty travel, maintenance and operations to support the TAMUCC courses. TWU will provide TAMUCC with a copy of their estimated costs before the co-operative contract is signed.

Classroom space and equipment will be provided by each institution for courses taught on the respective campuses. All TAMUCC master’s courses will be taught through web-based technology. Doctoral courses taught by TAMUCC faculty or TWU faculty not delivered through web-based technology at the TAMUCC campus will require classrooms. The CONHS has teleconferencing technology in place that will support these courses. No new equipment is needed.

Projected TAMUCC costs are presented in Table 4. Estimated TAMUCC Costs for PhD Co-operative Program. The total cost $393,498 represents a conservative estimate of TAMUCC resource use to support doctoral courses. These costs are new to TAMUCC CONHS. The areas of greatest potential overrun are library resources, information technology, and faculty salaries. An explanation of costs is included with Table 4.

Revenue estimates delineated in Table 5. Anticipated Sources of Funding for TAMUCC are based on projections of class size and schedule credit hours. For Years 3 through 5, half of the total annual program costs were used to represent formula income because costs were lower than estimated formula income in that time period. An explanation of funding sources accompanies Table 5. Total anticipated funding for the TWU-TAMUCC Co-operative PhD program is $664,893. The difference between costs and funds received is a gain of $271,395 for TAMUCC.
<table>
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<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
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</table>

Explanations:

1. No new faculty will be hired to support this program
2. Before approval faculty salary represents faculty salary currently eligible for designation as graduate faculty by TWU.
3. Faculty will not be reallocated to support doctoral courses until Year 3
4. Faculty will receive 3% merit raise annually
5. Faculty benefits are included in faculty salary costs.
6. Adjunct faculty will be hired to teach courses for faculty assigned to doctoral courses starting Year 3.
7. Project administration will be 25% of Graduate Nursing Department Chair time starting in Year 3.
8. Graduate assistants will be hired by TWU as needed
9. Clerical benefits are included in clerical/staff salary
10. Clerical support will be 10% of department staff time
11. Supplies and materials will supplement TWU supplies and materials only
12. Library will support at 50% of doctoral program start-up support with HEF funds allocated to Library from TAMUCC budget.
13. No equipment specific to the doctoral program will be needed.
14. CONHS facility use will not exceed that currently used
<table>
<thead>
<tr>
<th>Funding Category</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
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<tr>
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<td>#3- $2,722</td>
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<td>#3- $3,371</td>
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<td>IV. Federal Funding* (In-hand only)</td>
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<td><strong>TOTALS</strong></td>
<td>$11,393</td>
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## NON-FORMULA SOURCES OF FUNDING

*Note*: Use this form to specify as completely as possible each of the non-formula funding sources for the dollar amounts listed on the reverse side of this form.

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>Non-Formula Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II. Other State Funding</strong></td>
<td></td>
</tr>
<tr>
<td>#1 Statutory tuition @ $62.50/credit hour per enrolled student. Yr 1 = 3 credits, 12 students; Yr 2 = 12 credits, 10 students; Yr 3 = 6 credits, 20 students; Yr 4 = 12 credit, 18 students; Yr 5 = 6 credits, 28 students.</td>
<td></td>
</tr>
<tr>
<td>#2 TAMUCC HEF funds allocated to Library committed to College of Nursing and Health Sciences resources for Yrs 1-5 @ $3,750 concomitant on HEF funding.</td>
<td></td>
</tr>
<tr>
<td><strong>III. Reallocation of Existing Resources</strong></td>
<td></td>
</tr>
<tr>
<td>#1 Faculty salaries- Faculty salaries allocated to doctoral courses @ 75% FTE effort for Yr 3&amp;4; 100% FTE Yr 5. Funds include salary and benefits with 3% increase for merit recognition.</td>
<td></td>
</tr>
<tr>
<td>#2 Program administrator salary- Doctoral students are expected to enroll in MSN courses for elective credits so, no new administrative effort is expected for Yrs 1&amp;2. For Yr 3-5 adminstrator effort allocated at 25% Yr3-5. Merit increase is anticipated.</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Federal Funding</strong></td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
</tr>
<tr>
<td><strong>V. Other Funding</strong></td>
<td></td>
</tr>
<tr>
<td>#1 Designated tuition @ $91.00 – 20% (scholarship contributions) per credit hour per student. Yr 1 = 3 credits, 12 students; Yr 2 = 12 credits, 10 students; Yr 3 = 6 credits, 20 students; Yr 4 = 12 credit, 18 students; Yr 5 = 6 credits, 28 students.</td>
<td></td>
</tr>
<tr>
<td>#2 Support fee per College of Nursing and Health Sciences web course @$50 per course. Graduate lecture courses = 3 credits. Yr 1 = 1 course; Yr 2 = 4 courses; Yr 3 = 2 courses; Yr 4 = 4 courses; Yr 5 = 2 courses.</td>
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### NON-FORMULA SOURCES OF FUNDING Continued

