

**Council of Chief Academic Officers**

**Wednesday, June 18, 2014  
9:15 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**

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<b>c. PSU - New Emphasis to Bachelor of Science in Psychology degree – Emphasis in Psychology and the Military</b>	
<b>d. PSU - New Masters Level Certificates in Reading/Language Arts, Technology Integration, School Library, English for Speakers of Other Languages, and Autism Spectrum Disorders</b>	
<b>e. KU - Addition of a streamlined process to discontinue inactive academic programs</b>	

- f. **KU - Discontinued programs: 1) MS in Water Resource Engineering, 2) MS in Waster Resource Science, 3) BGS in Human Biology, and 4) MA in Chemistry**

**5. Other Business  
Board Approval of University Admissions Policies**

**6. University Press of Kansas – Board of Trustees Meeting**

<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>N/A</b>
March 21, 2014	April 16, 2014	<b>KU</b>
April 18, 2014	May 14, 2014	<b>KUMC</b>
May 23, 2014	June 18, 2014	<b>Washburn U</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, May 14, 2014  
9:15 a.m. – 10:00 a.m.  
Or upon adjournment of SCOCAO  
Kathy Rupp Conference Room  
Kansas Board of Regents  
and reconvene at Noon  
Kathy Rupp Conference Room

MINUTES

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas at a.m. on Wednesday, May 14, 2014 and reconvened at noon in the Kathy Rupp Conference Room.

**Members Present:**

Chris Crawford Interim Provost, FHSU  
Jeffrey S. Vitter, Provost and EVC, KU  
April Mason, Provost, KSU  
Lynette Olson, Provost, PSU

David Cordle, Provost, ESU  
Tony Vizzini, VPAA, WSU  
Randy Pembroke, Washburn U  
Robert Klein, VCAA, KU Med Ctr

**Staff Present:**

Gary Alexander, Jean Redeker, Jacqueline Johnson, Karla Wiscombe, and Marti Leisinger

**Others Present:**

Rick Muma, Wichita State University; Sara Rosen, University of Kansas; Kimberly Engber, Wichita State University; Jim Williams, Emporia State University; Julie Dainty, Pittsburg State University; Justin Honey, Pittsburg State University; John Perry, Wichita State University; Larry Spurgeon, Wichita State University; Phil Speary, Butler County Community College; Manjula Shinge, Emporia State University; Sheryl Lidzy, and Emporia State University

**Approve Minutes of April 16, 2014**

Tony Vizzini moved, and Chris Crawford seconded the motion, to approve the April 16, 2014 minutes as submitted. Motion carried unanimously.

**New Program Requests**

**WSU - Request Approval for an Honors Baccalaureate (CIP 30.9999) SECOND READING**

Kimberly Engber, John Perry, and Larry Spurgeon were present to answer any questions.

Chris Crawford moved, and Jeff Vitter seconded the motion, to recommend approval and expedite the new program approval process by taking the Wichita State University's Honors Baccalaureate (CIP 30.9999) to the Council of Presidents today. Motion carried.

**KU – Request Approval for a Ph.D. in Atmospheric Science (CIP 40.0401)**

The University of Kansas' request for approval of a Ph.D. in Atmospheric Science (CIP 40.0401) is one agenda for First Reading. If anyone has input/concerns, please send them to Jeff Vitter prior to the June 2014 meeting.

## **Program Requests**

### **KU – Request Approval for a Minor in Middle East Studies**

April Mason moved, and Tony Vizzini seconded the motion, to approve the University of Kansas' request for approval for a Minor in Middle East Studies. Motion carried unanimously.

## **Informational Items**

- a. ESU - Change the Name of a Minor in Public Affairs to Public Administration
- b. ESU - Discontinuing the following programs: BA/BSE, Modern Languages (discontinue French & German concentrations); BS, Information Resource Studies; MAT, Social Sciences; BA/BS, Social Sciences (retain the BSE); BA/BS, Physical Science; BSB, Finance
- c. ESU - Placing MS in Instructional Leadership on hold
- d. PSU - Discontinuing the following programs: BA major in Spanish; BA major in French; and BS in Education major in Psychology
- e. KU - New minor in American Studies

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

## **Informational – Aligning KBOR Certificate Award Levels with IPEDS**

Jean Redeker discussed alignment of KBOR Certificate Award Levels with IPEDS. How universities report certificates to KBOR is being aligned with IPEDS, which may potentially affect credential production numbers reported in the annual Foresight 2020 Progress Report for several institutions. Resolutions, potential effect on Foresight 2020 completion numbers, and communication regarding this issue were discussed.

It was noted this issue will also be covered at KBOR's June Data Quality conference attended by many university IR officers.

## **Other Business**

### **Academic Calendar Clarification**

COCAO requested clarification of the policy for academic calendars in regard to scheduling spring break dates. They indicated it would help the campuses when developing calendars for Board action in three years.

### **Student Success Plans**

Gary Alexander informed COCAO he reported to the Board Governance Committee the progress made on the student success plans. Universities are to report regularly to Academic Affairs. Vice President Alexander will consult with COCAO regarding the best time for this report.

### **Need for Additional Staff**

The Council discussed its concern about the rising need for additional positions to staff the transfer and articulation, Credit for Prior Learning, student success plans, and developmental education.

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.

The Council of Chief Academic Officers adjourned at 12:30 p.m. and went into a University of Kansas Press Board meeting.

**University Press of Kansas (UPK) – Board of Trustees**

The University Press of Kansas Board of Trustees received a report from Charles Myers, Director of the University Press of Kansas in April. UPK Board of Trustees indicated they would review the materials and take action on the request for an increase in contributions at its May meeting. Charles Myers provided the following table for their use:

	<b>Percentage</b>	<b>FY'2014</b>	<b>FY'2015</b>
<b>KU:</b>	39%	\$130,203	\$143,223
<b>KSU:</b>	28%	\$93,479	\$102,827
<b>WSU:</b>	18%	\$60,094	\$66,104
<b>ESU:</b>	5%	\$16,693	\$18,362
<b>FHSU:</b>	5%	\$16,693	\$18,362
<b>PSU:</b>	5%	\$16,693	\$18,362
<b>Total:</b>	100%	\$333,855	\$367,240

Discussion followed:

- Trustees expressed appreciation of the budget breakdown plus increases
- Economic situations on the campuses make increases difficult
- Need additional time for campus budgets to be finalized

April Mason moved, and Lynette Olson seconded the motion, to defer the vote on the 10% increase to the press for subvention of the University Press of Kansas to its June 2014 meeting. Motion carried.

Jeff Vitter moved, and April Mason seconded the motion, to go into executive session at 12:40 p.m. for fifteen minutes regarding personnel matters. Motion carried.

The Board of Trustees came out of executive session at 1:00 p.m. and reconvened to take the following action:

April Mason moved, and Tony Vizzini seconded the motion, to award a 2% raise for FY 2015 to Charles Myers, Director of the University Press of Kansas. Motion carried.

April Mason moved, and Chris Crawford seconded the motion, to award University Press of Kansas staff a 1.5% merit increase from the merit pool and a .5% for exceptional merit. Motion carried.

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

The meeting adjourned at 1:02 p.m.

**Request Approval of a Bachelor of Applied Science in Biotechnology (FIRST READING) – KU**

*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 Applied Science in Biotechnology. The proposing academic unit has responded to all of the requirements of the program approval process. No institutions have programs utilizing this Classification of Instructional Program (CIP) code. A PDF of the full proposal is available at [http://www.kansasregents.org/forms\\_documents](http://www.kansasregents.org/forms_documents).*

**Background**

<b>Criteria</b>	<b>Program Summary</b>
1. Program Identification	<b>Bachelor of Applied Science in Biotechnology (CIP 26.1201)</b>
2. Academic Unit	Undergraduate Biology
3. Program Description	<p>The proposed Bachelors of Applied Science in Biotechnology (BAS-BTEC) is designed as a degree-completion program for students who have earned the Associate in Science (AS) in Biotechnology at a community college. The BAS-BTEC will allow students to build on the knowledge and technical skills acquired in the AS degree programs at Johnson County Community College (JCCC), Kansas City Kansas Community College (KCKCC) and the Metropolitan Community Colleges (MCC) in Missouri.</p> <p>Individuals with an AS degree are hired for entry-level positions, but their opportunities for advancement are limited. The proposed BAS-BTEC curriculum at the University of Kansas Edwards Campus will provide the additional skills required for individual career advancement while meeting industry needs for highly skilled biotechnicians. The BAS-BTEC will provide students with the scientific knowledge, managerial training, and professional skills necessary to move directly into the biotechnology workforce immediately after graduation.</p>
4. Demand/Need for Program	<p>The Greater Kansas City region is home to more than 200 life science companies, including 90 contract research organizations (CROs). These organizations offer a wide range of research and development services and have more than 60 currently marketed pharmaceutical products; they employ more than 20,000 people and generate \$1.8 billion dollars annually. The region between Columbia, MO, and Manhattan, KS, known as the Animal Health Corridor, the single largest concentration of animal health interests in the world, generates another \$6 billion.</p> <p>In Johnson County, contract research organizations include Aerotek Scientific, Alpha IICH Inc., Bayer Healthcare, Beckloff Associates Inc., Beta-Chem, Brakke Consultings Inc., cGMP Validation LLC, CKL Regulatory Solutions, Clinical Reference Laboratory, Clinipace Worldwide, Durrie Vision, EMB Statistical Solutions LLC, Expedite Animal Health, GreenTree Technology Partners, Hennessy Research Associates, i3 Global, Integrated Biotech Solutions, Johnson County Clinical Trials, KantarHealth, KCAS Bioanalytical Services, KU-Cancer Center, Lee Research, Ligand</p>

