

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Assessment and Accountability **NO.:** AAC 07-26
COMMITTEE DATE: June 6, 2007
BOARD DATE: June 14, 2007

MOVED: The Board of Higher Education hereby approves the expedited application of the **University of Massachusetts Dartmouth** to award the **Doctor of Philosophy (PhD) in Nursing.**

One year after graduating the program's first class, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)
Contact: Aundrea Kelley, Associate Vice Chancellor for Academic Policy

BOARD OF HIGHER EDUCATION

June 2007

University of Massachusetts Dartmouth

Doctor of Philosophy in Nursing (PHD)

INTENT

The University Of Massachusetts Dartmouth College Of Nursing intends to offer a Doctor of Philosophy (PhD) in nursing that addresses the increasing shortage of qualified academic nurse educators. The purpose of the proposed PhD Program in Nursing is to prepare qualified nurse scientist educators who will:

- Teach in baccalaureate or higher degree programs;
- Advance nursing knowledge in the care of people living with chronic illness;
- Advance knowledge in nursing education
- Improve nursing practice in the care of people living with chronic illness; and
- Be leaders in nursing research, education, and practice

Development of the PhD in nursing program at UMass Dartmouth was guided by the *American Association of Colleges of Nursing (AACN) Quality Indicators of Doctoral Education*. In 2006 the Board of Higher Education awarded UMass Dartmouth a Nursing Initiative Grant of \$10,500 to aid in the planning and development of the proposed program.

MISSION, NEED, AND DEMAND

UMass Dartmouth serves more than 8,000 full-time students and aspires to grow to 10,000 students. The institution provides degree programs, research, and continuing education services in the liberal arts and sciences, creative arts, and in the professions that are vital to economic and cultural well being of the region and Commonwealth. Recommendations from a consultant research group indicated that UMass Dartmouth should focus on rebuilding professional degrees primarily in Engineering and secondarily in the sciences while retaining its real strengths in other key areas such as Nursing. At the same time the Dean of the College of Nursing had identified the highest priority for the college as the professional development of faculty, especially in terms of grant worthiness, and the hiring of more research-oriented faculty.

The establishment of a doctoral program in nursing will contribute to the mission of the university by facilitating the recruitment of faculty who are productive scholars of national stature, who are skilled at obtaining external funding, who are first rate nurse scientist educators, and who attract first rate students. National competition for such academic nurse faculty is fierce and the University has found that without a doctoral program recruitment of nursing faculty is almost impossible.

Need

The development of a PhD program in nursing meets a critical and visible need, particularly in the Commonwealth where the health care industry constitutes a significant component of the economy. The nursing shortage extends to nursing faculty. According to an AACN report on

2003-2004 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, US nursing schools turned away 15,944 qualified applicants to entry-level baccalaureate nursing programs in 2003 due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. In 2002, a total of 5,283 students were turned away from all types of professional nursing programs as well. Almost two-thirds (64.8%) of the nursing schools responding to the 2003 survey attributed faculty shortages as a reason for not accepting all qualified applicants into entry-level baccalaureate programs.

According to a *Special Survey on Vacant Faculty Positions* released by AACN in June 2003, a total of 614 faculty vacancies were identified at 300 nursing schools across the country (52.7% response rate). The data show a nurse faculty vacancy rate of 8.6%, which is an increase from the 7.4% vacancy rate reported in 2000. Most of the vacancies (59.8%) were faculty positions requiring a doctoral degree. Ages of nursing faculty members coupled with an insufficient pool of younger replacement faculty are the predominant reasons for nurse faculty shortage. According to AACN's report on *2003-2004 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*, the median age of full-time nurse faculty is 51.5 years. The average ages of doctorally prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 60.8, 56.8 and 54.6 years, respectively (AACN, 2004).

The magnitude of the nursing shortage is daunting in the Commonwealth of Massachusetts. It is estimated that there will be 25,382 unfilled nursing positions by 2020 (MBRN, 2004). These projections provide an impetus to increase the number of graduates. However, efforts to improve graduation rates are severely compromised by faculty shortages at all levels of nursing education (diploma, associate, baccalaureate, master's, and doctoral degrees), a problem that is predicted to increase in the next 30 years. In the Commonwealth during the 2003-2004 academic year, faculty vacancy rates averaged 8%; in academic year 2004-2005 this vacancy rate was expected to grow to 12% (MBRN, 2004). The faculty shortage is intensifying the overall nursing shortage by limiting the number of students who can be admitted to all levels of nursing programs.

