

**Kansas Board of Regents**  
**Application for New Program**

Name of Submitting Institution:

**PITTSBURG STATE UNIVERSITY**

Address:

1701 SOUTH BROADWAY – PITTSBURG, KS 66762

Contact Person:

Dr. Mary Carol Pomatto  
Director, Irene Ransom Bradley School of Nursing

New Program Title:

**DOCTOR OF NURSING PRACTICE**

CIP: 51.3818

**Pittsburg State University  
Doctor of Nursing Practice  
Program Proposal Narrative**

1. Program Justification and Need

- (a) The Doctor of Nursing Practice (DNP) and centrality to the mission of Pittsburg State University (PSU) including discussion of location and comparative advantages
- (i) Centrality to PSU Kansas Board of Regents approved Mission Statement

The following comparisons in Regents Mission for PSU and Irene Ransom Bradley School of Nursing Mission statements highlight that the DNP is central to the mission of the university. The comparisons include: The Regents Mission for PSU states that the university, “provides undergraduate and graduate programs and services to the people of Southeast Kansas, but also to others who seek the benefits offered.”

The Irene Ransom Bradley School of Nursing mission states, “Recognizing the unique characteristics and needs of our diverse, primarily rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, groups, communities and populations in a variety of settings.” Further, the Regents Mission for PSU, “supports an organizational and interpersonal structure that actively encourages individuals to achieve their potential.” The Irene Ransom Bradley School Mission indicates that the School prepares graduates to, “demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles and to engage in learning as a lifelong process.” And last, the Regents Mission for PSU provides that, “Excellence in teaching is the primary focus of the University.” The Irene Ransom Bradley School of Nursing mission provides that, “The programs of the School of Nursing reflect the university mission of teaching, scholarship and service, with teaching-learning as the primary focus.” The mission comparisons highlight the centrality of the DNP to the Regents Mission for PSU. The DNP, as a graduate program, will serve students in the region and beyond. Historically, graduates of the existing advanced practice in nursing program seek employment in PSU’s diverse, primarily rural setting, providing services to individuals, families, groups, communities and populations in varieties of settings. Regional needs for increased numbers of advanced practice nurses and nursing faculty will be met by the DNP program. The DNP curriculum clearly supports individuals achieving their potential through a rigorous program of study culminating in award of the terminal degree for nursing practice with a full complement of theoretical, practice and research/evidence-based course experiences. As with PSU and the Irene Ransom Bradley School of Nursing, the DNP program reflects the larger mission for teaching, scholarship and service while maintaining the focus on teaching-learning.

- (ii) Discussion and Comparisons to Other DNP programs in the Regents System and Other Related Programs at PSU

Kansas currently has three DNP programs located at the University of Kansas, Wichita State University and Washburn University. Each of the existing DNP programs had previously been offered at the master’s level. The three current DNP programs are located in urban areas of Kansas. PSU’s program will be the first rural-based DNP program in Kansas.

Each of the existing advanced practice in nursing programs in Kansas, including the three DNP programs and PSU’s currently offered advanced practice in nursing program, is accredited by the national accrediting body for baccalaureate and higher degree programs in nursing, the Commission on Collegiate Nursing Education. All existing advanced practice in nursing programs in Kansas, including PSU’s current

program, are approved by the Kansas State Board of Nursing. The DNP, a practice doctorate, will be the first doctoral level program offering at PSU. The university has a highly acclaimed Biology Department offering a Major in Biology with Pre-Medical, Pre-Dental, or Pre-Physical Therapy Emphases. In addition to Nursing, there are health related programs in Social Work and Psychology and Counseling, among others.

(iii) Discussion and Comparison to other DNP Programs in Region including Quality Comparisons

Other DNP programs are located in the region. Missouri is host to eight DNP programs, while two are located in Nebraska and one in Oklahoma. However, since DNP programs serve those located in the geographic region, it is important to have multiple programs in the region to meet demand. In demonstration of quality, regional DNP programs are either fully accredited at the national level or are in process of meeting the standards within the specified period of time set by the national accrediting body.