	<p>Pharmaceuticals, Micron Group, Midwest BioServices LLC., Pace Analytical, Pivot International, PRA International, PRL Central Laboratory Services, Professional Toxicology Services, Propharma Group Inc., PTS Consulting LLC., Quest Diagnostics, Quintiles, SAFC, US Micron, Vince &amp; Associates Clinical Research, Vitalograph and Xenotech LLC. For continued growth, these companies require a skilled labor force with the hands-on skills that will be provided by this degree.</p> <p>The Kansas City Regional Life Sciences Industry Census-2009 provides a strong rationale for this Biotechnology degree completion program. 73% of the vacant positions call for bachelors or higher degrees. Despite lackluster hiring during the recession, 82% of respondents in the survey said they would be hiring for up to 1000 positions (in sum) within the next three years. The potential for growth is indicated by current profiles of small companies: 62 companies with less than 5 or fewer employees comprise 30% of companies in the area, but employ less than 1% of regions' life sciences workforce.</p> <p>The Kansas Medical Center, now designated a National Cancer Center, the Stowers Institute in Missouri, and other academic research institutions in the area will continue to recruit bachelor's level personnel as technicians.</p> <p>JCCC currently has some 35 students in its Biotechnology AS program each year. This program provides a direct conduit into the proposed BAS Biotechnology program to constitute a 2+2 JCCC/KU-Edwards Campus program. In addition, MCC usually sends 2-3 students to Edwards as part of its collaborative partnership with JCCC.</p>
<p>5. Comparative/Locational Advantage</p>	<p>There are no programs similar to the proposed BAS-BTEC in the Regents system or in the region, including all of the contiguous mid-western states. The proposed BAS-BTEC differs from existing undergraduate biology degree programs offered on the Lawrence campus and at other schools in the region in its emphasis on specific "hands-on" skill sets required by biotech industries.</p>
<p>6. Curriculum</p>	<p>The proposed Bachelor of Science in Biotechnology program requires completion of 113 credit hours. Sixty-four hours will be transferred from the seventy-one hours required for the AS in Biotechnology program at JCCC. The Biotechnology degree at Edwards will require sixty KU hours, half are applied biotechnology courses and half are other academic courses, as required for the KU Core or as electives.</p> <p>Biotechnology faculty/staff members and members of a Biotechnology Advisory Board drawn from area biosciences industries serve as advisors to the students and as liaisons with the participating internship sites.</p> <p>This degree incorporates an internship experience in the capstone course. This capstone course calls upon the students to use the skills learned in the program to execute a professional, comprehensive project. This culminating experience of the program allows faculty and industry advisors to review the student's entire major experience and results in a public exhibition of a</p>

	student's work in conjunction with an industry partner.																				
7. Faculty Profile	<p>The Director of the Undergraduate Biology Program and Undergraduate Biology Committee composed of faculty of the departments of Molecular Biosciences and Ecology and Evolutionary Biology on the Lawrence campus, will provide oversight for the curriculum and instructional staff. Two Ph.D. Lecturers in molecular biosciences are currently employed full time on the Edwards campus and will teach in the program.</p> <p>Two additional FTE faculty members will be hired to teach, advise students, oversee the equipment and facilities, and supervise the laboratory technician. They will be appointed to the KU Undergraduate Biology Program either Professors of Practice or Lecturers. (Professors of the Practice will have professional degrees and licensing/certification in their fields, as well as significant records of achievement in working in their specific fields outside of the academy.)</p>																				
8. Student Profile	<p>This program will draw students from community colleges in the region, particularly from JCCC, which currently has an estimated 35 students each year in its Biotechnology AAS and AS programs. The program will also attract students from Missouri and given the Edwards campus offers tuition rates equivalent to in-state rates for Missouri residents who qualify, the BAS-BTEC program will be a financially viable option for many of them. In addition to attracting recent community college graduates, the program is likely to appeal to students who entered the workforce with associate degrees and would now like to upgrade their skills for career advancement. Anticipated enrollment is 50 students within four years.</p>																				
9. Academic Support	<p>The College of Liberal Arts and Sciences (CLAS) Student Academic Services will serve students in the BAS-BTEC. The CLAS Director of Undergraduate Advising at Edwards, advises students in the College's bachelor's degree completion programs on that campus.</p> <p>There are no special requirements for new library acquisitions.</p> <p>To support the program coordinator at Edwards and the instructors, two new staff positions will be necessary, an administrative assistant (.5 FTE) and a technician (1.0 FTE).</p>																				
10. Facilities and Equipment	<p>Required renovation:</p> <table> <tr> <td>Ventilation expansion from the central lab (Rm. 9) into Rm. 21</td> <td>\$25,000</td> </tr> <tr> <td>Osmotic water extension from the central lab into Rm. 21</td> <td>\$1,000</td> </tr> <tr> <td>Case Work (FormaSpace 4 benches, 8 chairs)</td> <td>\$13,212</td> </tr> <tr> <td>Electrical</td> <td>\$5,000</td> </tr> <tr> <td>Equipment</td> <td>\$444,267</td> </tr> </table> <p><u>Equipment detail:</u></p> <table> <tr> <td>Bioreactor 3L</td> <td>\$36,654</td> </tr> <tr> <td>Ultracentrifuge Avanti J26S</td> <td>\$38,831</td> </tr> <tr> <td>&amp; Rotors (Beckman) JLA-3.1000</td> <td>\$17,300</td> </tr> <tr> <td>Rotor (Beckman) JA-25.50</td> <td>\$5,459</td> </tr> <tr> <td>RT-Thermal Cycler Mx qPCR Agilent</td> <td>\$30,326</td> </tr> </table>	Ventilation expansion from the central lab (Rm. 9) into Rm. 21	\$25,000	Osmotic water extension from the central lab into Rm. 21	\$1,000	Case Work (FormaSpace 4 benches, 8 chairs)	\$13,212	Electrical	\$5,000	Equipment	\$444,267	Bioreactor 3L	\$36,654	Ultracentrifuge Avanti J26S	\$38,831	& Rotors (Beckman) JLA-3.1000	\$17,300	Rotor (Beckman) JA-25.50	\$5,459	RT-Thermal Cycler Mx qPCR Agilent	\$30,326
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	MicroArray Scanner SureScan Agilent \$137,903 Fluorescence Microscope \$33,000 DNA/RNA sequencer JCCC Capillary Electrophoresis \$99,000 Cryogenic Storage Unit \$3,634 Automated multichannel pipet \$2,160 Separation Science components (columns, resin, fraction collectors, etc. [as needed]) \$35,000 Computers \$5000  TOTAL (without yearly consumables) \$488,479																												
11. Program Review, Assessment, Accreditation	<p>A Biotechnology Advisory Board, composed of an internal academic team and an external industry advisory board, will be responsible for reviewing the BAS degree in Biotechnology. Working with the full-time faculty member overseeing this program, the Advisory Board will ensure that the curriculum meets industry needs and standards.</p> <p>The proposed program will be regularly reviewed and evaluated in accordance with the standard procedures of the KU Undergraduate Biology Program, the College of Liberal Arts and Sciences, the Provost's Office, and the Kansas Board of Regents. There are currently no external accrediting agencies for a BAS-BTEC program.</p>																												
12. Costs/Financing	<table border="1"> <thead> <tr> <th></th> <th>Faculty Salaries</th> <th>OOE</th> <th>Yearly Lab Costs-OOE</th> <th>Equipment</th> <th>Admin Support</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>\$152k</td> <td>\$5k</td> <td>\$35k</td> <td>\$344,212**</td> <td>\$77k</td> <td>\$613,212</td> </tr> <tr> <td>Year 2</td> <td>\$152k</td> <td>\$5k</td> <td>\$50k</td> <td>\$144,267</td> <td>\$77k</td> <td>\$428,267</td> </tr> <tr> <td>Year 3</td> <td>\$152k</td> <td>\$5k</td> <td>\$50k</td> <td></td> <td>\$77k</td> <td>\$284,000</td> </tr> </tbody> </table> <p>Note: OOE includes \$35,000 annual expenses for lab materials + \$5,000 for general operating and office expenses + \$15,000 for equipment and lab maintenance needed after the 1<sup>st</sup> year.</p> <p>One 1.0 FTE technician, salary \$47,000 - \$55,000, will maintain the equipment and facilities at the Edwards Campus. This individual will also develop services to the life sciences community by offering use of the equipment and facilities to the area businesses for a fee.</p> <p>One 0.5 FTE administrative assistant, at \$18,000 - \$22,000, will handle student interactions and paperwork, recruitment needs, mailing, etc. for the BAS program.</p> <p>JCERT funding will support salaries, OOE, yearly lab costs and administrative support, the renovation costs and the lab equipment.</p> <p>**Includes the \$44,212 renovation to Room 21 Regents Center.</p>		Faculty Salaries	OOE	Yearly Lab Costs-OOE	Equipment	Admin Support	TOTAL	Year 1	\$152k	\$5k	\$35k	\$344,212**	\$77k	\$613,212	Year 2	\$152k	\$5k	\$50k	\$144,267	\$77k	\$428,267	Year 3	\$152k	\$5k	\$50k		\$77k	\$284,000
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**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