Demand

To quickly assess the feasibility of developing a PhD program in nursing at the University of Massachusetts Dartmouth, an electronic survey was sent to graduates of the program, students currently enrolled in the graduate program, and MS prepared faculty of the College of Nursing. Of the 34 responses, 22 respondents were interested in studying for a PhD in nursing. Many respondents expressed interest in teaching which fits nicely with the intended focus of the University of Massachusetts Dartmouth PhD Program. In addition, respondents raised important questions with regards to financing their education and flexibility in PhD education.

A formal needs assessment focused on the general interest of nurses in pursuing doctoral education and important factors in making that decision to enroll. The population consisted of registered nurses in the Commonwealth arranged by zip codes. Systematic random sampling of registered nurses listed in the various zip codes was used to identify a sample of 500 registered nurses in the Commonwealth. Individuals were mailed a questionnaire and invited to participate. Of the 500 questionnaires mailed, 142 (28%) were returned. Of those who responded, 88 (62%) had a MS in nursing with approximately 50% (n=70) having 21 or more years in nursing. Approximately 67% (n=95) were either definitely or somewhat interested in attending the proposed PhD Program in nursing at UMass Dartmouth. The majority of respondents were female (n=92/102; 90%) and overwhelmingly expressed the desire to have classes on one-day each week (n=82/87; 94%).

Relationship to Other Existing Programs (See Attachment A)

There are currently three state approved programs providing doctoral education in nursing in the Commonwealth including one joint collaborative program at the University of Massachusetts Boston/University of Massachusetts Lowell, and two independent programs at the University of Massachusetts Amherst and the University of Massachusetts Worcester. In addition, there are two private institutions (Boston College and Northeastern University) that also provide doctoral education for nursing. Interestingly, the number of doctoral education graduates in the Commonwealth has remained stable for the past five years, averaging 14-16 graduates per year from all existing programs. See Table 1 below for a comparison of these programs. Nationally, doctoral programs in nursing accepted 564 qualified doctoral students in 2003, yet graduated only 402 (AACN, 2004), a growth rate that lags behind demand by 200-300 faculty per year. Thus, the preparation of academic nurse faculty requires reform or an innovative approach to doctoral education. The University's analysis of existing nursing doctoral programs and courses contained in Attachment A demonstrates that the PhD in nursing program at UMass Dartmouth would complement the existing PhD in nursing programs in the area and would address the need for qualified faculty in the Southeastern part of the Commonwealth. The focus on chronic illness scholarship addresses a clearly identified area of needed research and scholarship.

ADMISSION AND ENROLLMENT

The target for students in this PhD in nursing program are nurses with master's degrees who currently hold or wish to hold faculty positions in nursing schools in Southeastern MA. Students will be admitted to the PhD Program based on an overall appraisal of their ability to undertake doctoral study and potential contributions to nursing research, education, and practice.

Prospective students will meet these specific criteria for admission to the PhD in nursing program:

- Bachelor's degree in nursing from an accredited program with a minimum GPA of 3.0
- Master's degree in nursing from an accredited program with a minimum GPA of 3.3. A nurse with master's degree in a related field will be considered for admission but may be required to complete additional coursework at the MS level in theory and research
- Current license as a Registered Nurse or eligibility for licensure in Massachusetts.
- At least one year of professional nursing experience
- Acceptable scores on the Graduate Record Examination
- Statement of interest and intent showing drive and research and teaching potential
- All applicants are encouraged to submit supporting credentials (curriculum vitae and published articles) with their applications.
- Three letters of recommendation from people who have worked closely with the applicant in an academic, professional, or community service setting. These letters should include specific information about the applicant's abilities and performance relevant to research and teaching potential.

After the initial start-up years, the total student body for the PhD program should level off to approximately 27-30 students. The innovative design of the program is intended to facilitate timely completion in a 3 to 4 year period. Students will progress as a cohort to also enhance completion. Distinct short-term goals for progression will be met along the program of study to discourage students from becoming lost in the process.