<table>
<thead>
<tr>
<th>Funding Category</th>
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<tr>
<td>III. Reallocation of Existing Resources*</td>
<td>#3 Clerical-staff salaries-Clerical support is allocated at 10% FTE for Yrs 1-5. Annual merit increase of 3% included across years.</td>
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<tr>
<td>V. Other Funding*</td>
<td>#3 Faculty salary paid by TWU at adjunct rate for doctoral courses taught by TAMUCC faculty. TAMUCC faculty will start teaching Yr3 @ .75 effort. Adjunct salary @$1,000 per credit hour with 9 credit hours per semester.</td>
</tr>
</tbody>
</table>

For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples.*

Explanations:

1. Per *Anticipated Sources of Funding: Explanatory Notes and Examples.* Item 1 B. 2. Formula income = half of the total program costs per year.
2. Students will be admitted in cohorts every other year.
3. Credit hours will vary in cohorts depending on student progress.
4. Tuition rates were maintained at 2008-2009 level for all calculations.
5. All TAMUCC MSN level courses will be delivered through web-based technology.
6. TWU will pay CONHS faculty at adjunct rate per credit hour taught. Estimate is based on TAMUCC adjunct salary.
Budget Justification Corpus Christi

Category Faculty Salaries and Benefits:

Faculty salaries are calculated by multiplying the current Fiscal Year 2008 annual salary times the percent effort contribution times an estimated 3% merit increase for each year. Benefits are calculated at 30% of the salary for each year. Benefits include the following allocation: Social Security, Medicare, Workman’s Compensation Insurance, Unemployment Insurance, Longevity Pay, and Retirement Plan. No faculty salary or benefits will be paid for TAMUCC the first two years of the co-operative program because students are expected to enroll in the MSN courses already scheduled for the master’s-level students. At least three faculty are expected to begin co-teaching doctoral-level courses at Fiscal Year 3 for a total of .75% effort. One TAMUCC FTE is planned for teaching TWU doctoral courses.

Category Program Administration:

Eve Layman, Ph.D. RN CNAA-BC will serve as the program administrator at .25% effort for Years 3 through 5. Her salary is calculated in the same manner as faculty salaries and benefits. She is Associate Professor of Nursing and Health Sciences at Texas A&M Corpus Christi. Dr. Layman’s areas of expertise include social and administrative sciences. Dr. Layman will be responsible for strategic planning process, coordination of curriculum development between programs, faculty assignments for course delivery, and integration of program evaluation into existing College of Nursing and Health Sciences evaluation processes.

Carol Edwards will serve as the clerical support for the project. She is the Graduate Nursing Department secretary. She will contribute 10% effort in Year 1 through Year 5. Her salary and benefits are also adjusted across the project period for merit increases.

Supplies:
The supplies are estimated at $1797 in the years that students are admitted. The costs will be lower at $1000 in years when no students are admitted. Supply costs are associated with printing/duplication of materials, overnight shipment, and costs associated with dissemination of program information.

Library and Instructional Technology Resources

The TAMUCC library currently supports materials acquisition for new doctoral programs. The estimated support for the TWU-TAMUCC co-operative program is less than generally dedicated to new programs because TWU will also contribute library resources. No additional IT costs are associated with the doctoral program because the TAMUCC CONHS MSN program is currently delivered through various distance technologies. They are compatible with TWU technology. The total library and IT costs are estimated to be $3750.

Equipment- Not applicable

Facilities- Not applicable
Bibliography


APPENDIX
A
SAMPLE PROGRAM PLAN
## Sample Program Plan
6 hours per semester

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<th>Fall</th>
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<th>Summer</th>
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<tbody>
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<td>NURS 6623 Statistics II</td>
<td>NURS 6633 Statistics II Or Elective</td>
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<tr>
<td>NURS 6023 Nsg Science</td>
<td>NURS 6002 Multicultural</td>
<td>Elective or LS</td>
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<tr>
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<td>NURS 6014 Quantitative</td>
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<tr>
<td>NURS 6004 Th &amp; Res Fdn</td>
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<tr>
<td>Dissertation if needed</td>
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APPENDIX

B

COURSE DESCRIPTIONS
APPENDIX B

Required Nursing Major Courses

NURS 6002: Multicultural Nursing  Focuses on development of the student as a member of a culture within the context of a global paradigm. Students will develop an appreciation for their own culture as well as appreciation of other cultures. Universal view will result in the development of theoretical framework for the incorporation of cultural competence at each level of doctoral study and post-doctoral practice. Two credit hours.