(iv) Discussion of Why DNP Program Should Be Located at PSU

The American Association of Colleges of Nursing recommended that by 2015 all advanced practice nursing preparation programs transition from a master's degree to a DNP. 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 the demand for training nurses capable of providing quality local primary care. Kansas estimates for increased numbers of primary care providers into the future is as high as 25 percent. In addition, Kansas Department of Labor indicates a need to increase the number of nursing faculty nearly 25 percent. PSU's nursing preparation program, one of the very few rural-based in the state, is significant because a majority of southeast Kansas counties are in the bottom quartile of the Health Index ranking for the state. Clearly, advanced programs offered by the Pittsburg State University Irene Ransom Bradley School of Nursing provide direct links to both quality nursing and primary healthcare significantly effecting people in this region of Kansas and beyond. The DNP degree program will increase the supply of nursing faculty qualified to provide both nursing instruction and primary healthcare delivery. It is imperative our program remain current with national standards, expectations and state-level demand so our students are competitive for jobs and the people in our region continue to gain access to quality primary healthcare.

(v) Discussion of Advantages and Disadvantages of the DNP as a Freestanding, Cooperative or Joint Program

Since 1995, the advanced practice in nursing programs at Wichita State University, Fort Hays State University and Pittsburg State University are offered in collaboration with the University of Kansas serving as leader of the initiative. Various nursing faculty at these institutions co-teach select courses through web-based modules across the collaboration, serve as adjunct instructors at partner institutions and cooperate in special projects and initiatives. Future plans include faculty at these institutions continuing the collaborative at the doctoral level as Pittsburg State moves to the Doctor of Nursing Practice.

(vi) PSU Ranking of DNP Program in List of Priorities

The DNP has quickly risen as one of PSU's highest priorities. The prioritization has been in response to the American Association of Nursing recommendation that by 2015 all advanced practice nursing preparation programs transition from a master's degree to a Doctor of Nursing Practice. PSU has estimated that its existing advanced practice in nursing program has prepared about two-thirds of all practicing advanced

practice registered nurses in its geographic region as well as a major proportion of nursing faculty.

(b) Student Demand for Program with Description of Student Characteristics

(i) Volume of Student Demand per Survey Analysis

A DNP Feasibility Study was conducted. Of the 382 completed surveys of alumni and students, 142 (37.17%) expressed serious interest in being considered for the initial DNP cohort of students.

(ii) Volume Over Time

In addition to the student volume data, of 25 employers returning completed surveys, 17 (68%) stated doctoral-trained advanced practice registered nurse practitioners are essential for their future staffing needs. Recent Kansas Department of Labor data indicate the need to increase nursing instructors 23.8% between 2010 and 2020 to meet community demands for advanced practice nurse training. Many current students in the baccalaureate nursing program are indicating the desire to continue their education at the DNP level. Unsolicited external inquiries are received regularly about the availability of a DNP at PSU. The Fall 2013 Irene Ransom Bradley School of Nursing Advisory Board echoed the need to move forward with the proposed DNP program application as swiftly as possible in order to meet current and emerging needs of the region and beyond for education of primary health care providers and provision of nursing faculty.

(iii) Characteristics of Student Pool

The majority of men and women who are students or graduates of PSU's advanced practice in nursing program represent the population of the medically underserved, rural areas of Kansas with a focus in southeast Kansas. Study of employment trends indicate that the vast majority of graduates move on to employment serving the rural, underserved or public health practice settings in this same geographic region.