Enrollment Projections - PhD Program in Nursing

	AY 07-08 2007	AY 08-09 2008	AY 09-10 2009	AY 10-11 2010
First Year of PhD Program	8	8	8	8
Continuing Students		7	14	19
Total Enrollment	8	15	22	27
Graduation	0	0	4	8

CURRICULUM (Attachment B)

Each PhD student completes a minimum of 54 credit hours including 9 credits in substantive nursing knowledge (Health within the Chronic Illness Experience); 15 credits in research/statistics, 6 credits in nursing education, 6 credits in electives; and 16 dissertation credits. Curricular development was guided by disciplinary standards for excellence in doctoral study published by the American Association for Collegiate Nursing Programs (AACN).

The PhD in Nursing Program at UMass Dartmouth intends to expedite student progression through closer supervision and accelerated course work. Faculty will provide students with intense supervision and research socialization throughout their program of study. Students will likewise begin dissertation related activities in Year 1 (Semester 1) of the program.

One unique aspect of this curriculum will be the mentorship experience beginning at admission, when students are assigned to work with a specific faculty advisor not only for academic advising but also to guide the student in academic writing, writing for publication, grant writing, and completing qualifying examination requirements. This experience is augmented by weekly Doctoral Seminar presentations highlighting in-process research designs, methods, theory development and issues of clinical significance within nursing and related disciplines. This effort to create a community of scholars ranging from novice to expert is designed to foster socialization to the role of academic nurse faculty. Another unique aspect of the curriculum is the content and practicum in curriculum development and teaching and evaluation strategies. Most graduate programs do nothing to prepare nurses to teach in an academic setting.

Another unique feature of this PhD program is the way students will qualify as candidates for the PhD degree. At the completion of Year 2 coursework and in collaboration with their faculty mentor, students will present the PhD Committee with two articles that have been submitted for publication and that indicate their mastery of the research methods and scholarship in the area of their proposed dissertation research. The PhD Committee will review this work to determine successful qualification for admission to candidacy for the PhD degree.

The final unique aspect of the curriculum is the Dissertation process. Students form dissertation committees, prepare the dissertation proposal, and have proposal hearings in the Summer of Year 2. The mentoring, doctoral seminar, candidacy work and proposal development are structured to dovetail and move the student through these requirements as smoothly as possible.

Students will be strongly encouraged to take RA or TA positions whenever these are available. This additional activity will enhance role development as a scientist and educator and also be an asset to the undergraduate program at UMass Dartmouth.

RESOURCES AND BUDGET (Attachment C)

Administration

The PhD in nursing program will be administered with existing faculty along with additional resources being added to the infrastructure of the CON. The PhD program will also function within the existing administrative structure of UMass Dartmouth. The CON Graduate Committee will serve as the infrastructure for the management of the program. This administrative infrastructure will provide oversight to both the Master's and PhD Program in monitoring the quality, parity, and accessibility of the program. The Provost has committed to provide funds to cover the costs associated with the attendance of the PhD Program Chairperson at the AACN Doctoral Education Conference (annual conference) for the purposes of faculty recruitment; exchange of "state of the art in doctoral education" information; and program visibility. The Provost has also committed to provide funds for one FTE Administrative Assistant (Grade 17) in Year I of the new PhD Program in Nursing. The Administrative Assistant will assist the PhD Program Chairperson in the administration of the PhD Program, establish a database for students and faculty, coordinate PhD Program activities (i.e., faculty searches, student recruitment), and assist in the preparation of orientation and instructional materials.

Faculty

Six existing faculty will teach core doctoral courses in the PhD Program. An additional six doctorally prepared faculty will lecture in core courses, teach electives, and serve as members of dissertation committees. The Provost has committed to provide one new FTE faculty member for each of Years I, II, and III of the new PhD program. These positions are designated for senior faculty (associate or full professor) who have an established program of research, optimally with grant funding. New doctoral faculty will have scholarly interest that reflects various client populations and a broad range of conceptual foci related to advancing the science and art of nursing care for people with chronic illness.

Facilities and Equipment

In assessing program feasibility UMass Dartmouth recognized that current space assigned to the CON is *inadequate* to meet the teaching and research mission of existing faculty and programs and will need to be rectified. A five-year plan for the continued growth of the College was initiated with the PhD proposal. The addition of three new faculty will require that each one have adequate office space along with a computer and printer. In addition to new faculty, the Administrative Assistant will also need adequate office space and computer station.

