

PHD PROGRAM

# STUDENT HANDBOOK

2020-2021

Empowering you to  
pursue bold ideas and  
influence health care  
delivery in Indiana and  
around the world.

THAT'S MY

# GIANT LEAP

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## WELCOME

Welcome to the Purdue University School of Nursing PhD in Nursing program. The Demand for highly skilled, knowledgeable nurses and nurse scientists with advanced degrees continues to climb. This is an exciting time to be a nurse, and your presence in our PhD program means that you are preparing to be a change agent in the profession.

Nurses prepared at the doctoral level comprise less than one percent of the nursing workforce. Nurse researchers are in high demand in academe and industry to address healthcare system challenges and to improve the nation's health. The PhD program provides improved access to a research-based doctorate for Indiana nurses providing direct patient care and faculty members who aim for a career as a nurse scientist, as well as nurse executives who need a research-based skill-set.

The program offers a singularly unique curriculum that is designed to prepare the nurse scientist for innovative and translational research through the use of interprofessional collaboration and teams. The curriculum is influenced by a strong foundation of existing relationships forged by School of Nursing faculty; collaborators include faculty from the College of Engineering, School of Veterinary Medicine, Regenstrief Center for Healthcare Engineering, School of Computer Science, College of Science, Department of Psychological Sciences, Department of Health and Kinesiology, Department of Sociology, Center for Aging and Life Course, College of Pharmacy, College of Agriculture, and Extension Education/Services. With the addition of the PhD, the Purdue School of Nursing offers the full range of degrees (baccalaureate to PhD) available at all other Big 10 Schools of Nursing.

The profession of nursing holds a central role in meeting the health care needs of populations and individuals. Nurses continue to be recognized by the public as the most trusted member of the health care team. With this trust and authority comes great responsibility. Students enrolled in Purdue's graduate programs are expected to demonstrate behaviors in class, practice, and research that deserve and command this respect.

Within this handbook is information about major policies, procedures, and guidelines for PhD students in the School of Nursing. Please become familiar with the handbook as it may provide answers to many of your questions.

In addition, you should peruse the [University's website](#) to become familiar with university level student regulations, including student conduct and student records. The Graduate School website, [Graduate School Website](#), has a section for current students that addresses academic, financial and student life parameters for graduate students.

The faculty and staff of the School of Nursing stand ready to collaborate with you on your academic journey as you pursue your next professional goals.

## SCHOOL OF NURSING: IMPORTANT CONTACTS

**Head of the School of Nursing, and Associate Dean, College of Health and Human Sciences**

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## INTRODUCTION

The first section of the graduate handbook for PhD students contains information that is applicable to all of the graduate nursing programs. This is followed by the sections that specifically address curricula and policies that are relevant to the PhD program. Additional information is also available at the Purdue University School of Nursing web site at: [Purdue University Nursing Website](#) . The Directors of Graduate Programs, the Director of the PhD in Nursing Program, and the Graduate Program Coordinator are also available to answer students' questions. Students should be aware that they are also subject to policies and standards established by the Graduate School, which are set forth in the Policies and Procedures for Administering Graduate Student Programs [Policies and Procedures for Graduate Student Programs](#).

## HISTORY OF THE PURDUE UNIVERSITY SCHOOL OF NURSING

The school of nursing at Purdue University traces its beginning to the early 1960's. Indiana, as well as the nation, was confronted with a critical need for registered nurses. The concept of associate degree nursing education, new on the national scene, was embraced by Charles H. Lawshe, dean of university extension, as a means of addressing Indiana's severe nursing shortage. The first class of thirty students was admitted in the fall of 1963. During that year, nursing functioned as a de facto department within the Division of Applied Technology. With the organization of a School of Technology in 1964, department status for nursing was approved by the Board of Trustees. Nursing organizationally remained a part of the School of Technology for 15 years. Associate degree programs were begun on the Calumet, Ft. Wayne, North Central, and Indianapolis campuses by 1966. Curriculum and course content was the same on all campuses. In 1970, control of the nursing program on the Indianapolis campus was shifted to Indiana University and an upper-division baccalaureate program was begun in West Lafayette and Calumet. By the 1975, Calumet and Ft. Wayne campuses were granted autonomy and provided the opportunity to develop programs responsive to their own communities. Using funds acquired from the Public Health Service, the present home of the School of Nursing was constructed and ready for occupancy in 1977.

The strong program of professional preparation in nursing was recognized by the Board of Trustees in 1979 when the Department of Nursing became a School of Nursing, administratively linked with the Schools of Pharmacy and Health Sciences. With school status achieved, the faculty decided to admit freshmen to the baccalaureate degree program and phase out the associate degree program beginning in 1982. On April 20, 1991, the Nursing and Allied Health Sciences Building was renamed the Helen R. Johnson Hall of Nursing in tribute of the visionary who initiated nursing programs throughout the Purdue system.

## Timeline

|             |  |
|-------------|--|
| <b>1963</b> | <b>Associate degree nursing program initiated by Charles Lawshe, Dean of University Extension, West Lafayette Campus.</b>  |
| <b>1964</b> | School of Technology established. Nursing program shifted from University Extension to School of Technology in the Department of Nursing.  |
| <b>1970</b> | Upper division baccalaureate program initiated resulting in a 2 + 2 nursing program.   |
| <b>1972</b> | Funds (\$1.3 M) secured from the Public Health Service, US Department of Health, Education and Welfare to construct the Nursing and Allied Health Building.  |
| <b>1979</b> | Department of Nursing becomes a School of Nursing, administratively aligned with the Schools of Pharmacy and Health Sciences.  |
| <b>1982</b> | Associate degree program eliminated and a four-year program resulting in a baccalaureate degree in nursing program established. Nursing Center for Family Health funded  |
| <b>1991</b> | Building named in honor of Helen R. Johnson, the visionary who started nursing programs on WL, Calumet, Ft. Wayne, North Central, and Indianapolis campuses. In 1970 the control of the associate degree nursing program on Indianapolis campus shifted to Indiana University with the formation of the Medical Center. On April 20 <sup>th</sup> Dr. Johnson was joined at the naming ceremony by Drs. LaNelle Geddes who succeeded her as head and Jo Brooks who had just been named Dr. Geddes's successor. |
| <b>1998</b> | Graduate courses offered on WL campus in collaboration with Calumet.   |
| <b>2003</b> | Master's program in nursing (MSN) initiated, offering a major as an adult nurse practitioner.  |
| <b>2005</b> | Doctorate in nursing (DNP) program admits first cohort.  |
| <b>2006</b> | Pediatric nurse practitioner option added to master's program. Both ANP and PNP programs designed as either degree or certificate programs.  |
| <b>2010</b> | School of Nursing becomes one of nine academic units in the newly established College of Health and Human Sciences.  |
| <b>2013</b> | Adult Nurse Practitioner (PNP) program becomes Adult Gerontology Primary Care Nurse Practitioner program (AGNP). The Pediatric Nurse Practitioner (PNP) program becomes Primary Care Pediatric Nurse Practitioner (PNP) program.   |
| <b>2015</b> | Family Nurse Practitioner (FNP) concentration added to the master's program and first cohort admitted  |
| <b>2015</b> | System-wide, Collaborative DNP (CDNP) program admits its first cohort in conjunction with Purdue University, Calumet and Indiana University-Purdue University, Fort Wayne  |
| <b>2016</b> | Indiana Commission for Higher Education approves PhD in Nursing program at the West Lafayette campus.  |
| <b>2017</b> | Launch of the PhD in Nursing Program in Fall 2017  |
| <b>2018</b> | Launch of the Psychiatric/Mental Health Nurse Practitioner Program   |

## Accreditation

The nursing programs were initially accredited in the 1960s by the National League for Nursing and continued with this accrediting body until the new Commission on Collegiate Nursing Education (CCNE) was formed in the late 1990s. The baccalaureate program, accredited in 2001 by CCNE, was re-accredited in 2006. The graduate programs, with the exception of the FNP, were last accredited in 2014. The accreditation was approved for 10 years. The faculty believes that an external review by peers is vital to having programs of a high caliber. The self-study process requires all faculty and staff to complete a thoughtful review of where we have been and articulate a clear vision of where we are going next.

There is currently no formal accreditation specifically for PhD programs in nursing. The Purdue School of Nursing utilizes the standards and recommendations described in the American Colleges of Nursing (2010) report, *The Research-Focused Doctoral Program in Nursing: Pathways to Excellence*. In addition, the PhD in Nursing program is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, which accredits post-secondary educational institutions in the North Central region of the United States. As one of many PhD programs offered by Purdue University, the PhD in Nursing is included in this “umbrella of programs” and will be included in the University’s annual update to the HLC as a new program launched in the fall 2017. The University is accredited through 2020. The School of Nursing was given formal approval for the program by the Indiana Commission for Higher Education in March 2016.

### **Purdue University School of Nursing Mission and Vision**

The mission of Purdue University School of Nursing is to serve the citizens of Indiana, the nation, and the world through *discovery* that expands the realm of nursing knowledge, *learning* through the dissemination and preservation of knowledge that prepares beginning and advanced nursing graduates for professional licensure and leadership in their work settings, *engagement* through the application of nursing science in local to global healthcare settings, and *advocacy* through participation in healthcare legislation and policy that respect diverse client populations.

In all these activities, the School of Nursing seeks to:

- Prepare graduates for the practice of professional nursing in general and specialized clinical settings.
- Contribute to the improvement of nursing education through innovation, evaluations, and participation in local to global nursing education activities.
- Conduct research and other scholarly activities to add to the body of specialized knowledge and theory in nursing.
- Support the improvement of health from the local to global arena through discovery, learning, and engagement.
- Advocate for the improvement of the healthcare delivery system through changes in public policy with regard to accessibility, effectiveness, and quality of healthcare.
- Promote a positive societal view of professional nursing by increasing public awareness of nursing’s contribution to healthcare.
- Provide continuing education programs to facilitate intellectual development in the field of nursing.
- Acknowledge diversity of values and ethics, culture, and ethnicity of all people.
- Encourage the advancement of nursing science by creating a milieu that fosters information literacy, lifelong learning, and scholarly endeavors.