**I. Identify the new degree:**

Bachelor of Applied Science of Biotechnology

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

<b>Core</b>	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
COMS 310 or COMS 330	Organizational Comm. or Business Comm.	3
MATH 365 or PSYC 210	Statistics; Elementary Statistics or Statistics in Psychological Research	3
MGMT 305 or SA&D 402	Management or Project Management	3
BTEC 300	Introduction to Biotechnology	3
BTEC 330	Biotechnology Regulation and Documentation Processes	3
BTEC 340	Biotechnology Research Methods and Applications I	1
BTEC 341	Principles of Bioprocessing Laboratory I	3
BTEC 440	Biotechnology Research Methods and Applications II	1
BTEC 441	Principles of Bioprocessing Laboratory II	3
BTEC 450	Applied Bioinformatics	3
BTEC 460	Introduction to Quality Control/Quality Assurance in Biotechnology	3
BTEC 494	Selected Topics in Biotechnology	1
<b>Electives</b>		
BTEC 501	Ethical Issues in Biotechnology	1
BTEC 541	Gene Expression Analysis	2
BTEC 542	Protein Expression in Insect Cells	2
BTEC 545	RNA Interference and Model Organisms	2
BTEC 547	Bioanalytical Lab	2
<b>Research</b>		
BTEC 424	Independent Study in Biotechnology	1 - 3
<b>Practica</b>		
BTEC 599	Biotechnology Capstone Experience	3
<b>Total</b>		<b>39</b>

**Fiscal Summary for the Proposed Academic Program**

Institution: University of Kansas - Edwards Campus

Proposed Program: Bachelor of Applied Science in Biotechnology

<b>Part I. Anticipated Enrollment</b>						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	10	5	22	10	27	15
B. Total SCH taken by all students in the program	170		368		468	

<b>Part II. Program Cost Projection</b>			
A. In the <u>implementation</u> year, list all identifiable <b>General Use</b> costs to the academic unit(s) and how they will be funded.			
In subsequent years, please include <b>only</b> the additional amount budgeted.			
	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	\$229,000	\$229,000	\$229,000
OOE	\$40,000	\$55,000	\$55,000
Renovation to Rm. 21	\$44,212		
Equipment Costs	\$300,000	\$144,267	
<b>Total</b>	\$613,212	\$428,267	\$284,000

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

JCERT Funding

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## Request Approval of a Master of Science in Polymer Chemistry (FIRST READING) - PSU

*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 Master of Science in Polymer Chemistry. The proposing academic unit has responded to all of the requirements of the program approval process. No institutions have programs utilizing this Classification of Instructional Program (CIP) code. A PDF of the full proposal is available at [http://www.kansasregents.org/forms\\_documents](http://www.kansasregents.org/forms_documents)*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification:	Master of Science in Polymer Chemistry CIP: 40.0507
2. Academic Unit:	Department of Chemistry/College of Arts and Sciences
3. Program Description:	<p>This proposed program provides graduate students access to cutting-edge knowledge, research, and laboratory-based experience in the field of polymer chemistry. Students completing this program will be prepared for careers in high-tech polymers-based industries as well as laboratories in academic institutions, government, and private research settings. Further, this program prepares students for advanced academic study pursuing a doctorate in polymer science in major U.S. and world universities.</p> <p>The program was developed as a result of the Pittsburg State University (PSU) Polymer Initiative, which was supported by Governor Sam Brownback and the Kansas Legislature. An important aspect of this initiative is creating, offering, and awarding a Master of Science in Polymer Chemistry. This proposal received initial funding from the Legislature and Governor in FY13 and FY14, with the promise of a recurring \$1 million annually added to the University's base funding to support the Polymer Initiative.</p>
4. Demand/Need for the Program	<p>PSU is in a unique position to create and implement the Polymer Initiative due to the presence of the Kansas Polymer Research Center (KPRC) on our campus. Given the promising future of polymer science, the relevance of this field for the Kansas economy, the lack of other polymer science programs in the region, and the obvious unique link between PSU and KPRC, it makes sense for PSU to offer a graduate degree in polymer chemistry.</p> <p>KPRC has an established history taking the agricultural products of Kansas and turning them into polymers usable in industry. PSU has an established record providing high quality education in the areas of chemistry and plastics engineering. Joining and enhancing these units into a whole that is larger than the sum of its individual parts creates a valuable arrangement for our students, the region, and economic development in Kansas.</p> <p>The polymers and plastics industries are among the largest employers of high tech, high value jobs for science majors. The U.S. Bureau of Labor Statistics predicts a 10% increase in employment opportunities for material scientists through 2020 with a median annual salary of \$69,790. Further, the Kansas</p>

	<p>Department of Labor employment projections claim jobs for people in plastics and rubber manufacturing to increase 12.6% and chemists to increase 4.5% by 2020. The median annual salary for these positions is \$57,080. The typical entry level degree requirements for jobs in these areas is the bachelor's degree but more and more Master of Science skills are expected as the science develops further. In fact, the American Chemical Society Division of Polymer Chemistry projects 60-70% of all chemists work with polymers at some point in their career. At present the burden for training workers to reach desired levels of skill and expertise often falls to polymer companies and new employees must learn on the job. Students with this training through coursework, laboratories, research experiences, and other hands-on education not only saves companies time and money, but also have an advantage in the job market. This proposed program provides industry the opportunity to grow and develop at a faster pace. Training students for these contemporary lucrative careers is significantly enhanced by offering a M.S. degree program in polymer chemistry joining the assets, laboratories, and scientists of KPRC with the resources and faculty available in the PSU Department of Chemistry and Plastics Engineering Technology program.</p>
5. Comparative/Locational Advantage	<p>There is no other degree program offered at a university in this region focusing specifically on polymer chemistry. Further, the presence of KPRC on the PSU campus provides exceptional resources when coupled with the academic assets in our Department of Chemistry and program in Plastics Engineering Technology. This combination creates a very unique and ripe environment for further expanding hands-on research experiences in a Master of Science degree program in polymer chemistry.</p> <p>If approved, this program will put PSU in a small group of higher education institutions across the country providing students with an academic background in this cutting edge, high tech, and contemporary discipline. Other institutions in the United States offering this type of program include the University of Massachusetts, Southern Mississippi University, University of Akron, and Case Western Reserve University.</p>
6. Curriculum	<p>The Master of Science in Polymer Chemistry is a 31 credit hour graduate degree program consisting of 9 hours of core polymer courses, an additional 10 credit hours of research work and colloquium and 12 credit hours of elective polymer courses selected in consultation with the academic advisor. All polymer science master's candidates will be required to complete and defend a research thesis.</p>
7. Faculty Profile	<p>Dr. Petar R. Dvornik (terminal degree) was hired as Chemistry Department Chair and will coordinate the program. In addition, Dr. Ram Gupta (terminal degree), Dr. Santimukul Santra (terminal degree), and Dr. Jeanne Norton (terminal degree) were hired to staff the new PSU Polymer Initiative and each will be primary and core faculty in the proposed Master of Science in Polymer Chemistry.</p> <p>Dr. Charles Neef (terminal degree) from the Chemistry Department as well as Mr. Bob Susnik and Mr. Paul Herring from the Plastics Engineering Program in the College of Technology will offer elective courses as support faculty. It is expected that various other faculty from the KPRC and the College of Arts and Sciences will provide foundational coursework as needed, including faculty</p>

	<p>from the departments of physics and biology.</p> <p>All core faculty have terminal degrees, post-doctoral experiences, and significant academic accomplishments (external funding, industry experience, publications, professional presentations, technical reports, etc.). Their vitae are available upon request.</p> <p>The four core faculty lines are new and cost \$395,000 (salary and benefits). Funding for the new lines comes from the \$1 million annual allocation from the Kansas Legislature for the PSU Polymer Initiative.</p> <p>In addition, the PSU Polymer Initiative budget provides three graduate assistants, at an annual cost of \$41,000, who will assist faculty with courses and oversee undergraduate student laboratory experiences.</p>
8. Student Profile	<p>Students entering this academic program and career field should prepare themselves with a strong undergraduate coursework in science, preferably in chemistry, chemical engineering, plastics technology, biology or physics. Students will be admitted to the polymer chemistry master's program if they meet the Pittsburg State University admission criteria. These students will have career interests in companies working with polymers for production and/or have a desire to pursue the next level of graduate education at one of the prominent polymer science Ph.D. programs in the United States or abroad.</p>
9. Academic Support	<p>All academic support at Pittsburg State University and the College of Arts and Sciences will be available for students and faculty in the polymer chemistry graduate program. Available support includes faculty development programs, initiatives offered through the Student Success Center (including the Writing Center), resources available via Axe Library, access to support for faculty and student travel, and internal grant funding opportunities. In addition, Pittsburg State University and the College of Arts and Sciences provide outstanding support for both hardware and software technology needs.</p> <p>Students will also have access to the equipment and expertise of scientists at the Kansas Polymer Research Center (KPRC) as well as equipment and lab space in both the Department of Chemistry and the Plastics Engineering Technology program in the College of Technology at Pittsburg State.</p>
10. Facilities & Equipment	<p>This proposed Master of Science in Polymer Chemistry has significant laboratory and equipment needs. These needs are met through existing facilities and equipment available at the KPRC, the Chemistry Department, the Plastics Engineering Program, as well as completed renovations to the Chemistry Department suite in Heckert-Wells Hall.</p>
11. Program Review, Assessment, Accreditation	<p>The Department of Chemistry at PSU is approved by the American Chemical Society (ACS). It will use existing ACS guidelines to oversee the proposed academic program in polymer chemistry. The Master of Science in Polymer Chemistry will also be reviewed according to the regular program review cycle and process at Pittsburg State University. Further, all degree programs at the University are required to submit an annual assessment report to the University Assessment Committee documenting progress towards meeting student learning outcomes.</p>