While existing facilities at UMass Dartmouth will be used (e.g., classroom and seminar rooms), the Provost has committed to look at reallocation of space for the CON to accommodate a large room with study carrels and a conference table for the PhD Program. In addition, designated office space for research assistants will accommodate PhD students with pre-doctoral research funding and/or those students who work as research assistants with grant funded faculty. Study carrels including computer stations will be needed. The basic collection of software at UMass Dartmouth will be augmented with software appropriate to the PhD Program in Nursing (e.g. Ethnograph, SPSS, SYSTAT, etc). Funds for educational supplies associated with computers are shown in the program Budget (Attachment C).

Library

The University Library provides services and resources in support of all academic programs, research, and intellectual pursuits of the university community. Faculty and students have the ability to search online databases such as CINAHL, Cochrane Collections, MEDLINE, PUBMED, MassChip, Health People 2010, and Entrez, to name a few. Faculty can use and borrow materials from any of the nineteen academic and research libraries which make-up the Boston Library Consortium (BLC.)

External Advisory Committee

The College of Nursing Advisory Committee, representing nearly all of the practice environments in the region, will be an asset as students embark on their dissertation research process. The college has enjoyed a long and fruitful relationship with its regional practice partners. The health care agencies will benefit directly from a cadre of nurse educators who serve to produce the next generation of practicing nurses. Additionally, the regional hospitals are actively pursuing Magnet status recognition which mandates a strong, well-educated nursing workforce. These practice leaders have expressed support for a PhD in nursing.

PROGRAM EFFECTIVENESS

Faculty will design a program assessment plan to assess doctoral program strengths and weaknesses. Specifically the assessment tool will be crafted to evaluate achievement of the *American Association of College of Nursing (AACN) Indicators of Quality Doctoral Programs*. The PhD Committee in the College of Nursing will be responsible for monitoring the implementation of the plan along with ensuring that data collected will be recorded, analyzed, and communicated to faculty. The specific AACN quality attributes that were adopted as measures or benchmarks for the PhD in Nursing program at UMass Dartmouth include: Faculty; Program of Study; Students; Research; and Resources. For each criterion, the CON will identify means of assessing and collecting data, and at least annually will apply the results to achieve continuous improvement.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

Gail D'Eramo Melkus, EdD, C-NP, FAAN, Independence Foundation Professor, Yale University School of Nursing; and Paula Milone-Nuzzo RN, PhD, FAAN, FHHC, Director, School of Nursing, The Pennsylvania State University., reviewed the proposed PhD program in Nursing. The reviewers concluded their report: "Because of its focus on educating the next generation of faculty in a way that prepares them for the role of the academic, the UMASS Dartmouth program is unique among its peer programs in the UMASS system and unduplicated by other doctoral programs in the region. By addressing the technological advances in nursing education, graduates of this program will be prepared to shape the future of nursing education and science."

The reviewers underscored the need for the addition of significant new resources for the proposed program, including the need for new space required for the College of Nursing to launch the program, and the need for new technological resources in the undergraduate and graduate programs required to allow doctoral students to apply technology as part of their teaching practicum. The current nursing skills laboratory is small and without access to teaching simulators, for example, and doctoral students working with undergrads in the current laboratory will be teaching using old methodologies, unprepared for their future and unable to practice state of the art nursing education.

The reviewers also recommended a number of structural changes to strengthen the proposed program and “to highlight the intended innovation of developing a nurse scientist educator doctoral program.” In response, the University adopted the recommendations, since they distinguish the proposed program’s mission focus and its content focus. The recommendations adopted included the following.

- Strengthen the curricular emphasis on education theory and practice.
- Begin content in education theory and faculty role development, including practica, in the first year of study.
- Develop innovative methods of delivering the proposed program of study such as a blended or hybrid program of web-based, interactive technology driven learning combined with face-face contact with expert faculty and fellow students.
- Broaden the pedagogical content of course work to provide theoretical underpinnings of teaching, incorporate new modalities of teaching-learning that include methods for how to teach the translation and utilization of evidence to practice.
- Preserve role development for academic leadership as a common thread throughout the program of study.
- Admit 5-6 students each year, taking the brightest and best of the applicant pool, allowing for faculty to become more productive in external funding. Encourage the brightest undergraduates to go directly into an articulated masters/doctoral program.
- Explore novel opportunities in the area of nursing education so future nurse educators will be innovators in the delivery of nursing education. Nurse scientist educators must likewise be able to move on a cutting edge area of nursing science for the scholarly demands of the role.