### **Strategic Approach**

The School of Nursing promotes the liberal and practical education of men and women of diverse backgrounds for beginning and advanced nursing practice. We believe that professional nursing practice begins with baccalaureate nursing education and continues throughout the nurse’s professional life. We further believe that nursing education is enhanced by a community of motivated students and faculty committed to excellence in learning. The faculty is a scholarly

community with a shared vision of *discovery, learning, and engagement/service*. This shared vision expands nursing and healthcare knowledge, prepares graduates for leadership roles, reaches out to the local and global community, and enhances *advocacy* through participation in healthcare legislation and policy that respects diverse client populations.

The School's integration of the University's tripartite mission of discovery, learning, and engagement initiatives is exemplified in our nurse-managed clinics that serve over 6,000 clients annually, many of whom are uninsured or underinsured. The School engages in projects that will improve the quality of healthcare delivery for people of local community, state, national, and global arenas, while preparing expert nurses to meet the healthcare needs of a changing society.

*Discovery* and *practice/service* trajectories focus on rural healthcare, health promotion, disease prevention, quality of life, healthcare systems, child development, pharmacology, gerontology, nursing historical inquiry, ethics, human rights, and innovations. The School of Nursing is part of a distinguished tradition of *democracy, inclusiveness, flexibility* and *accessibility* in higher education. The School seeks to develop and nurture *diversity* as its members pursue academic excellence and preeminence. As it makes advanced nursing education available to qualified students, the School demonstrates its concern for the *intellectual and personal growth and worth of every individual*. Our community celebrates its members' *diverse backgrounds, cultures, and viewpoints* cultivates *mutual respect* in all its interactions.

### **Purdue University's Non-Discrimination Policy**

Purdue University is committed to the development and nurturing of a diverse community. The University believes that diversity stimulates creativity, promotes exchange of ideas, and enriches life. See [Purdue University Nondiscrimination Policy Statement](#).

### **Faculty**

Faculty may be full-time or part-time; some faculty teach in both the graduate and undergraduate program. Course coordinators are faculty who are responsible for coordinating faculty when the team-teaching model is used. Their areas of responsibility include compiling the course syllabus, examinations, and entering grades. See Appendix D for Additional Resources at the School of Nursing (SON).

## OVERVIEW OF THE PHD PROGRAM

Healthcare delivery is evolving rapidly in response to concerns about effectiveness (i.e., producing the desired result) and efficiency (i.e., emphasizing quality and decreasing error and waste). A cornerstone of Purdue's Nursing PhD program is an emphasis on innovation. The core Nursing curriculum stresses innovations in leadership, collaboration, communication, and research. Innovations in healthcare delivery systems and innovative care are optimally achieved through the use of healthcare teams, where nursing researchers can lead/join other disciplines.

Purdue University's program offers a singularly unique curriculum that is designed to prepare the nurse scientist through *transdisciplinary work, operationalized by interprofessional collaborations and teams*. We define transdisciplinary work as a holistic approach to discovery where each discipline, be it from the natural, social or health sciences, extends beyond their traditional boundaries and limits. This approach is in contrast to multidisciplinary work, which is characterized by harmonizing contributions from disciplines through analysis and synthesis (see Choi & Pak, 2006). This PhD program curriculum is influenced by a strong foundation of existing relationships that have been forged by School of Nursing faculty. Collaborations exist between the School of Nursing faculty and the College of Engineering, the Regenstrief Center for Healthcare Engineering, the School of Veterinary Medicine, the Brian Lamb School of Communications, School of Computer Science, the College of Science, the Department of Psychological Sciences, Department of Health and Kinesiology, Department of Sociology, the Center for Aging and Life Course, the College of Pharmacy, Department of Human Development and Family Studies, the Lyles-Porter Hall health clinics, and Extension Education/Services. Due to efforts made by nursing faculty over the past five years, transdisciplinary work has become a cultural norm in the School of Nursing.

This cultural norm encompasses the sharing of discipline-specific "intelligence," that knowledge, insight, and skill set unique to each profession, including nursing. These relationships stand in contrast to the more typical collaborations which are found in schools that are affiliated with a life-sciences center, specifically affiliations between nursing, medicine and pharmacy. Faculty members in nursing and other disciplines at Purdue have disseminated cutting-edge research findings with their teams. They stand poised to shepherd, mentor, and teach PhD students to not only conduct scientific research with the knowledge and skills grounded in a rich nursing curriculum, but do so within the broader and necessary paradigm of transdisciplinary collaboration.

As with other healthcare professions, such as pharmacy and medicine, there are both terminal professional (Doctor of Pharmacy and Doctor of Medicine) and research-oriented degrees (PhD in Pharmacy and dual PhD-MD degrees). Similarly, the nursing profession has the Doctor of Nursing Practice (DNP) and the PhD in Nursing. It is important to distinguish between the two degrees: *While there is some conceptual overlap, the DNP degree differs from a PhD because the DNP curriculum is focused on preparing graduates to systematically evaluate current evidence and implement that evidence into practice. In contrast, the PhD focuses on the discovery and exploration of new scientific knowledge, grounded in nursing science, socio-behavioral science, and health and biological sciences.*

## Program Structure and Curriculum

A full-time student who enters the program with a master's in nursing may graduate in three (3) years or a part-time student with a master's in nursing may graduate in approximately five (5) years (see Appendix A: Plans of Study), including summer enrollment. Those entering the program with a master's degree in another field will need to complete additional coursework (approximately 8 credit hours), which may be taken upon admission to the PhD program (see Appendix A for specific courses). Matriculation through the program on a part-time basis will be individualized; however, completion of the Nursing Core courses must be accomplished in the first four semesters of the program.

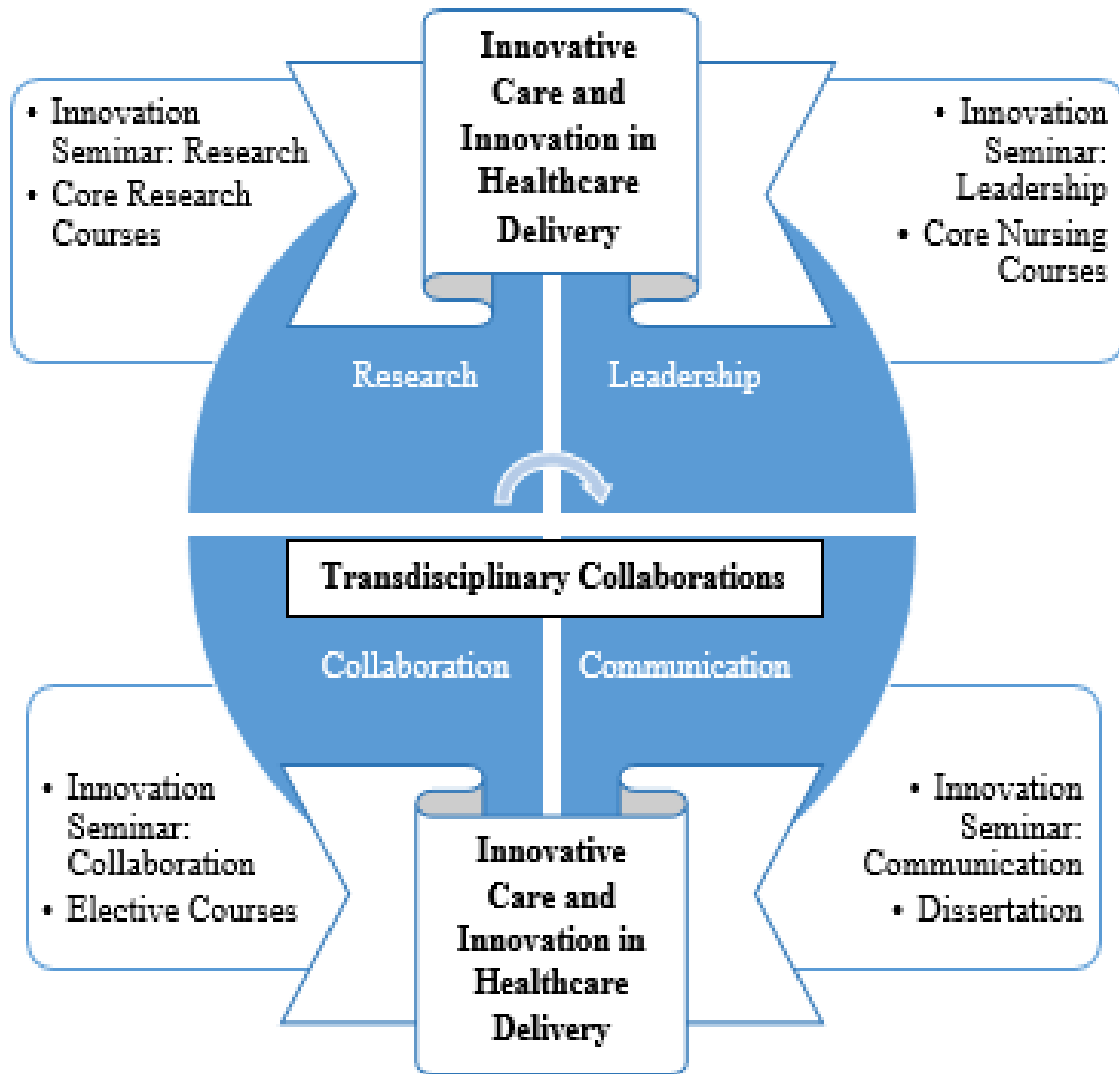


Figure: Overview of the PhD in Nursing Program

The program is composed of approximately 60-65 credits taken post-master's. The PhD in Nursing plan of study is divided into Core Nursing Courses (13 credits); Core Research Courses (a minimum of 13 credits); and Elective Courses (12 credits). The minimum coursework will be composed of the Core Nursing Courses and the Core Research Courses (total of 26 coursework hours).

The research focus of innovation in healthcare delivery systems and innovative care through transdisciplinary research is specific to the School of Nursing and is not duplicated in any other unit of the College of Health and Human Sciences. The program goal, which reflects our focus on innovation and reflected in our plan of study, is: *to prepare nurse scientists who affect innovation in healthcare and healthcare delivery systems through scientific inquiry and transdisciplinary approaches*. The faculty of the School of Nursing approved four foundational curricular areas: research, leadership, collaboration, and communication. Upon successful completion of the PhD in Nursing Program, the graduate will be able to:

- **Research:** Develop new knowledge that impacts health, using theory-based, high quality scientific methods while adhering to the highest standards of scientific integrity. Synthesize research findings in the context of prior understanding of phenomena.
- **Leadership:** Provide leadership to advance nursing, including research, theory, education, and health care delivery.
- **Collaboration:** Apply principles of collaboration to generate scientific knowledge to improve practice, policy, and health care outcomes.
- **Communication:** Disseminate research findings through presentation, publication, and professional discourse to a wide range of global stakeholders including the academic community, health service professionals, policy makers, and health care consumers.