(iv) Procedures and Criteria for Admission

PSU will adhere to all university policies governing admission of students including those for educational equity and nondiscrimination. The Irene Ransom Bradley School of Nursing DNP program admission will be competitive in an effort to admit the most highly qualified students and most likely to complete the program. Admission criteria will include: results on standardized testing; documentation of a cumulative GPA of 3.0 or above; submission of confidential references; graduation from a nationally accredited nursing program(s); completion of prerequisite coursework; evidence of national nursing certification (when appropriate); completion of personal interview; attainment of required scores on TOEFL iBT (when appropriate); proctored writing sample; current RN and APRN (when appropriate) licensure in Kansas; current Basic Life Support certification; clearance on criminal and disciplinary action background; and, unconditional admission to the PSU Graduate School. Other defining criteria for admission may emerge in the future.

(c) Demand for Graduates of the DNP Program including Market Demand Data at Local and State Level and Post-Collegiate Experiences of Graduates

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 necessary to meet increasing demand, particularly in underserved rural areas. Planning in Kansas has indicated the need to achieve a 25% increase in primary care practitioners, specifically qualified professional nurses. Kansas Department of Labor has indicated a need to increase the number of nursing faculty nearly 25% to meet demands. It is estimated that almost two-thirds of all advanced practice nurses and the majority of nursing faculty serving in the decidedly rural and low income southeastern region of Kansas are graduates of PSU. Student, alumni, employer and stakeholder assessments indicate high need for the existing

advanced practice in nursing program to continue at the DNP level for the benefit of those in the region and beyond. Study indicates that the majority of graduates of the existing master's level advanced practice in nursing program move on to employment serving those in the region.

## 2. Curriculum

### (a) Academic Objectives

The objectives of the program provide the structure for curriculum and learning outcomes. They include:

- (i) Integrate theories and research from nursing science and other disciplines in provision of the highest level of evidence-based nursing practice.
- (ii) Evaluate organizational and systems leadership for the improvement of nursing care and healthcare delivery outcomes.
- (iii) Contribute to improving nursing and healthcare through managing information systems and patient care technology.
- (iv) Synthesize healthcare policy in advocacy for patient/family care in all populations with emphasis in rural settings.
- (v) Communicate and collaborate to lead inter-professional teams in advancing population health, and
- (vi) Consider long-term and short-term personal and professional goals for advancement of doctoral level practice.

The objectives, developed by faculty with student and stakeholder input, are based on the essentials and competencies of DNP and advanced practice in nursing programs developed by the American Association of Colleges of Nursing and National Organization of Nurse Practitioner Faculty. The essentials and competencies are requirements reflected in the standards for accreditation by the Commission on Collegiate Nursing Education.

### (b) Course Work Description

The 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. Graduates 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). The BSN to DNP track requires completion of 74-77 credit hours in full-time study over the course of three calendar years including three summer, three fall and three spring sessions. The MSN to DNP track requires completion of 32-38 credit hours in full-time study over the course of one fall, one spring, and two summer sessions. Part-time study is available. The optional nine credit hour emphasis in Nursing Education is reflected in the aforementioned credit hour totals.

### (c) Internships and Practica

The national standard for practice hours in the DNP program is 1000 hours. The BSN to DNP track incorporates 1056 practice hours with the capstone course project accounting for 288 of the 1056 hours and the residency accounting for 144.

The MSN to DNP track recognizes the hours of practice obtained in the master's degree advanced practice in nursing program thus requiring only the hours of capstone and residency. The capstone course project is an amalgamation of the individual student's field of inquiry, requiring the identification of a practice-focused problem to be examined in depth with the aim of improvement of practice and/or patient outcomes. The residency is designed to provide experiences in a practice environment that allows the DNP student to expand

clinical knowledge and skills in an area of practice. End-of-program practice experiences are designed to assist the student to build and assimilate knowledge for advanced specialty practice at a high level of complexity.

(d) Clinical Sites

Over 100 contracts and preceptor agreements are maintained with all major healthcare systems in the region, community facilities, schools, physicians, advanced practice registered nurses, and other healthcare providers and sites. Contracts and preceptor agreements are added on a regular basis. Availability of appropriate clinical practice sites has not been an issue for the existing advanced practice in nursing program. The existing collaboration among the state university advanced practice in nursing programs allows sharing of clinical resources as well.