STAFF ANALYSIS AND RECOMMENDATION

Staff recommendation is for approval of the request of University of Massachusetts Dartmouth to award the Doctor of Philosophy (PhD) in Nursing.

One year after graduating the program’s first class, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty, resources, and program effectiveness.

Attachment A – Comparison of Existing Nursing Programs and Courses

Table 1. PhD in Nursing Programs in New England

Program	Credits options	Post BS (typical MS in Nursing = 40)	Emphasis
1. UMass Worcester	post-masters 57 credits (18 dissertation)	97	Scientist-educator – emphasis on scientific inquiry & research methods
2. UMass Boston (Joint with Lowell)	Post-masters 60 credits (9 dissertation)	100	Health care policy for the urban and elderly population
3. UMass Lowell (Joint with Boston)	post-masters 60 credits (9 dissertation)	100	Health promotion for the urban and elderly population
4. UMass Amherst	post-masters 57 credits (18 dissertation) Post – BS 24 & 57 credits	post MS = 97 post BS = 79	Clinical research
5. Proposed UMass Dartmouth	post-masters 52 credits (16 dissertation)	92	Academic nurse-scientist Chronic illness emphasis
6. URI	43 course (18 dissertation) = 61	101	Clinical Research
7. Boston College	46 credits	86	Clinical Research
8. Northeastern	post-masters 49 credits post BS 69 credits	post MS = 89 post BS = 69	Health Promotion in urban & underserved populations
10. UConn	post-MS 48 credits (dissertation = 15)	88	

A review of the credits in the PhD in Nursing programs in Massachusetts and neighboring Rhode Island and Connecticut demonstrates similarities in credits with the proposed program only slightly less than the UMass sister schools. The emphasis is more specific than a number of the programs; however, the need for increasing areas of substance in doctoral study and in particular the substantive area of chronic illness is well documented in current disciplinary literature. Additionally, chronic illness is a major funding category for NIH-NINR.

Since the credit allocation for the proposed program was slightly lower than others in the system, a more detailed analysis of courses in each program was conducted. It is noted in Table 2 that the primary difference between the programs is in the area of electives. In every other way, the programs are comparable, and no critical areas for excellence in doctoral study were deemed lacking. The intent for development as noted in the proposal to the BHE, was to find an innovative way to prepare nurse scientist educators who would graduate in a timely fashion. This assumption underscored the consideration of every program credit.

Table 2. Comparison of Course Distribution in UMass PhD in Nursing Programs
(each course = 3 credits unless designated otherwise)

Amherst	Worcester	Lowell	Boston	Dartmouth
<i>Nursing Science</i>	<i>Nursing Science</i>	<i>Nursing Science</i>	<i>Nursing Science</i>	<i>Nursing Science</i>
N700 History of Nursing Science & Philosophy	N800 History of Nursing Science & Philosophy	33:701 Philosophy of Science	NU 701 Philosophy of Science	NUR 700 Philosophy of Nursing Science
N720 State of the Discipline in Nursing	N805 State of the Discipline in Nursing		NU750 Contemporary Discipl. Knowledge	
N820 Emerging Nursing Theory	N803 Emerging Nursing Theory			NUR 705 Theory Construction, Synthesis, Appl. to Practice
<i>Research Methods</i>	<i>Research Methods</i>	<i>Research Methods</i>	<i>Research Methods</i>	<i>Research Methods</i>
Advanced Statistics	N890 Advanced Statistics	33:710 Statistics 1	PP604 Statistical Methods & Analysis	NUR 710 Multivariate Analysis Health Care Research
		33:711 Statistics II	PP605 Statistical Meth. & Analysis II	
N710 Quantitative Methods in Nursing Research	N802 Quantitative Methods in Nursing Research	33:704 Research Methods & Experimental Design	GE601 Research Methods & Experimental Design	NUR 714 Quantitative Methods in Nursing Research
N730 Qualitative Methods in Nursing Research	N801 Qualitative Methods in Nursing Research	33.716 Qualitative Methods		NUR 712 Qualitative Methods in Nursing Research
N810 Advanced Nursing Research	N806 Advanced Nursing Research	33.707 Epidemiology of Health Promotion	NU791 Integrating Theory & Policy in Dissertation Research	
	N804 Measurement/ Instruments in Clinical Research	33.706 Measurement in Health & Behavioral Research		