12. Costs, Financing	Funding for this new academic program is included in the \$1 million recurring annual allocation provided by the Kansas State Legislature and Governor. These funds provide four new faculty lines (\$395,000 annually), start-up and equipment procurement (\$550,000 one-time expense), graduate assistants (\$41,000 annually), support staff (\$18,000 annually), and operations and acquisition of materials (\$530,000 annually).
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CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents

I. Identify the new degree: Master of Science in Polymer Chemistry

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

Course Name & Number	Credit Hours
<u>Core Polymer Science Courses (9 hours)</u>	
CHEM 730 Advanced Polymer Chemistry	3
CHEM 785 Physical Chemistry of Polymers	3
PET 883 Polymer Rheology and Processing	3
 <u>Polymer Core Research and Colloquium (10 hours)</u>	
CHEM 890 Research and Thesis	6
CHEM 790 Advanced research in Polymer Chemistry	3
CHEM 801 Chemistry Colloquium	1
 <u>Electives (Select appropriate number of courses to fulfill the total credit requirement):</u>	
CHEM 887 Advanced Biopolymers and Nanotechnology	3
CHEM 840 Advanced Polymers for Electrical and Electronic Applications	3
CHEM 850 Inorganic and Architecturally Unusual Polymers	3
CHEM 889 Intro to chemical research	3
PET 673 Advanced Injection Molding	3
PET 885 Advanced Polymer Composites	3
ETECH 888 Design of Experiments	3
 Total credit requirement:	 31 hours

**IMPLEMENTATION YEAR FY 2015-2016**

Fiscal Summary for Proposed Academic Programs

Institution: PITTSBURG STATE UNIVERSITY

Proposed Program: Master of Science in Polymer Chemistry

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:	<b>3</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>12</b>	<b>0</b>
B. Total SCH taken by all students in program	<b>54</b>		<b>144</b>		<b>216</b>	
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	<b>\$403,134</b>		<b>\$403,134</b>		<b>\$403,134</b>	
OOE	<b>\$596,866</b>		<b>\$596,866</b>		<b>\$596,866</b>	
Total	<b>\$1,000,000</b>		<b>\$1,000,000</b>		<b>\$1,000,000</b>	

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

Funding for the Master of Science in Polymer Chemistry is provided through the \$1 million targeted annual allocation from the Kansas Legislature for the Polymer Initiative at Pittsburg State University.

## Request Approval for a Doctor of Nursing Practice (DNP) (CIP 51.3818) (SECOND 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, Wichita State University, 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

	<p>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.</p>
9. Academic Support	<p>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.</p>
10. Facilities and Equipment	<p>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.</p>
11. Program Review, Assessment, Accreditation	<p>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.</p>
12. Costs, Financing	<p>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.</p>

Supplemental tuition beyond current tuition levels and an additional per semester graduate nursing fee are key components of the anticipated revenue generation.
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**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

Research	
NURS 892 Healthcare Research	4
NURS 895 Interpreting Research for Evidence-Based	2
Nursing Practice	
NURS 911 Tools for Practice Scholarship	2
Practica	
NURS 804 Advanced Health Assessment Practicum (96 hours)	2
NURS 807 Primary Care I: 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
<b>Core Courses</b>	
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
<b>Electives</b>	
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
<b>Research</b>	
NURS 895 Interpreting Research for Evidence-Based Nursing Practice	2
NURS 911 Tools for Practice Scholarship	3
<b>Practica</b>	
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**

<b>Part I. Anticipated Enrollment</b>	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	
<b>Part II. Program Cost Projection</b>						
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	\$213,716	\$213,716		\$213,716		
Salaries						
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.



**Missouri State**  
U N I V E R S I T Y

**Date:** May 27, 2014

**To:** Jean Marie Redeker, Ph.D.  
Director of Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson  
Suite 520  
Topeka, KS 66612-1368

**Re:** On-Site Review of the Proposed Doctorate in Nursing Practice (DNP) at Pittsburg State University, Pittsburg, Kansas

**Date of Review:** June 12-14, 2014

**From:** Kathryn Hope, Ph.D., Team Chair  
Head, Department of Nursing  
Missouri State University

Anthony Ramsey, Ph.D.  
Director, School of Nursing  
Radford University

William McBreen, Ph.D.  
Dean, College of Nursing and Health Sciences  
Winona State University

**Attachments**

- Agenda
- Attendees at meetings with name and title

**DEPARTMENT OF NURSING**

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## **Review of Standards**

### **Purpose of the Site Visit**

The three-day site visit was conducted for the purpose of assessing the proposed Doctor of Nursing Practice (DNP) program's compliance with the Kansas Board of Regents' standards for initiating new academic programs and ensuring the quality of new degree requests. Specifically, the team was requested to provide a written assessment of and recommendations for the following areas: program justification and student/graduate demand, curriculum quality, program faculty quality and supply of faculty to support the new program, academic support services, and adequacy of facilities and equipment to support the new program. The Review Team was requested to submit a written report of their findings and recommendations to the Kansas Board of Regents within 30 days following the site visit.

### **Conduct of Site Visit**

The Review Team members were provided with preparatory materials well in advance of the site visit. These materials included the Kansas Board of Regents Standards for New Programs and the new academic DNP program proposal submitted by Pittsburg State University to the Board, as well as the new Degree Request. Other materials reviewed at the time of the visit were the following: DNP Faculty Curriculum Vitae, DNP Program Course Descriptions, proposed Budget for the DNP, DNP Student Handbook, DNP Needs Assessment, the Assessment Plan for the MSN program, and the most recent Commission on Collegiate Nursing Education (CCNE) accreditation site visit report. Additional information reviewed included the University vision and strategic plan, and other materials available on the website.

During the visit, the Review Team met with the following in face-to-face meetings: the Leadership of the University (President; Provost; Dean of the Graduate and Continuing Studies; the Grants Coordinator; the Provosts Leadership Council to include the Deans of Arts and Sciences, Business, Technology, Education, and Library; the Dean and Associate Dean of the College of Arts and Sciences); the School of Nursing (the Director of the School of Nursing, and ten Nursing faculty who teach in undergraduate and/or graduate programs); the External Advisory Board (which included 19 members representing retired faculty, alumni, PSU faculty, representatives of the University of Kansas and Community Colleges in the region, and leadership representing numerous health organizations that employ graduates of the School of Nursing and serve as clinical sites, and a retired Kansas State Senator); and students (13 current students from all programs, alumni, and prospective students for the new DNP program). A list of those interviewed is included as an attachment to this document.

The Review Team was given an extensive tour of the campus and its facilities. A tour of the School of Nursing administration building and its office space, clinical labs, conference rooms, classrooms, technology area, and student study areas was conducted.

## **Executive Summary**

The External Reviewers enthusiastically recommend approval of the new Doctor of Nursing Practice (DNP) degree program submitted by Pittsburg State University. The program will be the first doctoral program at the institution and have two entry points: a BSN to DNP option as a family nurse practitioner and a Post-Masters option for advanced practice nurses. The DNP program is a transition of the current Master of Science in Nursing program to the doctoral level in response to changing professional standards. The proposed DNP program has strong support across the university at all levels and from the community, and is well-aligned with the mission of Pittsburg State University and

the Department of Nursing. It also is clear that the program meets the primary care needs of the Southeast Kansas regions.

The School of Nursing has done an excellent job of developing the DNP proposal that addresses the Kansas Board of Regents standards for new programs. The reviewers conclude that there was evidence to support compliance with each of the standards. However, individual comments related to each standard and reviewer recommendations will be presented below. The reviewer recommendations are directed to the DNP faculty to consider as they implement the new DNP program.

The proposed DNP program would be the fourth DNP program in the state, joining the University of Kansas, Wichita State University, and Washburn University. The DNP at Pittsburg State University will continue to be a collaborative program, with the University of Kansas and Fort Hays State faculty sharing teaching of the Family Nurse Practitioner primary courses. The Pittsburg DNP will have a unique emphasis on rural health, thereby addressing the needs of the region it serves.

The current graduate family nurse practitioner program at Pittsburg State has strong demand from students, and its graduates are in high demand by employers. The quality of the current FNP program is supported by its accreditation by the national nursing accreditation organization and approval by the Kansas Board of Nursing, and provides a strong foundation for the new DNP. Pittsburg State University is capable of supporting the proposed program, and we recommend without reservation that the Kansas Board of Regents approve the proposed Doctor of Nursing Practice Program.

### **Program Mission**

The review team read the Strategic Plan of the institution, which was adopted in 2007 and reaffirmed in 2010. (Note that a new strategic plan is currently under development.) As a comprehensive regional institution, the Regents Mission for the University is to offer undergraduate and graduate programs and services to the people of Southeast Kansas but also to others who seek the benefits offered. PSU has a statewide mission in technology and economic development and facilitates partnerships with secondary and postsecondary educational institutions, business, and industries to meet that mission. Among its stated values are a "student-centered philosophy, and partnerships with the region and people of Kansas." The strategic plan developed by a PSU Task Force specifically identifies the development of two doctoral degrees in program areas unique to Pittsburg State University as a high priority.

The Program has very strong support from the University, including the President, the Provost, the Dean of the Graduate College, and the Deans of other colleges at PSU. Those interviewed express the need for the program and support the University implementing and funding the program.

Nursing at PSU has had a long history of educating undergraduate and graduate nurses from the area who remain in Southeast Kansas to work after graduation (over 80% of graduates stay and work in the region). PSU is the only four-year Kansas university within a radius of 100 miles or more in their part of Kansas and thus has developed into a multi-purpose regional university.