The goal of transdisciplinary collaboration will be achieved in the curriculum by elective *courses taken in other disciplines or departments, transdisciplinary research projects, and committee members representing multiple disciplines*.

### PHD PROGRAM ADMISSION REQUIREMENTS

- Graduation from an accredited baccalaureate program in nursing.
- A minimum undergraduate nursing cumulative Grade Point Average of 3.0, on a four-point scale, or equivalent "B" average. **Note:** Applicants not meeting this criterion may be considered for departmental conditional admissions.
- Domestic applicants must hold a valid, current nursing license in a U.S. state. International applicants must be licensed as a nurse in their country of origin, if licensure is available. **However**, if students will be involved in any direct patient care activities, they must obtain a valid current nursing license in the state in which patient care activities will occur.
- Graduation from master's program. Additional courses are required for those whose master's degree is outside of nursing.
- In instances where a master's degree was obtained outside the U.S., international students must provide proof of U.S. master's degree equivalency with school/college/university accreditation information when applicable. Sufficient time must be allowed for verification and evaluation of prerequisite courses and degrees (i.e., at **least** three months prior to the beginning of the term in which they wish to begin studies). Prerequisite courses in the PhD program,

(excluding master's level courses in nursing) must be taken in an accredited college or university in the United States.

- In instances where transcript credits or other credentials are difficult to evaluate for equivalency to U.S. offerings, the World Education Services may be used to verify transcripts, diplomas, or other application materials (see [World Education Services Website](#)).
- International applicants will follow the Graduate Admission Process, following the roles of the academic unit, the Graduate School, and the guidelines enforced by International Students and Scholars (ISS) Office including visa requirements (see [International Students and Scholars Website](#)).
- Evidence of successful completion (3.0 on a 4.0 scale) of an upper division statistics course (300-500 level) taken within the last 5 years. Or, this may be taken concurrent with the first year of graduate coursework.
- A personal interview with a graduate program faculty advisor and/or PhD Program Committee Member.
- Basic computer competency including word processing and use of Internet.
- International students must take the Test for English as a Foreign Language (TOEFL) exam for Non-Native English Speakers **or** the International English Language Testing System (IELTS) with the following minimum performance scores.

TOEFL Minimum Internet-Based Test (IBT) Overall Score Required: 100

With the following minimum section requirements:

- Reading: 19
- Listening: 14
- Speaking: 18
- Writing: 18

Minimum Paper-Delivered Test – no overall score reported

With the following minimum section requirements:

- Reading: 19
- Listening: 14
- Writing: 18

IELTS (Academic Module):

Minimum overall score required: 6.5

With the following minimum section requirements:

- Reading: 6.5
- Listening: 6.0
- Speaking: 6.0
- Writing: 5.5

\*The Graduate School will routinely waive the English Proficiency testing requirements for applicants who have received a baccalaureate degree or graduate or professional degree, within



the last 36 months **at the time of recommendation for admission**, from a school where English is the primary language of instruction in a country/location where English is the native language.

If the student is admitted under this waiver and is still finishing the degree, the student must satisfactorily complete the degree and submit a final official transcript showing that this degree has been awarded BEFORE the Office of International Students and Scholars (ISS) can produce the US immigration document (I-20 or DS-2019) or before the student can enroll in courses at Purdue University.

### **Completing the Application:**

- The Graduate School Application is to be completed on-line at the [Graduate School Website](#).
- Two succinct 500-1000 word essays are required.
  - One essay will describe the applicant's research interests, and if applicable, an identified nursing faculty member with whom they would like to work.
  - One essay will describe the applicant's career interests and goals upon completion of the program.
- Two official (original) transcripts from each school attended.
- Three letters of recommendation evaluating scholarly potential (at least one recommendation must be from a professor of nursing. If the applicant has been out of school for more than five years, a letter from a direct manager may be substituted for the professor).
- A curriculum vita or resume.
- For domestic applicants, a copy of a current U.S. registered nurse license. For international students, a copy of their license as a nurse in their country of origin, if licensure is available.
- If you do not meet the basic requirements described above, please contact our graduate program staff to discuss your application and interest in the PhD program.

### **Application Procedure:**

Application Deadline: Completed applications are reviewed as they are received or until the program is full. Final application deadline for Fall admission is July 1 and final application deadline for Spring admissions is October 1. The PhD Program Committee of the School of Nursing reviews completed application materials. The School forwards its recommendation to the Graduate School in West Lafayette for review and final action. Students receive official notification of the action taken from the Graduate School.

Applications for full-time study will be given priority admission consideration. Transferring from full-time to part-time study may be done on a space available basis with permission of the Director of the PhD program. The school cannot guarantee required courses will be available in the needed sequence when students are admitted or move to part-time status.

Applicants who are current employees or faculty members at the School of Nursing will be required to obtain additional approvals prior to being admitted (i.e. from the SON leadership, director of the PhD program, and so forth). Additional assurances may include:

- Assurance from the applicant and department that she/he will not teach graduate-level courses while enrolled in a PhD program.
- Assurances that she/he will not serve on a master's advisory or examining committee while in a PhD program.

**Follow the online application procedure by logging onto the [Graduate School Website](#).** Students will need to create an application account to start the application.

**Return all other materials to:**

Graduate Program  
 School of Nursing, Johnson Hall  
 502 N. University Street  
 West Lafayette, Indiana 47907

**Notification of Admission**

Applicants will be notified of their admission recommendations, in writing and/or email, by the School of Nursing. The Graduate School offers admission and will send an email notification to applicants.

**Conditional Enrollment and Conditional Admission**

An applicant who does not meet one or more of the admission requirements may be considered for conditional enrollment. These requirements must be satisfied before or during their first semester. Students who are missing admission requirements (e.g., a missing reference letter) will be offered conditional admission. The student who fails to meet the specific conditions of admission may not be allowed to continue in the graduate program. The specific conditions of the admission will be addressed in the admission letter.

**Transfer of Credits**

Only 30 credits from a Master's or a professional degree (e.g. DNP), can be counted towards the PhD. The following rules apply for courses taken that did **not** count toward a prior degree:

- While credits from coursework may not be used toward the PhD, specific course requirements may be substituted by this prior coursework, if deemed equivalent. These credits may be replaced by completing additional coursework and/or research credits. That is, the credits from prior courses may not be applied toward the ~90 credits needed for the Ph.D.
- The PhD Program Committee and when needed, graduate nursing faculty who teach specific courses, will evaluate courses from other institutions for equivalency and transferability.

Example: A student is admitted into the PhD program with a master's in nursing science (MSN) and is given 30 credits toward the PhD coursework. The student also has previous coursework toward a DNP, but the degree was not completed. The student requests that six credits be considered toward the electives in the PhD program. The PhD Program Committee requests the student forward the course syllabi (and other documents as indicated) and sends them to faculty

who teach similar courses at Purdue SON. They agree the six credits may be substituted for six elective credits in the PhD curriculum. The student is informed and along with the students' adviser and committee, the student selects six credits of coursework or six (additional) credits of research credits to complete the required ~90 credits toward the PhD.

Refer to the Graduate School's Policy and Procedures Manual (Section VI, Paragraph B2):

“A master's degree or professional doctoral degree from any accredited institution may be considered to contribute up to 30 credit hours toward satisfying this requirement at the discretion of the student's graduate program. (The intent of this policy is to provide colleges/schools, departments, and a student's advisory committee with flexibility in determining what credits, [up to a maximum of 30 and earned from the master's or professional doctoral degree] may be applied toward the Ph.D. degree.)”

### **Licensure and Certification**

As a post-master's degree program, graduates will not be prepared for a nursing license or certification.

## **FUNDING AND FINANCIAL AID**

Students can arrange financial assistance through the Division of Financial Aid Services, Schleman Hall, Room 305. This office can be reached by telephone at 765-494-5050. Additional information regarding financial aid can be located at the Division of Financial Aid: [Division of Financial Aid Website](#).

### **Financial Aid and Academic Awards**

Stipends and scholarships aid promising graduate students in several forms and may include:

- University fellowships (competitive)
- Teaching assistantships (TAs)
- Research assistantships (RAs)
- Tuition remission
- Center for Families, Purdue University: several graduate student awards, including Justice Family Nutrition Grant, Interdisciplinary Research Grant, and the Levien Family Policy Scholarship
- Scholarships (see also listing from the American Academy of Colleges of Nursing: (<http://www.aacn.nche.edu/students/financial-aid#graduate>))
- Federal traineeships (depending upon faculty federal funding)
- Jonas Nurse Leaders Scholar Program (<https://jonasphilanthropies.org/jonas-scholars/>) (based on matching fund availability)

Opportunities vary also in that some are based on individual student applications and while others are available only through organizational application and funding. Students may not receive university financial aid (stipend and/or tuition scholarships) from two schools or departments without the head of the school's approval. Some opportunities require full-time

enrollment in the program. Graduate students must be in good academic standing and not on probation to receive stipends, awards, TA or RA positions or fellowships. Graduate students may not receive tuition remission, scholarships or fellowship funds to pay for courses or preliminary examinations that are being repeated.

### **Purdue Division of Financial Aid**

Purdue's Division of Financial Aid will assist students through the application process for federal student aid. After completing the [FAFSA](#), students are eligible for federal and private loans. Information regarding federal student aid and the FAFSA application process can be found on the Division of Financial Aid website: [Purdue University Division of Financial Aid Website](#).

### **Purdue University Graduate School**

From fellowships to assistantships, the Graduate School offers many opportunities, resources, and strategies to assist graduate students in obtaining funding. Information is available on the Graduate School website: [Purdue University Graduate School Funding Website](#).

### **Graduate Research and Teaching Assistantships**

Graduate Research (RA) or Teaching Assistantships (TA) may be available for graduate students interested in providing a supportive role in scholarly and/or teaching activities with nursing faculty. Benefits from RA and TA positions include fee remission, medical insurance supplement, and monthly stipends. To be eligible for an appointment, an individual must be enrolled in a minimum of 6 hours of graduate study and remain registered at this level during the entire appointment period. Students must have a minimum of 1-year clinical experience to be considered for a teaching assistantship.