NURS 6004: Theory and Foundations of Nursing Research  Critical analysis of theory and study of qualitative and quantitative methods. Emphasis on inductive and deductive logic involved in knowledge development and testing. Examines limitations posed by quantitative and qualitative methods. Prior statistical and philosophical content is applied in examining current problems of concern to nurses. Independent literature reviews and utilization of basic research theory provide opportunities to pose questions for future research. Prerequisites: Completion of statistics research tool, NURS 6023; Co-requisite: Nursing 6053. Four credit hours.

NURS 6014: Theory and Methods of Quantitative Nursing Research  Application of quantitative theories and methods through proposal development and participation in ongoing research to address substantive health problems. Prerequisite: NURS 6004. Four credit hours: 3 lecture hours and 3 research practicum hours per week.

NURS 6023: Philosophy of Nursing Science  Overview of concepts related to philosophy, philosophy of science, and philosophy of nursing. Includes exploration and analysis of major philosophers, comparison of Eastern and Western philosophy, and the contribution of these philosophies to the origin and development of nursing philosophy and science. Three credit hours.

NURS 6024: Theory and Methods of Qualitative Nursing Research  Explores methods of qualitative research including the choice of design and methods to address substantive human health problems. Examines qualitative data analysis techniques, including the use of software programs. Practicum provides opportunity to collect data for analysis and prepare a report. Prerequisites: NURS 6004. Four credit hours: 3 lecture hours and 3 research practicum hours per week.

NURS 6033: Ethical Dimensions of Nursing  Examines ethical issues in contemporary nursing practice from the perspective of nursing as a moral enterprise. Focuses on nurses making informed and responsible choices that shape the future of society as well as the nursing profession. Traditional and contemporary ethical positions will be explored as they apply to common ethical and moral problems found in nursing. Three credit hours.
NURS 6034: Research /Theory Synthesis  Synthesizes theory development knowledge with strategies for testing theoretical statements pertaining to the student’s selected research. Students will develop a formal proposal and conduct a pilot study. Students will present work for critique and engage in scholarly critique of peers’ work. Prerequisites: NURS 6014, NURS 6024. Four credit hours: 1 lecture hour and 9 research practicum hours per week.

NURS 6043: Policy, Power, and Politics  Examines concepts of social policy, power and political behaviors and generates strategies for exercising professional leadership in effecting change in health disciplines. Exploration and analysis of theories supporting policy making as a decision-making body or power base for action or inaction. Role of health politics in the work place, organization, government, and community will be examined with special emphasis on the politics of women’s health care. Three credit hours.

NURS 6053: Exploring Scholarship  Introductory course will prepare the doctoral student to examine scholarship in detail and identify mechanisms to enhance own scholarship. Three credit hours.

NURS 6983: Dissertation  Three credit hours; may be taken one time only.

NURS 6993: Dissertation  Three credit hours, may be repeated until the dissertation project is complete. Credit is awarded after the final enrollment in which the completed dissertation is successfully defended.

Electives

NURS 6003: Grant Writing  Comprehensive introduction to the components of a grant. Basic steps for skill development in preparation, design and evaluation are included. Three lecture hours a week. Credit: Three hours.

NURS 6143: Irregular Time Series Statistical Analysis  Survey of the theory and methods relative to nonlinear dynamics. Provides opportunity to examine time series data using a variety of methods. Provides opportunity to participate in activities of the Center for Nonlinear Science. Focuses on randomness, probability theory, time series, nonlinear dynamics, chaos, fractals, and scaling. Prerequisite: Completion of statistics research tool or permission of instructor. Three credit hours.

NURS 6163: Health Outcomes: Measurement, Management, and Analysis  Explores changes in health care system and emerging health care priority agenda that are placing focus on outcomes. Emphasizes importance of outcome indicators and need for new or revised measures in selected health conditions and related settings. Analyzes relationships among process, outcomes, and costs. Focuses on development of research programs addressing clinical, institutional, or systems research. Prerequisites: NURS 6014 or consent of faculty. Three lecture hours a week. Credit: Three hours.
NURS 6203: Women’s Issues--Fifty and Over Discusses feminist perspectives raised by health, social, and family issues the mature woman faces. Reviews pathophysiology of common diseases. Analysis of ramifications of social and family issues and review of extant research literature. Addresses influence of race and class and explores emotional and psychosocial experiences of women. Explores impact on future research. Three credit hours.