3. Program Faculty

(a) Faculty Qualifications

(i) Instructional Staff including Number and Terminal Degrees After Three Years

The faculty of the School of Nursing currently consists of 18 including the School's Director. Of the 18, 9 are in tenure-earning or tenured positions thus making them eligible to teach in the DNP program. Six of the nine possess terminal degrees. The other three faculty are ABD with two anticipated completions of PhD in Nursing degrees Summer 2014. One faculty who is not on tenure track is progressing in course work for a PhD in Nursing degree. Several anticipate application within the next few years to terminal degree programs. Plans include the hire of two additional faculty with terminal degrees. Within three years after program inception, a minimum of 11 faculty should possess terminal degrees.

(ii) List of Faculty with Title, Highest Degree, Academic and Nursing Specialization and Tenure Status

<u>Name</u>	<u>Title</u>	<u>Highest Degree Academic and Nursing Specialization</u>	<u>Tenure Status</u>
Mary Carol G. Pomatto	University Professor and Director	EdD, Advanced Practice Registered Nurse, Maternal-Child Health Nursing	Tenured
Cheryl Giefer	University Professor	PhD, Advanced Practice Registered Nurse, Family Nurse Practitioner and Clinical Nurse Specialist, Adult Health and Gerontology	Tenured
Barbara McClaskey	University Professor	PhD, Advanced Practice Registered Nurse, Maternal-Child Health Nursing	Tenured
Janis Schiefelbein	Professor	PhD, Nursing with an Emphasis in Health Promotion and Distance Education, Community Health Nursing	Tenured

Karen Johnson	Instructor	MSN, ABD, Advanced Practice Registered Nurse, Family Nurse Practitioner	Tenure-Earning
Jennifer Harris	Instructor	MSN, ABD, Advanced Practice Registered Nurse, Family Nurse Practitioner	Tenure-Earning
Amy Hite	Assistant Professor	DNP, Advanced Practice Registered Nurse, Family Nurse Practitioner	Tenure-Earning
Karen Tompkins-Dobbs	Instructor	MSN, ABD, Family Health Education	Tenure-Earning
Kristi Frisbee	Assistant Professor	DNP, Leadership	Tenure-Earning

(iii) Core Faculty vs. Others Teaching in Program

The faculty listed in the above table represent the core faculty of the program. Two additional program faculty will be hired. This represents a core faculty number of 11 at program inception with the potential, as additional Irene Ransom Bradley School of Nursing faculty obtain terminal degree preparation, of others being added to the core list of program faculty.

(iv) Academic Specializations of Faculty

The core list of faculty table in (ii) includes academic and nursing specialization. Five faculty are nationally certified in at least one advanced practice in nursing role. Other national certifications are represented among the group including national certification as Nurse Educator. Six are licensed as Advanced Practice Registered Nurses in Kansas. Academic specializations include advanced practice, family, leadership and health promotion and distance education. Research specializations include academic progression, leadership, health policy, pet therapy, sports injuries, family health, transcultural health, use of simulation in advancing advanced practice in nursing skills, incivility, strategic development and faculty practice.

(v) Academic, Instructional and Scholarly Accomplishments of Faculty

The core faculty for the DNP are accomplished practitioners, academicians and scholars with the ability to function as a highly effective team. Their diverse interests and accomplishments will provide the highest standard of modeling and mentoring. Students will be able to draw from the work of the faculty in generation of their own accomplishments. Recent awards and honors among the core group include: PSU Outstanding Faculty, College of Arts & Sciences Outstanding Faculty, Student Government Association Outstanding Faculty, Student Activities Outstanding Advisor, the U.S. Patriot Award, recent Kansas State Board of Nursing member, and the PSU Outstanding Faculty Scholarship Award. Two faculty are adjunct Assistant Professors at the University of Kansas. Faculty serve as preceptors or consultants for other universities. Outside funding for FY2013 from state and federal resources totaled \$800,000. One faculty is co-director of a Robert Wood Johnson Foundation grant with faculty at the University of Kansas. The faculty are active in statewide leadership efforts including advocacy for advanced practice in nursing and academic progression. The core faculty presented or co-presented almost 20 national presentations in 2012. The faculty are accomplished advisors with high advisee satisfaction ratings, accomplished at direction of thesis and honors projects and involve students in research including research presentations. The core faculty have

