

**Council of Chief Academic Officers**

**Wednesday, January 15, 2013  
9:00 a.m. – 10:00 a.m.  
or upon adjournment of SCOCAO  
Kathy Rupp Conference Room  
1000 SW Jackson Street, Suite 520  
Kansas Board of Regents  
Topeka, Kansas  
and reconvene at noon**

**A G E N D A**

	<b>Page</b>
<b>1. Approve Minutes of December 18, 2013 [Attachment 1]</b>	<b>3</b>
<b>2. New Program Requests</b>	
a. ESU - Request Approval for a Master of Science in Forensic Science (CIP 43.0106) FIRST READING [Attachment 2]	<b>6</b>
b. KU - Request Approval for a Master of Art in Contemporary East Asian Studies (CIP 05.0104) FIRST READING [Attachment 3]	<b>12</b>
c. KU - Request Approval for a Bachelor of Art and Bachelor of General Studies in Human Sexuality (CIP 05.0207) FIRST READING [Attachment 4]	<b>21</b>
d. PSU - Request Approval for a Doctor of Nursing Practice (CIP 51.3818) FIRST READING [Attachment 5]	<b>28</b>
<b>3. Program Requests</b>	
a. WSU - Request Approval to Change the Name of a B.S. in Engineering for Manufacture (CIP 14.3601) to a B.S in Manufacturing Engineering [Attachment 6]	<b>35</b>
<b>4. Informational Items</b>	
a. KU - New Foreign Area Studies (FAST) track within existing MA in Russian, East European, and Eurasian Studies	
b. PSU - A New Minor in Women's Health	
<b>5. Discuss Social Media Policy</b>	
<b>6. Other Business</b>	

<b>AGENDA MATERIALS DUE</b>	<b>MEETING DATES</b>	<b>LUNCH ROTATION</b>
August 23, 2013	September 18, 2013	<b>Washburn U</b>
September 20, 2013	October 16, 2013	<b>FHSU</b>
October 25, 2013	November 20, 2013	<b>KSU</b>
November 22, 2013	December 18, 2013	<b>PSU</b>
December 20, 2013	January 15, 2014	<b>ESU</b>
January 22, 2014	February 12, 2014	<b>WSU</b>
February 19, 2014	March 12, 2014	<b>KU</b>
March 21, 2014	April 16, 2014	<b>KUMC</b>
April 18, 2014	May 14, 2014	<b>Washburn U</b>
May 23, 2014	June 18, 2014	<b>FHSU</b>
<b>*Please Note: New Program Proposals are to be submitted 4 weeks prior to the next COCAO meeting for review and processing purposes.</b>		

Council of Chief Academic Officers

Wednesday, December 18, 2013  
9:00 a.m. – 10:00 a.m.  
Or upon adjournment of SCOCAO  
Kathy Rupp Conference Room  
Kansas Board of Regents  
Reconvene at noon  
Kathy Rupp Conference Room  
Topeka, Kansas

MINUTES

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas at 9:00 a.m. on Wednesday, December 18, 2013, and reconvened at noon in the Kathy Rupp Conference Room.

**Members Present:**

Chris Crawford Interim Provost, FHSU  
Jeffrey S. Vitter, Provost and EVC, KU  
Robert Klein, VCAA, KU Med Ctr  
Lynette Olson, Provost, PSU

David Cordle, Provost, ESU  
Tony Vizzini, VPAA, WSU  
April Mason, Provost, KSU  
Randy Pembroke, Provost, Washburn U

**Staff Present:**

Gary Alexander, Jean Redeker, Jacqueline Johnson, Karla Wiscombe, Susan Fish and Kirk Haskins

**Others Present:**

Rick Muma, Wichita State University; Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Jim Williams, Emporia State University; Sheryl Lidzy, Emporia State University; Manjula Shinge, Emporia State University; and Ananda Jayawardana, Pittsburg State University

**Approve Minutes of November 20, 2013**

April Mason moved, and Tony Vizzini seconded the motion, to approve the November 20, 2013 minutes as submitted. Motion carried unanimously.

**Informational Items**

- a. KUMC - Two new graduate certificates in the Department of Biostatistics:
  - (1) Statistics Graduate Certificate
  - (2) Statistical Applications Graduate Certificate
- b. KUMC - Discontinuation of the Nurse Educator Certificate
- c. PSU - Discontinuation of the Bachelor of Arts in Mathematics (CIP 27.0101)
- d. KU - New Graduate Certificate in Russian East European, and Eurasian Studies

The above listed items are informational and no action is required.

### **Tilford Conference – Sheryl Lidzy (ESU)**

Sheryl Lidzy, Emporia State University, Ananda Jayawardana, Pittsburg State University and Manjula Shinge, Emporia State University were present representing the Tilford Conference Planning Committee. COCAO had requested a report from the Planning Committee.

Ananda provided several handouts covering the following:

- Tilford Conference Statement/Goals
  - Identifying methods for diversity curriculum transformation
  - Identifying the changing demographics of college campuses
  - Examining the role of faculty, staff, and administration dealing with the changing academic climate
  - Sharing what works in both academic and student affairs areas
  - Understanding the implications of these changes in terms of policy, curriculum, teaching methods, recruitment, and retention
  - Promoting inclusion for marginalized populations
- Presentations
  - Number of Presentations
  - Keynote Evaluations Summary
  - Workshops Evaluations Summary
  - Classification of the Conference Presentations According to the Goals
- Attendees of the Tilford Conference
  - Summary of the Tilford Attendance Rosters (2008-2012)
  - Types of faculty, staff and administrators
  - Attendees likes and dislikes of the conference
- How has the Tilford Conference been a precursor to the development of campus groups focused on multicultural curriculum transformation
- Tilford Survey to Planning Committee
- How the cost of the conference has changed over time
- Community College participation

COCAO thanked the group for the report.

Discussion followed:

- What should the goals be
- Should the Conference time be lengthened
- Keynote speaker needs to be adequate for the mission of the Tilford Conference
- Maybe each conference should focus on one goal with the workshops focused around that goal

The Planning Committee will meet in January and plan to bring recommendations to the Council in February or March.

Tony Vizzini moved, and Lynette Olson seconded the motion, to recess until noon. Motion carried.

COCAO reconvened at noon in the Kathy Rupp Conference Room.

**Breakfast Meeting with the Regents**

The Council of Chief Academic Officers is having breakfast with the Regents Thursday morning. The Council decided on the following topics for discussion:

- Transfer and Articulation
- Social Media
- Faculty recruitment and retention

**Other Business****Program Review**

Jean Redeker informed the Council this is the last year that program review reports use disciplines. Next year it will use Classification of Instructional Programs (CIPs).

**Undergraduate and Graduate Research Days**

Randy Pembroke brought the concern that the Undergraduate Research Day is not well attended. Robert Klein encouraged COCAO members to inform people of the research days at the Capitol.

The Undergraduate Research Day is February 12<sup>th</sup> and the Graduate Research Day if February 13<sup>th</sup>.

The Council is considering going to the Undergraduate Research Day during its noon meeting time.

Lynette Olson moved, and April Mason seconded the motion, to adjourn. Motion carried.

The meeting adjourned at 1:00 p.m.

Sincerely,  
David Cordle  
Provost  
Emporia State University

**Request Approval for a Master of Science in Forensic Science (CIP 43.0106) (FIRST READING) – ESU****Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia State University has submitted an application for approval of a Master of Science in Forensic Science. The proposing academic unit has responded to all of the requirements of the program approval process. Wichita State University and Washburn University have Bachelor programs but no institution offers a Masters utilizing this Classification of Instructional Program (CIP) code.*

**Background**

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
1. Program Identification	Master of Science in Forensic Science, CIP Code 43.0106
2. Academic Unit(s)	Dept. of Biological Sciences and Dept. of Physical Sciences
3. Program Description	<p>The proposed traditional-format graduate program will educate students in the forensic sciences, a discipline that applies the principles of basic science to legal matters. If approved, Emporia State University would have the only MS program in forensic science in the state of Kansas. The program will provide students with broad content background and practical, hands-on experiences through both coursework and laboratory research. Graduates of the proposed program will possess the basic theoretical and applied knowledge in the fields of trace evidence, forensic biology, forensic toxicology, and forensic chemistry.</p> <p>The program is designed to meet the accreditation requirements of the Forensic Science Education Programs Accreditation Commission (FEPAC), established by the American Academy of Forensic Sciences (AAFS), the premier accrediting body in the field. This interdisciplinary program has been designed with input from the directors of the four major crime labs in Kansas and the Kansas City Metro area – the Kansas Bureau of Investigation, the Johnson County Sheriff's Department Criminalistics Laboratory, the Sedgwick County Regional Forensic Science Center, and the Kansas City Police Crime Lab as well as faculty from the Dept. of Biological Sciences and the Dept. of Physical Sciences at ESU.</p>
4. Demand/Need for the Program	<p>There are a relatively large number of Kansas students qualified for admission to the proposed program. Kansas currently has two colleges with baccalaureate programs in forensic science: Washburn University (11 students currently enrolled) and Wichita State University (55 students currently enrolled). The planned expansion of Washburn University's undergraduate program in forensic chemistry should increase the number of prospective graduate students, and their campus will house the new Kansas Bureau of Investigation (KBI) crime laboratory. However, a bachelor's degree specifically in forensic science is not necessary for admission to a master's program in forensic science. A large number of students graduate with a bachelor's degree in biology or chemistry across the Kansas Regents institutions each year and these degrees also satisfy the admissions requirements for the MSFS program.</p> <p>The U.S. Bureau of Labor Statistics expects 19% job growth in the area of forensic science between 2010 and 2020, and the Kansas Dept of Labor</p>

