

TEXAS A&M UNIVERSITY-TEXARKANA

Proposal for a Master of Science Degree in Nursing



August, 2004

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SUBSTANTIVE DEGREE PROGRAM REQUEST

TITLE PAGE

NAME OF INSTITUTION: Texas A&M University-Texarkana

NAME OF PROPOSED PROGRAM: Master of Science Degree in Nursing

Display how proposed program would appear on the Coordinating Board Program Inventory; include Texas-Classification of Instructional Programs (CIP) code designation.

MS-Nursing
51.1601.00

How would name of program appear on student diplomas?

MS in Nursing

How would name of program appear on student transcripts?

MS in Nursing

Administrative unit responsible for the program:

College of Health and Behavioral Sciences

Proposed date for implementation of program: Fall 2005

Person to be contacted for further information about proposed program:

NAME: Ann Lotven, Ed.D. **TITLE:** Provost & Vice President for Academic Affairs

PHONE: 903/223-3003 **TEX-STTS:** _____

SIGNATURES:

Campus Chief Executive Officer

Date

System Chief Executive Officer

Date

Master of Science Degree in Nursing Texas A&M University-Texarkana

Executive Summary

National and State of Texas studies show that with the changes occurring in the health care environment, employers want to hire more nurses with higher education credentials. Registered Nurses prepared with Masters Degrees in Nursing, especially Nurse Educators, are in demand in the workforce.

The majority of Registered Nurses in Northeast Texas are prepared at the Associate Degree level. Texas A&M University-Texarkana has successfully implemented a Registered Nurse (RN) to Bachelor of Science Degree in Nursing (BSN) Program to increase the pool of BSN Nurses. Masters Degree students would be drawn from this pool and from other BSN Nurses in the area.

A&M-Texarkana is the only Texas senior college located in a nine-county area of Northeast Texas. Currently it offers the RN to BSN option for nurses, but no Graduate Nursing Degree. The nearest state university where these nurses can access the masters and Advanced Practice Certification is the University of Texas-Tyler, 118 miles from Texarkana. The choice for nurses in Northeast Texas who want to re-enter education is to do a lengthy commute to Tyler, TX, or to enroll in an out of state program. The nearest out of state program is at The University of Arkansas for Medical Science (UAMS) in Little Rock, AR. UAMS operates a satellite campus in Texarkana, but students there may be required to drive to Little Rock.

Graduates from the MSN Program at A&M-Texarkana will be prepared for advanced nursing roles as nurse educators with the ability to think critically in problem solving, to demonstrate leadership and management skills, and to incorporate research findings and information from other disciplines into care of clients in complex health care systems. Further, graduates will be prepared to enter doctoral education programs in nursing.

The nursing program at A&M-Texarkana will be under the direction of the Dean of Health and Behavioral Sciences. Faculty offices, classroom and conference rooms will be managed within existing space. An arrangement has been made with Texarkana College for use of the Nursing Lab in the Health Occupations Building for practice activities and to store practice equipment. When the new Health Science building is completed at Bringle Lake, the entire A&M-Texarkana nursing program will move to the new campus.

In summary, the need for graduate nursing education for the region has been demonstrated over time. A&M-Texarkana is expanding program offerings in response to citizens who live and work in Northeast Texas by presenting this proposal for a new MSN Program.

**INFORMATION FOR SUBMISSION OF SUBSTANTIVE REQUEST
FOR DEGREE PROGRAMS**

I. PROGRAM ADMINISTRATION

A. Describe how the program would be administered.

1. Indicate name and title of person who would be responsible for curriculum development and ongoing review.

The Master of Science Degree Program for BSN Nurses will be under the direction of the Dean of Health and Behavioral Sciences who also acts as the Director of the Nursing Program.

2. Describe responsibilities for student advisement and supervision.

The Dean and Nursing Faculty will have the chief responsibility for student advisement and supervision. The Dean and Nursing Faculty will develop the policies for student retention and progression, and secure appropriate institutional approval. The Dean will work in alignment with the Vice President for Student and Academic Support Services for recruitment activities and to ensure that materials prepared for student dissemination are timely and up to date.

3. If the program would be administered by more than one administrative unit, what factors make this desirable?

The Nursing Program will be administered by the Dean of the College of Health and Behavioral Sciences.

B. If a non-academic administrative unit, e.g., "institute" or "center" would be involved in administering the program, describe the relationships.

N/A

C. If a new organizational unit would be created or an existing organizational entity modified as a result of this program, identify and describe the anticipated result.

Under the existing organizational structure of Texas A&M University-Texarkana, the Nursing Program will be housed within the College of Health and Behavioral Sciences.

II. PROGRAM DESCRIPTION

A. Educational Objectives

1. **Describe the educational objectives of the program. (Include reference to preparation of students for licensure or certification, if appropriate, and any special outcomes or competencies which the program would provide that are not available from existing degree programs.)**

This is a Graduate Degree Program designed to prepare BSN Nurses for advanced practice in the roles as Nurse Educators in colleges or schools of nursing as well as health care institutions such as hospitals.

2. **If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), describe the educational objectives of each. (Each of these curricula must be identified on the title page, including Texas CIP code.)**

NA

B. Admission Standards

The intention of admission requirements is to demonstrate the student's readiness for success and yet not present barriers to educational mobility. To demonstrate prerequisites for success, the requirements for admission are the same as for any student seeking a graduate degree from Texas A&M University-Texarkana, described in the catalog. In addition, the following specific requirements apply to the Nursing Graduate Program:

1. Current license to practice as a Registered Nurse in the State of Texas (the license must be maintained for the duration of enrollment).
2. Validation of safe and recent practice experience as a Registered Nurse by two letters of reference, or written confirmation of an RN refresher course, within the last two years prior to acceptance.
3. A cumulative GPA of 3.0 or higher for upper division nursing courses.
4. The confirmed ability to perform, or accommodate for performing, the essential physical, mental, behavioral and communicative functions of the curriculum, and documentation of any disability that exists. (The University may require verification from a certified specialist.)
5. Completion of the Graduate Record Exam or Miller Analogies Test for advising purposes.

After acceptance in the program, the student must produce proof of, and maintain for the duration of enrollment, the following:

1. Current Cardiopulmonary Resuscitation (CPR) Certification for Health Care Providers.
2. Tuberculosis (TB) screening and immunizations on university provided forms (Measles, Mumps, Rubella (MMR), hepatitis B series, diphtheria, and polio).
3. Negative drug screening
4. Professional liability insurance

C. Degree Requirements

1. **In tabular form, indicate the Semester Credit Hour (SCH) requirements in each of the following categories applicable to the proposed program; include the total SCH requirement for the degree.**

A&M-Texarkana is an upper division and graduate university. Appendix A contains the complete proposed curriculum for this degree.

| | | |
|--------------------------|-------------------|-----------|
| a. | Core | 9 hours |
| b. | Project or Thesis | 3-6 hrs |
| c. | Education | 27 hrs |
| Total credits for degree | | |
| | Educator | 39-42 hrs |

2. **Identify and describe special requirements for the program, e.g., clinicals, field experience, internship, practicum, thesis, etc..**

Selected courses in the nursing major will require students to participate in clinical learning and to do independent projects while placed in various health care delivery settings, such as hospitals, community-based ambulatory agencies, private physicians' offices, and classroom settings. The clinical learning will focus on application of an array of knowledge and Clinical Nursing skills in the professional roles of Nurse Educator. All students will elect to do either a thesis or research project.