Students serving as Graduate Research Assistants must complete IRB CITI training online prior to commencement of the research assistantship. All graduate students must complete this program prior to NUR 69900.

Students interested in applying for a TA position should indicate their interest to the School of Nursing graduate program coordinator for further information. Applicants must submit a written resume. The Assistant Head of the Undergraduate Programs administers the interview process. Appointments for TA positions are made based on the applicant's qualifications, the progression through the program, the students' interests, and the needs of the School.

### **Scholarships and Fellowships**

A limited number of fellowships and scholarships are available for graduate nursing students. The deadline for applying is generally in April of the academic year preceding the awards. Amounts of money awarded and eligibility requirements vary. For further information and applications, contact the [Division of Financial Aid Services](#). There is an application for scholarships for graduate nursing students located on the School of Nursing website. Qualifications to receive these scholarships varies based on program of study and focus of projects. Make sure to check the website for specific information and dates.

## **Professional Federal Nurse Traineeships**

Federal Nurse Traineeship awards are grants from the US Department of Health and Human Services specifically earmarked for graduate nursing students. These awards may be available based on a year to year award from HRSA. Awards vary with the amount of funding received. Traineeships are administered from the School of Nursing. On occasion, other program-based financial aid administered through the School of Nursing is available. This information will be available through the School of Nursing Graduate Office if funding is available for the current academic year.

## **Minority Scholarships**

Minority Nurse Magazine and the National Coalition of Ethnic Minority Nurse Associations offer three scholarships. See the [Minority Nurse Scholarships Website](#) for a searchable database of scholarships.

## **ACADEMIC STANDARDS AND PROGRESSION IN THE PROGRAM**

### **Coursework**

The program is comprised of three areas of coursework (Nursing Core, Research Core and Electives), preliminary examinations, and the dissertation (with defense of the proposed study and final defense of the completed study before the student's committee members). One Nursing Core course (Healthcare Policy: from Local to Global) and the DNP Course electives are offered online. The remainder of the coursework is presented through a face-to-face format. Implementing Theory in Healthcare Research instructs students on how to incorporate theoretical frameworks, models and theories, measure concepts as variables and discuss findings that support/do not support these frameworks. Innovative Care/Innovations in Healthcare Delivery examines the genesis and dissemination of innovations within the healthcare context. Four 1-hour seminars, Research, Communication, Leadership, and Collaboration provide socialization to the role of nurse scientist and analysis of healthcare trends influencing nursing research. Healthcare Policy is offered both to PhD and DNP students as this course is required in both curricula.

The Research Core (a minimum of 13 credits) will include a course on the ethics of conducting research, which is required by most graduate programs at Purdue. The Research Core will also reflect the individual student's dissertation goals; the methods and statistical coursework will be built with the advisement of the student's primary advisor/chair. There are two required courses offered through the SON that reside within the Research Core: NUR 69100: Healthcare Research Methods (3 credits) and NUR 69200: Applied Statistics in Healthcare Research (3 credits). Students will be versed in quantitative as well as qualitative methods. This will enable them to design mixed methods studies (combine both quantitative and qualitative data collection techniques).

Advanced coursework in statistics and methods will be based on the student research goals (see Appendix I: Purdue-Wide Research Courses).

The last core area is the Electives (12 credits). The student will be able to build a plan of study, with approval from their advisor and committee members, which reflects their interests,

scientific passions, and training in transdisciplinary work. One area they may follow is the DNP electives, which will allow them to take online courses with fellow Purdue DNP students. There are many options open to students to explore; conceptual areas include: Health Policy/Economics; Health Behavioral Theory/Health Behavioral Change; Gerontology/Optimal Aging; Health Promotion; Health Outcomes/Utilization; Healthy Families; and Organizational Change.

The PhD in Nursing may also be pursued as a dual-title degree with Gerontology. Additional coursework is necessary if a student wishes to obtain a PhD dual title in both Nursing and Gerontology (see Plans of Study).

## PhD in Nursing Coursework Requirements

### School of Nursing PhD in Nursing Plan of Study: ~60 Credits Post-Masters

#### Required Nursing Core: 13 Credits

- **Four Seminars (4 credits)**
- **NUR 69060: Innovative Care/Innovations in Healthcare Delivery**
- **NUR 6950: Implementing Theory in Healthcare Research**
- **Healthcare Policy: Local to Global\***

#### Electives: 12 Credits

Students build “electives/ concentrations” with input from advisor:

- Health Policy/Economics
- Health Behavioral Theory
- Gerontology/Optimal Aging
- Health Promotion
- Health Services/Utilization
- Healthy Families
- Organizational Change

#### Additional Options:

Dual Titled Degree w/ CALC  
Optional Graduate Teaching Certificate

#### Required Research Core: 13 Credits

- GRAD 61200: Responsible Conduct of Research (1 credit)
- **NUR 69100: Healthcare Research Methods**
- **NUR 69200: Applied Statistics in Healthcare**
- Advanced Quantitative Statistics
- Qualitative Methods
- Additional Methods Course

#### DNP Courses: May Count as Elective Courses

- Ethics, History and Innovation in Healthcare Delivery Systems\*
- Economics and Finance for Healthcare\*
- Nursing Informatics\*
- Evidence Based Practice\*
- Healthcare Policy Residency
- Summer Institute Courses

\* = Online Format

## Matriculation in the PhD Program

There are several thresholds or steps the students must successfully achieve in order to progress toward degree completion. First, students are admitted twice per year, in the fall and spring semesters. Prior to acceptance, a personal interview will occur with each applicant with a faculty member whose work aligns with the student’s goal statement, and the Director of the PhD in Nursing program, and/or a member of the PhD Program Committee. The faculty member, PhD Program Committee, and Director will provide feedback for the final determination of admittance to the program (See Admission Criteria and Required Documentation).

Upon or prior to enrollment in the first semester, the student will be required to identify a chair (primary mentor) who will work closely with them throughout the program. The student's chair (or co-chair) must be a nursing faculty member, who is tenured or on the tenure-track. Three additional committee members will be identified based on content and/or research methods expertise. At least two members of the committee, preferably either the primary or secondary mentor, must hold a registered nurse license in the United States. Depending upon funding mechanisms, the primary mentor may be required to be a licensed registered nurse. At least 51% of the committee members must hold regular faculty approval by the Graduate School. One of these members must be from outside the School of Nursing.

There are two committee models to support PhD students' matriculation through the program:

***Model 1:***

Chair: Faculty member at the School of Nursing who is a registered nurse

Secondary/External Mentor: Faculty member who has an academic home outside the SON

Third Member: A SON faculty member who is a registered nurse

Fourth Member: A SON faculty member

***Model 2:***

Chair: A SON faculty member (primary discipline is not nursing)

Secondary Mentor: A SON faculty member who is a registered nurse

Third Member: Faculty member who has an academic home outside the SON

Fourth Member: A SON faculty member who is a registered nurse

***Secondary Mentor Description:***

In any PhD program, mentors are critical to the student's learning and experience. A primary mentor is an individual who is tenured/tenure-track at the School of Nursing. This is the individual who will guide the student's path in the program, provide the student with ongoing feedback, assist in obtaining a secondary mentor and support timely completion of the degree.

A secondary mentor is often an individual who has an academic home from an area outside of the SON. This may even be an individual who is outside of Purdue University (the individual must be approved by the Graduate School). The secondary mentor works with the student and the primary mentor so that the student gains a transdisciplinary research focus. Often, a secondary/external mentor is a content expert in the student's research interest area.

With their primary mentor/chair, the student will prepare a plan of study and receive approval from all four committee members and the Graduate School, ideally, no later than by the end of their third semester, but prior to sitting for the comprehensive/preliminary examinations.

After the plan of study is approved, the student will complete the required coursework and sit for a written (preliminary) examination. The chair will support student preparation of this exam. After the written examination has received a positive review, an oral preliminary examination will occur with the student and their committee. Clarifying questions and additional discussion will occur during this oral examination. The preliminary examinations (both written and oral) must be successfully completed at least two semesters prior to the date of the final defense.

As the student progresses in the program from coursework through preliminary examinations, they will also work with their chair and committee in defining research questions and developing a proposal for their dissertation. Once the written proposal, ideally, the first three

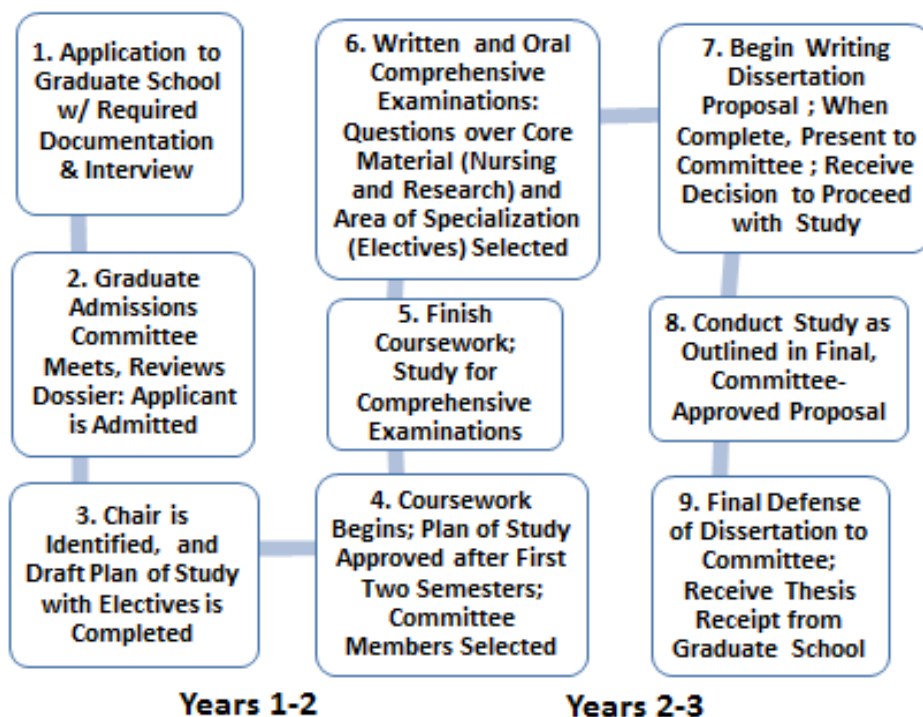


chapters of the dissertation, has been refined with the counsel of their chair and committee, the student will defend this proposal through an oral presentation to the entire committee. Feedback will be incorporated until the committee is ready to approve the proposed study.