	<p>projects an 18% increase during that same time period. Currently, well over 150 forensic scientists are employed across the state of Kansas by the KBI, the Kansas City Police Crime Laboratory, the Johnson County Sheriff's Office Criminalistics Laboratory, and the Sedgwick County Regional Forensic Science Center. These are full-service laboratories, with scientists working in forensic biology, drug identification, arson analysis, trace evidence (including paint and fiber analysis), and toxicology (except KCPD), as well as other divisions such as crime scene investigation and digital evidence. Each of these agencies experiences approximately a 10% turnover of scientists each year. In addition, similar jobs are available with comparable state and federal agencies across the United States. Students completing this program will possess knowledge and laboratory skills that are widely applicable. For example, graduates of the MSFS program would possess the knowledge and laboratory skills needed to obtain jobs in a variety of industrial laboratories (e.g., Quest Diagnostics, Affiliated Medical Service Lab Inc., and Children's Mercy), if a career in forensic science was not attainable immediately upon graduation.</p>
5. Comparative /Locational Advantage	<p>Emporia State University has a very large graduate student community (36% of total enrollment). Engagement in research is essential to the MSFS program, and the Departments of Biological Sciences and Physical Sciences at ESU have a longstanding history of engaging students in research (300 publications or presentations in FY 2010-2012, 232 of which were authored or co-authored by graduate or undergraduate students with faculty mentors). Additionally, ESU already has one tenure-track faculty member with an MSFS who was employed by the Alabama Department of Forensic Sciences as a toxicologist.</p> <p>Students currently wishing to further their education must go to master's programs in neighboring states such as Oklahoma (Oklahoma State University and University of Central Oklahoma), Nebraska (Nebraska Wesleyan University – Lincoln), or Missouri (Southeast Missouri State University). Of these MSFS programs, only the University of Central Oklahoma offers a traditional-format MSFS programs. The program at Oklahoma State University is almost exclusively online and the program at Nebraska Wesleyan University is designed for non-traditional students (almost all weekend courses). SEMSU offers an M.A. in Chemistry with a concentration in forensic science, but does not have an MSFS.</p>
6. Curriculum	<p>The 40-hour program includes six core courses (Biological and Physical Evidence, Molecular Techniques for Forensic Scientists, Criminalistics and Criminalistics Laboratory, Instrumental Methods of Analysis and Advanced Instrumental Methods of Analysis, both with accompanying laboratories, and Toxicology). Students are also required to take four hours of graduate seminar (two with presentations), and two elective courses in a field of the student's choosing. Students will also fulfill their research requirement by enrolling in research or internship hours. Internships will be through partnerships with ESU faculty and supervising scientists employed by one of the Kansas/KC Metro Area crime laboratories. Students will be proficient at applying the basic principles of chemistry, biology, and other appropriate sciences to matters of the law. The proposed curriculum was developed with advice from the directors of the major forensic crime laboratories in Kansas and the Kansas City Metro area. In addition, the proposed curriculum is designed to meet or exceed FEPAC accreditation requirements.</p>
7. Faculty Profile	<p>The instructors for Biological &amp; Physical Evidence, Criminalistics,</p>

	<p>Toxicology, as well as several possible elective courses are already tenured or tenure-track faculty members of the Department of Biological Sciences at Emporia State University. Two additional faculty members are requested – one in the Department of Biological Sciences and one in the Department of Physical Sciences – to teach Molecular Techniques for Forensic Scientists, Instrumental Methods of Analysis and Advanced Instrumental Methods of Analysis, coordinate the seminar course and internships, and supervise research. All faculty will have a Ph.D. in the appropriate area of specialty. The potential Program Director, Melissa Bailey (Associate Professor, Department of Biological Sciences), holds a Ph.D. in toxicology and an MSFS with a concentration in criminalistics, and has field experience working as a forensic toxicologist for the Alabama Department of Forensic Sciences. She is currently a tenure-track assistant professor in the Department of Biological Sciences.</p>
8. Student Profile	<p>Prospective students will have a bachelor's degree in a natural science (e.g., Chemistry or Biology) or in forensic science. Coursework should include completion of one year of general chemistry (CH 123/124 and CH 126/127 or equivalent), one semester of introductory biology (GB 140/141 or equivalent), general organic chemistry (CH 370/371 or equivalent), and quantitative analysis (CH 376/377 or equivalent). Undergraduate work will be evaluated, and any deficiencies will need to be remedied in addition to completing the program of study.</p>
9. Academic Support	<p>The William Allen White Library's resources are of sufficient volume and quality to meet the needs of the MSFS program. Advising will be the responsibility of program faculty.</p> <p>The installation of new IT equipment (projector, computer, document reader, etc.) in one renovated classroom is needed (\$8895). Ten computer systems are needed (total cost \$9000) and DNA analysis software (e.g. GeneMapper for fragment analysis) (\$3,500 for one license) will be required. Total IT costs – \$21,395.</p> <p>In addition, two new laboratory coordinators and four graduate teaching assistant positions are needed for a total of cost \$116,300 plus fringe.</p>
10. Facilities and Equipment	<p>It is anticipated that, to adequately serve the students and faculty in the MSFS program, the following will be needed:</p> <p><u>Facilities</u></p> <ul style="list-style-type: none"> <li>- Renovation of SH 147 for teaching laboratory space with the appropriate security for controlled substances.</li> <li>- Renovation of a large room in Morse Hall to provide a new large lecture hall (with smart classroom technology).</li> <li>- Renovation of SH 44 to create two new laboratory spaces. One space would be a research area (including office space) for a new faculty member and the other would be an additional molecular biology teaching laboratory.</li> <li>- Renovation of SH 45 and 46 to accommodate relocated equipment and specimens currently stored in the room located behind SH 44. Nine new cabinets to hold museum specimens (\$11,000).</li> </ul> <p><b>Total renovation cost estimate</b> - \$60,706 (renovation cost - \$49, 706).</p> <p><u>Equipment</u></p> <ul style="list-style-type: none"> <li>- Head-space analyzer with autosampler for GC-FID (\$80,000).</li> </ul>



	<ul style="list-style-type: none"> <li>- UV-Vis spectrometer with diffuse reflectance ability (\$40,000).</li> <li>- Polarized light microscopy equipment [\$48,000 for 12 microscopes, which can be a split purchase (6 in yr 1, 6 in yr 2)].</li> <li>- Thermocyclers – (4) – \$4,000 each (total \$16,000).</li> <li>- Micropipettes – nine complete sets (0.1-2ul, 2-20ul, 20-200 ul, and 100-1000 ul) – \$1,000 per set (total \$9,000).</li> <li>- PCR work hoods (4) – \$2,500 each (total \$10,000).</li> <li>- Agarose gel apparatus with power supply (5) – \$700 each (total \$3,500).</li> <li>- Ultracold Freezer (2) – \$7000 each (total \$14,000).</li> <li>- Refrigerator (2) – \$700 each (total \$1,400).</li> <li>- Drug safes (2) - \$500 each (total \$1000).</li> <li>- Small equipment (e.g. refractometers, nanodrops, plate readers) for new criminalistics, molecular techniques, and instrumental analysis laboratories - \$80,000.</li> </ul> <p><b>Total Facilities and Equipment - \$363,606</b></p>																								
11. Program Review, Assessment, Accreditation	<p>The program will be reviewed by the required evaluation methods of the Higher Learning Commission and the Kansas Board of Regents. Accreditation will be sought from the Forensic Science Education Programs Accreditation Commission. Internal review will be based on the Program Assessment of Student Learning (PASL), which includes direct &amp; indirect assessment of student learning.</p>																								
12. Costs, Financing	<p>The total estimated cost of the proposed program is \$709,801. ESU is requesting \$500,000 (spread across two years) of supplemental funding from the Kansas State Legislature to offset a large portion of these costs.</p> <p><b>Budget Summary</b></p> <hr/> <p><u>Startup Costs</u></p> <table> <tr> <td>IT</td> <td>\$21,395</td> </tr> <tr> <td>Facilities</td> <td>\$60,706</td> </tr> <tr> <td>Equipment</td> <td>\$302,900</td> </tr> <tr> <td>Faculty Startup</td> <td>\$60,000</td> </tr> <tr> <td><b>SUBTOTAL</b></td> <td><b>\$445,001</b></td> </tr> </table> <p><u>Annual Costs</u></p> <table> <tr> <td>Support staff salaries</td> <td>\$84,500</td> </tr> <tr> <td>Faculty salaries</td> <td>\$130,000</td> </tr> <tr> <td>Director stipend</td> <td>\$3,000</td> </tr> <tr> <td>GTA salaries</td> <td>\$31,800</td> </tr> <tr> <td>Project Funding</td> <td>\$10,000</td> </tr> <tr> <td>OOE</td> <td>\$25,000</td> </tr> <tr> <td><b>SUBTOTAL</b></td> <td><b>\$284,300</b></td> </tr> </table> <hr/> <p><b>GRAND TOTAL=</b> <b>\$729,301</b></p>	IT	\$21,395	Facilities	\$60,706	Equipment	\$302,900	Faculty Startup	\$60,000	<b>SUBTOTAL</b>	<b>\$445,001</b>	Support staff salaries	\$84,500	Faculty salaries	\$130,000	Director stipend	\$3,000	GTA salaries	\$31,800	Project Funding	\$10,000	OOE	\$25,000	<b>SUBTOTAL</b>	<b>\$284,300</b>
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**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