In 2006, the member schools of the primary nursing professional organization, the American Association of Colleges of Nursing, voted to ratify the doctoral degree as the minimum level of education for advanced practice nurses by 2015. Since that time, over 200 nursing programs preparing advanced practice nurses have moved their programs from the masters to the doctoral level. The School of Nursing has had a long collaboration with the nursing programs at Fort Hayes State University and Wichita State University to produce graduate programs, with the University of Kansas as the leader. Nurse practitioner faculty from each collaborative program provide faculty for teaching

core nurse practitioner courses and will continue to do so in the new DNP at PSU. Currently, DNP programs in Kansas include the state institutions of the University of Kansas, Wichita State University, and Washburn University of Topeka--all of which have family nurse practitioner programs--as well as others. Both University of Kansas and Wichita State DNP programs are accredited by CCNE. The three current DNP programs in Kansas serve urban areas, whereas PSU clearly serves a rural population of students, employers, and those needing healthcare.

The School of Nursing did an extensive needs assessment to determine the demand from students for the program, as well as demand from employers for the graduates. The assessment revealed strong support for the program and a very high demand for the family nurse practitioner graduates. A survey of regional health care systems and agencies indicated substantial demand for graduates especially in the advanced practice specialty of Family Nurse Practitioner. Survey analysis indicated strong support for hiring of DNP graduates.

Workforce development recommendations from the state of Kansas also support the need for the program, specifically the need to increase enrollment of prospective nursing faculty by over 25% to meet the demands of nursing education programs. The DNP program proposal includes a proposed emphasis option in nursing education that will prepare DNP level Family Nurse Practitioner faculty for employment in nursing education.

The External Advisory Board members echo the strong influence the PSU nursing graduates have on the quality of primary care in southeast Kansas and have been strong advocates of the move toward the DNP program. BSN students ( $N = 19$ ) currently in the program voiced strong interest in applying for the new program. They expressed interest in the program due to the quality of previous programs they had at PSU, the appeal of the hybrid approach, and the relatively short drive to the University for classes and testing. Enrollment in the masters level family nurse practitioner program (MSN-FNP) has been strong, and current students and alumni support their interest in the new DNP.

All of the students and alumni interviewed reside within one hour of Pittsburg, Kansas. Students will be recruited for the DNP from the rural underserved areas of the University's service area that extends from south of Kansas City; east of Wichita; west of Springfield, Missouri, and north of Oklahoma City. The family nurse practitioner program at PSU has a strong application history, and all indications are that it will remain strong as it moves to the DNP.

#### **Strengths:**

- 1. The PSU strategic plan (2007, and reaffirmed in 2010) documents the intent to develop two new doctoral programs. The DNP is consistent with PSU's designation by the Kansas Board of Regents as a regional institution that delivers programs and services to the Southeast Kansas region.**
- 2. There is a history of collaboration with other state nursing programs to deliver graduate nursing education, which will continue at the doctoral level. Specifically, University of Kansas School of Nursing is the leader, with Fort Hays State University and Wichita also involved at various levels. The University of Kansas and other partnering schools will continue to teach three family nurse practitioner clinical courses in the new DNP program, which uses faculty resources and expertise efficiently. The PSU DNP rural emphasis provides a unique perspective from the other state DNP programs.**
- 3. Strong support is voiced from the University for this program, starting at the President and his leadership team; down to the faculty, students, and alumni; and extending to members of the community and surrounding region. This support is further substantiated by the results of the excellent needs assessment done for this program.**

**4. Pittsburg State University is supporting the growing movement of advanced practice programs transitioning to the doctoral level as advocated by the American Association of Colleges of Nursing.**

**Student Demand**

Students can enter the DNP program either after having completed a Bachelor of Science in Nursing Degree (BSN to DNP) or after having completed a masters in nursing as an advanced practice nurse. From personal experience of a team reviewer, enrollment in the MSN to DNP programs have been variable across Missouri, with initial interest followed by decreasing enrollments. However, demand elsewhere in the United States has been high, with DNP enrollments increasing by over 20% from 2012-2013 as reported by AACN data on their website (<http://www.aacn.nche.edu/>). Student demand for the MSN-FNP program at PSU has been strong, and it will be anticipated that enrollment will continue to be strong in the new program.

The DNP program admitted its final class of MSN-FNPs for fall 2014 and will transition the program out in 2015. The DNP program will admit ten full-time students and four part-time students each year for a total maximum of 30 full-time students and 12 part-time students at full capacity at the end of three years. Currently, PSU supports 46 family nurse practitioner students in the MSN program, which will be similar to the number in the DNP.

**Graduate Demand**

The demand for graduates will primarily be in the areas below:

- Primary care providers in health systems, rural clinics, federally qualified health centers
- Academic positions in associate degree, bachelors, or masters programs in nursing.

The Review Team found the School of Nursing has a well-developed budget model for the DNP. The model is planned to be financially self-sustaining after three years (FY 19), which is based on full student enrollment tuition and fees. The University has agreed to subsidize the program through annual recurring and one-time costs until that time. The model supports the addition of two faculty, an administrative support person, and four adjunct faculty positions to release core faculty from other responsibilities.

**Recommendation:**

- 1. The impact of student enrollment on the established DNP budget should be monitored closely as the program is implemented.**

**Curriculum**

The Doctor of Nursing Practice program (BSN to DNP and the Post-Masters DNP) were developed by the nursing faculty with input from key stakeholders in the area. The review of the program curriculum and the program objectives was based upon the accreditation standards of the Commission for Collegiate Nursing Education (CCNE); the standards of the American Association of Colleges of Nursing (AACN) *Essentials for Doctoral Education for Advanced Nursing Practice* (October, 2006); and the advanced nursing practice standards of the National Organization of Nurse Practitioner Faculties (NONPF). These standards will also be utilized as determinates of effectiveness by future CCNE program evaluators.

The program curriculum is strong and based upon these accreditation and advanced nursing practice standards. The overall program outcomes are identified clearly and serve as the framework for course and learning outcomes and teaching/learning strategies used throughout the program. Program objectives were cross-referenced with specific AACN *Essentials*.

The BSN to DNP programs consists of 74-77 credit hours of full-time study over three calendar years. The MSN to DNP consists of 32-38 credit hours over four semesters in full-time study and more in part-time study, which is consistent with other programs. An elective emphasis of nine credit hours in nursing education is available. Graduates of the BSN to DNP will be eligible to take one of the national certification exams as a family nurse practitioner. The BSN to DNP program requirements of 1,056 clinical practice hours is above the 1,000 minimum hours required by the national standard. The MSN to DNP program recognizes the practice hours in the MSN program and requires 432 additional clinical credit hours.

The review team had opportunity to review current and proposed course syllabi. The syllabi reflect well-developed learning experiences that support the program outcomes and national accreditation and advanced nursing practice standards. Included in the learning experiences are ample opportunity for face-to-face discussion, technology-enhanced learning, and clinical simulation experiences. Assignments included in the course syllabi are appropriate to each course and to the program outcomes. The program has ample clinical sites for delivery of the clinical and practicum requirements of the program. Students and faculty interviewed during the review supported the availability of rural clinic and acute care sites for student learning. The program has contracts with over 100 clinical agencies that will provide strong practice doctorate level experiences.

During an interview with 13 current, former, and prospective graduate nursing students, the quality of learning experiences in the existing masters nursing program were supported. Students reflected that course work effectively prepared them for the family nurse practitioner role. Students voiced confidence that the program faculty were prepared to develop effective learning experiences for students in the proposed DNP program and were strong advocates for student success.

Proposed learning experiences were discussed in detail during the review team's interview of the nursing program faculty. The faculty have a well-developed plan for implementation of the curriculum including the capstone level, evidenced-based project. The faculty have conducted an extensive review of models for helping students learn and apply the major concepts central to the highest level of nursing practice.

Curriculum includes content, learning experiences, and program outcomes consistent with the accreditation requirements of CCNE and the advanced nursing practice standards of the National Organization of Nurse Practitioner Faculties (NONPF). A requirement for CCNE accreditation is a curriculum based upon the American Association of Colleges of Nursing's *Essentials for Doctoral Education for Advanced Nursing Practice* (October, 2006).

#### **Strengths:**

- 1. Collaboration with KU and Fort Hays State provides expertise and faculty resources to the program. Representatives from the nursing programs meet on a regular basis to discuss the curriculum and any other issues to maintain program quality**
- 2. The DNP program offers elective courses in nursing education that will address nursing faculty needs in the surrounding nursing programs in the state.**

#### **Recommendations:**

- 1. The rural emphasis is a strength of the program considering its geographic location and placement of graduates within the region. The faculty and students identify the rural focus of the program; however, that emphasis is not clear in the curriculum or objectives.**
- 2. The only area of concern raised by the review team was the level with which AACN *Essentials* standards 3 and 8 are reflected in the stated program outcomes. The reviewers recommend that the program faculty edit program outcomes to more explicitly**

**reflect these two standards. The program objectives include competencies in integration of theory and research into practice, leadership, technology management, communication, advocacy, and professional development.**

### **Faculty**

The External Review Team met with the majority of the core faculty who will teach in the DNP program, as well as faculty from other nursing programs. The Team also met with students currently in the programs who could speak to the learning environment and experiences with the faculty and the program. The team reviewed the curriculum vitae and teaching loads of the faculty who will be teaching in the DNP program, as well as the DNP budget and Faculty Workload documents.

The Team found the number and qualifications of the core faculty appropriate for the implementation phase of a quality practice doctorate program and supportive of the PSU mission. The Provost acknowledged it is difficult to attract qualified faculty to Pittsburg State University. However, the University and School of Nursing has a very effective "Grow Your Own Policy." This is evident in the nursing faculty at PSU, with three completing their PhD or DNP degrees.