NURS 6213: Multicultural Women’s Health Research Compares, contrasts, and analyzes issues related to past and present research on the health of women in various cultures. Future research needs prioritized with an emphasis on funding sources and co-operative opportunities. Emphasizes the quality, quantity, and foci of research on women’s health with analysis of issues which have precluded women from health-related research in the past and from full participation in the health care delivery systems of today. Focuses on empowerment of women in health promotion within a cultural context and explores and analyzes strategies to improve health delivery to women in various cultural settings from a research-based practice model. Three credit hours.

NURS 6223: Threats to Women’s Health Familiarizes students with the leading causes of morbidity and mortality among American women. Identifies feminist issues raised by the health of American women. Addresses influence of race, class, and gender upon health. Current analyses of women’s health by contemporary scholars provides context for raising research questions. Explores potential research projects. Three credit hours.

NURS 6243: Feminist Pedagogy in Nursing Education Feminist pedagogy provides paradigm for teaching strategies used in classrooms and clinical or practicum experiences. Critically examines teaching strategies founded on behaviorism and patriarchal perspectives. Emphasizes how teaching/learning experiences can move from training toward education, from memorization toward critical thinking, and from students as recipients of information to students as fully empowered participants in knowledge discovery. Three credit hours.

NURS 6253: Workplace Wellness Examines current policies practices, regulations, and environmental issues impacting workplace wellness. Includes workplaces in selected countries around the globe, particularly those represented to a significant extent by immigrants to the U.S. Focuses on psychosocial, cultural, and physiological issues in the workplace. Application of theoretical framework to provide direction for health policy and promotion of workplace wellness. Three credit hours.

NURS 6273: Aging and Chronic Health Conditions Analyzes knowledge about chronic health conditions in older adults to determine health care needs not currently well addressed. Synthesizes theory and knowledge to design an intervention addressing a specified need. Focuses on multidimensional and interdisciplinary approaches promoting the best possible health status of individuals. Designs an evaluation of the intervention including measurement of appropriate health status indicators. Three credit hours.
NURS 6613: Introduction to Clinical Investigation in Nursing  Quantification and interpretation of clinical nursing phenomena with emphasis on analysis of relational statements and propositions in theories and conceptual frameworks. Three lecture hours a week. Credit: Three hours.

NURS 6623: Systematic Inquiry in Nursing  Analysis of clinical nursing phenomena with emphasis on advanced quantification and interpretation of clinical data in analysis of models and theoretical statements in nursing. Three lecture hours a week. Credit: Three hours.

NURS 6633: Advanced Systematic Inquiry in Nursing  Experimental investigation of relational statements in testing of nursing theories and conceptual frameworks. Emphasis on application in clinical settings. Three lecture hours per week. Credit: Three hours.

NURS 6903: Special Topics  Selected current topics in nursing. Three credit hours.