The student will then proceed to carry out the study, abiding by the guidance outlined by the Graduate School, Institutional Review Boards, and so forth. Working with the chair and committee, the student will write and present their dissertation to the committee for a final oral defense. If the student is unsuccessful, one semester must pass before they may attempt their final defense a second time. It will be the student’s responsibility to follow all guidance outlined by the Graduate School for final processing and recording of the dissertation to allow for graduation to occur on a timely basis. The student will work with their chair and committee members in seeking opportunities to disseminate their research findings through peer-reviewed journals and podium presentations.

Should a student find that the sequence of events and the general timeline be delayed, they must work with their chair to ensure that the delay in progression is minimized (see Sequence of Student Progression in the PhD in Nursing Program below). If a student does not enroll in coursework or research credits for two consecutive semesters, they will be required to reapply to the program. The University guidelines for time limits of graduate student enrollment in a doctoral program will be adhered to.

### Sequence of Student Progression in the PhD in Nursing Program





## PLAN OF STUDY

The student’s development as a nurse research scientist will be shaped in three ways: 1) through course work, both from nursing and other disciplines. The on-site courses from other disciplines will be reciprocally enriched by students enrolled in the PhD in Nursing program (such as research methods and statistics courses, as well as other courses such as those offered by CALC faculty associates); 2) through research credits that will allow the student to plan and carry out a research study; and 3) through the mentorship of their primary advisor and committee members.

The curriculum has been purposely designed to allow a heavy emphasis on research credits.

Students are expected to maintain at least a GPA of 3.0 (B) in order to remain in good academic standing. The minimum acceptable passing grade for graduate courses is a B. Students will undergo academic review if they have a GPA of less than 3.0 or earn a grade of less than B in a course. Although some variations in plans of study are expected, this template for the chronological enrollment in coursework should be followed (see specific criteria for core nursing coursework and part-time students). The flow of coursework is also dependent upon availability of faculty over the summer, as well as summer course offerings.

Additional examples of plans of study, including a plan for students entering the program without a master’s in nursing, are located in Appendix A. The “XXXX” designation is for courses offered by other schools or departments that satisfy the Nursing PhD requirements.

### Generic Plan of Study: Full-Time Students

| <u>Year 1 – Fall</u>  | <u>Year 1 – Spring</u>   | <u>Summer</u>                       |
|---|--|-------------------------------------|
| NUR 69010: Research Seminar (1 credit)                                    | NUR 69020: Leadership Seminar (1 credit)                                 | 6XX: Elective (3 credits)           |
| NUR 69030: Communication Seminar (1 credit)                               | NUR 69040: Collaboration Seminar (1 credit)                              |                                     |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits) | EDCI 615: Qualitative Methods (3 credits)                                |                                     |
| NUR 63200: Healthcare Policy: Local to Global* (3 credits)                | NUR 69050: Implementing Theory in Healthcare Research (3 credits)        |                                     |
| GRAD 61200: Responsible Conduct of Research (1 credit)                    | NUR 69100: Healthcare Research Methods (3 credits)                       |                                     |
| <u>Year 2 – Fall</u>  | <u>Year 2 – Spring</u>   | <u>Summer</u>                       |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits)          | XXXX: Additional Advanced Methods/Advanced Statistics Course (3 credits) | NUR 69900: Research PhD (3 credits) |
| NUR 69900: Research PhD (3 credits)                                       | NUR 69900: Research PhD (1 credits)                                      |                                     |
| 6XX: Elective (3 credits)   | 6XX: Elective (3 credits)  |                                     |
|   | 6XX: Elective (3 credits)  |                                     |
| <u>Year 3 – Fall</u>  | <u>Year 3 – Spring</u>   | <u>Summer</u>                       |

| <b><u>Year 1 – Fall</u></b>         | <b><u>Year 1 – Spring</u></b>       | <b><u>Summer</u></b>                  |
|-------------------------------------|-------------------------------------|---------------------------------------|
| NUR 69900: Research PhD (9 credits) | NUR 69900: Research PhD (9 credits) | NUR 69900: Research PhD (1-3 credits) |

**Total: Approximately 60-64 credits post-master's**

**Generic Plan of Study: Part-Time Students**

| <b><u>Year 1 – Fall</u></b>  | <b><u>Year 1 – Spring</u></b>   | <b><u>Summer</u></b>  |
|--|---|---|
| NUR 69010: Research Seminar (1 credit)   | NUR 69020: Leadership Seminar (1 credit)  | 6XX: Elective (3 credits)<br>OR   |
| NUR 69030: Communication Seminar (1 credit)  | NUR 69040: Collaboration Seminar (1 credit)   | EDCI 615 Qualitative Methods 3 credits (if not taken in Year 2, Spring) |
| NUR 63200: Healthcare Policy: Local to Global* (3 credits)   | NUR 63050: Implementing Theory in Healthcare Research (3 credits)   |   |
| GRAD 61200: Responsible Conduct of Research (1 credit)   |   |   |
| 5 credits  | 5 credits   | 3 credits   |
| <b><u>Year 2 – Fall</u></b>  | <b><u>Year 2 – Spring</u></b>   | <b><u>Summer</u></b>  |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits) May be taken in Year 1 Fall if student has already taken Policy course | EDCI 615: Qualitative Methods (3 credits) <b>OR</b><br>6XX: Elective (3 credits)                                | 6XX: Elective (3 credits)   |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits)   | NUR 69100: Healthcare Research Methods (3 credits)  |   |
| 6 credits  | 6 credits   | 3 credits   |
| <b><u>Year 3 – Fall</u></b>  | <b><u>Year 3 – Spring</u></b>   | <b><u>Summer</u></b>  |
| XXXX: Additional Advanced Methods/Advanced Statistics Course (3 credits) <b>OR</b><br>NUR 69900: Research PhD (3 credits)                        | XXXX: Additional Advanced Methods/Advanced Statistics Course (3 credits) <b>OR</b><br>6XX: Elective (3 credits) | NUR 69900: Research PhD (1 credit)                                      |
| 6XX: Elective (3 credits)  | 6XX: Elective (3 credits)   |   |
| 6 credits  | 6 credits   | 1 credit  |
| <b><u>Year 4 – Fall</u></b>  | <b><u>Year 4 – Spring</u></b>   | <b><u>Summer</u></b>  |
| NUR 69900: Research PhD (5 credits)  | NUR 69900: Research PhD (5 credits)   | NUR 69900: Research PhD (1 credits)                                     |
| 5 credits  | 5 credits   | 1 credits   |
| <b><u>Year 5 – Fall</u></b>  | <b><u>Year 5 – Spring</u></b>   | <b><u>Summer</u></b>  |

| <u>Year 1 – Fall</u>                   | <u>Year 1 – Spring</u>                 | <u>Summer</u>                         |
|--|--|---------------------------------------|
| NUR 69900: Research PhD<br>(5 credits) | NUR 69900: Research PhD<br>(5 credits) | NUR 69900: Research PhD<br>(1 credit) |
| 5 credits                              | 5 credits                              | 1 credits                             |

**Total = 63 credits**

**Required SON Courses and Course Numbers:**

1. NUR 63200: Healthcare Policy: Local to Global (3 credits)
2. NUR 69010: Research Seminar (1 credit)
3. NUR 69020: Leadership Seminar (1 credit)
4. NUR 69030: Communication Seminar (1 credit)
5. NUR 69040: Collaboration Seminar (1 credit)
6. NUR 69050: Implementing Theory in Healthcare Research (3 credits)
7. NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits)
8. NUR 69100: Healthcare Research Methods (3 credits)
9. NUR 69200: Applied Statistics in Healthcare Research (3 credits)
10. NUR 69900: Research PhD Thesis Credit Hours

Note: 69900 research credits are always taken in “S” grade mode, which means they can be given S, U, SI, or IU grades. Research credits are not listed on the plan of study, but satisfactory 69900 credits contribute toward the 90+ credits required for the PhD degree. More details on these policies are available in [Section VI](#) of the University Catalog.

**Additional Preparation as a Nurse Educator**

Students enrolled in the program may opt to participate in the College of Teaching Development Program through the Center for Instructional Excellence, see [College Teaching Development Program Website](#), as part of their program of study. There are two certificates available:

- The Certificate of Foundations in College Teaching
- The Certificate of Practice in College Teaching

Such certificates will enable them to gain formal recognition of their teaching skills and strengthen their ability to take on the role of nurse educator in a faculty position upon graduation.

**EXPERIENTIAL RESEARCH TRAINING**

The main objective of the PhD in Nursing is to educate future nurse scientists on how to conduct research. In addition to the coursework (Research Core) outlined above in statistical analysis, research design and methods, and research credit hours (work toward dissertation), PhD students are expected to complete a variety of experiential research enrichment activities, training workshops, and seminars. Multiple opportunities across campus are available to doctoral students as well as within the School of Nursing.

The four seminars, Research, Leadership, Collaboration, and Communication, are designed to cultivate and refine ideas for student research projects (dissertation). Students are trained in the conduct of ethical research through enrollment in the required course, GRAD 61200:

Responsible Conduct of Research, and through completion of Collaborative Institutional Training Initiative (CITI) training. Students are required to be current in their CITI training during their enrollment at the School.

Research assistantships for full-time students, and unpaid experiences working with faculty in their areas of research are also encouraged. Research experiences with committee members' who reside in academic units outside of the School of Nursing may be pursued with the approval of the students' primary advisor/chair.

## **PRELIMINARY EXAMINATIONS**

The purpose of the preliminary examinations (both written and oral) is to determine mastery of the three areas of coursework: nursing, research and electives. After the majority of the coursework has been completed (to be determined by the chair and/or committee), the student will then sit for a written preliminary examination. A full time student may sit for the examination during the second semester of their second year of full-time study.

Prerequisites are required (Graduate Handbook, [Section VII.D.4](#)):

- Approved plan of study
- Satisfactory completion of the majority of the formal plan of study

Note: the student may take additional courses that are not expected to be used on the plan.

In preparation for the written examination, the student will communicate to the committee their background/focus of study, course and research experiences, and progress at Purdue thus far, including (early) conceptualization of their dissertation proposal. With approval by the chair, this communication may be in the form of a committee meeting or a written document sent to the committee members. The communication will also include the format/preferred time offered for the exam (6-hour on-site or 24-hour overnight exam). This communication should occur two to three weeks prior to the committee members' submission of questions to the chair. The chair will support student preparation of this exam.