Currently, the Department has 18 faculty, of which nine will teach in the DNP program. Six of those have terminal degrees, and three are ABD status and will graduate before the program is started. Four of the nine are tenured. Two additional faculty will be hired for the DNP program. Twelve faculty are advanced practice registered nurses (APRN). Many of the faculty teach across multiple programs. In addition, collaborative faculty from KU and Fort Hayes University will teach in the three FNP courses, Primary Care I, II, and III. Faculty experience and education are consistent with CCNE standards and the family nurse practitioner role. Family nurse practitioner faculty are involved in active clinical practice that supports the program. In addition, four adjunct faculty will be hired to release faculty for DNP duties. The budget also identifies funding for two graduate assistants for the DNP program.

The School of Nursing currently has a large number of pre-nursing students whom the faculty advise, as well 150 BSN students, 65 BSN Completion students, and 46 MSN FNP students, and a certified nursing assistant program. The faculty do advising for all of the programs. The current MSN-Nurse Educator program will be integrated into the BSN to DNP, while the current administrative emphasis at the MSN level will be dropped.

The program staff are supportive of effective delivery of the program. Included in the proposed budget is an additional administrative assistant for the nursing programs. The reviewers find this level of support adequate to meet the needs of program faculty and students.

Two graduate assistants are proposed to be added.

The faculty at PSU are represented by a Collective Bargaining Agent who negotiates established faculty workload. The workload formula is based on the number of credit hours and contact hours for different types of teaching and is specific to each program. The program leadership has developed a workload plan for the nursing faculty that is inclusive of teaching responsibilities across all nursing programs. The work plan reflects a heavy but acceptable workload for faculty. A consideration for the program leadership is the number of tenure track faculty who are ABD status. Currently, three of the five tenured earning faculty are listed as ABD. There may be workload concerns for these faculty as they complete their doctoral education and contribute to the start-up of the DNP program.

**Strengths:**

1. **The core faculty members for the DNP are well-qualified and consistent with the needs and rigors of a DNP level program. They have peer-reviewed publications, national presentations, clinical practice, and external funding to support a doctoral program.**
2. **The KU faculty who will teach the FNP clinical courses provide resources for the DNP program. The three state schools have weekly conference calls to discuss issues.**
3. **The University and School of Nursing support faculty pursuing terminal degrees and clinical practice to maintain current knowledge and skills.**

**Recommendations:**

1. **Continued monitoring of the impact of the DNP program on the workload as it is implemented, in particular the impact of the doctoral projects on faculty workload and the time needed for advising and mentoring doctoral students.**
2. **Review best practices and current DNP program practices for managing faculty workload with DNP projects. Consider focusing projects on research interests and expertise of the faculty, as well as needs of the healthcare systems in the region.**
3. **It is uncertain whether the current formula use for converting credit hours to FTEs for faculty workload will be effective for the DNP, and this should be evaluated.**
4. **Continue mentoring of tenure earning faculty and monitor workload impact on their progress toward tenure and promotion.**

**Academic Support Services**

The External Review Team met with the Deans of Library Sciences and of Graduate and Continuing students and met with students who commented about their experiences with support services. The Team also toured the campus and the School of Nursing.

The PSU campus is pleasant and well-groomed with ease of access among the essential services housed across campus. New building projects include a new student union and a new sports events facility. The Deans of the University report adequate classrooms on campus for scheduling.

The Dean of the Graduate and Continuing Studies reported the services the office offers to faculty and students have increased over the last two years. The office provides a variety of workshops and funds to develop faculty on grant writing and sponsors a speaker series on research. Also, the office offers a variety of internal research grants for faculty. Support for faculty research is increasing in depth and scope. The Dean elaborated on how senior nursing researchers are mentoring the junior nursing faculty in the Department.

For students, the Graduate Office provides funding for student projects and is responsible for graduate recruitment and retention. There is an innovative graduate Writing Project in which students work as a group with the Writing Center to complete a thesis or project. The University has statistical consultation availability for students and faculty.

The Library Services at PSU provide strong support for the nursing programs, including the new DNP, and no new library materials are indicated. There are many new online learning resources, including large healthcare databases and the up-to-date medical reference system that provide good support for the doctoral and family nurse practitioner needs. The library cooperates with KU Medical School for resources and routinely provides classes for nursing students on the library services offered. The faculty are able to imbed library resources into the course management system for their courses. The University has recently moved student success and writing assistance services to the library as an Information Commons to centralize services.

There are excellent technology resources on campus that support the faculty, students, and the DNP program. Current students report excellent support from the library as well as from Technology Services. The “Gorilla Geeks” will help with hardware and software issues on campus and at home. The School of Nursing has a computer lab adequate for computer testing and student computer use. The Nursing programs use Typhon software for uploading their assignments, designing and managing their portfolios, and tracking their clinical progress, which will facilitate with managing data required by accreditation and external funding agencies. Students report that the joint-offered FNP clinical courses work well in the online teaching environment. For every course, there is a faculty member at PSU who is a designated contact person.

The University has a strong array of academic resources available to students. Additional resources would not be needed to start the DNP program.

**Strengths:**

- 1. The University is developing strong academic support resources for faculty and students in areas of research, library, and technology resources. The resources are current and readily available to students.**
- 2. The students voice strong support for the academic services on campus.**

**Facilities and Equipment**

The External Review Team believes the current facilities and equipment are adequate to support the doctoral program based on the information provided by the proposal and the tour of facilities.

The current facilities for the School of Nursing are in excellent repair and create an inviting learning space. The School Director has indicated that approximately \$10,000 worth of renovations will be completed for space for offices for the new faculty hired for the DNP. The funding will come from the University. The remainder of the School spaces (faculty and staff offices, labs, classrooms, conference rooms) are adequate in number and furnished tastefully and comfortably for the services they provide. There are numerous classrooms of various sizes to match the needs of the varying programs. All are equipped with current technology requirements. Computer labs are available that allow computerized testing for even the larger classes. A simulation lab with individual patient rooms and a skills laboratory are adequate to support the programs. A primary care simulation room is well-equipped to use for health assessment and primary care skills. No new simulation or lab equipment will be required for the DNP program beyond current maintenance and updating.

The DNP budget includes an increase of \$20,000 per year for the School of Nursing Operating Budget to address increased costs of the program. This would seem adequate considering the total number of students in the school is not expected to increase. In addition, the Departments/Schools at PSU have a defined process for requesting new funds for programs, facility renovation, or equipment beyond the yearly budget needs.

**Program Review, Assessment, and Accreditation.**

The DNP Proposal and the Nursing faculty document that a culture of continuous quality improvement exists. Based on the information provided in the proposal, the DNP program will meet standards for program review as set by the PSU College of Arts and Sciences, the Kansas Board of Regents, the Kansas State Board of Nursing, and the Commission on Collegiate Nursing Education (CCNE), the accrediting agency for the School of Nursing programs.

Student assessment includes formative and summative procedures. A variety of methods will be used to evaluate student learning and program objectives including the following: pre-test and post-test

methods on standardized critical thinking exams, performance on written comprehensive exams, the DNP Portfolio and oral presentation of the DNP capstone project, performance on the capstone project, first-time pass rate on the FNP certification exam, and employment and graduation rates, as well as student exit and alumni survey data. These are consistent with the MSN-FNP Assessment plan that clearly identifies benchmarks for each outcome, methods of measurement, and results. Additional forms of data to evaluate learning include course evaluations, feedback from students on standing committees, and the External Advisory Board.

The DNP program has six identified program outcomes, which the DNP Proposal states are tied directly to the required essential elements of DNP programs as set forth by the American Association of Colleges of Nursing and required competencies of advanced practice in nursing programs as set forth by the National Organization of Nurse Practitioner Faculty.

The existing nursing programs are accredited by the Commission on Collegiate Nursing Education until 2020 and approved by the Kansas State Board of Nursing until 2009. Plans are to seek accreditation from CCNE in fall 2016, pending Kansas Board of Regents approval. The DNP program will be presented to the Kansas State Board of Nursing during the 2014 calendar year. Projected costs for initial accreditation and approval for the DNP program is \$21,500.

**Strengths:**

- 1. The current Nursing programs at Pittsburg State are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing.**
- 2. The DNP proposal has a solid plan for assessment of student learning and program outcomes.**
- 3. The DNP program has an established timeline and budget for obtaining approval and accreditation.**



## Pittsburg State University

OFFICE OF THE PROVOST

June 11, 2014

Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Dear Regents:

As requested, we are responding to the curricular recommendations provided on page 6 of the KBOR external review team report for the Doctor of Nursing Practice proposal.

Concerning the first recommendation, the rural focus included in our DNP mission statement is now overtly highlighted in the program outcome statements. It always was our intent for the program to emphasize a unique rural nature due to the location of Pittsburg State compared with other Kansas universities offering the DNP. We appreciate the review team's perception that this emphasis could, and should, be more clear and obvious in the proposal and curriculum.

In addition, select course titles will be revised to more clearly emphasize the program's rural focus with course descriptions updated accordingly. An example is changing NURS 801 "DNP Intensive Seminar" to "DNP Intensive Seminar for Advanced Nursing Practice in Rural Settings."