recent publications of articles, cases and webinars. One serves as a peer reviewer for a national journal. Two have become experts in Quality Matters and one is a member of PSU's e-Learning Academy. The faculty have designed new courses and are co-teachers in the Kansas Advanced Practice Collaborative and the PSU program, Master of Science in Education with an Emphasis in School Health. One faculty serves as an evaluator for the Commission on Collegiate Nursing Education.

- (vi) Other Teaching Requirements for Core Faculty Outside the DNP Program  
It has been the traditional practice within the Irene Ransom Bradley School of Nursing that faculty teaching in the graduate degree program also teach in the undergraduate degree program. There is no anticipated change in this practice. This tradition has provided rich opportunity for students at both levels to collaborate in simulation, research and other teaching-learning experiences that might not have been as easily accomplished without faculty teaching in both undergraduate and graduate levels.
- (vii) Number, Qualifications and Rank of Proposed New Faculty  
Two new tenure-earning faculty positions have been budgeted for the DNP program. The Irene Ransom Bradley School of Nursing will advertise for faculty with earned Master of Science in Nursing degrees and doctoral level academic preparation. At least one of the two faculty will be clinically specialized as a Family Nurse Practitioner, licensed or eligible for licensure as an Advanced Practice Registered Nurse in Kansas and hold national certification as an advanced practice nurse. Both faculty will be hired at the Assistant Professor rank.
- (viii) Cost of Proposed New Faculty with Timeline for Employment  
The proposed cost for two new tenure-earning faculty positions is \$144,610 (\$61,000 nine-month salary+\$11,305 fringe benefits (18.533% of salary) x2 positions.) Both faculty will be hired beginning FY 2016.
- (b) Number of Graduate Assistants with Budgeted Salaries  
The existing two full-time graduate assistant positions will extend to this program. However, \$17,000 has been budgeted to enhance the current positions raising the stipend from \$5,000 to \$7,500 per year and providing fees and supplemental tuition above the current standard fee waiver (\$2,500 increase in stipend + \$600 Nursing Fee for Advanced Practice (\$300 per semester) + \$5,400 tuition supplement \$300 per credit hour x an average of 9 credits x 2 semesters x 2 graduate assistants).

#### 4. Academic Support including Requirements, Costs and Quality of Support Services

##### (a) Delineation of Academic Support Services Including Advising, Library, Audio-Visual and Academic Computing Resources

While the DNP is a doctorate degree, it is practice-focused rather than a knowledge-generating research degree. The DNP focus is on innovation and integration of sound evidence into the advanced level of nursing practice. Pittsburg State is well-positioned to support this level of innovation, practice and utilization of evidence. Graduate education is well-supported by the Office of Graduate and Continuing Studies, including access to grant-writing and management assistance, coordinated and contemporary information technology, as well as established internal controls for research integrity. The Leonard H. Axe Library provides both physical and virtual access with over 350,000 hard copy and 71,000 online books; 500,000 government documents; 4,900 periodical titles with over 1,140 print periodicals and access to 56,000 electronic titles; 280 online databases; 100 public use computers; and, wireless access. The library provides the services of a liaison to the nursing program and provides online and physical library research instruction. A writing center and center for student success are the newest services available in the Axe Library. The writing center, in particular, is available to graduate students for assistance in writing research papers