3. **If transfer students would be admitted to the program, list Articulation Agreements completed, in negotiation, or planned.**

Graduate Nursing Students would be allowed to transfer in a maximum of 12 hours of Graduate Nursing courses. These courses would be evaluated for equivalency to A&M-Texarkana nursing courses. Students will be required to complete in residence at A&M-Texarkana, 2/3 of the total hours required for their degree.

D. Curriculum

1. Identify by prefix, number, title, and description (including prerequisites), courses to be required or elected in the proposed program. (Identify with 1 asterisk (*), courses added during the last 3 academic years, and with 2 asterisks (**), courses to be added if the program is authorized.)

The courses required for the degree follow. See Appendix A for the complete proposed curriculum. See Appendix B for new course descriptions.

Table 1
Required Courses

| Course Number | Course Title | (Th-Pr) | Credits |
|---------------|---|---------|---------|
| NURS 501** | Nursing Theory | 3-0 | 3 |
| NURS 504** | Nursing Research | 3-0 | 3 |
| NURS 507** | Advanced Pathophysiology | 3-0 | 3 |
| NURS 511** | Advanced Health Assessment | 2-3 | 3 |
| NURS 514** | Issues & Ethics | 3-0 | 3 |
| NURS 531** | Theoretical Foundations for Nursing Education | 3-0 | 3 |
| NURS 532** | Tests & Measurements in Nursing | 3-0 | 3 |
| NURS 533** | Curriculum Development in Nursing | 3-0 | 3 |
| NURS 536** | Teaching & Learning Strategies in Nursing | 2-6 | 4 |
| NURS 541** | Groups & Communities I | 2-6 | 4 |
| NURS 542** | Groups & Communities II | 2-6 | 4 |
| NURS 551** | Adult Health/Gerontology I | 2-6 | 4 |
| NURS 552** | Adult Health/Gerontology II | 2-6 | 4 |
| NURS 591** | Research Project | 3-0 | 3 |
| NURS 595** | Thesis | 3-0 | 3-6 |

2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, etc.), identify courses unique to each alternative.

NA

3. Provide a semester-by-semester projection for offering of the required and prescribed courses during the first 5 years.

Five-Year Projection of Course Offerings

| COURSE | YEAR 1 | | | YEAR 2 | | | YEAR 3 | | | YEAR 4 | | | YEAR 5 | | |
|----------|--------|----|----|--------|----|----|--------|----|----|--------|----|----|--------|----|----|
| | F | SP | SU | F | SP | Su | F | SP | SU | F | SP | SU | F | SP | SU |
| NURS 501 | X | | | X | | | X | | | X | | | X | | |
| NURS 504 | | X | | | X | | | X | | | X | | | X | |
| NURS 507 | | X | | | X | | | X | | | X | | | X | |
| NURS 511 | X | | | X | | | X | | | X | | | X | | |
| NURS 514 | | | | X | | | X | | | X | | | X | | |
| NURS 517 | X | | | X | | | X | | | X | | | X | | |
| NURS 531 | | X | | | X | | | X | | | X | | | X | |
| NURS 532 | | | X | | | X | | | X | | | X | | | X |
| NURS 533 | | | | X | | | X | | | X | | | X | | |
| NURS 536 | | | | | X | | | X | | | X | | | X | |
| NURS 541 | | | | X | | | X | | | X | | | X | | |
| NURS 542 | | | | | X | | | X | | | X | | | X | |
| NURS 551 | | | | X | | | X | | | X | | | X | | |
| NURS 552 | | | | | X | | | X | | | X | | | X | |
| NURS 591 | | | X | X | X | X | X | X | X | X | X | X | X | X | X |
| NURS 595 | | | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

*Represents courses that are individualized and may be offered in any semester by individual faculty. See Appendix I for **course offerings and faculty projection**

- 4. Describe arrangements that would serve non-traditional students, e.g., non-traditionally scheduled classes, delivery of instruction by telecommunications and/or off-campus instruction sites, library services, students advisement, etc., if applicable.**

A&M-Texarkana will offer all courses for the degree as Web Based Courses including offering these classes in the traditional manner. Based on the response, the program may be offered in the future as a totally online program. A&M-Texarkana currently has an agreement with the Area Health Education Cooperative (AHEC) to allow our students access to their library facilities via the Internet. A&M-Texarkana library resources (which are shared with Texarkana College) also have a number of their services online.

- 5. If the general education/core curriculum component of the proposed program differs from that required for all or most other undergraduate programs at the institution, indicate how and why.**

NA

E. Supporting Fields

- 1. Identify existing programs and support areas in your institution which would complement this program. Describe relationship.**

Students might elect to take additional courses offered by the Education or Business Departments. All students might elect to take the one hour Psychology graduate course on American Psychological Association (APA) style.

- 2. If these programs or support areas require updating or expansion, explain.**

NA

F. Effect on Existing Programs

- 1. Describe how existing courses would be affected by enrollments generated in the proposed program, including, but not limited to, the potential need for additional: sections or increased class sizes, faculty, library resources, equipment, supplies, and/or space.**

The need for additional faculty, office space, some added equipment and supplies, will be managed by current budgetary processes. Other resources such as library, lab, computer resources and classroom spaces are already in place. Some Adjunct Faculty may be needed to assist with specialty teaching and clinical supervision due to increased student enrollment.

2. For a Graduate Program, describe how related Undergraduate Programs would be affected by enrollments in the proposed program.

The proposed Masters Degree Program would likely increase our enrollment in our existing RN to BSN Program, as many students have expressed an interest in completing both degrees at the same institution.

G. Accreditation

1. If there is a professional program accreditation procedure in this field, attach current standards.

The Master's Degree in Nursing will seek National Accreditation by CCNE after two classes have graduated.

2. State intention regarding accreditation.

When the Nursing Program is eligible, (after the first class of graduates), A&M-Texarkana will seek accreditation by the Commission on Collegiate Nursing Education (CCNE).

III. EVALUATION

Describe procedures for evaluation of the program and its effectiveness in the first 5 years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate survey, or other procedures. How would evaluations be carried out?

Procedures to evaluate the MSN Program will be included in the overall elements of evaluation of university effectiveness. Specifically, these will be:

- Assessment of the Major – Enrolled students will be queried using the *Survey of Student Opinion of Instruction*. At the end of each course, students complete this survey evaluating the course instruction, delivery system, student-instructor interaction, textbook, and evaluation scheme. Additionally, there will be analysis of grades and clinical performance.
- Assessment of the Graduate – Every graduate completes a Graduate Student Survey to reveal student satisfaction in their major area as well as other areas of university life. Every two years, there will be a follow-up Graduate Survey to measure the effectiveness of the program in professional performance and career planning.