### **Preliminary Examination Committee.**

The Preliminary Examination Committee must be comprised of at least 3 members and typically includes the student's PhD Advisory Committee/Chair. The student will complete GS Form 8 (Request for Appointment of Examining Committee) with the assistance of the committee chair and Graduate Program Coordinator as soon as the plan of study (POS) is officially approved.

### **Request for PhD Preliminary Examination Meeting.**

The student must request a PhD preliminary examination date, and room with the assistance of the Graduate Program Coordinator. The date and time of the examination and the names of the examining committee members should also be determined. This must be done at least two weeks prior to the exam date. When the request is approved, the Graduate School will notify the Examining Committee Chair that the electronic form (GS Form 10) Report of Preliminary Examination is available in the Graduate School's database. The SON Graduate Advisory Committee Report will be used to document PhD committee meetings; students should bring this form to meetings for appropriate faculty signatures.

## **Written Examination**

The student will be offered a choice of a 6-hour on-site examination or an examination that may be taken home with 24-hours to complete. The decision on the format/preferred time of examination must be approved by the student's chair. The examination questions will be agreed upon by the committee members and consist of approximately four to six questions that assess the mastery of materials from the core nursing and research courses, and the area of specialization (electives) that the student has chosen. The student may select a designated subset of the six questions to respond to. Topics may include, but are not limited to, knowledge development, research methods, substantive knowledge, ethical judgment, nursing/health care issues, and health policy. Student responses should integrate content from these areas. Students may have access to scholarly materials for both the 6-hour and 24-hour examinations. Committee members will note which option is selected when evaluating responses; thus, the responses from a 6-hour examination may not be as detailed as the responses from a 24-hour examination.

Written preliminary examination questions should be answered in essay form with references to the work of authors in APA format. Submissions should be written (typed) using 12-point font, double-spaced with 1-inch margins. Students will document adherence to the principles of academic integrity by signing a prescribed statement that accompanies the written examination. The chair will use iThenticate, plagiarism auditing software currently licensed by Purdue University, to produce a report. The preliminary examination will be evaluated by the chair and committee members.

The chair will solicit questions from appropriate committee members based upon areas of faculty expertise and courses taken by the student. The student background, focus, experiences at Purdue will also influence the preliminary exam questions. Committee members will receive the entire preliminary exam (all responses), and score (pass/fail) those questions they drafted/submitted to the chair/student. Committee members will be given approximately two weeks to evaluate the student responses.

The preliminary examination will be evaluated by the chair and committee members.

## **Oral Examination**

After the written examination has received a positive review, an oral preliminary examination will occur with the student and their committee; typically 90 to 120 minutes is scheduled for the oral examination. Clarifying questions and additional discussion will occur during this oral examination. The written preliminary examination may give focus to the oral portion; however, it does not limit the discussion in the oral portion. Additional topics related to the program objectives and the student's coursework may be discussed during the oral portion of the examination.

## **Preliminary Examination Evaluation**

Students should supply faculty with a copy of the evaluation guide located in Appendix B as they evaluate students' performances in preliminary examinations, dissertation proposal defenses, and the final dissertation defense.

**If a student does not pass the preliminary examination,** a re-examination cannot be scheduled until the following semester or later. Should the preliminary examination be failed, a re-examination opportunity must be approved by the Preliminary Examination Committee. If the grade is a Fail for either/or both parts of the examination, then both portions of the preliminary examination must be retaken and a grade of Pass must be achieved, with at least two of the three examining (or three of the four) committee members in agreement.

### **Evaluation Criteria**

The criteria for evaluation of the Preliminary Examination include demonstration of:

1. Clarity and succinctness in written and oral discussion
2. Ability to conceptualize, analyze, and synthesize
3. Capacity for organized thought and clear articulation of those thoughts
4. Substantive knowledge
5. Research methods expertise

### **Report of the Doctoral Preliminary Examination**

The Preliminary Examination Committee is responsible to determine whether a student is qualified and ready to undertake or continue research and proceed toward candidacy for the PhD degree. The Committee should report “Recommend that the student be admitted to candidacy” or “Do not recommend that the student be admitted to candidacy” by completing the Report of Preliminary Examination (Graduate School Form 10) immediately following the written examination. The preliminary examinations (both written and oral) must be successfully completed at least two semesters prior to the date of the final examination (dissertation defense).

Note that the preliminary examination is distinct from the oral dissertation proposal defense. However, the student, under the direction of her/his mentors, should be working on the proposal throughout the process.

### **Sequence of Events Related to the Preliminary Examinations**

- Plan of Study is approved by the Graduate School and satisfactory completion of the majority of coursework
- Student communication to the committee regarding background, study focus, progress either via written document or committee meeting
- Student completes GS Form 8 (Request for Appointment of Examining Committee)
- Graduate School notifies chair the electronic GS Form 10 is available in the Graduate School’s database
- In collaboration with the chair, the student selects the 6-hour or 24-hour written examination option
- The chair solicits questions from committee members (approximately 4 to 6 questions)
- Student takes written examination (committee chair evaluates the responses via iThenticate software)
- Within 2-3 weeks, committee members score the questions
- If written exam is positively reviewed, the oral examination is scheduled and conducted

- Committee makes final determination regarding student candidacy and completes Form 10

## **DOCTORAL DISSERTATION**

After passing both the oral and written preliminary examination phase of the doctoral program, the student enters into the dissertation phase. The transdisciplinary research carried on as part of the doctoral work is expected to make a definite contribution to the field of nursing. Therefore, students must prepare a dissertation that shows the results of their research and successfully defend the dissertation by demonstrating to their PhD Advisory Committee that they have the capabilities for which the Doctor of Philosophy degree is awarded.

The student becomes a doctoral candidate by passing the preliminary examination and by satisfying all degree requirements except the dissertation. The steps below outline how the student progresses from doctoral candidate to graduate of the PhD program. The first steps may have been accomplished prior to this phase, but are repeated below so as to encompass the entire dissertation process.

### **Step 1: Selection of Chair and Advisory Committee Members**

Selection of primary advisor/chairperson should be accomplished as soon after admission as possible, when the student's research interest has been identified and alignment with a faculty's research has been articulated. Students should align their dissertation interests with the selection of their dissertation committee chairperson. Review of the research expertise and ongoing investigations led by nursing faculty should be conducted so that students ensure faculty content expertise in their planned dissertation area.

The Advisory Committee, who has also provided guidance to the student through the examination process, shall consist of no fewer than four members (including the chair), one of which must be outside the School of Nursing. Students should verify Advisory Committee members' eligibility with the Graduate Program Coordinator. Faculty must be approved to serve on Advisory Committees. When selecting a committee member from outside the School or Nursing or outside the University, students submit the individual's biosketch or CV to the Director of Graduate Programs and the Director of the PhD Program for approval. GS Form 8 must be completed in order to formalize the Advisory/Examination Committee.

### ***The Primary Advisor/Dissertation Chairperson***

The chairperson is a School of Nursing faculty person (tenure/tenure-track) who agrees to assume major responsibility for dissertation guidance. This individual is responsible for guiding and supporting the candidate's design and execution of an original, quality, doctoral-level research project. The final study should make a substantive contribution to the profession of nursing and influence innovation in healthcare. Additional committee members' roles are to broaden the scholarly representation on the committee and to provide guidance and expertise in the areas of content, methodologies, theoretical, statistical, and/or transdisciplinary perspective. The responsibilities of the dissertation chair include:

- Recommend committee members, with the advice and consent of the student. If changes in the committee membership are desired, they must be approved by the dissertation chair and the committee member must be duly notified.

- Supervise the formulation and writing of the candidate's proposal. The chair is also responsible for the first critical revision of the proposal; the chair then facilitates review of the proposal by the other committee members. The candidate should consult with the committee members for advice on the dimensions of the study.
- Ensure that candidates adhere to the School of Nursing and University policies and processes related to timing and all other aspects of the dissertation. Adherence includes ensuring that Institutional Review Board (IRB) approvals for the protection of human subjects are in place prior to any dissertation data collection.
- Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
- In collaboration with the Graduate Program Coordinator, inform the scheduling of the final dissertation defense to provide as public a forum as possible. The final defense should not be scheduled until: 1) the dissertation has been completed; 2) the dissertation has been approved by the dissertation chair. For example, the dissertation demonstrates fidelity to the proposal, is methodologically and analytically rigorous, and conforms to the current APA guidelines; and 3) the chair believes the candidate is prepared to defend the dissertation.

### **Step 2: Research Credit Hours**

The School of Nursing requires at least 22 hours of NUR 699 PhD Research hours. Students must complete two semesters of research after admission to PhD candidacy before the dissertation defense. This means that at least two semesters must intervene between the preliminary and final examinations. For example, if the preliminary examination is passed by the end of the summer session, a student may defend the dissertation the following summer session, assuming fall and spring registration.

### **Step 3: Preparing the Dissertation Proposal**

Students should communicate frequently and work closely with their chair and dissertation committee to ensure quality and progress in all areas of the proposal. The proposal should be written so that it will, in large part, comprise the initial chapters of the final dissertation and provide the basis for application to the IRB (see Appendix C: Dissertation Format). The proposal implies that the research has not begun. The proposal should contain, at a minimum, a title page and an abstract, which includes significance of the problem to be studied, research questions, proposed method, and how this study will influence innovation in healthcare or healthcare delivery systems. Distribution to the chair and committee members will be a minimum of 14 days prior to the scheduled proposal defense.

### **Step 4: The Proposal Defense**

Prior to the oral defense of the student's proposal, the dissertation chair and committee members should agree that the plan for research is ready for this next phase in the student's progression. Once all members are in agreement, a proposal defense will be scheduled in collaboration with the Graduate Program Coordinator. At the proposal defense, the doctoral candidate will meet with members of their committee to discuss and defend the dissertation proposal and to answer questions related to the plan. The committee will make one of four decisions at the end of the hearing:

1. The proposal is accepted.



2. The proposal is accepted with stated qualifications and specific changes. Notation is also made as to who will review and approve the changes.
3. The proposal is rejected in its present form, but may be revised and resubmitted at a later date.
4. The proposal is rejected.

If the proposal was rejected, the student works with the dissertation chair to determine next steps for the student's progression.