and analyses. The university utilizes CANVAS and ZIMBRA as its online learning management system and communication system. Students can access virtual and per phone help for technical assistance almost 24/7 from the university GEEKS. The College of Arts and Sciences, the academic home of the nursing program, employs an instructional support specialist and technology support consultants for technology support. The Center for Teaching, Learning and Technology is a rich source of development and support for faculty. Academic advisement of graduate students is a function of the nursing faculty. The Irene Ransom Bradley School of Nursing makes available to all nursing majors the full use of its services including the Health Simulation Center and Learning Resource Center currently staffed by a coordinator with a Master of Science in Nursing degree. Nursing faculty regularly mentor with graduate students incorporating them into research, practice, and other teaching-learning experiences.

(b) Description of Academic Support Requirements Beyond Normal Additions

(i) Expected Number of Library Acquisitions with Costs

The staff of the Leonard H. Axe Library work closely with nursing faculty in maintenance of appropriate library materials for both the undergraduate and graduate programs. The library has recently obtained UpToDate which is an evidence based practice resource for advanced practice nurses. Many resources needed in support of the DNP program have been purchased. Others will be added in accord with current processes for ongoing review of needs.

(ii) Description of New or Enhanced Forms of Academic Support with Costs

Ten thousand dollars to fund four adjunct faculty slots providing a one course reassignment per semester for the Undergraduate and Graduate Program Coordinators has been included in budgeted costs. (\$833 per credit hour x three credits x four courses). Five thousand dollars for additional Other Operating Expenses has been added to projected budget on a per year basis.

(c) New Support Staff Required Beyond Normal Additions with Budgeted Salary

It will be necessary to hire an additional classified Administrative Assistant for support of the DNP. The budgeted position is \$35,000 for the twelve-month salary plus \$7,106 in fringe benefits (20.303% of salary). The total budgeted amount is \$42,106.

5. Facilities and Equipment

(a) Description of Anticipated Facilities Requirements including Existing, Renovated or New

(i) Space Requirements for Instructional and Laboratory Needs

McPherson Hall is home to the Irene Ransom Bradley School of Nursing. McPherson Hall was built in 1978 using a combination of private, state and federal funding. While it has been maintained well throughout the years, recent modifications of existing space were made possible with initial funding provided by the Kansas Nursing Initiative. The funding provided the opportunity for the nursing programs to enhance their teaching-learning environment. Modifications enabled the creation of: a computerized testing center, a regional Health Simulation Center and Learning Resource Center, two health assessment rooms, and an additional student classroom. While McPherson Hall remains on the PSU Master Facilities Planning for potential build of additional classrooms, it is functional in its current state. Immediate need for addition or renovation is minimal. From an existing faculty and staff workroom, two faculty offices will need to be created to accommodate new faculty hires for the DNP program.

(ii) Fiscal Note of Renovated or New Facilities

The renovation to create two new offices for faculty has been budgeted at \$10,000.

(iii) Sources of Funding for Renovation or New Construction

No new outside funding will be required. University resources will provide the funding.

(b) Requirements for New Equipment Beyond Normal Additions

(i) Equipment Needed Relative to Quality of Program

In FY 2007, through the Kansas Nursing Initiative, the Irene Ransom Bradley School of Nursing was awarded with university match, \$454,155 for equipment and facilities. A regional Health Simulation Center was equipped for the benefit of nursing and other PSU students, southeastern Kansas community college nursing students, K-12 students and others. A family of three simulators was purchased. A fourth simulator was soon added. A computerized classroom was created with fully equipped computer stations for almost 50 students. Two health simulation rooms and a student learning resource center were equipped to meet student learning needs. Classroom equipment and technology were updated. These purchases together with the ongoing mechanism that the university has for yearly request of funding for purchase of equipment and technology has resulted in no immediate needs beyond the norm for enhancement of the quality of the program.