**I. Identify the new degree: Master of Science in Forensic Science**

**II. Provide courses required for each student in the major:**

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	FO 702 Biological & Physical Evidence	3
	FO 710 Criminalistics	3
	FO 711 Criminalistics Laboratory	2
	FO 720 Toxicology	3
	FO 770/771 Graduate Research Seminar	1 x 4
	FO 850 Molecular Techniques for Forensic Scientists	3
	CH 777 Instrumental Methods of Analysis	5
	CH 778 Advanced Instrumental Methods of Analysis	5
<b>Electives</b>	Electives are chosen by the student and his/her advisor as appropriate to the students interests and future career goals. Examples include:	6-9
	MC 520 Molecular Genetics	3
	CH 560 Fundamentals of Biochemistry	3
<b>Research</b>	One or more of the following satisfy the research requirement.	3-6
	FO 803 Current Research in Forensic Science	3
	FO 809 Graduate Project in Forensic Science	1-3
	FO 886 Internship: Forensic Sciences	1-6
	FO 890 Thesis, MSFS	1-6
<b>Practica</b>	—	_____
<b>Total</b>		<b>40 hours</b>

IMPLEMENTATION YEAR FY 2015

Fiscal Summary for Proposed Academic Programs

Institution: Emporia State University

Proposed Program: Master of Science in Forensic Science

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10		25		40	
B. Total SCH taken by all students in program	190		495		790	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall 2015 Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries, Startup, & Stipend	\$168,800		\$140,500		\$0	
OOE	\$300,001		\$120,000		\$0	
Total	\$468,801		\$260,500		\$0	

Indicate source and amount of funds if other than internal reallocation:

ESU will request a \$500,000 supplemental funding allocation from the Kansas State Legislature to initially offset most of these costs. Implementation of the program is contingent upon legislative support and/or internal reallocation of funds.

Revised:

Approved: \_\_\_\_\_

# Request Approval for a Master of Art in Contemporary East Asian Studies (CIP 05.0104) (FIRST READING) –KU

## Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval of a Master of Art in Contemporary East Asian Studies. The proposing academic unit has responded to all of the requirements of the program approval process. No institution offers a program utilizing this Classification of Instructional Program (CIP) code.*

## Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program	M.A. in Contemporary East Asian Studies, CIP Code 05.0104
2. Academic Unit	Center for East Asian Studies
3. Program Description	<p>This interdisciplinary area studies program is focused on 20<sup>th</sup> and 21<sup>st</sup> century East Asia and will provide students with 1. in-depth interdisciplinary knowledge of the modern history, politics, economy, and society of one East Asian country; 2. broad knowledge of modern East Asia; and 3. social science research skills and methods appropriate to international area studies. As such, it fulfills the educational needs of students who seek positions with organizations in both the public and private sectors and it will also prepare students who desire to pursue the terminal degree in a social science field.</p> <p>Students will select from the following two areas of emphasis depending on their language skills, background, and need for specific expertise on East Asia.</p> <p>(1) Contemporary East Asia: The interdisciplinary, social science focus of this area of emphasis will equip students with research skills and methods of a social science discipline of their choosing that they will be of use to them in the working world. Graduates will have a combination of social science research skills as well as regional knowledge and an in-depth knowledge of the country of specialization.</p> <p>(2) Foreign Affairs Studies (FASt): Contemporary East Asia in a Global Context will educate students in a range of area studies social science methods and provide them with a broad understanding of the regional context in which their country of specialization is situated. Students will develop expertise on a single country and its relationships to and similarities and differences with its near neighbors within its region. Graduates will be prepared to cope with and interpret change within East Asia as well as change in East Asia's relationship to the world. They will also have methodological, research, and critical thinking skills that will serve them in careers in business, government, and non-government organizations.</p>
4. Demand/Need for the Program	The United States government has made study abroad a priority, and government jobs in a wide array of agencies seek applicants with expertise on

	<p>China, Korea, and Japan. In particular, the US Military has a series of programs designed to produce experts with deep regional knowledge and high-level language skills and they have a demand for 12-month MA programs to satisfy their training needs. At present, for example, the US Army's Foreign Area Officer (FAO) program is looking for 12-month area studies MA programs into which they can funnel their Foreign Area Officers who have had intensive language training and in depth in country experience. Existing MA programs at the University of Kansas already serve these officers (in particular, the Russian and Eastern European Studies program), and the Army's prior experience with this program and the strong connections we have to the program through our Office of Professional Military Graduate Studies will bring a steady stream of full paying MA students to the program. The FAOs who participate in our program will remain in the army as career officers and will continue to serve in positions in which their East Asia expertise will serve the nation.</p> <p>In addition, we anticipate a growing demand from businesses and government agencies in Kansas and elsewhere for students with expertise on contemporary East Asia. The high volume of trade between Kansas businesses and East Asia, in particular, makes specialized knowledge of East Asian economies and societies a desirable quality in a job applicant for positions in many Kansas businesses (even some small ones). In 2012, exports to East Asia accounted for 19.1% of all exports from Kansas and imports from the same countries accounted for 38.4% of all imports to the state in 2012. Kansas is increasingly engaged in import-export trade with China. According to the US-China Business Council, China is Kansas' 3<sup>rd</sup>-largest export market in 2012-13.</p>
<p>5. Comparative /Locational Advantage</p>	<p>No comparable programs exist in the state of Kansas, nor do the major universities in Iowa, Nebraska or Oklahoma offer a comparable degree.</p> <p>The University of Kansas is the best-equipped university in the state of Kansas or its neighboring states to develop this program. Of the 66 faculty at KU who do research on and/or teach about East Asia there are 25 faculty in 17 departments whose primary research and teaching focus is modern or contemporary East Asia and who will form the core faculty for this program. Thus, the courses for the program already exist and we have ample faculty to advise and assist students matriculating in the program. We also have a superb East Asian library that ranks 11<sup>th</sup> among publically funded universities in North America, well-established reciprocal exchange programs with 16 East Asian Universities, and an array of other study abroad possibilities for any students who wish to extend their program and include a study abroad experience. In addition, the University of Kansas's proximity to Fort Leavenworth and to Kansas City also makes it a good location for this program.</p> <p>The program will be housed at the Center for East Asian Studies - an interdisciplinary unit with member faculty from numerous disciplines across the university and with an established pattern of programmatic collaboration with the University of Kansas's other area studies centers (CREES, KASC, LASC, and CGIS), with the East Asian Languages and Cultures Department,</p>