### **Step 5: Obtaining IRB Approvals**

Protection of human participants is a critical step that precedes data collection. Therefore, data collection does not begin until after the dissertation committee and the relevant IRBs approve the proposal in writing. Pilot studies may be conducted before the dissertation proposal defense with IRB approval. Faculty will guide students in obtaining the relevant IRB for this pilot work. Any applications for grants or for IRB approval must have prior written approval by the chair of the dissertation committee.

Students are expected to utilize the principles of responsible conduct of research, and to implement any specifications or conditions imposed by the IRBs. The dissertation committee and the IRB must approve any deviation from the approved dissertation proposal related to human subjects' participation. Students must submit yearly or periodic reports and/or applications for continuing approval to the IRB(s) as specified by each IRB and under the direction of their chair.

The final dissertation should include a copy of the IRB approval in the appendix. The text should also state that IRB approval was obtained.

### **Step 6: Conducting the Research and Writing the Dissertation**

**Conducting the Research:** The completion of a dissertation signifies an independent research study and scholarly work that must be approved by a committee of readers. Any changes to the proposal, procedures, sample or other aspects of the study must be approved by the committee. The candidate must have completed training in the responsible conduct of research through course GRAD 61200: Responsible Conduct of Research (1 credit) and must also hold current CITI certification.

**Writing the Dissertation:** The final dissertation is developed and written under the supervision of the committee chair and the other committee members. The process for development and review shall be at the discretion of the chair in collaboration with the other committee members and the candidate. The dissertation should be written in accordance with APA format (most current edition). Grammar, syntax, writing style, and parsimony should be scholarly and consistent with doctoral standards. Submission of multiple drafts and numerous revisions of the dissertation are expected.

### **Step 7: Defending the Dissertation**

After the research has been completed and the dissertation written, the candidate shall be given a final examination in which s/he defends the dissertation to his/her examining committee. The student should provide a copy of the completed dissertation at least two weeks prior to the final defense. The dissertation defense is an open hearing. Posting of public notices of the defense is the responsibility of the School of Nursing Graduate Office, which is supplied with appropriate

information for dissemination. The student is required to bring copies of the dissertation abstract to the defense for audience distribution.

**Scheduling Procedures:** The student and dissertation committee must establish a mutually agreeable date and time for the dissertation defense, as well as follow all University Graduate School deadlines. The four members of the committee should be present at the defense. The student must formally schedule the defense by submitting the following information to the Graduate Program Coordinator: date and time of examination, names of the examining committee members and the student's dissertation title. This must be done at least two weeks prior to the proposed examination date or the Graduate School may request a rescheduling of the examination.

The dissertation defense is a formal occasion for the candidate to defend his or her scholarly work publicly. At the defense, the student presents a summary of the completed study and responds to questions from both the committee and audience. The chair conducts the defense and stipulates the time (usually 2 hours or less) and format with the candidate prior to the meeting. When the committee has completed the review, it indicates a desire to vote and the members meet privately to reach a decision on the defense outcome (Approve/Disapprove) via Report of the Doctor of Philosophy Final Examination (GS Form 11).

### **Step 8: Uploading the Final/Approved Dissertation (i.e. Depositing)**

Form GS 32 must be completed and in accordance with review by the plagiarism software, iThenticate. The student must make an appointment to deposit the dissertation at the Graduate School. The microfilming fee is paid at the Bursar's Office and students must complete the online Survey of Earned Doctorates in the United States prior to receiving the thesis deposit receipt. Students must file GS Form 29: Purdue University Graduate School Degree Completion Letter Request.

The student must deposit the completed dissertation electronically, within the timeline stipulated by the Graduate School and prior to your mandatory final deposit appointment with the Graduate School's Thesis/Dissertation Office. It is the student's responsibility to be aware of these requirements, steps, and timeline. Complete dissertation deposit information, with forms and instructions can be found at: [Dissertation Requirements Website](#).

### **Step 9: Scheduling Graduation**

**Registration in the Final Academic Session:** All students must register in the session of graduation. Students must be registered as degree "candidates" in order to graduate. Students who register as candidates for the same degree for more than 2 consecutive sessions will be assessed a late graduation fee during their third consecutive session of candidate registration. All course work and incomplete grades must be completed before the end of the session in which the student hopes to receive the PhD in Nursing.

**Graduation Deadlines:**

Each semester the Graduate School publishes graduation deadlines on their web page for:

- a. Declaring Candidacy
- b. Passing the Final Examination
- c. Submitting Report of Final Examination
- d. Depositing Thesis/Dissertation
- e. Delivering the Thesis Receipt

It is the student's responsibility to ensure that all Graduate School deadlines are met so that progression in the program is timely.

## **RESEARCH IN ABSENTIA**

Under circumstances often beyond their control, graduate students sometimes find it necessary to attempt completing their research in absentia. Experience has indicated that it is very difficult to complete research in absentia status, and it is seldom a recommended course of action. At the very least, research in absentia should only be considered if a student appears to be within one year of completing his or her research.

Permission for research in absentia status must be obtained from the Graduate School. The request for research in absentia is initiated by the student's major professor on GS Form 12: Request for Research in Absentia. The Graduate School must receive the request form at least one month prior to the beginning of the initial absentia session. Research in absentia is not permitted until after a student has completed all course work, passed the Preliminary Exam, and made substantial progress on the PhD dissertation research.

In addition to the Graduate School regulations governing research in absentia, as outlined in the Graduate School Bulletin, the School of Nursing requires that the official request form must be accompanied by a statement, approved by all members of the dissertation committee members, clearly identifying the reason(s) for the request. All requests for research in absentia must also be approved by the Director of Graduate Programs at the School of Nursing.

When approved, permission to register for research in absentia will be valid for an initial period of one calendar year. A request for an extension beyond the approved year of research in absentia initiates a Form Review by the Assistant Head of Graduate Programs and the PhD Program Committee at the School of Nursing. As part of the Formal Review, the student must submit a written progress report and a complete explanation of why the deadline for completion within one year was not met. The PhD Program Committee will recommend a) a one year extension of the research in absentia status, b) termination of the research in absentia status (requiring the student to return to Purdue), or c) termination of the student's doctoral program. Students granted an extension of the one-year limit must submit a written progress report to their dissertation committee members and to the School of Nursing Graduate Office prior to all subsequent registrations for research in absentia. Additional requests for an extension of research in absentia status are subject to the same review procedures. A student must register for research in absentia every semester (summer sessions are not included) from the initial approval until all requirements are completed. It should be noted that if the student's research merely requires the use of facilities that are available elsewhere, but not available at Purdue, the student should not apply for research in absentia.

## **STUDENT EVALUATION/PROGRESSION PROCEDURES**

### **Student Standing in the Program.**

The PhD Program Committee meets once each semester to evaluate the progress and standing of the PhD students. The Committee then provides a written summary of the Committee's deliberations along with an overall evaluation each student (see categories below). A copy of the evaluation letter is given to the Graduate Program Coordinator and to the student's Chairperson/major advisor. The following categories are used to provide an overall evaluation: 1.

In good standing. This category is used for any student who is judged to be progressing with graduate work in a fashion satisfactory to the standards of the area. 2. On probation. This category is used for any student whose progress is not meeting the standards of the area but who is judged as worthy of the opportunity to improve his/her performance. A student should not be placed in this category for more than two consecutive semesters. 3. Not in good standing. This category is used for any student whose performance is judged to be sufficiently unsatisfactory to warrant being dropped from the program. A student judged to be not in good standing is not permitted to continue in the program beyond the semester to which the evaluation refers. Immediate notification of this decision is given to students placed in this category.

### **Timely Completion of the Ph.D. Degree.**

Our department's graduate program is structured so that students should be able to complete their doctoral degree within 3 years post-masters (full-time enrollment). Accordingly, students are expected to complete their graduate training by the end of that time. Any student who does not complete doctoral degree requirements after a total of 6 years in the program must provide reasons for the delay to the PhD Program Committee in the spring prior to the fall semester in which they will enter their seventh year and on an annual basis thereafter. The reasons for delay are to be submitted in written form to Director of the PhD Program by May 1, of a student's 6th year and will be reviewed by the PhD Program Committee, who may request that the student attend a Committee meeting to discuss their situation. Based on the student's academic record, stated reasons, and input from the student's primary advisor, the PhD Program Committee will make a recommendation to the Director of Graduate Programs by the end of each spring semester regarding whether or not the student should be dismissed from the graduate program. Dismissal decisions are made by the Head of the School of Nursing and the Director of Graduate Programs.

### **Academic Dishonesty and Plagiarism Policy.**

Academic integrity is the foundation of scientific inquiry. Faculty view any failure related to academic integrity to be very serious; one specific area of that requires immediate attention is the act of plagiarism. The American Psychological Association (2010) defines plagiarism as an individual presenting portions of another's work as the individual's own work. Intent to deceive is not needed in order to commit plagiarism. Regardless of whether the student intentionally presented material from another source without proper credit being rendered or simply presented it as her/his own, it is still plagiarism. Students should carefully review the *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed., 2019) for guidance on appropriate citation and how to avoid plagiarism. As previously described, iThenticate software will be utilized to detect plagiarism in student work.

Academic honesty is a practice that is primarily dependent on self-regulation. The scholarly community assume an assurance that data are trustworthy and disclosure/dissemination of findings honestly reflect that which has been discovered. Incidents of academic dishonesty and plagiarism should be reported promptly and brought to the attention of the primary chairperson, the committee members, the PhD Program Committee, and the Directors of the PhD Program and Graduate Programs.

Plagiarism is an extremely serious violation of the School of Nursing, College of Health and Human Sciences, and University regulations. Suspected or known incidents of plagiarism will be adjudicated by the student's chair and committee; if the majority of faculty are in agreement that

intentional plagiarism occurred, the student will be terminated from the PhD program. The student may appeal the decision to the PhD Program Committee, who will make a recommendation to the Head of the School of Nursing regarding the student's dismissal. The decision by the Head will be final.

In the event of a suspected occurrence of academic dishonesty that may have influenced the conduct of research and/or dissemination of findings, the Executive Vice President for Research and Partnerships must be notified. Purdue University has an obligation to notify external grant-funding organizations, which may be associated with such activities when there is substantial reason to believe that fraud has occurred, even if the investigation has not been completed. The Executive Vice President for Research and Partnerships will make this determination with appropriate consultation.