(ii) Itemization of Available Equipment and Condition and Lifespan

The high cost equipment in the building consists of simulators. Three simulators were purchased in FY2007. In FY2008, a wireless adult simulator was purchased. The simulators have been exceptionally well maintained. The warranties have been funded each year allowing them to be serviced regularly by the vendor. They will be due for replacement beginning in FY2019.

(iii) New Equipment Needs

There are no identified immediate needs for new equipment. Nursing programs by necessity require technology-rich environments. Due to ongoing high costs of technology required for nursing programs, beginning FY 2019 and after the three year implementation phase, it is anticipated that annual revenue sharing will be provided to the DNP program. A proportion of revenue generated beyond costs by the DNP will be shared with the program for technology, equipment or other teaching-learning needs in direct benefit of students.

6. Program Review, Assessment and Accreditation

(a) Description of Review Process and Evaluation Methods

The Irene Ransom Bradley School of Nursing is committed to a culture of continuous quality improvement. The DNP program will meet all standards for program review, assessment and accreditation as set forth by the PSU College of Arts and Sciences, the university, the Kansas Board of Regents, the Kansas State Board of Nursing, the American Association of Colleges of Nursing and its independent accrediting body, the Commission on Collegiate Nursing Education, as well as external stakeholders including clinical facilities, employers and others. Evaluation procedures will be both formal and informal. Upon approval, the DNP will enter the university cycle for program review. Techniques for assessment of students' learning will include: pre/post test measures utilizing standardized testing instruments; capstone project evaluation; oral defense of capstone project; assessment of outcomes of residency; aggregate performance on national certifying examinations; evaluation of clinical expectations and competencies; alumni survey results; employer survey results; employment rate; student exit program evaluation survey results; evaluation of comprehensive written examination; graduation rate; and, portfolio evaluation. The program will utilize faculty and course evaluations per university protocol. Faculty will continue completion of school-based course improvement plans. Continuation of an active advisory board and student leaders group will be utilized for program input. The existing program governance model currently integrates students into the membership of standing committees and its committee of the whole. The intent is for this model of governance to continue. A program input icon exists on the current Irene Ransom Bradley School of Nursing website.

While few comments are received via this mechanism, faculty believe that it is an important option for public input.

(b) Identification of Student Learning Outcomes to be Assessed for Program Effectiveness

The identified student learning outcomes have been developed by the faculty of the Irene Ransom Bradley School of Nursing. The outcomes were developed with student and stakeholder input. The outcomes based upon the objectives of the program include:

- (i) Integrate theories and research from nursing science and other disciplines in provision of the highest level of evidence-based nursing practice.
- (ii) Evaluate organizational and systems leadership for the improvement of nursing care and healthcare delivery outcome.
- (iii) Contribute to improving nursing and healthcare through managing information systems and patient care technology.
- (iv) Synthesize healthcare policy in advocacy for patient/family care in all populations with emphasis in rural settings.
- (v) Communicate and collaborate to lead inter-professional teams in advancing population health; and,
- (vi) Consider long-term and short-term personal and professional goals for advancement of doctoral level practice.

The identified program outcomes have been mapped by the faculty and tied directly to 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. Documentation of attainment of the essentials and competencies are requirements for meeting Commission on Collegiate Nursing accreditation standards.

(c) Plans for Accreditation

(i) Identification of National Accrediting Agency

The existing nursing programs of the Irene Ransom Bradley School of Nursing are fully accredited by the Commission on Collegiate Nursing Education. Accreditation for the DNP program will be sought as soon as the program is eligible, one year after first students are admitted, presuming the Board of Regents approves PSU's request to seek accreditation.

(ii) Plans for Accreditation with Timeline, Costs and Maintenance of Accreditation

National accreditation from the Commission on Collegiate Nursing Education will be sought for the DNP degree program at first eligibility in Fall 2016, presuming Board approval to seek accreditation is granted. The DNP degree program will be presented to the Kansas State Board of Nursing for approval in advance of implementation and during the 2014 calendar year. Initial costs for accreditation and approval have been budgeted at \$21,500.