	<p>with KU's Schools of Business, Education, Law, and Social Welfare, and with the Office of Professional Military Graduate Education. CEAS is thus particularly well situated to develop an interdisciplinary program such as the one we propose. Because CEAS is inherently interdisciplinary and includes among its members many social scientists and faculty with a contemporary or modern focus it is better suited than the East Asian Languages and Cultures Department to house this program. <i>Bold Aspirations</i>, the University of Kansas' strategic plan, explicitly promotes interdisciplinarity, strategic use of university resources, and an emphasis on instruction and research with practical applications. Our proposed program responds to each of these aims.</p> <p>KU's Center for East Asian Studies was founded in 1959 with an eye to capitalizing on newly available funding from the National Defense Education Act (the precursor of the Department of Education's current Title VI program). Since 1959, KU has steadily built its capacity in East Asian studies, expanding language offerings, hiring faculty with expertise on China, Japan, and Korea in numerous departments, and offering an array of discipline based degrees with East Asia areas of emphasis. Throughout the decades CEAS has supported and encouraged this expansion by writing grants to seed positions in various social science and humanities departments, enhance funding for East Asian acquisitions in the library, and pay for additional lecturers and GTAs to help teach East Asian languages in the Department of East Asian Languages and Cultures. As a result of this long process of expansion, KU now has faculty who do research and teaching on East Asia in 29 departments across the university.</p> <p>For nearly all of its 53-year history, CEAS has been designated by the Department of Education as a Title VI National Resource Center (NRC). This designation signifies that KU is recognized by the Department of Education as a national leader in education and outreach about East Asia. KU is one of only 18 East Asia NRCs nation-wide and is the only such center in the Great Plains region. The mission of CEAS is to produce specialists in East Asian languages and cultures and provide expertise on these cultures to the university, state, region, and nation. The center supports teaching, faculty and student research, and the development of library and media resources. It offers an array of programs to enhance the educational experience of students at KU and share our resources with the community, K-12 and post-secondary educators, civic groups, government, and business.</p>
6. Curriculum	<p>A minimum of 30 credit hours. Two areas of emphasis are available:</p> <p><u>Option 1: Contemporary East Asia</u></p> <p>9 hours of required core courses:</p> <ul style="list-style-type: none"> <li>• CEAS 700 Contemporary East Asia</li> <li>• One course in social science methodology</li> <li>• CEAS 802/GIST 810 Research Seminar</li> </ul> <p>21 hours of electives as follows:</p> <ul style="list-style-type: none"> <li>• A minimum of 3 courses on a country of primary focus (China, Korea, or Japan);</li> <li>• A minimum of 2 courses on other East Asian Countries;</li> </ul>

	<ul style="list-style-type: none"> <li>• No more than 3 courses in a single discipline;</li> <li>• At least 4 courses must be in the social sciences or business;</li> <li>• No more than 2 courses can be on the pre-modern period (before 1900).</li> </ul> <p>Students must complete the 6<sup>th</sup> semester of an East Asian language or must demonstrate equivalent proficiency.</p> <p><u>Option 2: Foreign Affairs Studies (FASt): Contemporary East Asia in a Global Context</u></p> <p>12 hours of required core courses:</p> <ul style="list-style-type: none"> <li>• CEAS 700 Contemporary East Asia</li> <li>• GIST 701 Approaches to Global and Int'l Studies</li> <li>• GIST 710 Interdisciplinary Research Methods for Global Contexts</li> <li>• CEAS 802/GIST 810 Research Seminar</li> </ul> <p>18 hours of electives as follows:</p> <ul style="list-style-type: none"> <li>• A minimum of 3 courses on a country of primary focus (China, Korea, or Japan);</li> <li>• A minimum of 2 courses on other East Asian Countries;</li> <li>• No more than 3 courses in a single discipline;</li> <li>• At least 4 courses must be in the social sciences or business;</li> <li>• No more than 2 courses can be on the pre-modern period (before 1900).</li> </ul> <p>Students must complete the 4<sup>th</sup> semester of an East Asian language or must demonstrate equivalent proficiency.</p>
7. Faculty Profile	<p>The program faculty consists of two categories: 1. Core Faculty, and 2. Adjunct Faculty. All faculty in the program are specialists in East Asian studies, but they have training in an array of disciplines from across the University. The core faculty consists of faculty whose primary expertise is in modern or contemporary East Asian Studies. The adjunct faculty are faculty whose expertise is in premodern East Asian Studies or who devote a small proportion of their teaching and scholarship to contemporary East Asia.</p> <p>The 25 Core Faculty in the program are:  Baskett, Michael. Associate Professor and Director of Graduate Studies of Film &amp; Media Studies (Ph.D. University of California, Los Angeles, 2000); Canda, Edward R. Professor of Social Welfare; Courtesy Professor of Religious Studies (Ph.D. Ohio State University, 1986); Cheong, So-Min. Associate Professor of Geography (Ph.D. University of Washington, 2001); Chi, Tailan. Professor of School of Business Administration (Ph.D. University of Washington, 1990); Chong, Kelly H. Associate Professor of Sociology (Ph.D. University of Chicago, 2002); Dwyer, Arienne M. Professor of Anthropology; Co-Director of Institute for Digital Research in the Humanities (Ph.D. University of Washington, 1996); Greene, Megan. Associate Professor of History; Director of Center for East Asian Studies (Ph.D. Washington University, 1997); Ho, Alfred Tat-kei. Associate Professor and International Program Coordinator of Public Administration</p>

	<p>(Ph.D. Indiana University, 1998); Ho, Virginia Harper. Associate Professor of Law (J.D. Harvard University, 2001); Kaneko, Maki. Assistant Professor of Art History (Ph.D. University of East Anglia, UK, 2006); Kennedy, John. Associate Professor of Political Science; Director of Center for Global and International Studies (Ph.D. University of California, Davis, 2002); Kim, Changhwan. Associate Professor of Sociology (Ph.D. University of Texas, 2006); Kim, Dongbin. Associate Professor of Educational Leadership and Policy Studies (Ph.D. University of California, Los Angeles, 2003); Lee, Karen Kyeunghae. Assistant Professor of School of Social Welfare (Ph.D. University of Southern California, 2011); Li, Yan. Assistant Professor of East Asian Languages &amp; Cultures (Ph.D. University of Southern California, 2008); Minai, Utako. Assistant Professor of Linguistics (Ph.D. University of Maryland, 2006); Mitsugi, Sanako. Assistant Professor of East Asian Languages and Cultures (Ph.D. Carnegie Mellon University, 2011); Mizumura, Ayako. Lecturer of East Asian Languages and Cultures; Assistant Director of Center for East Asian Studies (Ph.D. University of Kansas, 2009); Nam, Yoonmi. Associate Professor of Visual Art (MFA Painting, Printmaking Rhode Island School of Design, 2000); Takeyama, Akiko. Assistant Professor of Anthropology and Women, Gender, &amp; Sexuality Studies (Ph.D. University of Illinois, Urbana-Champaign, 2008); Xiao, Hui Faye. Assistant Professor of East Asian Languages and Cultures (Ph.D. University of Illinois, Urbana-Champaign, 2009); Yoon, Jiso. Assistant Professor of Political Science (Ph.D. Pennsylvania State University, 2011); Yun, Kyoim. Assistant Professor of East Asian Languages and Cultures (Ph.D. Indiana University, 2007); Zhang, Jie. Associate Professor of Linguistics (Ph.D. University of California, Los Angeles, 2001); Zhang, Yan Bing. Associate Professor and Undergraduate Director of Communications Studies (Ph.D. University of Kansas, 2002).</p>
8. Student Profile	<p>We anticipate a diverse pool of applicants, many of whom will come from out of state through the US military's Foreign Area Officer program. Other applicants will come from the region, particularly the greater Kansas City area. Many will have graduated from KU or from other Regents institutions. We expect our applicant pool to come from a wide range of academic disciplines and professional backgrounds, and anticipate that the many of our applicants will be several years removed from college and already in the workforce, either in the military or in the business sector. Many will have some background in an East Asian language.</p>
9. Academic Support	<p><i>Existing academic support services are sufficient to support the program, though it should be noted that a .5 FTE program assistant has already been hired to help with admissions, advising, course scheduling, and general advising in the program. CEAS filled this position (\$20,000 plus fringe) using seed money from KU's Office of Professional Military Graduate Education. Program-specific fees are expected to gradually cover this cost once the program is launched. Bridge funding will be provided by CLAS, if necessary. See the cost/financial section below.</i></p>
10. Facilities and Equipment	<p>The program requires no new facilities or equipment.</p>
11. Program Review, Assessment,	<p><b>1. Program Review:</b> Regular program review will consist of evaluation of teaching and tracking of placement. For CEAS courses, a Graduate</p>



Accreditation	<p>Committee elected from among Core Faculty in the program will examine student evaluations at the end of every academic year and will work with individual faculty to assure the quality and effectiveness of courses in the program. The Graduate Coordinator will also track job placement and career choice of graduate of the program. The program will undergo KBOR review according to the University schedule and external review by the US Dept of education. As long as CEAS is funded as a Title VI National Resource Center by the United States Department of Education, the MA program will be included in the Title VI-funded external review every four years.</p> <p><b>2. Student Learning Outcomes:</b> The evaluation of student success in the program will begin with their performance in required and elective coursework. Another form of evaluation of student success in the program is the completion of a seminar paper based on original research for evaluation by an individual professor and a member of the graduate committee. A final evaluation of student success is their ability to gain employment or their ability to gain acceptance into a terminal degree program in their field.</p> <p>The program will meet all institutional assessment requirements, including assessments of learning outcomes. Outcomes assessments will be focused on the introductory methods course and the capstone research seminar.</p> <p>The Graduate Studies Coordinator will interview each student every semester to determine if milestones are being reached. If the student is having difficulty in any area, the Graduate Studies Coordinator and the student will work on finding a solution. Upon completion of the program, students will be required to respond to a written questionnaire evaluating the program.</p> <p><b>3. Accreditation:</b> No professional accreditation requirements pertain to the program.</p>																								
12. Costs, Financing	<table><tr><td></td><td>Salaries</td><td>OOE</td><td>Equipment</td><td>Other</td><td>Total</td></tr><tr><td>Yr 1</td><td>\$25,000</td><td></td><td></td><td></td><td>\$25,000</td></tr><tr><td>Yr 2</td><td>\$25,000</td><td></td><td></td><td></td><td>\$25,000</td></tr><tr><td>Yr 3</td><td>\$25,000</td><td></td><td></td><td></td><td>\$25,000</td></tr></table> <p>Funding to support the Assistant Director position will be sought first with the Army, with a CLAS backstop requested. The current Assistant Director is a Ph.D. Lecturer who will teach in and administer the program. Her salary is \$20,000 plus fringe.</p>		Salaries	OOE	Equipment	Other	Total	Yr 1	\$25,000				\$25,000	Yr 2	\$25,000				\$25,000	Yr 3	\$25,000				\$25,000
	Salaries	OOE	Equipment	Other	Total																				
Yr 1	\$25,000				\$25,000																				
Yr 2	\$25,000				\$25,000																				
Yr 3	\$25,000				\$25,000																				