- Program Review – Annual analysis of admission and graduation goals as set by Nursing Faculty and University Administrators will be an outcome measure. Every other year, there will be an Employer Evaluation regarding achievement of program goals and relevance to the job market. A Program Advisory Committee will be appointed that includes regional employers of nurses, faculty of regional community colleges, and the public. The advisory committee will meet at least annually to provide data regarding the quality of graduates and will make recommendations on curricular needs. An outside Curriculum Consultant will be used to evaluate the program in readiness for accreditation by CCNE.
- Evaluation measures as required by the Board of Nurse Examiners and CCNE will be implemented.

Resulting data from all sources will be used to make curricula change for program improvement. By university procedure, any curricula changes after the program is initiated require the review of the faculty in the discipline, followed by approval of the Program Coordinator, the Dean of the College, the university Curriculum Committee, and the Vice President of Academic Affairs.

IV. PROGRAM NEED/DEMAND

A. Identify similar programs at:

1. Texas public and independent universities.

There are numerous graduate programs in nursing preparing nurses for roles other than advanced practice (such as education, administration, etc) both in Texas and our border states.

2. Out-of-state institutions, if the proposed program would be unique in Texas.

N/A

B. Describe justification for the proposed program in terms of the following, as applicable:

1. Local, regional, state, national, and international needs

A rapidly changing health care environment has created a dramatic need for nurses with higher education credentials. State and national studies show that there is a critical shortage of Registered Nurses prepared with baccalaureate and higher degrees in nursing. The shortage of Registered Nurses in the nation has led to an increased need for Nursing Educators. Due to an aging Nursing Faculty and the increased need for nurses, a survey in 2000 by the American Association of Colleges of Nursing (AACN) showed a vacancy rate of 7.4% in funded faculty positions. In Texas, that rate was 4.7%; however, an

informal survey of Nursing Education Programs in the A&M-Texarkana regional area revealed that the average age of Nurse Educators in this area is mid-forties. This is consistent with national statistics.

There are 2,239,816 Registered Nurses in the nation. Less than one percent have the Doctoral Degree, 7.5 % have Master's Degrees, 27% have the Bachelor's Degree, and the remaining 62% have less than the Bachelor's Degree (28% have the Associate Degree and 34% have diplomas in nursing). Nationally, Registered Nurses are predominately female (95.7 %), predominately Caucasian (90%), and predominately (70%) full time employed (Texas Nursing, March 1997, p.5).

Consistent with the national picture, the State of Texas demonstrates a shortage of nurses with baccalaureate and higher degrees. There are 161,719 Registered Nurses in Texas. Only ten percent have a degree above the Bachelor's Degree, only 35 % have the Bachelor's Degree in Nursing, and 51% have less than the Bachelor's Degree (BNE, 2003). The Texas Nursing Articulation Model 1997-2000 describes that "increasingly, students seek to enter into the workforce quickly as either Licensed Vocational Nurse (LVN), Associate Degree Nurse (and), or Diploma Nurses than to expand their career in nursing with a BSN or higher degree" (p.5).

A&M-Texarkana is the only Texas senior college located in a nine-county area of Northeast Texas and it does not offer a Masters Degree in Nursing. The choice for nurses living in Northeast Texas who want to obtain a graduate degree is to do a lengthy commute to the University of Texas-Tyler (118 miles from Texarkana) or to enter an out-of-state program.

2. The long-range academic plan of the institution.

The A&M-Texarkana President and Vice-President for Academic Affairs are familiar with the range of Nursing Education Programs from generic to Master's Degrees, and specialization levels. They have affirmed the intent expressed in the university mission statement that the university exists to produce graduates within a career-oriented curriculum, providing an educational foundation for lifelong learning and gainful employment. Immediate and long range university goals are aimed at development of additional Basic Science Programs, Engineering Technology, Educational Administration, Applied Communications, Social Work, Forestry and Environmental Sciences.

3. Demand from prospective students.

Potential applicants who live in the area frequently call or seek out university personnel, especially Nursing Faculty, to ask if, or when, a MSN Degree will be started here. A current program across the state line in Texarkana, AR does offer some graduate courses on site, but does not offer a Master's Degree with an education focus. For many place bound students, working in the community with family obligations, lack of an existing

program is a hardship that precludes them from pursuing graduate education through the existing program.

In Summer, 2003, A&M-Texarkana completed the *Needs Assessment: For a MSN Program at Texas A&M University-Texarkana*. Surveys were sent to Registered Nurses with an Associate Degree, diploma, or Baccalaureate Degree as the highest nursing education level according to the Board of Nurse Examiners mailing lists who live in the Northeast Texas region served by A&M-Texarkana. Additionally, surveys were sent to nurses with the same education levels in seven Southwest Arkansas counties from the Arkansas State Board of Nursing mailing list. Two hundred forty surveys were returned.

Demographic data showed that the majority of the respondents were Caucasian (89.6%), female (93.3%), and live in Texas (75.4%). Approximately half of the respondents were under 42 years of age and 17.9% were over the age of 51. Of the 237 respondents reporting educational level, 66.7% have an Associate Degree, 31.6% have a Bachelor's Degree, and 1.7% have a Master's Degree. The majority of the 240 respondents (n = 161, 67%) reported a goal of earning a MSN. One hundred seventy-two of the respondents reported interest in an RN-MSN Articulation Program. Sixty-four (26.7) of the respondents reported interest in a Nurse Practitioner focus and 55 (22.9%) reported interest in a Nurse Educator track. An additional 74 (30.8%) respondents reported an interest in both of the options. Approximately 20% (n = 47) of the respondents did not answer the question. Forty-four percent (n = 106) of the respondents reported an interest in obtaining the Master's Degree from A&M-Texarkana. An additional 80 respondents (33%) were undecided.

4. Job market needs. (Identify specific potential employers and supply names, addresses and phone numbers where possible).

Surveys from five area employers were returned: two hospitals and one each for public health, office/clinic, and hospice. The hospitals and hospice agency reported a desire to have their staff advance their educational level to MSN. The office/clinic reported currently employing a Nurse Practitioner. The Public Health Agency reported the desire to hire two Nurse Practitioners. All of the employers reported that they would be willing to work with staff to arrange scheduling to accommodate furthering their employee's educational goals. One of the administrators reported that while the Master's Degree is preferred for Managers, Directors, and Clinical Coordinators, required positions were limited. This same Administrator stated, "I would love master's prepared bedside nurses; however, once they receive their degree, they want to move up or out....hopefully we can move towards getting all of our leadership at a Master's level and then move to the staff".

Seven Nursing Programs in the region responded to a survey about the perceived need for a Masters of Nursing Program at A&M-Texarkana. Five (71.4%) of the Program Directors reported needing additional MSN prepared Faculty. Both of the Directors who responded that they had no need for additional MSN prepared Faculty, reported that there were always vacancies which would need to be filled. One director stated, "With several

Faculty nearing retirement age, the need for new MSNs continues”. Three of the Program Directors reported current vacancies requiring MSN preparation. Six of these Directors perceived a need for a program with an education focus. One reported being unsure, stating, “a clinical track seems more valuable”.