New Degree Request – Pittsburg State University

<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	<p>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.</p>
6. Curriculum	<p>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.</p>
7. Faculty Profile	<p>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.</p>
8. Student Profile	<p>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</p>

	<p>medically underserved counties in Missouri. Over the past two graduating classes, 44 of the 45 graduates or 97.77% are currently employed serving residents in medically underserved areas. The 2012 class is employed in rural health clinics, health population shortage areas, community health centers or teaching in a rural based nursing program.</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. Supplemental tuition beyond current tuition levels and an additional per semester graduate nursing fee are key components of the anticipated revenue generation.</p>
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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
<b>Research</b>	
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
Core Courses	
Prerequisite course: Graduate level statistics	3
NURS 801 DNP Intensive Seminar	1
NURS 808 Translation to Doctoral Leadership & Theory	3
NURS 885 Informatics for Healthcare	2
NURS 894 Principles of Epidemiology	2
NURS 888 Health Policy	2
NURS 889 Impact of Health Determinants	3
NURS 900 Quality, Safety, and Practice Outcomes	3
Electives	
Required Electives*	3
*The required elective is to be selected either from the following optional emphasis in Nursing Education courses or from other PSU graduate courses (to be determined and approved by the student, their DNP advisor, and the faculty teaching the course). Optional Emphasis (9 hours) in Nursing Education includes:	
NURS 855 Teaching Strategies	2
NURS 854 Teaching Strategies: Practicum	1
NURS 853 Evaluation of Nurse Educator	1
NURS 850 Curriculum Development	3
NURS 856 Education Practicum	2
Research	
NURS 895 Interpreting Research for Evidence-Based Nursing Practice	2
NURS 911 Tools for Practice Scholarship	3
Practica	
NURS 910 Residency (96)	2
NURS 920 DNP Capstone Project (288)	6

Totals: The number of credit hours required for the MSN to DNP degree is 32. With the optional emphasis, Nursing Education, the MSN to DNP degree is 38 credit hours.

## IMPLEMENTATION YEAR: FY 2015

### Fiscal Summary for Proposed Academic Programs

Institution: **Pittsburg State University**

Proposed Program: **Doctor of Nursing Practice**

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

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

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

## Letter of Support

KU School of Nursing has been aware of and supportive of this intent to convert Pittsburg State University's existing advanced practice nursing program from the Master's degree level to the Doctor of Nursing Practice (DNP). Planning for this change has occurred over the past two years at least, and we were consulted in a cooperative way since the beginning.

Since 1995 the advanced practice programs at Wichita State, Fort Hays State and Pittsburg State Universities have been offered in collaboration with the University of Kansas serving as leader of this statewide initiative to educate more nurse practitioners in Kansas. Today, this collaborative includes Ft. Hays, Pittsburg and KU and is the Kansas Advanced Practice Collaborative. Since its inception, 1127 nurses across Kansas have graduated with advanced degrees from this program. This initiative continues to improve access to primary health care for Kansans will continue as Pittsburg State moves to adopt national standards of education in this specialty area to the clinical doctorate level. KU has had this program in place since 2008. These Kansas Schools of Nursing have always worked with our region's MDs and the KU SOM to provide high quality clinical competencies and practice experience for the nursing students in the statewide collaborative effort for graduate level nursing programs.

The Pittsburg program will fill the need for this type of graduate education in the southeast Kansas area. It allows nursing students at this level to remain in the area and able to be employed as practicing nurses (RNs) during their graduate education, as is typical for this type of student at KU, as well. There are currently more nurses interested in this degree level (DNP) than we can accommodate at any one Board of Regents' institution that offers nursing graduate degrees.

In summary, KU SON strongly supports this program change at Pittsburg and we have no concerns as to its quality or adverse impact on KU enrollments.

Karen L. Miller, RN, PhD, FAAN

Dean, Schools of Nursing and Health Professions, Senior Vice Chancellor, KUMC