## CURRICULUM OUTLINE NEW DEGREE PROPOSALS

### I. Master's Program in Contemporary East Asian Studies

### II. Requirement for the degree of Master of Arts in Contemporary East Asian Studies:

All candidates for the M.A. degree are required to complete 30 semester hours of graduate credit, including an introductory course, a social science research methods course, and a research seminar, at a satisfactory level, and to demonstrate proficiency in an East Asian Language at either the second or third level, depending on the area of emphasis.

#### Areas of Emphasis:

Students will choose one of two areas of emphasis: "Contemporary East Asia," or "Foreign Affairs Studies (FASt): Contemporary East Asia in Global Context."

#### 1. Contemporary East Asia

Students selecting this area of emphasis may or may not have previous language experience and seek a degree program that equips them with social science skills and area studies knowledge.

	Course Name & Number	Credit Hours
<b>Core Courses</b>	CEAS 700: Contemporary East Asia	3
<b>Methodology</b>	One course in social science methodology: ANTH 701 (History of Anthropology), ANTH 703 (Current Biological Anthropology), ANTH 704 (Current Cultural Anthropology), COMS 850 (Introduction to Research Methods), GEOG 805 (History of Geography), POLS 705 (Research Design for Political Science), POLS 706 (Research Methods), SOC 810 (Sociological Inquiry), or another graduate level introductory social science methods course approved by the graduate advisor	3
<b>Electives</b>	Students will take 7 elective courses on East Asia <ul style="list-style-type: none"> <li>• A minimum of 3 courses on a country of primary focus (China, Korea, or Japan);</li> <li>• A minimum of 2 courses on other East Asian Countries;</li> <li>• No more than 3 courses in a single discipline;</li> <li>• At least 4 courses must be in the social sciences or business;</li> <li>• No more than 2 courses can be on the pre-modern period (before 1900).</li> </ul>	21
<b>Research</b>	CEAS 802/GIST 810: Research Seminar	3
<b>Language</b>	Competency in the language of the elected focus area at level-3 proficiency (6 semesters). Course hours will depend on level of proficiency on entering the program.	0-26
<b>Total</b>		<b>30</b>

## 2. Foreign Affairs Studies (FASt): Contemporary East Asia in a Global Context

Usually students selecting this area of emphasis will enter the program with at least two years of college-level training in an East Asian language and have lived in the country of focus for at least six months. Students in this area of emphasis seek to understand their country of emphasis within a regional or global context.

	Course Name & Number	Credit Hours
<b>Core Courses</b>	CEAS 700: Contemporary East Asia	6
	GIST 701: Approaches to Global and International Studies	
<b>Methodology</b>	GIST 710: Interdisciplinary Research Methods for Global Contexts	3
<b>Electives</b>	Students will take 6 elective courses on East Asia	18
	<ul style="list-style-type: none"><li>• A minimum of 3 courses on a country of primary focus (China, Korea, or Japan);</li><li>• A minimum of 2 courses on other East Asian Countries;</li><li>• No more than 3 courses in a single discipline;</li><li>• At least 4 courses must be in the social sciences or business;</li><li>• No more than 2 courses can be on the pre-modern period (before 1900).</li></ul>	
<b>Research</b>	CEAS 802/GIST 810: Research Seminar	3
<b>Language</b>	Competency in the language of the elected focus area at level-2 0-20 proficiency (4 semesters). Course hours will depend on level of proficiency on entering the program.	
Total		30

IMPLEMENTATION YEAR FY \_\_\_\_15\_\_\_\_

Fiscal Summary for Proposed Academic Programs

Institution: University of Kansas      Proposed Program: MA in Contemporary East Asian Studies

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	8	0	15	0	18	2
B. Total SCH taken by all students in program	180		345		402	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	25,000		25,000		25,000	
OOE						
Total	25,000		25,000		25,000	

Indicate source and amount of funds if other than internal reallocation: Funding will be sought first with the Army, with a CLAS backstop requested. The current Assistant Director is a Ph. D. Lecturer who will teach in and administer the program. Her salary is \$20,000 plus fringe.

Revised: September, 2003

Approved: \_\_\_\_\_

**Request Approval for a Bachelor of Art and a Bachelor of General Studies in Human Sexuality (CIP 05.0207) (FIRST READING) –KU**

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval of a Bachelor of Art and Bachelor of General Studies in Human Sexuality. The proposing academic unit has responded to all of the requirements of the program approval process. No institution offers a degree program in this area.*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Human Sexuality major for the B.A. and B.G.S. degree programs CIP 05.0207
2. Academic Unit	Department of Women, Gender, and Sexuality Studies (WGSS); College of Liberal Arts and Sciences
3. Program Description	<p>The purpose of this major is to educate students in interdisciplinary scholarship related to human sexuality. This new undergraduate program will train interdisciplinary scholars to use gender and sexuality as analytic concepts for understanding human behavior, society, history, literature, and the arts in a global, international, and cross-cultural environment.</p> <p>As a <u>budget-neutral major</u> that easily pairs with various minors in other units, or as a co- or double major, the Human Sexuality major would supplement existing programs in the Humanities and Social Sciences and takes advantage of faculty expertise, courses, programs, and research projects across a broad spectrum of departments and units. Human sexuality is a burgeoning area of research and scholarship and KU has numerous courses related to sexuality, distributed across at least 18 academic units (AAAS, ABSC, AMS, ANTH, CLSX, COMS, EALC, ENGL, HIST, HSES, HWC, PHIL, POLS, PSYC, REL, SOC, SW, and WGSS).</p>
4. Demand/Need for the Program	<p>In February 2012, WGSS surveyed students in two KU courses: an introductory course (WGSS 201, Women's Studies: An Interdisciplinary Introduction, and PSYC/WGSS 689, Conceptual Issues in Human Sexuality). The survey was administered anonymously and asked about students' interest in majoring in human sexuality. The quantitative data and comments given suggested a strong interest in a human sexuality major.</p> <p>The career paths for undergraduate human sexuality majors are abundant. Possessing knowledge and expertise in diversity is a sought after skill in most jobs and careers. Cultural competency is becoming a new expected norm in non-profit service organizations and corporate culture as the lines between local and global boundaries continue to blur in private industry. Human sexuality majors will be equipped to pursue careers in policy, advocacy or legislative positions dealing with sexuality issues ranging from gender discrimination to reproductive health to LGBT issues. Careers in the</p>

	<p>field of sexual &amp; reproductive health (i.e., maternal and reproductive health; family planning; and teenage pregnancy and disease prevention); family &amp; youth health/services; sexual &amp; domestic violence prevention; community/social justice advocacy; and work with law enforcement in the areas of sex crimes and human trafficking are also open to those that major in human sexuality. Dozens of organizations located in Kansas work in these fields alone with many more organizations located throughout the United States.</p> <p>Additionally, in highly competitive entry level corporate and sales positions, prospective employees that are culturally-competent often have a competitive edge over others seeking the same positions. For example, Out for Work, which is a Washington, D.C. based organization, sponsors an annual career conference for college students. Corporations and non-profit organizations attend the conference to actively recruit future employees who are knowledgeable and experienced with LGBT issues. Corporate sponsors include Lockheed Martin, IBM, Marriott, Boeing, Prudential, Walgreens, and American Airlines to name just a few.</p>
5. Comparative/ Locational Advantage	<p>No other universities in Kansas or the neighboring states of the Heartland offer a major in human sexuality. Regional universities that offer a major in sexuality studies are just two: the University of Chicago ("Gender and Sexuality") and Ohio State University ("Sexuality Studies").</p> <p>Other colleges and universities in the US and Canada, however, offer similar undergraduate majors: San Diego State University, Hobart and William Smith Colleges, the University of Toronto, and York University offer majors in Sexuality Studies or in Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies. Other universities, such as Yale University and the University of Cincinnati, offer majors in Women, Gender and Sexuality Studies with a concentration, track, or specialization in Sexuality Studies or LGBT Studies. Others, such as Brown University, Miami University of Ohio, Rice University, and Wesleyan University, offer more generic majors in Gender and Sexuality Studies.</p> <p>Because KU is the only university in Kansas that has a significant number of courses devoted to the study of sexuality, KU is an ideal institution for a Human Sexuality major in the state.</p> <p>Furthermore, KU is well positioned to offer the degree because WGSS fosters an interdisciplinary research and educational agenda, with slavery and human trafficking being recent areas of study. The global, national, and regional initiative to combat contemporary slavery and human trafficking is one of the fastest growing global human rights movements, bringing together practitioners, academics, and civic leaders to find innovative strategies to identify trafficking patterns, to prevent the social inequality that fosters enslavement, and to build stronger communities.</p> <p>KU recently partnered with the Office of Governor Sam Brownback, the FBI office in Kansas City, the US Attorney for Kansas, the US Attorney for Missouri, the Anti-trafficking Coalition for Missouri and Kansas, hospitals, police stations, and the national guard and held a conference to determine the</p>