Additional comments were supportive of a program. One Director noted that four of the current Faculty are “Nurse Practitioners without any nursing education courses”. Another commented that she knew “at least three people who would be very interested” in an “entire program close to home”.

Five of the surveys returned were from RN programs (1 Baccalaureate and 4 Associate Degree). The remaining surveys were from a Vocational Nursing Program and a program with both Vocational and Associate Degrees. Of the six RN Programs, four reported less than 100% of their Faculty had a minimum of MSN.

Potential employers include the following:

Christus St. Michael Health Care Center 903/614-1000
2600 St. Michael Drive, Texarkana, TX 75503

Collom and Carney Clinic Assoc. 903/792-7151
4800 Texas Boulevard, Texarkana, TX 75501

Cossatot Community College 870/584-4471
183 Hwy 399, DeQueen, AR 71832

Living Hope 870/774-4673
801 Arkansas Blvd., Texarkana, AR 71854

Northeast Texas Community College 903/572-1911
P. O. Box 1307, Mt. Pleasant, TX 75455

Southern Arkansas University 870/235-4000
100 E. University, Magnolia, AR 71753

Southern Clinic, PA 903/614-6000
2602 St. Michael Dr., Texarkana, TX 75503

Texarkana College 903/792-5230
2500 N. Robison Rd., Texarkana, TX 75501

UAMS - Hope 870/777-5722
2500 S. Main, Hope, AR 71802

Wadley Regional Medical Center 903/798-8000
1000 Pine St., Texarkana, TX 75501

5. Educational and cultural needs of the community.

Texas A&M University-Texarkana is located in Texarkana, Texas. The University serves as a primary educational and cultural resource center in the community with a large place bound non-traditional student body. A state line dissects the city of Texarkana, most of which is in Texas with the remainder in Arkansas. The approximate combined population is 62,000 (U. S. Census Bureau, 2000). A&M-Texarkana is funded primarily by state appropriations, student tuition, and grants. A&M-Texarkana attracts students primarily from nine counties in Northeast Texas: Bowie, Cass, Red River, Morris, Titus, Franklin, Lamar, Delta, and Hopkins. The Ark-Tex Council of Governments (2004) reports data from the 2000 Census Population and Housing that describes the area.

This region consists of 5,799 square miles with a 2000 population density of 45.81 residents per square mile. The population is shown as 270,468, with a race/ethnic distribution estimated as:

| | |
|----------|-----|
| White | 79% |
| Black | 14% |
| Hispanic | 7% |
| Other | 5% |

A total of 44,459 persons are considered to be below the poverty line, defined in 2000 by the Census Bureau as those earning no more than \$8,501 for the single person. The regional income per capita for 2000 was \$20,361. In February 2000, the labor force was 208,046 for the Northeast Texas region, with 118,411 employed and 9,235 unemployed.

To illustrate the potential impact of the age demographics on the educational system, the age distribution estimates of residents in the nine-county region are:

| | |
|--------------|-------|
| Less than 14 | 18.8% |
| 14 -- 17 | 5.0% |
| 18 – 21 | 12.0% |
| 22 – 29 | 14.2% |
| 30 – 54 | 13.0% |
| 55 – 64 | 10.4% |
| 65 and older | 16.6% |

The educational level of people 18 years and older is as follows.

| | |
|---|--------|
| Less than 9 th grade | 9.53% |
| 9 th – 12 th grade (no diploma) | 17.12% |
| High school graduate | 34.23% |
| Some college, no degree | 21.38% |
| Associate Degree | 4.31% |
| Bachelor's Degree | 8.74% |
| Graduate or Professional Degree | 4.71% |

Review of these data illustrate the educational needs and educational opportunities in the nine county area for the two community colleges located in Northeast Texas and for A&M-Texarkana. As the only regional university, most of its students are from this area of Texas. A&M-Texarkana also enrolls thirty percent students from Arkansas, Oklahoma, and Louisiana because of proximity and programs offered.

V. PROGRAM POTENTIAL

- A. Estimate cumulative headcount and full time equivalent (FTE) enrollment for each of the first five years (majors only, considering expected attrition and graduation) and indicate the number expected to be new to the institution each year.**

| Enrollment: | New majors: | FTE's: |
|--------------------|--------------------|---------------|
| Year 1 = <u>10</u> | Year 1 = 10 | Year 1 = 7.5 |
| Year 2 = <u>20</u> | Year 2 = 10 | Year 2 = 15 |
| Year 3 = 20 | Year 3 = 10 | Year 3 = 15 |
| Year 4 = 20 | Year 4 = 10 | Year 4 = 15 |
| Year 5 = 20 | Year 5 = 10 | Year 5 = 15 |

These figures assume enrollment of new students increase as more candidates enter the program and have completed the core courses. Further, the figures assume a 10% attrition rate and a 90% graduation rate each year.

- B. Explain assumptions used in making these estimates.**

These estimates are based primarily on:

1. The Needs Assessment Survey sent to area RNs and Nursing Programs in the East Texas region.
2. The Texas Labor Market information for 2003 which shows an increase in local jobs for the occupations served by this degree plan.
3. The US department of Labor estimates for 2003 project a growth rate of 36% through 2010 for health occupations.
4. There is a pool of BSN Graduates who have remained in the region after degree completion. Indeed, many of our students in the RN to BSN Program are place bound. These undergraduate students, together with students currently enrolled in the RN to BSN Program, have expressed an interest in continuing their education when A&M-Texarkana has a Graduate Program.
5. In addition, many Associate Degree students enter the program at Texarkana College with a goal of continuing their education through the masters level. The College graduates an average of 80 ADN students per year. Other community colleges in the East Texas region with Associate Degree Nursing Programs include North East Texas

Community College in Mount Pleasant (63 miles away), Paris Community College in Paris, Texas (92 miles away), and Panola Community College in Carthage, Texas (107 miles away).

VI. RESOURCES

A. Personnel

1. Describe any personnel additions or changes in the past three years made in anticipation of the program.

A faculty member was hired for the RN to BSN Program who had been the Director of Graduate Studies and Research at Northwestern State University College of Nursing in Shreveport. She has experience in teaching online courses and has also taught in the Graduate Programs at other universities around the country. In addition, she is a nationally Certified Family Nurse Practitioner currently practicing one day per week in the area.

2. Indicate for the first five years the cumulative number of FTE personnel who would be involved in delivery of the Program in each of the following categories:

Drs. Kahler, Flournoy, Garick and Ms. Neill who are currently teaching in the RN to BSN Program could also teach some courses in the MSN Program. One faculty member for teaching two courses will be shared with the University of Arkansas for Medical Sciences (UAMS) at the Area Health Education Center (AHEC)- Southwest in a collaborative agreement. An additional new faculty member will be hired in years one and two to assist with graduate offerings. Faculty currently teaching at the undergraduate level would continue in these positions. Faculty will be hired as new areas of concentration are added and as student enrollment grows. Administration of the MSN Program will be by the Nursing Program Director who is also Dean of the College of Health and Behavioral Sciences. A part-time secretary will also be assigned to the graduate program.