Table 3 continued next page

Substantive areas	Substantive areas	Substantive areas	Substantive areas	Substantive areas
		33:703 Research in Nursing & Health Promotion	NU741 Health Policy I	NUR 720 Human Responses to Health & Illness: Research, Theory & Practice
		33:702 Theoretical Foundations of Health Promotion	NU742 Health Policy II	NUR 740 Promoting Health and Shaping the Healthcare System: Research, Theory & Practice
		33:709 Intervention development in Nursing & Health Promotion	NU703 Health Economics	NUR 730 Nursing Interventions in the Care of the Chronically Ill: Research, Theory & Practice
			NU772 Health Care Finance	
Role development	Role development	Role development	Role development	Role development
		33.712 Research Apprenticeship in Health Promotion	NU743 Health Policy Internship (3 credits)	NUR 642 Curric. Development in Nursing Education
			NU743 Health Policy Internship (3 credits)	NUR 644 Teaching, Learning, and Evaluation in Nursing Education
Elective	Elective	Elective	Elective	Elective
Advanced Methods Elective		Nondesigned Elective	Research Elective	Substantive area, Method or Education elective
Advanced Nursing Elective	Advanced Nursing Elective	Nondesigned Elective	Research Elective	Substantive Area, Method or Education elective
Advanced Nursing Elective	Nondesigned Elective	Cognate Elective	Nondesigned Elective	
Cognate Elective	Nondesigned Elective	Cognate Elective	Nondesigned Elective	
Cognate Elective	Nondesigned Elective	Cognate Elective	Nondesigned Elective	
Dissertation	Dissertation	Dissertation	Dissertation	Dissertation
N870 Doctoral Seminar – 3 credits	N807 Seminar for Doctoral Studns - 3			Doctoral Seminar 6 credits
Diss. Research 18 credits	Diss. Research 18 credits	Diss. Research 12 credits	Diss. Research 9 credits	Diss. Research 12 credits
57 credits	57 credits	60 credits	60 credits	54 credits

Two additional factors support the curricular focus proposed by UMass Dartmouth and add to the innovative nature of the program. Since 1999, a number of faculty in the College of Nursing have joined with regional practice partners to form and sustain a Chronic Illness Consortium. To date, there have been three colloquia with national level speakers. Most recently, the consortium has been selected by Sigma Theta Tau International as a pilot Community Partners

Project. As importantly, the College of Nursing received a \$500,000 gift in 2005 from the Pilgrim Foundation in Massachusetts. This gift will fund a Distinguished Visiting Scholar for one semester each year to facilitate research and scholarly development in the college. The first scholar will be selected for AY 2006/2007.

Attachment B – Curriculum

UNIVERSITY OF MASSACHUSETTS DARTMOUTH Curriculum Outline Ph.D. in Nursing Program

The program consists of a minimum of 52 credit hours including:

Curriculum Overview: PhD in Nursing

Content Area	Courses	Credits
Nurse Scientist (perspectives, methods, skills)	NUR 700 Philosophy of Nursing Science	3
	NUR 705 Theory Construction, Synthesis and Application to Practice	3
	NUR 710 Methods and Design in Nursing Research	3
	NUR 712 Qualitative Methods in Nursing Research	3
	NUR 714 Quantitative Methods in Nursing Research	3
Subtotal		15
Substantive Knowledge (Health within the Chronic Illness Experience)	NUR 720 Human Responses to Health & Illness: Research, Theory & Practice	3
	NUR 730 Nursing Interventions in the Care of Chronically Ill Persons: Research, Theory & Practice	3
	NUR 740 Promoting Health & Shaping the Healthcare System: Research, Theory, & Practice	3
Subtotal		9
Nurse Educator	NUR 642 Curriculum development in Nursing Education	3
	NUR 644 Teaching, Learning, and Evaluation in Nursing Education	3
	NUR 750 Leadership and Society Development in Nursing Education	
Subtotal		9
Electives Select two of the three; may select two in same category	Elective in Research/Theory, Education, and/or Issue pertinent to Health/Illness	3
Subtotal		3
Comprehensive Examination	1 article submitted for publication, 2 nd article in final draft	0
Dissertation credits	NUR 780 Dissertation Seminar	6
	NUR 785 Dissertation Research	10
Program Total		52 credits