	<p>state of scholarly research in the field and to identify potential long term educational and research programs. KU is ideally positioned to develop multiple educational and research programs on this issue, given its strengths in immigration, inequality, international studies, peace and conflict studies, and gender studies. A degree in Human Sexuality would support this educational and research agenda.</p>																						
6. Curriculum	<p>To complete the major, students are required to complete 30 structured credit hours according to the following plan:</p> <ul style="list-style-type: none"> <li>• 1 introductory course (either HSES 489, SW 303, or PSYC 502);</li> <li>• 4 core courses in human sexuality in both the Social Sciences and the Humanities (or in an interdisciplinary program) -- at least one course from each area;</li> <li>• 1 methods course, designed to teach students the principles of research;</li> <li>• 2 more courses in either the Humanities or Social Sciences, designed to allow the student to explore an area of human sexuality in depth; and</li> <li>• 1 elective course in human sexuality of the student's choice, designed to allow the student to explore the subject in greater depth or breadth.</li> <li>• 1 capstone seminar experience, designed specifically for majors to investigate a topic related to human sexuality from an interdisciplinary perspective.</li> </ul> <p>As the above outline makes clear, students who pursue the Human Sexuality major will emerge with both a broad and a deep understanding of the subject from perspectives in both the Humanities and Social Sciences; and they will have gained knowledge about designing and conducting a research project through the methods course and the capstone seminar experience.</p>																						
7. Faculty Profile	<p>The WGSS Department already offers an undergraduate minor in Human Sexuality and a Ph.D. in Women, Gender, and Human Sexuality; WGSS core faculty members teach courses relevant to the proposed Human Sexuality Major. WGSS has nine faculty with regular appointments, and one visiting assistant professor, providing 6.5 FTE.</p> <p><u>WGSS Core Faculty Members in 2013-2014</u></p> <table> <tr> <td>Alesha Doan, Associate Professor, Chair , PhD Texas A&amp;M</td><td>0.5 FTE</td></tr> <tr> <td>Charlene Muehlenhard, Professor, PhD Wisconsin</td><td>0.5 FTE</td></tr> <tr> <td>Ann Schofield, Professor, PhD SUNY Binghamton</td><td>1.0 FTE</td></tr> <tr> <td>Omofolabo Ajayi, Professor, PhD Ife-Ife, Nigeria</td><td>0.5 FTE</td></tr> <tr> <td>Hannah Britton, Associate Professor, PhD Syracuse</td><td>0.5 FTE</td></tr> <tr> <td>Marta Vicente, Associate Professor, PhD Johns Hopkins</td><td>0.5 FTE</td></tr> <tr> <td>Tanya Hart, Assistant Professor , PhD Yale</td><td>0.5 FTE</td></tr> <tr> <td>Akiko Takeyama, Assistant Professor, PhD Illinois</td><td>0.5 FTE</td></tr> <tr> <td>Rachel Vaughn, Visiting Assistant Professor, PhD Kansas</td><td>1.0 FTE</td></tr> <tr> <td>Assistant Professor, TBD, Spring 2014</td><td>1.0 FTE</td></tr> <tr> <td colspan="2">TOTAL FTE 6.5</td></tr> </table>	Alesha Doan, Associate Professor, Chair , PhD Texas A&M	0.5 FTE	Charlene Muehlenhard, Professor, PhD Wisconsin	0.5 FTE	Ann Schofield, Professor, PhD SUNY Binghamton	1.0 FTE	Omofolabo Ajayi, Professor, PhD Ife-Ife, Nigeria	0.5 FTE	Hannah Britton, Associate Professor, PhD Syracuse	0.5 FTE	Marta Vicente, Associate Professor, PhD Johns Hopkins	0.5 FTE	Tanya Hart, Assistant Professor , PhD Yale	0.5 FTE	Akiko Takeyama, Assistant Professor, PhD Illinois	0.5 FTE	Rachel Vaughn, Visiting Assistant Professor, PhD Kansas	1.0 FTE	Assistant Professor, TBD, Spring 2014	1.0 FTE	TOTAL FTE 6.5	
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TOTAL FTE 6.5																							

	In addition, numerous faculty members in other departments teach human sexuality-related courses. KU offers courses related to human sexuality in at least 18 academic units (AAAS, ABSC, AMS, ANTH, CLSX, COMS, EALC, ENGL, HIST, HSES, HWC, PHIL, POLS, PSYC, REL, SOC, SW, and WGSS).
8. Student Profile	KU undergraduate students interested in a multidisciplinary perspective on human sexuality, including the biology of sexuality, the history of sexuality, sexuality in the arts and literature, sexuality in health education, or cross-cultural explorations of sexuality, will be interested in the <u>academic</u> field of human sexuality. While Human Sexuality minors are pursuing this academic field to complement their major field of study, majors will be pursuing human sexuality as their primary field of expertise and will choose other academic fields to complement their knowledge in human sexuality.
9. Academic Support	<p>No additional resources are necessary to support the new major. Existing support services such as advising and library materials are in place to support the new major.</p> <p>As the number of WGSS students has continued to grow, an undergraduate advising specialist was assigned to the WGSS Department in October 2013. WGSS works closely with the advising specialist to help address and meet students' advising needs to improve the consistency and efficiency of undergraduate advising.</p> <p>The Women, Gender and Sexuality Studies collection is located in Watson Library and numbers over 1500 volumes, 400 print and electronic journal subscriptions, and 8 databases. This core multidisciplinary collection is enhanced and supported by other WGSS information located in other campus libraries.</p>
10. Facilities and Equipment	The current space allocated to WGSS is sufficient and no additional resources are requested for purchase of equipment to support the new major.
11. Program Review, Assessment, Accreditation	The program will be reviewed in accordance with the Board of Regents program review schedule and the review will look at aspects of the program such as number and quality of majors/graduates, number and quality of faculty, student learning outcomes, external funding and career path of graduates. There is no specialized accrediting agency for a Human Sexuality major in WGSS.
12. Costs, Financing	No additional resources are required to support the new major in Human Sexuality.



**Curriculum Outline  
New Degree Proposals  
Kansas Board of Regents**

**I. The New Degree**

Human Sexuality major

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**II. Courses required for each student in the major:**

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Survey</b>	<b>either</b> HSES 489 (Health and Human Sexuality) <b>or</b> PSYC 502 (Human Sexuality) <b>or</b> SW 303 (Human Sexuality in Everyday Life)	<u>3</u>
<b>Core</b>	<b><u>Core Social Science Courses</u></b>	<u>3</u>
	AAAS 372/ANTH 372—Religion, Power & Sexuality in Arab Lands ANTH 359—Anthropology of Sex ANTH 583/WGSS 583—Love, Sex, and Globalization POLS 640—Reproductive Policy PSYC 410—Intimate Relationships PSYC 555—Evolutionary Psychology PSYC 521/WGSS 521—Women and Violence PSYC 689/WGSS 689—Conceptual Issues in Human Sexuality	
	<b><u>Core Humanities Courses</u></b>	<u>3</u>
	AAAS 598/HIST 598—Sexuality and Gender in African History CLSX 315—Women in Ancient Art and Society CLSX 374/HWC 374—Gender and Sexuality, Ancient and Modern EALC 418/618—Sexual Politics Dynastic China EALC 575—Love, Sexuality and Gender in Japanese Lit ENGL 572—Women and Literature (if relevant) HIST 608—History of Sexuality PHIL 504—Philosophy of Sex and Love REL 374—Religious Perspectives on Selfhood & Sexuality WGSS 327—Perspectives: Lesbian, Gay, Bisexual, Transgender WGSS 333—The Politics of Physical Appearance WGSS 345—Pop Culture in Africa: Thrills, Romance & Sexualities WGSS 396—Topic: Gay & Lesbian Cultures WGSS 396—Topic: Sexuality & Sexual Constructions WGSS 396—Topic: History, Theory, & Representation of Lesbianism WGSS 396—Topic: Gender & Sexuality in Cyberspace WGSS 396—Topic: Sex & Gender: Fairbanks to Marilyn WGSS 563—Gender, Sexuality and the Law	
	<b>Two more Core courses from the above</b>	<u>6</u>
<b>Capstone Seminar</b>	<b>WGSS 6XX—Seminar in Human Sexuality</b>	<u>3</u>
<b>Methods</b>	<b><u>One methods course</u></b>	<u>3</u>
	WGSS 3XX—Research Methods in Human Sexuality	