**Table 3
FTE Program Personnel**

| Year | ADMIN FTE | FULL-TIME FTE | SUPPORT STAFF |
|------|-----------|---------------|---------------|
| 1 | .25 | 2.0 | .25 |
| 2 | .25 | 2.0 | .25 |
| 3 | .25 | 2.0 | .25 |
| 4 | .25 | 2.0 | .25 |

3. List current Faculty Members, indicating highest earned degree/institution, field of study, current teaching and research assignments, dates of appointment, and anticipated contribution to the program. Specify course(s) each faculty member would teach.

**Table 4
List of Faculty Members**

| Faculty Member | Status | Degree/Institution | Field | Current Teaching Assignments | Dates of Appointment | Contribution to Program |
|-------------------------|------------------------|--|-------------------------|--|-----------------------------|--|
| Josephine Kahler | 1.0 FTE (.25 teaching) | Ed.D. University of South Dakota | Education | NURS 301 NURS 405 NURS 406 | 7/1/00 | NURS 591; NURS 595 |
| Deborah Flournoy | 1.0 FTE | Ph.D. Texas Woman's University | Nursing | NURS 302; NURS 303; NURS 404; NURS 407; HSCI 346 | 9/2003 | NURS 501; NURS 504 ;NURS 514; NURS 517; NURS 591; NURS 595 |
| Shirley Garick | 1.0 FTE | Ph. D. University of Arizona | Philosophy Education | NURS 301; NURS 303; NURS 317 NURS 404 | 9//1/01 | NURS 501; NURS 504; NURS 514; NURS 517; NURS 551; NURS 552; NURS 591; NURS 595 |
| Denise Neill | 1.0 FTE | MSN University of Central Arkansas (currently enrolled in nursing PhD program at Texas Woman's University) | Nursing | NURS 305; NURS 406 NURS 407 | 7/1/01 | NURS 541; NURS 542 |
| Faculty to be appointed | 2.0 FTE | | Nursing (Education) | | 9/1/06 | NURS 514; NURS 531; NURS 532; NURS 533; NURS 536; NURS 591; NURS 595 |
| Shared Faculty | .25 FTE | | | | | NURS 507; NURS 511 |

4. If current Faculty would be teaching new courses, how would their teaching assignments change, and how would their current assignments be accommodated?

Due to the beginning nature of the RN to BSN Program, current Nursing Faculty are not carrying a full load at this time, but have been given release time to work on the MSN Proposal. Thus, adding some graduate courses to their current load will not constitute an overload in the first year of the Masters Program. Additional faculty will be hired as outlined in Section VI-A, 2.

5. List all new positions (Faculty, Graduate Assistants, Clerical/Support, etc.) required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignment, indicate the source.

1. One part-time faculty position will be shared in a collaborative agreement with UAMS at AHEC-SW.
2. One full time Faculty member will be hired in years one and two. Faculty needs will be reviewed annually and an additional faculty will be hired in years 3 – 5 based on student enrollment.
3. Adjunct Clinical Faculty will be used to assist with students in clinical courses starting in year two. (The number of these Faculty will be determined by the student load.)
4. One Secretary dedicated to the Graduate Program will be assigned $\frac{1}{4}$ time.

6. Describe qualifications that would be sought in new faculty, indicate the expected level of appointment and anticipated contributions to the programs (including research grants, contract resources, etc.)

NA (pertains to Undergraduate Programs)

7. For Graduate Programs: All new full-time Graduate Faculty Members will be at the Assistant/Associate Professor level if doctorally prepared. If MSN only, then at the Assistant Professor level. Faculty with MSN's only would have to meet the following additional criteria:

1. National certification in teaching area.
2. A minimum of 5 years clinical experience as an Advanced Practice Nurse.
3. Two years prior teaching experience preferably at the graduate level.

B. Library

1. List any library holdings added in the past three years in anticipation of the program.

The library already provides access to a number of journals and periodicals related to Nursing and has a good base collection on which to build.

- 2. Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards? Describe planned actions that would maintain strengths and/or remedy weaknesses.**

Below is a sampling (not necessarily complete) of the online and print versions of advanced nursing and medical journals available through the library data bases described in part 4 below. For a few journals listed “abstract only” access is available, whereas “full text” access is available for most. It appears that the current holdings should exceed standards prescribed for graduate programs.

| | |
|------------------------------------|-------------------------------|
| American Family Physician | Am. Journal of Critical Care |
| Am. Journal of Infection Control | Am. Journal of Public Health |
| ANS, Advances in Nursing Science | Canad. Journal of Nurs. Rsch. |
| The Case Manager | Computers in Nursing |
| Heart and Lung | Holistic Nursing Practice |
| Home Healthcare Nurse Manager | ICC Nursing |
| JAMA | Journal of Advanced Nursing |
| Journal of American College Health | Journal of Continuing Ed |
| Journal of Healthcare Mgmt. | Journal of Law, Med. & Ethics |
| Journal of nursing Administration | Journal of Nursing Education |
| Journal of Nursing Scholarship | Journal of Prof. Nursing |
| New England Journal of Medicine | Nurse Educator |
| CNS: Journal for ANP | Nursing Management |
| Nursing Research | The Professional Nurse |
| Research in Nursing & Health | Trauma Quarterly |
| Advances in Internal Medicine | American Family Physician |
| American Heart Journal | Am. Journal of Cardiology |
| Am. Journal of Clinical Pathology | Am. Journal of Emerg. Med. |
| Am. Journal of Health Promotion | Am. Journal of Hosp. Pharm. |
| American Journal of Medicine | Am. Journal of Resp. Med. |
| Annals of Emergency Medicine | Annals of Internal Medicine |
| Annals of Pharmacotherapy | Annual Review of Medicine |
| Applied Nursing Research | Archives of Family Medicine |
| British Medical Journal | Circulation |
| Consultant | Diabetes Educator |
| Emergency Medicine | Family Medicine |
| Geriatric Nursing | Journal of Adv. Nursing |
| Journal of Clinical Pharmacology | Journal of Family Practice |
| Journal of Healthcare Management | Journal of Holistic Nursing |
| Journal of Nursing Administration | Journal of Nursing Education |
| Journal of Nursing Measurement | Journal of Pediatric Nursing |
| Journal of Pediatrics | Nurse Education Perspectives |

3. Describe cooperative library arrangements available to students in this program.

The John F. Moss Library, is a combined facility with Texarkana College. The two-story building contains more than 46,560 square feet with a seating capacity for over 300 students. Students have equal access to all materials regardless of ownership. The Moss Library also participates in a consortium arrangement with The Texas A&M University System, which provides Texas A&M University-Texarkana with access to on-line databases. Through this consortium, the library has access to full-text journals online. A&M-Texarkana also participates in TexShare, another consortium with resource sharing throughout the state of Texas--interlibrary loans, indexes, some full-text journal articles and on-line journals.