*Master's Level Coursework Equivalents (Must have previous coursework equivalent, or take in addition to the doctoral program)

Three of the PhD courses (NUR 705, 712, 714) require evidence of a graduate level prerequisite (Theory, Research) or the student may opt to take NUR 500 or NUR 511.

Attachment C – Budget

Proposed PhD Program in Nursing/Three Year Budget

Budget Categories	FY07	FY08	FY09
Personnel			
Faculty, one new senior level faculty position for each of 3 years	125,000	125,000	125,000
Administrative Assistant	50,000		
Total	175,000	125,000	125,000
Facilities and Equipment			
10 Computer Stations - \$2500/each	25,000		12,000
5 Computer Stations (Year III)			
Total	25,000		12,000
Academic Materials			
Library	8000	2500	2500
Educational Supplies	3000	1000	1000
Total	11,000	3500	3500
Travel			
PhD Program Director	1500	1500	1500
Doctoral Students	2000	2000	2000
Total	3500	3500	3500
Consultation			
External consultant for program development and evaluation	2500	2500	
Total	2500	2500	
Other Expenses			
Furniture to furnish the offices of the Admin. Assistant and new faculty member	5000	2500	
Total	5000	2500	
TOTAL PROGRAM EXPENSE	222,000	137,000	144,000
CUMULATIVE TOTAL	222,000	359,000	503,000

Based on the current tuition/fee structure at UMass Dartmouth, tuition/fees will be sufficient to support the program by the start of Year 4. This is based on admitting 8 students each year. Table 7 outlines income from tuition for the first four years of the program, anticipating 1 student dropping out in each cohort. In addition, with each entering class of 8 students, it is anticipated that 2 students will be eligible to receive a tuition waiver. Income is based on the following: (a) students will be admitted in cohort groups for full time study; (b) there will be eight students per cohort group; and (c) tuition/fees are based on 18 credits a year

Income from Tuition: Years 1-4

	Year 1	Year 2	Year 3	Year 4
Cohort 1	<u>Cohort 1: Year 1</u> 6 In-State FT Students (\$8000 x 6 = \$48,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)	<u>Cohort 1: Year 2</u> 5 In-State FT Students (\$8000 x 5 = \$40,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)	<u>Cohort 1: Year 3</u> 5 In-State FT Students (\$8000 x 5 = \$40,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)	
Cohort 2		<u>Cohort 2: Year 1</u> 6 In-State FT Students (\$8000 x 6 = \$48,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)	<u>Cohort 2: Year 2</u> 5 In-State FT Students (\$8000 x 5 = \$40,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)	<u>Cohort 2: Year 3</u> 5 In-State FT Students (\$8000 x 5 = \$40,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)
Cohort 3			<u>Cohort 3: Year 1</u> 6 In-State FT Students (\$8000 x 6 = \$48,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)	<u>Cohort 3: Year 2</u> 5 In-State FT Students (\$8000 x 5 = \$40,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)
Cohort 4				<u>Cohort 4: Year 1</u> 6 In-State FT Students (\$8000 x 6 = \$48,000) 2 In-State FT Students (Tuition Waiver) (\$6000 x 2 = \$12,000)
Income by Year	\$60,000	\$112,000	\$164,000	\$164,000
TOTAL INCOME				By Year 4 \$500,000

As illustrated in Table 7, tuition/fee income will cover expenses of the proposed PhD Program by Year 4.

B. Funding Sources

Comparison of Income and Expenses: Years 1-4

Year	Income		Expenses
Year 01	Students	Tuition	
Year 02	8	\$ 60,000	\$222,000
Year 03	15	\$112,000	\$137,000
Year 04	22	\$164,000	\$144,000
	22	\$164,000	
TOTAL		\$500,000	\$503,000

In addition to the projected income shown in Table 8, faculty grants (funded research) are anticipated to provide research assistant (RA) support to PhD students.