<b>Secondary courses</b>	<b><u>Two Secondary courses (or survey or core courses)</u></b>	<u>6</u>
	AAAS 554—Contemporary Health Issues in Africa ABSC 268—Introduction to Marriage and Family Relations ABSC/PSYC 626—Psychology of Adolescence AMS 110/112 / SOC 110/112—American Identities AMS 344/WGSS 396—African Amer Women: Colonial to Present ANTH 389/WGSS 389—Anth of Gender: Female, Male & Beyond COMS 344—Relational Communication COMS 440—Gender and Communication COMS 455/REL 475—Loving Relationships COMS 552—Rhetoric of Women's Rights HIST 324/WGSS 324—History of Women and the Body HWC 570/WGSS 570—Men and Masculinities HWC 575/WGSS 575—The Body, Self and Society PHIL 674—Philosophy of Law POLS 600/WGSS 600—Contemporary Feminist Political Theory POLS 630/WGSS 630—Politics of Identity PSYC 465—Stereotypes & Prejudice Across Cultures PSYC/WGSS 468—Psychology of Women PSYC 642—Psychology of Families* SOC 220—Sociology of Families SOC 617—Women and Health Care SOC 628—Families and Social Inequalities WGSS 333—Politics of Physical Appearance WGSS 396—Topic: Public Health & the Human Body	
<b>Electives</b>	<b><u>One elective course (or additional survey, core, or secondary courses)</u></b>	<u>3</u>
	Special Topics Courses / Studies in ____ / Seminar in ____ Independent Study/Directed Study (e.g., WGSS 498) Internship Courses (e.g., PSYC 483: Undergraduate Internship) Honors Thesis/Senior Essay/Honors Essay Service Learning Courses (e.g., WGSS 650: Service Learning)	
<b>TOTAL</b>		<u><b>30</b></u>

Implementation Year FY \_\_\_\_\_

### Fiscal Summary for the Proposed Academic Program

Institution: University of Kansas - Lawrence

Proposed Program: Human Sexuality  
Major

#### Part I. Anticipated Enrollment

	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	6	0	9	0	12	0
B. Total SCH taken by all students in the program	18		21		30	

year 1: 6 students/3 courses (starting)

year 2: 6 students/4 courses (continuing); 3 students/3 courses (starting)

year 3: 6 students/3 courses (finishing); 3 students/4 courses (continuing); 3 students/3 courses (starting)

#### Part II. Program Cost Projection

A. In the implementation year, list all identifiable **General Use** costs to the academic unit(s) and how they will be funded.

In subsequent years, please include **only** the additional amount budgeted.

	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	\$ -	\$ -	\$ -
OOE	-	-	-
Total	\$ -	\$ -	\$ -

Indicate source and amount of funds if **other than** internal reallocation:

Revised: September, 2003

Approved: \_\_\_\_\_

**Request Approval for a Doctor of Nursing Practice (DNP) (CIP 51.3818) (FIRST READING) – PSU****Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval of a Doctor of Nursing Practice (DNP). The proposing academic unit has responded to all of the requirements of the program approval process. The University of Kansas Medical Center and Washburn University have programs utilizing this Classification of Instructional Program (CIP) code.*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Doctor of Nursing Practice (DNP) CIP Code: 51.3818
2. Academic Unit	Irene Ransom Bradley School of Nursing College of Arts and Sciences
3. Program Description	The Doctor of Nursing Practice (DNP) is an advanced level graduate nursing degree program offering the highest level of preparation for nursing practice. The DNP program will offer the major, Advanced Practice Nursing, with opportunity for specialization in the advanced practice role, Family Nurse Practitioner in two tracks, the BSN to DNP and MSN to DNP. An emphasis in nursing education will be an elective option. At completion of the program, graduates will possess the terminal degree for nursing practice and will be prepared to function as expert clinicians, nurse leaders and/or clinical nursing faculty. They will be eligible to sit for national certification in their specialty and will be eligible to make application for licensure as advanced practice registered nurses (APRNs).
4. Demand/Need for the Program	The American Association of Colleges of Nursing (AACN) recommended that by 2015 all advanced practice nursing preparation programs transition from a master's degree to a Doctor of Nursing Practice. The national accrediting body for graduate nursing education, the Commission on Collegiate Nursing Education, quickly updated accreditation standards to reflect this recommendation and, in response to the Affordable Care Act, the Institute of Medicine recommended that by 2020 the field of nursing provide twice as many doctoral graduates in order to build a primary care workforce in the United States to meet increasing demand particularly in underserved rural areas. Perceived need in Kansas for increased numbers of primary care providers into the future is as high as 25%. In addition, recent Kansas Department of Labor data indicate the need to increase the number of nursing faculty nearly 25% by 2020 to meet the demand for training nurses capable of providing quality local primary care. PSU conducted a feasibility study to determine interest in a DNP program. Clinical nursing students, alumni, advisory board members and local employers were surveyed. Serious interest in enrolling in the first cohort of the DNP program was expressed by alumni and students (143 of 382 returned surveys or 37%) and 68% of employers returning surveys stated doctoral-trained advanced practice nurses are essential for future staffing needs. Conversion of the existing advanced practice in nursing program to a DNP provides residents of the region the opportunity to enjoy enhanced access to superior primary health care, ability for the program to remain current with national standards/expectations/state-level demand, and offers PSU students

	the ability to compete for excellent jobs in the current healthcare climate.
5. Comparative /Locational Advantage	Since 1995, the advanced practice nursing programs at Wichita State University, Fort Hays State University and Pittsburg State University have been offered collaboratively with the University of Kansas serving as leader. Nursing faculty at these institutions co-teach select courses across the collaborative, serve as adjunct instructors at institutions in the collaborative, and cooperate in special projects and initiatives. The faculty and institutional collaborations would continue at the doctoral level as Pittsburg State moves to the DNP. PSU would be the first rural-based DNP program in the state and the only advanced practice program in the region of the state. This is significant because a majority of southeast Kansas counties are in the bottom quartile of the Health Index ranking for the state. Clearly, the advanced practice program in nursing serves as a direct link to both quality nursing instruction and primary healthcare delivery for the region and beyond.
6. Curriculum	The DNP curriculum with a major in Advanced Practice Nursing has two points of possible entry, post-baccalaureate or post-masters. The BSN to DNP track requires completion of 74-77 credit hours. The MSN to DNP track requires completion of 33-38 credit hours. The emphasis in Nursing Education requires completion of nine credit hours and is reflected in the aforementioned credit hour totals. State regulations and nationally recognized standards, competencies, and practice hours required for graduate nursing programs, licensure as an advanced practice registered nurse, role/population-focus, and nurse educator emphasis are met in the curriculum.
7. Faculty Profile	Full-time faculty number 18 including the director. Of the 18 faculty, nine are in tenured or tenure-earning positions thus representing the core faculty for teaching the DNP. Six of nine core faculty possess terminal degrees with three more in ABD status, two of which are on target to complete the PhD in Nursing, Summer 2014. One full-time faculty member who is not currently on tenure-track is completing coursework in a PhD program. With start of the DNP, plans include the hire of two terminally prepared faculty in tenure-earning lines at an annual cost (salary/fringe) of \$144,610. More than half of the faculty are advanced practice nurses holding licenses and/or national certifications as advanced practice nurses.
8. Student Profile	The Irene Ransom Bradley School of Nursing has 557 undergraduate and graduate nursing students Fall 2013, representing nearly 7% of the overall student body. Current enrollment in the advanced practice in nursing program numbers 47. Graduate students in nursing are pursuing academic progression to further their personal and career goals, make a greater impact on patients and populations in the health care system, and provide a more secure economic foundation for themselves and their families. They typically are employed as a full or nearly full-time worker, many with families depending upon their income. PSU is a current recipient of a United States Department of Health and Human Services, Health Resources and Services Administration, Advanced Education Nurse Traineeship Grant thus enabling qualified recipients to limit their hours of work as they advance in the clinical components of the present master's level advanced practice in nursing program. Recipients of funding are closely tracked. Of the 27 graduate students currently receiving funding, 100% represent eight medically underserved counties in Kansas and two medically underserved counties in Missouri. Over the past two graduating classes, 44 of the 45 graduates or 97.77% are currently