4. Provide Library Director's assessment of library resources necessary for the proposed program.

Prudence must be exercised in the types of materials purchased at all libraries and also the quantity. The John F. Moss Library does have a base collection on which to build. The first five years will require some expenditure in the reference and general collection sections. As neither the American College Library Standards Committee nor the Southern Association Committee suggests quantitative figures to guide libraries in supporting programs, libraries must balance their funds between quality and quantity. After extensive research of all the materials currently available in the collection, the John F. Moss Librarians have determined an acquisition plan for acquiring needed research information. The anticipated cost over a five year period is reflected in the chart below.

**Table 5
Proposed Library Expenditures**

| Category | Start-ups Fall 2005 | Year 2 Fall 2006 | Year 3 Fall 2007 | Year 4 Fall 2008 | Year 5 Fall 2009 |
|-----------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Monographs | \$ 3,000.00 | \$ 3,000.00 | \$ 3,000.00 | \$ 3,000.00 | \$ 3,000.00 |
| Reference Material | \$ 2,500.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 |
| Journals | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| Indexes | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| Total by Year | \$5,500.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 |

Monographs

The John F. Moss Library has been ordering titles for the past five years from the *Brandon/Hill Selected List of Nursing Books and Journals*, a recognized selection tool for the Nursing Program. This core collection should make a good foundation for the Master's Program. However, we need to continue to support this program by adding updated and new titles each year. The library recommends funding new titles in the amount of \$3,000.00 for each of the five years of the beginning program. This amount is reflected in the Proposed Library Expenditure table on the first page of this report. A listing of current nursing titles is included in the supporting material. Titles not owned by this library can be obtained via interlibrary loan. Our library participates in a courier service that provides daily delivery of ordered and exchanged library materials. In addition to the courier service, Ariel (a document delivery software) provides an additional resource to obtain requested materials.

Reference

Reference materials are of vital importance to any research-based program. Our current reference collection is small, but carefully selected with current copyright dates. Texarkana College has an Associate Degree as well as a Vocational Nursing Program and provides some support in the nursing field. In addition to using the Brandon/Hill Selected List of Nursing Books and Journals, selections from the American Nurses Credentialing Center Website have also been made.

The John F. Moss collection was compared to the titles listed as exam references for Clinical Specialist in Gerontological Nursing, Clinical Specialist in Community Health Nursing, Clinical Specialist in Medial-Surgical Nursing, and Family Nurse Practitioner. After evaluation of our collection, we are recommending thirty-eight titles for an initial purchase and then additional monies to update these or other references which can be used for preparation of nursing certification. The Reference Librarian recommends a \$2,500.00 purchase of reference materials for the first year, with \$2,000.00 purchases for the following four years. These expenditures will allow for the updating and acquiring of new, important works for the reference department.

Indexes/Databases

The John F. Moss Library currently has nine databases which collectively form a solid infrastructure for medical research.

[CINAHL](#) (Cumulative Index to Nursing & Allied Health) - Database provides authoritative coverage of the literature related to nursing and allied health disciplines. Includes over 950 English-language journals as well as healthcare books, nursing dissertations, selected conference proceedings, standards of professional practice, and educational software. (EBSCOhost)

[Clinical Pharmacology](#) - Contains current, concise and clinically-relevant drug monographs for all U.S. prescription drugs, hard-to-find herbal and nutritional supplements, over-the-counter products and new and investigational drugs. Drugs may be searched by their generic or brand names. Clinical Pharmacology is made up of Drug Monograph and Patient Education Records.

Drug Monographs include description, mechanism of action, and pharmacokinetics. Patient Education Records contain such information as what the medication is used for, what their health care professional should know before taking the medication, how the medication should be taken, what they should do if a dose is missed, what other medications can interact, what side effects may be noticed, what to watch for, and where to keep the medication. Patient Education records are available in English or Spanish. (EBSCOhost)

[Health and Wellness Resource Center](#) - Instant access to carefully compiled and trusted medical reference resources such as *Gale Encyclopedia of Medicine*, *Gale Encyclopedia of Childhood and Adolescence*, and *PDR Family Guide to Health and Nutrition*. Key health web sites are also listed here, as well as 2,200 general interest health publications, and over 400 health and medical journals. Reliable information can be found by searching under latest news, subject, or key words. (Gale)

[Health Reference Center Academic](#) - A full service resource for people needing health related research. It provides an integrated collection of general interest health and fitness magazines, medical and professional periodicals, reference books and pamphlets. Records are available in a combination of indexing, abstracts or full text formats. Topics in the collection include information about alcoholism, AIDS, fitness, psychology, cancer, pediatrics, and much, much more. (Gale)

[Health Source : Nursing / Academic Edition](#) - Provides more than 400 scholarly full-text journals focusing on many medical disciplines, with particular emphasis on nursing and allied health professions. Full text is included from such journals as *Issues in Mental Health Nursing*, *Journal of Community Health Nursing*, *Journal of Holistic Nursing*, *Nursing Forum*, and many others. Also included is searchable text for over 450 journals, indexing and abstracts for over 500 journals, and the reference volumes *USP Pharmacopoeia DI: Volume II Advice for the Lay Patient*, and *Stedman's Medical Dictionary*. (EBSCOhost)

[MEDline with MeSH](#) - Offers users access to information from all journals indexed in the National Library of Medicine's MEDLINE file. Gain access to information from such fields as medicine, nursing, dentistry, veterinary medicine, the health care system and preclinical sciences. Links to full text of over 350 full-text journals. Included are abstracts and indexing for over 3,800 current biomedical journals published in the U.S. and 70 foreign countries, and citations found in *Index Medicus*, the *International Nursing Index* and the *Index to Dental Literature*. Additionally, table of contents information for 2,400 titles (provided by the British Document Supply Centre) and a Medical Subject Headings (MeSH) index with tree numbers, and a tree hierarchy is also included. (EBSCOhost or [First Search](#))

[PubMed](#) - National Library of Medicine's (NLM) search service to access the 9 million citations in MEDLINE and Pre-MEDLINE, and other related databases. (NLM)

[Science Direct](#) - First launched in 1997 as an online host facility for Elsevier Science's full-text journals, Science Direct has grown to become the largest online full-text platform for scientific, technical and medical information. It is based on the World Wide Web, and now offers the full text of over 1,100 journals. Desktop access to information is provided via institutional library subscriptions. (Elsevier)

[STAT!Ref](#) - An electronic medical library that enables users to cross-search more than 35 medical resources such as *Current Medical Diagnosis & Treatment*, *Mosby's Drug Consult®*, the *Griffith 5 Minute Clinical Consult*, and more!

[MD Consult](#) - Available through AHEC (refer to Journals Section)

Interlibrary Loan, as previously mentioned, is another important resource for acquiring research information for our students. The library subscribes to a courier service with daily delivery. Thus, information not accessible in our library and desired by a student can be acquired within a reasonable length of time. Document delivery is also an option via Ariel, a computer linkage between state libraries. All of these reference supports plus the extensive database and electronic journal accessibility will provide adequate research information for our students.