In response to the second recommendation, we expanded the list of program outcomes from six to eight, one for each of the eight current American Association of Colleges of Nursing, *Essentials of Doctoral Education for Advanced Nursing Practice (AACN Essentials)* standards. The Pittsburg State University DNP program outcomes now are:

1. Integrate theories and research from nursing science and other disciplines in provision of the highest level of nursing practice. (*AACN Essentials 1*)
2. Evaluate organizational and systems leadership for the improvement of nursing care and healthcare delivery outcomes in primarily rural settings. (*AACN Essentials 2*)
3. Use analytical methods in dissemination of findings of clinical scholarship in support of evidence-based practice. (*AACN Essentials 3*)
4. Contribute to improving rural nursing and healthcare through managing information systems and patient care technology. (*AACN Essentials 4*)
5. Synthesize healthcare policy in advocacy for patient/family care in all populations with emphasis in rural settings. (*AACN Essentials 5*)
6. Communicate and collaborate to lead inter-professional teams in advancing population health, particularly in rural settings. (*AACN Essentials 6*)
7. Improve health status in the nation, particularly in rural settings, by evaluating nursing and health care delivery and using concepts and scientific data sources for health promotion, disease prevention, epidemiology, environment, community, culture, and socioeconomic factors. (*AACN Essentials 7*)
8. Consider long and short-term personal and professional goals for demonstration of the highest level of accountability in achievement of optimal patient outcomes and advancement of doctoral level advanced nursing practice in primarily rural settings. (*AACN Essentials 8*)

The KBOR required External Review process was a positive one and we appreciate the recommendations which were made. All have been discussed and will be utilized to enhance the DNP program at Pittsburg State University.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lynette J. Olson".

Lynette J. Olson, PhD, CFLE  
Provost and Vice President for Academic Affairs

## PROPOSAL FOR NEW MINOR

### Kansas Board of Regents

**Submitted by: Pittsburg State University**

**College: Arts and Sciences**

**Division of: Office of the Provost - PSU**

- I. Indicate major in which minor will be located: Available to all majors
- II. Give the name and describe the purpose of the proposed minor:

Name: Minor in Film and Media Studies

Description of Purpose: The interdisciplinary Minor in Film and Media Studies allows students to develop visual literacy through a focus on the history and criticism of film and media. A strong curriculum centers on critical analysis of cultural artifacts (traditionally, within the realm of print media – poetry, short stories, novels, plays, speeches, essays, etc.). Succeeding personally and professionally in the 21st century will be a challenge for any young person who has not developed visual literacy skills in order to “read” and interpret a wide variety of media resources. Students take courses in multiple disciplines, making the minor complementary to many majors. The interdisciplinary Minor in Film and Media Studies allows students to learn about the cinema cultures of multiple countries and language groups, and it offers the freedom to explore such questions as the role of media in historical and social change, issues of media preservation, the relationship between technology and artistic expression, media’s relationship to cognition, and the study of media as a means of appreciating cultural diversity. Courses in other media such as television, radio, photography, sound recording, video games, digital art, or the study of media industries, can also apply to the minor.

- III. Provide curriculum for the minor: Minor in Film and Media Studies

COURSE NAME	CREDIT HOURS
<b>CORE: (3 courses = 9 hours)</b>	
COMM 200 – Introduction to Mass Communication <sup>1</sup>	3
<b>Two of the following:</b>	6
ENGL 305 – Introduction to Film Studies (3 ch)	
ENGL 320 – Literature and Film (3 ch)	
ENGL 558 – Topics in Film Studies (3 ch)	
<b>Electives: (4 courses = 12 CH in at least 2 departments)<sup>2</sup></b>	12

ART 178 – Introduction to the Visual Arts (3 ch)  
 ART 688 – History of Modern Art (3 ch)  
 COMM 274 – Introduction to Audio and Video Production (3 ch)  
 COMM 374 – Broadcast Writing<sup>3</sup> (3 ch)  
 COMM 480 – Explorations in Communication<sup>4</sup> (3 ch)  
 COMM 590 – Sports, Media, and Society (3 ch)  
 COMM 626 – Law of Mass Communication (3 ch)  
 COMM 715 – Documentary Filmmaking<sup>5</sup> (3 ch)  
 COMM 726 – Media Analysis and Criticism (3 ch)  
 ENGL 305 – Introduction to Film Studies<sup>6</sup> (3 ch)  
 ENGL 320 – Literature and Film<sup>6</sup> (3 ch)  
 ENGL 558 – Topics in Film Studies<sup>7</sup> (3 ch)  
 ENGL 501 – Document Design (3 ch)  
 POLS 412 – Law in Literature and Film (3 ch)  
 Other courses approved by the Director of the Minor

**Total** **21**

<sup>1</sup>Communication students for whom COMM 200 is a required major course should substitute an appropriate elective in consultation with the Minor’s director.

<sup>2</sup>Students are not allowed to take more than two lower-level elective courses to fulfill the minor.

<sup>3</sup>COMM 274 is a pre-requisite.

<sup>4</sup>When an appropriate film or media studies topic is offered.

<sup>5</sup>COMM 274 and COMM 374 are pre-requisites.

<sup>6</sup>If not taken as part of the core.

<sup>7</sup>May be repeated if topic varies.

Note: By Board of Regents definition concentrations are established within existing programs and are:  
 1.24 hours or less at the undergraduate level  
 2.12 hours or less at the master’s level  
 3.18 hours or less at the doctoral level

IV. Faculty resources:

A.	Number of FTE faculty who teach in the minor:	21
B.	Rank of faculty:	
	Instructor:	4
	Assistant Professor	3
	Associate Professor	4
	Professor	10
	GTAs	0
C.	Preparation of faculty:	
	Bachelor	0
	Masters	5
	Doctors	16

D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): Reassignment of coursework within the department will not require overload of faculty.

**PROPOSAL FOR MINOR**  
**Kansas Board of Regents**

**Submitted by:**           **Pittsburg State University**

**College of:**               **Education**

**Department:**           **Health, Human Performance and Recreation**

**Division of:**             **Academic Affairs**

I. Indicate major in which minor will be located:

The minor will be available for all students and will be administered by the Department of Health, Human Performance and Recreation.

II. Give the name and describe the purpose of the proposed minor:

Name: Minor in Dance

Description of Purpose: The purpose of the Minor in Dance is to provide knowledge and resources for students to be involved in community and commercial dance programs as instructors, facilitators, and directors as well as provide skills for students to become dance sponsors and coaches within schools. In addition, this minor will provide tools for integrating dance and rhythms in educational settings. Students will learn about studio dance, competitive studio dancing, middle school and high school dance tryouts, performances, competitions and camps, dance terminology, choreography, performances (including recitals), costumes, music for dancing, technology and other issues related to the world of dance for recreation, competition, educational and school dance teams.

III. Provide curriculum for the minor:                           Minor in Dance

	Course Name & Number	Credit Hours
Core Courses:	Dance Appreciation HHP 151	3
	Dance (Specific Style) DANCE 200	1-3
	First Aid and CPR HHP 260	2
	Care and Prevention of Athletic Injuries HHP 262	2
	Practicum: Group Fitness, Dance and Rhythms HHP 385	2
	Dance Performance and Production DANCE 410	3
	Theory and Methods of Teaching Dance DANCE 360	3
	Technology for Dance DANCE 370	3

Electives: Students choose a minimum of three credits from the following: 3

Music Appreciation MUSIC 120	3
Performance Appreciation COMM 105	3
Band MUSIC 156, 356 or 756	1
Ballroom/Western Dance HHP 200	1
Hip Hop Dance HHP 200	1
Zumba HHP 200	1
Dance Team HHP 200	1
Dance Performance DANCE 420	1
Elementary Games and Rhythms for K-6 HHP 347	2
Group Fitness Instruction HHP 349	2
Topics: Dance Workshop HHP 440	1
Pilates HHP 200	1
Introduction to Business MGMKT 101	3
Technical Production I COMM 363	3

Total: 24

Note: By Board of Regents definition concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

IV. Faculty resources:

- A. Number of FTE faculty who teach in the major, including all concentrations: 4
- B. Rank of faculty: Instructor – 0; Assistant Professor – 1; Associate Professor – 1; Professor – 2; GTAs – 2
- C. Preparation of faculty (indicate level of degrees): Bachelors – 0; Masters – 1; Doctors – 3
- D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): Reassignment of coursework within the department will not require overload of faculty.

**PROPOSAL FOR CERTIFICATE  
Kansas Board of Regents**

**Submitted by:**           **Pittsburg State University**

**College of:**               **Education**

**Department of:**       **Health, Human Performance and Recreation**

**Division of:**           **Academic Affairs**

I. Indicate major in which certificate will be located:

The certificate will be available for all students and will be administered by the Department of Health, Human Performance and Recreation.

II. Give the name and describe the purpose of the proposed certificate:

Name: Certificate in Dance

Description of Purpose:       The purpose of the Certificate in Dance is to provide knowledge and resources for students to be involved in community and commercial dance programs as instructors, facilitators, and directors as well as provide skills for students to become dance sponsors and coaches within schools. In addition, the dance certificate will provide tools for integrating dance and rhythms in educational settings. Students will learn about studio dance, competitive studio dancing, middle school and high school dance tryouts, performances, competitions and camps, dance terminology, choreography, performances (including recitals), costumes, music for dancing, technology and other issues related to the world of dance for recreation, competition, educational and school dance teams.