	employed serving residents in medically underserved areas. The 2012 class is employed in rural health clinics, health population shortage areas, community health centers or teaching in a rural based nursing program.
9. Academic Support	Unlike the research-based PhD in Nursing, the DNP is a practice-focused doctoral degree preparing experts in the specialized role of advanced practice nursing. The American Association of Colleges of Nursing defined this level of advanced practice nursing as a form of nursing intervention influencing health care outcomes for individuals or populations including direct care and management of care. The DNP focuses on innovation and integration of sound evidence into the advanced level of nursing practice. Rather than a traditional dissertation, this degree requires the completion of practice-oriented application projects in capstone course experiences. PSU is well-positioned to support this level and form of innovation, practice and utilization of evidence. The nursing program maintains agreements with all major healthcare systems in the region as well as many practicing physicians and advanced practice registered nurses to provide graduate student clinical experiences.. However, an additional classified administrative assistant is needed to support the DNP at an annual cost (salary/fringe) of \$42,106.
10. Facilities and Equipment	No new space or major equipment purchase will be required. Minor remodeling will be needed to create faculty office space from an existing work area in McPherson Hall and will cost \$10,000.
11. Program Review, Assessment, Accreditation	The Irene Ransom Bradley School of Nursing is committed to a culture of continuous quality improvement. The nursing programs of the Irene Ransom Bradley School of Nursing are currently accredited by the Commission on Collegiate Nursing Education and will seek, as soon as eligible, accreditation of the DNP program. The DNP program, upon approval, will be entered into the university rotation cycle for program review. Evaluation of program and learner outcomes will be both formal and informal. Outcomes of techniques for assessment will be reported in the aggregate on a yearly basis. Techniques will include evaluation utilizing: standardized tests; capstone project; oral defense of capstone; residency outcomes; national certifying examinations; clinical competencies; alumni survey; employer survey; employment rate; student exit program survey; comprehensive written examination; graduation rate; and, portfolio. Faculty and course evaluations will be utilized per university protocol. Advisory board and student leaders will be utilized for informal input. The nursing programs of the Irene Ransom Bradley School of Nursing are approved by the Kansas State Board of Nursing (KSBN). The DNP program will seek approval from KSBN as soon as eligible in 2014. PSU will pursue specialized accreditation for the DNP program as soon as the program is eligible, presuming pursuing such accreditation is approved by the Board. It is anticipated pursuing specialized accreditation from the Commission on Collegiate Nursing Education will cost \$21,500.
12. Costs, Financing	The university has pledged funding of a three year implementation phase for the DNP. It is projected that the DNP will: generate \$564,480 per year when fully implemented; cost \$218,716 per year in recurring annual expenses; and, lose \$261,754 in generated revenue when the current MSN is terminated. The result is an anticipated annual net profit or at least margin for budget error of \$84,010. Supplemental tuition beyond current tuition levels and an additional per semester graduate nursing fee are key components of the anticipated revenue generation.

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS**  
Kansas Board of Regents

**BSN to DNP Curriculum**

I. Identify the new degree:

Degree: Doctor of Nursing Practice (CIP Code: 51.3818)  
Major: Advanced Practice Nursing  
Advanced Practice Role and Area of Specialization, Family Nurse Practitioner  
Optional Emphasis, Nursing Education

II. Provide courses required for each student in the major:

Course Name and Number	Credit Hours
<b>Core Courses</b>	
Prerequisite course: Graduate level statistics	3
NURS 801 DNP Intensive Seminar	1
NURS 713 Leadership in Advanced Practice Nursing	3
NURS 712 Issues & Rules in Advanced Practice Nursing	2
NURS 730 Advanced Health Promotion: Individual, Family and Community	3
NURS 803 Advanced Health Assessment	2
NURS 806 Primary Care I: Management of Common Health Problems Throughout the Lifespan	3
NURS 812 Primary Care II: Management of Complex Health Problems Throughout the Lifespan	3
NURS 817 Pharmacodynamics for Advanced Practice Nursing	1
NURS 809 Advanced Pathophysiology	3
NURS 800 Theories Related to Nursing Practice	2
NURS 818 Applied Drug Therapy	3
NURS 885 Informatics for Healthcare	2
NURS 894 Principles of Epidemiology	2
NURS 888 Health Policy	2
NURS 889 Impact of Health Determinants	3
NURS 900 Quality, Safety, and Practice Outcomes	3
NURS 806, 812 and 818 are courses currently being co-taught as part of the Kansas Advanced Practice Collaborative with the University of Kansas, Fort Hays State University and Pittsburg State University.	
<b>Electives</b>	
Required Electives *	3 - 6
*Required electives are to be selected either from the following optional emphasis in Nursing Education courses or from other PSU graduate courses (to be determined and approved by the student, their DNP advisor, and the faculty teaching the course). Optional Emphasis (9 hours) in Nursing Education includes:	
NURS 855 Teaching Strategies	2
NURS 854 Teaching Strategies: Practicum	1
NURS 853 Evaluation of Nurse Educator	1
NURS 850 Curriculum Development	3
NURS 856 Education Practicum	2
<b>Research</b>	
NURS 892 Healthcare Research	4
NURS 895 Interpreting Research for Evidence-Based Nursing Practice	2

NURS 911 Tools for Practice Scholarship Practica	2
NURS 804 Advanced Health Assessment Practicum (96 hours)	2
NURS 807 Primary Care 1: Practicum (144 hours)	3
NURS 813 Primary Care II: Practicum (144 hours)	3
NURS 828 Primary Care III: Preceptorship (240 hours)	5
NURS 910 Residency (144-288 hours)	3-6
NURS 920 DNP Capstone Project (288)	6
Totals: The number of credit hours required for the BSN to DNP degree is 74. With the optional emphasis, Nursing Education, the BSN to DNP degree is 77 credit hours.	



**CURRICULUM OUTLINE**  
**NEW DEGREE PROPOSALS**  
Kansas Board of Regents

**MSN to DNP Curriculum**

I. Identify the new degree:

Degree: Doctor of Nursing Practice (CIP Code: 51.3818)  
Major: Advanced Practice Nursing  
Advanced Practice Role and Area of Specialization, Family Nurse Practitioner  
Optional Emphasis, Nursing Education

II. Provide courses required for each student in the major:

Course Name and Number	Credit Hours
Core Courses	
Prerequisite course: Graduate level statistics	3
NURS 801 DNP Intensive Seminar	1
NURS 808 Translation to Doctoral Leadership & Theory	3
NURS 885 Informatics for Healthcare	2
NURS 894 Principles of Epidemiology	2
NURS 888 Health Policy	2
NURS 889 Impact of Health Determinants	3
NURS 900 Quality, Safety, and Practice Outcomes	3
Electives	
Required Electives*	3
*The required elective is to be selected either from the following optional emphasis in Nursing Education courses or from other PSU graduate courses (to be determined and approved by the student, their DNP advisor, and the faculty teaching the course). Optional Emphasis (9 hours) in Nursing Education includes:	
NURS 855 Teaching Strategies	2
NURS 854 Teaching Strategies: Practicum	1
NURS 853 Evaluation of Nurse Educator	1
NURS 850 Curriculum Development	3
NURS 856 Education Practicum	2
Research	
NURS 895 Interpreting Research for Evidence-Based Nursing Practice	2
NURS 911 Tools for Practice Scholarship	3
Practica	
NURS 910 Residency (96)	2
NURS 920 DNP Capstone Project (288)	6
Totals: The number of credit hours required for the MSN to DNP degree is 32. With the optional emphasis, Nursing Education, the MSN to DNP degree is 38 credit hours.	

# IMPLEMENTATION YEAR: FY 2015

## Fiscal Summary for Proposed Academic Programs

Institution: **Pittsburg State University**

Proposed Program: **Doctor of Nursing Practice**

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10	4	20	8	30	12
B. Total SCH taken by all students in program	312		648		888	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Base Budget Salaries	\$213,716		\$213,716		\$213,716	
OOE	\$5,000		\$5,000		\$5,000	
Total	\$218,716		\$218,716		\$218,716	

Indicate source and amount of funds if other than internal reallocation:

One-time expenses for accreditation and minor facility renovation to create two faculty offices equal \$31,500. Sources of funding for the DNP include allocation of multi-level budget resources and supplemental tuition and fees structure.



MEMORANDUM

January 2, 2014

To: Gary Alexander  
Vice President for Academic Affairs  
Kansas Board of Regents

From: Rick Muma  
Associate Vice President for Academic Affairs

Re: Degree Title Change

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This is a request by the College of Engineering for change in degree title. Please place on the next available COCAO agenda. We are changing the degree name for the B.S. in Engineering for Manufacture as outlined below. In advance of this memo we have made the request in program inventory.

Current

Degree: B.S. in Engineering for Manufacture  
CIP: 14.3601  
Program Code: BSMFE\_MFEN

New

Degree: B.S. in Manufacturing Engineering  
CIP: 14.3601  
Program Code: BSMFE\_MFEN

The name change is intended to align with ABET approval (manufacturing engineering, not engineering for manufacture). Secondly, the engineering faculty believes the degree name “engineering for manufacture” has led to erosion in the number of majors and graduates.

If you require further information, please contact me at the telephone number below or email me at [richard.muma@wichita.edu](mailto:richard.muma@wichita.edu).

Thank you.