Journals

The John F. Moss Library always attempts to provide either print or full-text access to as many periodical titles as possible. This is done by subscribing to the periodical in hardcopy or subscribing to a database which has full-text articles. Through TexShare and the consortium of the A&M System Libraries, our library has access to approximately 80 databases. As the latest research and studies appear in journals/periodicals, it is imperative that our students have access to these - the most current information. The databases provided by our library in conjunction with access to the holdings of the Area Health Education Center-Southwest (AHEC-SW) of the University of Arkansas for Medical Sciences (UAMS) provide a wealth of information for our Nursing Master's Degree Program. Supporting information is included that lists the journal holdings of the UAMS/AHEC-SW Library.

We provide 94 nursing and health-related print subscriptions. Our library has 84% of print or full-text holdings as listed in the journal selection aid, *Brandon/Hill Selected List of Print Nursing Journals*. *Health Source: Nursing/Academic Edition* database lists 830 periodicals that are indexed and abstracted (701 are peer-reviewed). A total of 568 titles in this database are full text. Provided by our library is the *Health Reference Center- Academic*. Supporting information is included with this report.

CINAHL[®] provides citations for over 1,700 journals from the fields of nursing and allied health. The database contains more than 920,000 records dating back to 1982. Offering complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association, *CINAHL* covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines. Full text material includes 60 journals plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials. Although *CINAHL* is not a full-text database, A&M-Texarkana has instant access to full text for 449 journals index in *CINAHL* through a linking feature to accessible full-text databases such as *Academic Search Premier*.

With current access listed above, the library will provide a sound foundation for journal research. The number of databases available to the library is in a constant state of change as the evolution of the technology age progresses. We are continuously offered new opportunities to participate in acquisitions through the System libraries as we seek to cooperate in the purchasing of databases.

The libraries have formed a Library Council to direct and oversee the purchasing of database groupings for all the A&M System libraries. These groupings will be brokered by the system, with individual member libraries participating when the included databases are needed and within their budget parameters. Due to these vast resources, the Public Services Librarian is not recommending the addition of any funding for the journals section.

Other

The category “Other” is reserved as a multi-media category to include microforms and computer programs. The library’s Collection Development Policy calls for the purchase of 5 years of microform backfiles to support each journal title added to our collection. However, as our full text capabilities are so extensive, the Public Services Librarian feels that the purchase of any additional backfiles or additional microform backfile purchases is not necessary.

All of these preceding estimates are based on the assumption that the Nursing Master’s Degree program will grow and the demand for library materials increase. If this does not occur, we recommend reviewing these estimates.

Describe cooperative library arrangements available to students in this program.

The John F. Moss Library is a combined library with Texarkana College. Our students have equal access to all materials regardless of ownership. We also have a contract relationship with the local AHEC-SW Medical Library. We exchange information and have use privileges. In addition, the library participates in a consortium arrangement with the A&M System, which provides A&M-Texarkana with online databases. Through this consortium, the library has access to full-text journals online. The Moss Library also participates in TexShare, another consortium with resource sharing throughout the state of Texas - interlibrary loans via courier service, online indexes, full-text journal articles and online journals, and the reciprocal borrowing card program.

Library Director’s Opinion

It is my opinion, after an extensive review of library holdings and database opportunities, our library is capable of supporting a Nursing Master’s Degree Program with the expenditures proposed. As informational science is changing to a technological sharing of information, our library must likewise change. Full-text databases are now of extreme importance to both the library and the university as a whole. Databases and access to full-text journals are the future for our students. Due to the varied and many opportunities offered to our library through our association with the A&M System libraries, we are able to offer tremendous research resources. Those resources which we do not own can be obtained via interlibrary loan or document retrieval. Our students will have access to the most current and vital sources of available information.

D. Facilities

- 1. Describe any facility added or modified in the past three years in anticipation of the program.**

Renovation of existing space to accommodate faculty offices, space for a second secretary, and materials storage.

2. Describe the availability and adequacy of existing facilities that would be used for the proposed program.

Office, conference and work space for the nursing faculty and staff will be in the A.M. and Welma Aikin Instructional Systems Center. All nursing theory classes can be accommodated in existing classroom university space. An arrangement has been made with Texarkana College for shared use of the on-campus associate degree nursing laboratory for scheduled practice lab activities. The College has agreed that A&M-Texarkana will be allowed to store practice equipment and models in the Health Occupations Building. Additionally, UAMS at AHEC-SW has fully furnished practice lab space for the Advanced Health Assessment course.

A&M-Texarkana has included a science lab in the new classroom building. This lab includes preparation and storage areas, sinks, a fume hood, and other equipment. The lab has Internet access and computer resources for using programs such as A.D.A.M. for neuroanatomy.

3. Describe planned alteration or renovation of existing facilities needed for the program; estimate date of availability and display estimated cost in item VII.

No major renovations of existing instructional facilities will be required. However, renovation of existing office space is planned and included in the facilities cost estimate.

4. Describe planned new facilities needed for the program; estimate date of availability and display estimated cost in item VII.

No new facilities will be needed to start the new nursing program. However, a new campus is being planned for TAMU-T at Bringle Lake and the entire nursing program will move there when the Health Science building is completed.

VII. COSTS

On the following form, provide estimates of new costs to the institution related to the proposed program and provide information regarding sources of the funding that would defray those costs. See Appendix D for CEO Funding Statement.

Costs through the first five years include salaries, equipment and supplies, library resources and other expenses. The following Table 6 summarizes the estimated costs and illustrates sources of funding.

VII. COSTS AND ANTICIPATED SOURCES OF FUNDING

Table 6

**Costs of Program/Administrative Change to the Institution
Master of Science in Nursing
Texas A&M University-Texarkana**

| | | Before Approval | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year | TOTALS |
|--------------------------|---------------|-----------------|---------------|----------------|----------------|----------------|----------------|----------------|
| Faculty Salaries | New | | 75,000 | 152,250 | 156,818 | 161,523 | 241,369 | 786,960 |
| | Reallocated | | | | | | | |
| Program Admin | New | | | | | | | |
| | Reassignments | | | 15,146 | 15,600 | 16,068 | 16,550 | 63,364 |
| Grad Assists | New | | | | | | | |
| | Reallocated | | | | | | | |
| Clerical/Staff | New | | | | | | | |
| | Reallocated | | 4,250 | 4,378 | 4,509 | 4,644 | 4,783 | 22,564 |
| Supplies & Materials | | | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 5,000 |
| Library & IT Resources** | | | 5,500 | 5,000 | 5,000 | 5,000 | 5,000 | 25,500 |
| Equipment | | | 3,000 | 3,500 | 1,200 | 1,200 | | 8,900 |
| Facilities | | | | | | | | |
| Other (Identify) Travel | | | 1,200 | 2,400 | 3,000 | 3,000 | 3,000 | 12,600 |
| TOTALS | | | 89,950 | 183,674 | 187,127 | 192,435 | 271,702 | 924,888 |

* Include costs incurred for three years before the proposal is approved by the Board

**IT=Instructional Technology

Explanations: Figures for new faculty and program administration are based on hiring two full-time faculty (total \$150,000) Thus, the first year new faculty salary line= \$75,000. The Dean of College of Health & Behavioral Sciences will assume responsibility for program administration. Another full-time faculty will be hired in years 2 and 5. Salary adjustments for subsequent years are based on an annual three percent increase.