NURS 6913: Individual Study  Individual study of a selected problem in nursing. Student must complete Independent Study form and receive approval from the instructor and the Dean of the College of Nursing prior to enrolling in independent study. Prerequisite: Permission of Dean and Instructor. Three credit hours.
APPENDIX C
CURRENT TAMUCC GRADUATE FACULTY
Texas A&M University-College of Nursing & Health Sciences  
Graduate Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials &amp; Campus</th>
<th>Highest Degree &amp; Institution</th>
<th>Field of Study</th>
<th>Current Teaching/Research Assignment</th>
<th>Date of Appt.</th>
<th>Anticipated Contribution to TWU Program</th>
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<tbody>
<tr>
<td>FULL-TIME FACULTY</td>
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<tr>
<td>Bantell, Mary</td>
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<td>EdD, Columbia Teachers College Doctorate</td>
<td>Nursing Education</td>
<td>Teaching: Research Nursing Education Research: Student Retention</td>
<td>9-1-05</td>
<td>Education Nursing Theory Research</td>
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<tr>
<td>Beltz, Suzanne</td>
<td></td>
<td>PhD, UT Austin</td>
<td>Nursing</td>
<td>Teaching: Research Undergraduate: Fundamentals Research: Older Hispanics &amp; Health Care</td>
<td>9-1-07</td>
<td>Qualitative Research Theory Development</td>
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<td>Bray, Christell</td>
<td></td>
<td>PhD, UT Galveston</td>
<td>Nursing</td>
<td>Teaching: Family Nurse Practitioners Research: Adolescent Health Care</td>
<td>9-1-06</td>
<td>Theory Development Evidence Based Practice</td>
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<td>Forgione, Bunny</td>
<td></td>
<td>PhD, UTSA</td>
<td>Nursing</td>
<td>Teaching: Maternal Child Health Research: Attachment</td>
<td>9-1-90</td>
<td>Quantitative Research Theory Development</td>
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<td>Hamilton, Mary Jane</td>
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<td>PhD, TWU Houston</td>
<td>Nursing</td>
<td>Teaching: Research Pediatric Nursing Research: HIV: Symptom Management</td>
<td>9-1-93</td>
<td>Theory Development Quantitative Research Education</td>
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<td>Keys, Yolanda</td>
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<td>DHA, University Of Phoenix</td>
<td>Health Administration</td>
<td>Teaching: Leadership Research: Administrative Decision Making</td>
<td>9-1-06</td>
<td>Leadership</td>
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<tr>
<td>Name</td>
<td>Credentials &amp; Campus</td>
<td>Highest Degree &amp; Institution</td>
<td>Field of Study</td>
<td>Current Teaching/Research Assignment</td>
<td>Date of Appt.</td>
<td>Anticipated Contribution to TWU Program</td>
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<td>Klutz, Diane</td>
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<td>Nursing</td>
<td>Teaching: Family Nurse Practitioner Research: Homeless Women, Managing their Children’s Health</td>
<td>9-1-07</td>
<td>Qualitative Research Women’s Health</td>
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<td>Layman, Eve</td>
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<td>PhD, UNC Chapel Hill</td>
<td>Nursing</td>
<td>Teaching: Leadership, Organizational Management Research</td>
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<td>Leadership Policy Quantitative Research</td>
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<td>Mortimer, Mary Kay</td>
<td></td>
<td>PhD, Univ of Pittsburgh Post Doc. UNC</td>
<td>Nursing &amp; Behavioral Research</td>
<td>Teaching: Research, Nursing Theory Research: Drug Adherence in patients with Hypertension</td>
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<td>Research: Quantitative &amp; Qualitative Theory Development</td>
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<td>Murray, Karen</td>
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<td>DrPh, Univ of Illinois</td>
<td>Public Health</td>
<td>Teaching: Community, Epidemiology Research: Epidemiological research</td>
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<td>Plank, Rosemary</td>
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<td>PhD, Univ of Calif, SF</td>
<td>Nursing</td>
<td>Teaching: Research, Communication, Informatics Research: Geriatric Nursing &amp; Simulation</td>
<td>7-15-07</td>
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<td>Rogers, Nancy</td>
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<td>Nursing</td>
<td>Teaching: Nurse Practitioner Research: Respiratory Symptom Management</td>
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<td>Quantitative Research Theory Development</td>
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<tr>
<td>Name</td>
<td>Credentials &amp; Campus</td>
<td>Highest Degree &amp; Institution</td>
<td>Field of Study</td>
<td>Current Teaching/Research Assignment</td>
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<td>Anticipated Contribution to TWU Program</td>
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<td>Teaching: Geriatrics, Community Research: HIV, Symptom Management</td>
<td>9-01-93</td>
<td>Quantitative Research Theory Development</td>
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<td>Stephens, Rebecca</td>
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<td>PhD, Univ of Oklahoma</td>
<td>Education</td>
<td>Teaching: Nursing Education Research: Smoking Cessation</td>
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<td>Education</td>
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<td>Stetina, Pam</td>
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<td>PhD, TWU Houston</td>
<td>Nursing</td>
<td>Teaching: Med/Surg Nursing, Research, Nursing Theory Research: Quality of Life in Hispanic Women post hysterectomy</td>
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<td>Theory Development Quantitative Research</td>
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<td>Sutherland, Judith</td>
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<td>PhD, UT Austin</td>
<td>Nursing</td>
<td>Teaching: Psychiatric Nursing, Communication, Nursing Theory Research: Women &amp; Drug Dependency</td>
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<td>Theory Development Psych Mental Health Nursing Education</td>
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<td>Yellen, Elaine</td>
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<td>PhD, TWU Denton</td>
<td>Nursing</td>
<td>Teaching: Med/Surg Nursing, Nursing Research Research: Patient Satisfaction, Pain</td>
<td>9-1-00</td>
<td>Theory Development Education</td>
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