III. Provide curriculum for the certificate:   Certificate in Dance

	Course Name & Number	Credit Hours
Core Courses:	Dance Appreciation HHP 151	3
	Dance (Specific Style) DANCE 200	1-3
	First Aid and CPR HHP 260	2
	Care and Prevention of Athletic Injuries HHP 262	2
	Practicum: Group Fitness, Dance and Rhythms HHP 385	2
	Dance Performance and Production DANCE 410	3
	Theory and Methods of Teaching Dance DANCE 360	3
	Technology for Dance DANCE 370	3
Electives Students choose a minimum of three credits from the following:		3
	Music Appreciation MUSIC 120	3
	Performance Appreciation COMM 105	3
	Band MUSIC 156, 356 or 756	1
	Ballroom/Western Dance HHP 200	1

Hip Hop Dance HHP 200	1
Zumba HHP 200	1
Dance Team HHP 200	1
Dance Performance DANCE 420	1
Elementary Games and Rhythms for K-6 HHP 347	2
Group Fitness Instruction HHP 349	2
Topics: Dance Workshop HHP 440	1
Pilates HHP 200	1
Introduction to Business MGMKT 101	3
Technical Production I COMM 363	3

Total: 24

Note: By Board of Regents definition concentrations are established within existing programs and are:

4. 24 hours or less at the undergraduate level
5. 12 hours or less at the master's level
6. 18 hours or less at the doctoral level

IV. Faculty resources:

- D. Number of FTE faculty who teach in the major, including all concentrations: 4
- E. Rank of faculty: Instructor – 0; Assistant Professor – 1; Associate Professor – 1; Professor – 2; GTAs – 2
- F. Preparation of faculty (indicate level of degrees): Bachelors – 0; Masters – 1; Doctors – 3
- D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): Reassignment of coursework within the department will not require overload of faculty.

**PROPOSAL FOR RENAMING OF MASTERS  
WITH TWO NEW EMPHASES**

**Kansas Board of Regents**

**Submitted by Pittsburg State University  
College of Arts and Sciences  
Department of Music  
Division of the Provost and Academic Affairs**

- I. Indicate major in which concentration will be located:  
Master of Music in Instrumental Conducting
- II. Give the name and describe the purpose of the proposed new emphases:  
1) Orchestral Conducting  
2) Wind Conducting

Description of Purpose:

We currently have a single MM in Wind Conducting. We are changing the title to a MM in Instrumental Conducting with emphases in Orchestral or Wind Conducting so both orchestral conductors and wind conductors can earn this degree. This degree is also accredited by the National Association of Schools of Music and with their input and guidance they said this is the way we should go about this rather than deleting the current degree and creating two new degrees.

- III. Provide curriculum for the major and indicate courses required for each emphasis:

**Master of Music with an Emphasis in Instrumental Conducting**

Core Courses:	Music 822-Introduction to Graduate Studies	2	
	Music 810-Analytical Techniques	3	
	Music 890-Thesis	4	
Electives:	Music Elective	1	
	Total:		10
Emphasis:	Music 738-Advanced Instrumental Conducting I	6	
	Music 838-Advanced Instrumental Conducting II		6
	Music 8??-Graduate Music History Course*		3
	Music 741-Instrumental Literature and Methods	3	
	Music 750-Primary Applied Lessons		2
	Music 750-Secondary Applied Lessons	2	
	Total:		22

\*specific course can be chosen from graduate level history courses offered each semester

**Master of Music with an Emphasis in Wind Conducting**

Emphasis:	Music 738-Advanced Instrumental Conducting I	6	
	Music 838-Advanced Instrumental Conducting II		6
	Music 829-History of the Wind Band		3
	Music 741-Instrumental Literature and Methods	3	
	Music 750-Primary Applied Lessons		2
	Music 750-Secondary Applied Lessons	2	
	Total:		22

IV. Faculty resources:

G. Number of FTE faculty who teach in the major, including all emphases: 5

H. Rank of faculty: Instructor – 0; Assistant Professor – 1; Associate Professor – 1; Professor – 3; GTAs – 0

I. Preparation of faculty: Bachelor – 0; Masters – 0; Doctors – 5

J. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): All five faculty members teach only in the Department of Music. The courses have been a part of our curriculum for a number of years. Faculty will not be teaching new courses to achieve these new emphases.



7 May 2014

Sara Rosen  
Senior Vice Provost for Academic Affairs  
Office of the Provost  
University of Kansas  
*Via email*

Dear Sara,

I seek approval for the **Center for East Asian Studies (CEAS)** to become an **academic, degree-granting unit** comparable to the Center for Latin American and Caribbean Studies, Center for Russian, East European, and Eurasian Studies, and the Center for Global and International Studies. Like these degree-granting units, CEAS has an interdisciplinary academic mission that distinguishes it from traditional disciplinary departments. While its sister unit, the Department of East Asian Languages and Cultures, is a humanities department that emphasizes language training in the context of East Asian literary and cultural traditions, CEAS focuses on the modern world and contemporary social, political, and economic issues across the academic spectrum. CEAS faculty affiliates offer courses in all of the divisions of the College and across the university.

CEAS has a strong core of faculty affiliates in the social sciences as well as members in Business, Law, Journalism, and Social Welfare, and thus has the capacity to provide degrees and certificates to meet educational needs in a variety of fields, including government and the military. The College turned to CEAS to develop and offer the new Masters degree in Contemporary East Asian Studies. Initially designed to serve Foreign Area Officers, this degree will provide students in (or preparing for) work in government, business, non-governmental organizations, and other areas with expertise in the politics, economics, and societies of East Asia. Graduates will possess a broad knowledge of key issues and contemporary concerns in China, Korea, and Japan and the social science research skills appropriate to deploying this knowledge in their chosen fields of specialization.

Recognizing the Center for East Asian Studies as an academic degree-granting unit will allow the College to marshal more of its nationally recognized international academic resources to serve the strategic goals of the University of Kansas.

Best,

Danny J. Anderson  
Dean



MEMORANDUM

May 12, 2014

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

From: Rick Muma  
Associate Vice President for Academic Affairs

Re: School Name Change

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This is a request by the College of Fine Arts to change the name of its School of Art and Design. Please place on the next available COCAO agenda. In advance of this memo we have made the request in program inventory.

Current

School Name: School of Art and Design

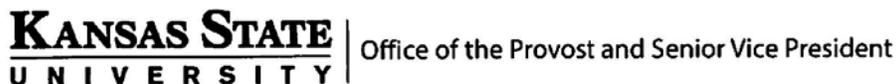
Proposed

School Name: The School of Art, Design, and Creative Industries

The School of Art and Design has created a strategic plan in line with WSU's new strategic plan that is focused squarely on increased opportunity for applied learning, intellectual collaboration, and connectedness to industry. The majority of the School's faculty feels these focal points—which include relationships with business, industry, community, and creative enterprise—are essential foundations for a successful twenty-first century art and design program. The faculty also believe a name change is required to reflect these priorities.

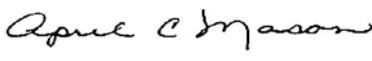
If you require further information, please contact me at the telephone number below or email me at [richard.muma@wichita.edu](mailto:richard.muma@wichita.edu).

Thank you.



Date: May 22, 2014

To: Mr. Gary Alexander, President  
Kansas Board of Regents

From: April C. Mason, Provost and Senior Vice President 

Re: Proposed name changes to departments

We would like to change the names of two departments on our Salina campus.

1. **Change the Department of Distance Education to the Professional Education and Outreach Center.** With the recent transition of the Manhattan campus Division of Continuing Education to the Kansas State University Global Campus, it seems reasonable to move other related departments away from the "distance education" moniker as well. The change to Professional Education and Outreach Center more appropriately identifies the focus of this department, as it supports the Salina campus in online education, conference planning, engaging industry, and k-12 programming.
2. **Change the department of Fiscal Affairs to Fiscal Services.** This new name is a better reflection of the current terminology used in higher education. It also better defines the department as a service for the campus.

I have approved these changes and would like them placed on the June agenda for the Council of Chief Academic Officers.

Please let me know if you have any questions on either change, or if you require more information to move this forward.

Thank you.

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# EMPORIA STATE UNIVERSITY

■ Office of THE PROVOST

Campus Box 4045  
1 Kellogg Circle  
Emporia, Kansas 66801-5415  
620-341-5171  
www.emporia.edu

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June 2, 2014

TO: Gary Alexander

FROM: David P. Cordle   
Provost and Vice President for Academic Affairs

RE: Newman Division of Nursing Name Change

The Newman Division of Nursing at Emporia State University wishes to change their name to the Department of Nursing. The Nursing program is moving from a hospital operated Medicare Pass Through program to a University operated nursing program, and the new name will reflect the change in funding and reporting structure.

Please add this to the next COCAO agenda.

I'M A HORNET.

An Equal Opportunity Employer

# EMPORIA STATE UNIVERSITY

■ Office of THE PROVOST

Campus Box 4045  
1 Kellogg Circle  
Emporia, Kansas 66801-5415  
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www.emporia.edu

June 5, 2014

TO: Gary Alexander

FROM: David P. Cordle   
Provost and Vice President for Academic Affairs

RE: Mental Health Counseling Name Change

The Department of Counselor Education at Emporia State University wishes to change the name of the Master of Science in Mental Health Counseling to the Master of Science in Clinical Counseling.

Our accrediting agency, the Council for Accreditation of Counseling and Related Education Programs (CACREP) is evolving toward accreditation standards reflecting the "clinical" nature of the counseling profession. Their language in the 2016 proposed standards includes "Clinical Mental Health Counseling" in their description of the Masters level training programs.

The American Mental Health Counselors Association states "*clinical mental health counseling is a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.*"

Changing the name to Clinical Counseling is a better reflection of our program and the nature of the positions our graduates obtain following completion of their degree. This change will continue to align with the CACREP standards and Kansas licensing standards for professional counselors.

Please add this to the next COCAO agenda.

IM A HORNET.

An Equal Opportunity Employer