TABLE 7
 Costs of Program/Administrative Change to the Institution
 Master of Science in Nursing
 Texas A&M University-Texarkana

| | Before Approval | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year | TOTALS |
|---|-----------------|---------------|----------------|----------------|----------------|----------------|------------------|
| Formula Income from ALL student in Program* | | | | 88,180 | 90,765 | 130,927 | 309,872 |
| Formula Income ONLY from students new to the Institution because of the Program | | | | | | | |
| Other State Funding** | | 8,500 | 8,500 | 6,200 | 6,200 | 5,000 | 34,400 |
| Reallocation of existing resources*** | | 81,450 | 100,174 | 176,359 | 181,529 | 261,854 | 801,366 |
| Federal Funding | | | | | | | |
| Other Funding (Identify) | | | | | | | |
| TOTALS | | 89,950 | 108,674 | 270,739 | 278,494 | 397,781 | 1,145,638 |

* Calculated on the basis of half the estimated program costs.

** HEAF Funds

*** Institutional Enhancement or Reserve Funds

Explanations:

VIII. Add any comments that would be helpful to the Coordinating Board in evaluating this program request.

The proposed degree program will provide opportunities for students in the region who wish to pursue careers in the area of advanced nursing practice. The courses have been designed to provide sound technical expertise in the field through hands-on training as well as sound theoretical research. This training will enable students to compete effectively in the job market.

Texas A&M University-
 Texarkana
 MS-Nursing

VIII. ADDITIONAL COMMENTS

Add any comments which would be helpful to the Coordinating Board in evaluation of this program request.

Achieving the baccalaureate in nursing program as a start for higher education mobility of nurses has been a consistent goal by employers and residents of Northeast Texas. Now that this has been achieved with the A&M-Texarkana RN to BSN program, the next goal is implementation of the MSN program.

Texas A&M University-Texarkana is the only Texas senior university campus with full resources in a nine-county service region, and residents rely upon the University to respond when higher education needs are demonstrated. Strength and growth of A&M-Texarkana as a resource to meet regional higher education needs well into the future depend on program expansion. Accordingly, the expansion of nursing education at A&M-Texarkana will demonstrate its commitment to respond to needs of the citizens, and will promote university expansion.

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Appendixes

MSN Curriculum Patterns

Educator Full-time Curriculum Pattern

| | | |
|--|--|--|
| Year 1 (24) | | |
| Fall (9) | Spring (9) | Summer (6) |
| NURS 501 Theory - (3) NURS 511 Adv.Asses. - (3) NURS 517 Roles - (3) | NURS 504 Research -(3) NURS 507 Adv.Patho – (3) NURS 531 Ed.Theories-(3) | NURS 532 Test/Meas-(3) NURS 591/595 Research/ Thesis – (3) |
| Year 2 (18) | | |
| Fall (10) | Spring (8) | |
| NURS 514 Issues - (3) NURS 533 Curriculum - (3) NURS 541/551 Clinical Option I - (4) | NURS 536 Teaching Learning Strategies - (4) NURS 542/552 Clinical Option II - (4) | |

****New Course Descriptions**

NURS 501 Nursing Theory

Examines the theoretical and conceptual bases of nursing to encourage the student to critique, evaluate, and utilize appropriate theory within their own practice. Focus will be on a variety of theories from nursing and related fields. Application and utilization of these theories to provide high quality health care in the current health care delivery system will be explored. (3 SCH: 3 lecture hours per week)

NURS 504 Nursing Research

Builds on basic knowledge of the research process. Focuses on the scientific, pragmatic, and ethical issues of conducting research. Emphasizes the integration of research into nursing practice by developing a research design to investigate a nursing problem. (3 SCH: 3 lecture hours per week)

NURS 507 Advanced Pathophysiology

Provides Advanced Practice Nurses with the Pathophysiology Foundation for diagnostic reasoning, clinical assessment and management of clients care. Emphasis is on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. (3 SCH: 3 lecture hours per week).

NURS 511 Advanced Assessment

Builds upon basic physical assessment and history taking knowledge and skills by focusing on the knowledge and skills required for Advanced Practice Nursing. Considerations for assessment of clients across the life-span are addressed. (3 SCH: 2 lecture/3 lab hours per week).

NURS 514 Issues and Ethics

Examines ethical and practice issues that arise in professional nursing practice. Provides an opportunity to implement an evidence-based practice, understand the moral significance of nursing; recognize and clarify models of professional relationships; and identify and distinguish between ethical models utilized to justify decisions. (3SCH: 3 lecture hours per week).

NURS 531 Theoretical Foundations for Nursing Education

Overview of relevant philosophies and theories to the design of nursing curriculum. Focuses on adult education philosophies and learning theories and their impact on nursing education in multiple settings. Emphasis is on the educator role and adult learning needs. (3 SCH: 3 lecture hours per week).

NURS 532 Tests and Measurement in Nursing

Explores theories, principles and techniques of a variety of methodologies to assess learning in academia, staff development/ continuing education, and patient education. Application of educational statistics to evaluate various forms of testing and to measure learning, including the use of item analysis of standardized and teacher made tests. Pre-requisite: NURS 531 Theoretical Foundations for Nursing Education or permission of the instructor. (3 SCH: 3 lecture hours per week).

NURS 533 Curriculum Development in Nursing

Focuses on theories, concepts, issues, designs, and patterns of nursing curricula in higher education. Includes examination of a variety of conceptual frameworks and their appropriateness for curriculum elements. Emphasis on curriculum development at institutional level, course level, and individual class level in academic and clinical settings. Prerequisites: NURS 532 Tests and Measurements in Nursing. (3 SCH: 3 lecture hours per week).

NURS 536 Teaching and Learning Strategies for Nursing Education

Overview of the basic education and teaching and learning theories related to nursing education and practice. Stresses principles of learner assessment, developing/ selecting instructional materials, preparing teaching plans, and instructional strategies to address the learning needs of culturally diverse groups and individuals. Includes faculty and preceptor guided practicum experiences in the application of the nurse's role as teacher a chosen setting. Focus is on the integration of the education role theory and practice with socialization into the role of nurse educator. Pre-requisite: NURS 531 Theoretical Foundations for Nurse Education, NURS 532 Tests and Measurements in Nursing and NURS 533 Curriculum Development in Nursing or permission of the instructor. (4 SCH: two theory hours and six practicum hours per week).

NURS 591 Research Project

Investigation of a particular nursing problem from a chosen theoretical perspective under the direction of Faculty Research Advisor. If an X-grade is carried in this course, it must be enrolled in for subsequent semesters until the project is completed and approved. Only three (3) credit hours may count toward the degree.

NURS 595 Thesis

Original research conducted under the direction of Faculty Thesis Advisor and Committee. The student enrolls for subsequent semesters until the thesis is completed, defended, and approved. Three to six hours may be applied toward the degree.

Appendix C

CEO Funding Statement:

This will certify that funds are currently available to support the proposed program. A special item appropriation from the 76th Texas Legislature provided full funding for the program.

Dr. Stephen R. Hensley, President and
Campus Chief Executive Officer

Date