## **APPENDICES**

**APPENDIX A**

**SAMPLE PLANS OF STUDY**

*Master’s Degree in other Fields Start Here\**

| Year 1 – Fall  | Year 1 – Spring  | Summer |
|--|--|--------|
| NUR 50000: Theoretical Constructs in Nursing (3 credits)           | NUR 50500 Sociocultural Influences on Health (2 credits) |        |
| NUR 51000 Research and Evidence-Based Nursing Practice (3 credits) |  |        |

\*May be taken concurrently with four (4) PhD seminars

The following sample plans of study have been prepared to offer a *guide* to students and faculty based on specific areas of student interest. These will vary with students’ who are full-and-part-time. Research credits may be used to supplement courses and ensure full-time status when necessary and as approved. The student’s final plan of study will be approved by the Committee members in accordance with the Graduate School and School of Nursing policies.

*Full-Time Sample Plan 1*

**Area of Study: Health Promotion**

| Year 1: Post-Master’s   |   |   |
|---|---|---|
| <b>Year 1 – Fall</b>  | <b>Year 1 – Spring</b>  | <b>Summer</b>   |
| NUR 69010: Research in Innovative Care Seminar (1 credit)                 | NUR 69020: Leadership in Innovative Care Seminar (1 credit)       | NUR 69900: Research PhD (2 credits) OR EDCI 615: Qualitative Research (3 credits) |
| NUR 69030: Communication in Innovative Care Seminar (1 credit)            | NUR 69040: Collaboration in Innovative Care Seminar (1 credit)    | OR NUR 599: Principles of Epidemiology (3 credits)                                |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits) | NUR 69100: Healthcare Research Methods (3 credits)                |   |
| NUR 63200: Healthcare Policy: Local to Global* (3 credits)                | NUR 69050: Implementing Theory in Healthcare Research (3 credits) |   |
| GRAD 61200: Responsible Conduct of Research (1 credit)                    | NUR 69900: Research PhD (1 credit)                                |   |

\*Online Platform

**Total Credits Year 1 = 20-21 Credits**

| Year 2: Post-Master's  |  |   |
|--|--|---|
| Year 2 – Fall  | Year 2 – Spring  | Summer  |
| SOC 58300: Application of Social Research Methods (3 credits)    | SOC 681: Selected Problems of Social Research OR HDFS 627: Multilevel Modeling OR HDFS 628: Structural Equation Modeling (3 credits) | NUR 69900: Research PhD (3 credits) OR EDCI 615: Qualitative Research (3 credits)   |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits) | HK 574: Advanced Sport and Exercise Psychology OR HK 678: Motivational Processes in Sport and Exercise (3 credits)                   | NUR 599: Systems Approaches in Healthcare OR NUR 599 Economics and Finance for Health Care OR NUR 625: History, Ethics, and Innovations (3 credits) |
| NUR 69900: Research PhD (1 credits)                              | NUR 69900: Research PhD (1 credits)  |   |
| HK 676: Theoretical Foundations of Health Behavior (3 credits)   | HK 675: Design and Analysis of Public Health Interventions OR HK 625: Physical Activity and Public Health (3 credits)                |   |

**Total Credits Year 2 = 24 Credits**

| Year 3: Post-Master's  |  |                                     |
|--|--|-------------------------------------|
| Year 3 – Fall  | Year 3 – Spring  | Summer                              |
| NUR 69900: Research PhD (6 credits)  | NUR 69900: Research PhD (6 credits)  | NUR 69900: Research PhD (3 credits) |
| SOC 681: Selected Problems of Social Research OR HDFS 627: Multilevel Modeling OR HDFS 628: Structural Equation Modeling (3 credits) | NUR 599 Economics and Finance for Health Care OR NUR 625: History, Ethics, and Innovations (3 credits) |                                     |

**Total Credits Year 3 = 21 Credits**

***Full-Time Sample Plan 2***  
**Area of Study: System Engineering in Healthcare**

| Year 1: Post-Master's  |  |  |
|--|--|--|
| Year 1 – Fall  | Year 1 – Spring  | Summer   |
| NUR 69010: Research in Innovative Care Seminar (1 credit)      | NUR 69020: Leadership in Innovative Care Seminar (1 credit)    | NUR 69900: Research PhD (3 credits) OR EDCI 615: Qualitative Methods (3 credits) |
| NUR 69030: Communication in Innovative Care Seminar (1 credit) | NUR 69040: Collaboration in Innovative Care Seminar (1 credit) | NUR 599: Systems Approaches in Healthcare Engineering (3 credits)                |



|   |   |               |
|---|---|---------------|
| Year 1: Post-Master's   |   |               |
| <b>Year 1 – Fall</b>  | <b>Year 1 – Spring</b>  | <b>Summer</b> |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits) | NUR 69100: Healthcare Research Methods (3 credits)                |               |
| NUR 63200: Healthcare Policy: Local to Global* (3 credits)                | NUR 69050: Implementing Theory in Healthcare Research (3 credits) |               |
| GRAD 61200: Responsible Conduct of Research (1 credit)                    |   |               |

\*Online Platform

**Total Credits Year 1 = 20 Credits**

|  |   |   |
|--|---|---|
| Year 2: Post-Master's  |   |   |
| <b>Year 2 – Fall</b>   | <b>Year 2 – Spring</b>  | <b>Summer</b>   |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits) | PSY 605: Applied Multivariate Analysis (3 credits)                      | NUR 69900: Research PhD (3 credits) OR NUR 599: Human Factors in Healthcare Engineering (3 credits) |
| PSY 601: Correlation and Experimental Design (3 credits)         | IE 590/NUR 599: Project Management (3 credits)                          |   |
| IE 530: Quality Control (3 credits)                              | NUR 69900: Research PhD (2 credits)                                     |   |
|  | IE 690/NUR 599: Quantitative Approaches to Human Assessment (3 credits) |   |

**Total Credits Year 2 = 23 Credits**

|  |   |                                     |
|--|---|-------------------------------------|
| Year 3: Post- Master's   |   |                                     |
| <b>Year 3 – Fall</b>   | <b>Year 3 – Spring</b>                                  | <b>Summer</b>                       |
| NUR 69900: Research PhD (6 credits)  | NUR 69900: Research PhD (6 credits)                     | NUR 69900: Research PhD (3 credits) |
| IE 695: Human Aspects in Computing OR<br>IE 690: Healthcare Delivery Systems (3 credits) | IE 590: Perspectives on Systems Engineering (3 credits) |                                     |

**Total Credits Year 3 = 21 Credits**

***Full-Time Sample Plan 3***

**Area of Study: Healthy Families**

|   |   |   |
|---|---|---|
| Year 1: Post-Master's                                     |   |   |
| <b>Year 1 – Fall</b>                                      | <b>Year 1 – Spring</b>                                      | <b>Summer</b>   |
| NUR 69010: Research in Innovative Care Seminar (1 credit) | NUR 69020: Leadership in Innovative Care Seminar (1 credit) | NUR 69900: Research PhD (2 credits) or EDCI 615: Qualitative Research (3 credits) |

| Year 1: Post-Master's   |   |        |
|---|---|--------|
| Year 1 – Fall   | Year 1 – Spring   | Summer |
| NUR 69030: Communication in Innovative Care Seminar (1 credit)                        | NUR 69040: Collaboration in Innovative Care Seminar (1 credit)    |        |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits)             | NUR 69100: Healthcare Research Methods (3 credits)                |        |
| HDFS 613: Statistical Approaches for Developmental and Family Researchers (3 credits) | NUR 69050: Implementing Theory in Healthcare Research (3 credits) |        |
| GRAD 61200: Responsible Conduct of Research (1 credit)                                | NUR 69900: Research PhD (1 credits)                               |        |

\*Online Platform

**Total Credits Year 1 = 20 Credits**

| Year 2: Post-Master's  |  |   |
|--|--|---|
| Year 2 – Fall  | Year 2 – Spring  | Summer  |
| NUR 63200: Healthcare Policy: Local to Global* (3 credits)       | HDFS 627: Multilevel Modeling OR<br>HDFS 628: Structural Equation Modeling (3 credits)             | NUR 69900: Research PhD (3 credits)<br>OR             |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits) | HDFS 612: Families in Social Context OR<br>HDFS 619: Adolescent Development in Context (3 credits) | NUR 599: Systems Approaches in Healthcare (3 credits) |
| NUR 69900: Research PhD (1 credits)                              | HDFS 615: Research Methods in Child and Family Study (3 credits)                                   |   |
| HDFS 602: Advanced Family Studies (3 credits)                    |  |   |

**Total Credits Year 2 = 22 Credits**

| Year 3: Post-Master's   |  |                                     |
|---|--|-------------------------------------|
| Year 3 – Fall   | Year 3 – Spring  | Summer                              |
| NUR 69900: Research PhD (6 credits)   | NUR 69900: Research PhD (6 credits)  | NUR 69900: Research PhD (3 credits) |
| HDFS 626: Research on Parenting Interventions OR<br>SOC 681: Selected Problems of Social Research (3 credits) | HDFS 627: Multilevel Modeling OR<br>HDFS 628: Structural Equation Modeling (3 credits) |                                     |
| NUR 69900: Research PhD (6 credits)   | NUR 69900: Research PhD (6 credits)  | NUR 69900: Research PhD (3 credits) |

**Total Credits Year 3 = 21 Credits**

**Full-Time Sample Plan 4**  
**Area of Study: Healthcare Policy**

|   |   |  |
|---|---|--|
| Year 1: Post-Master's   |   |  |
| <b>Year 1 – Fall</b>  | <b>Year 1 – Spring</b>  | <b>Summer</b>  |
| NUR 69010: Research in Innovative Care Seminar (1 credit)                 | NUR 69020: Leadership in Innovative Care Seminar (1 credit)       | NUR 69900: Research PhD (3 credits) or EDCI 615: Qualitative Methods (3 credits) |
| NUR 69030: Communication in Innovative Care Seminar (1 credit)            | NUR 69040: Collaboration in Innovative Care Seminar (1 credit)    |  |
| NUR 63200: Healthcare Policy: Local to Global* (3 credits)                | NUR 69100: Healthcare Research Methods (3 credits)                |  |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits) | NUR 69050: Implementing Theory in Healthcare Research (3 credits) | NUR 69900: Research PhD (1-2 credits)  |
| GRAD 61200: Responsible Conduct of Research (1 credit)                    |   |  |

\*Online Platform

**Total Credits Year 1 = 21 Credits**

|  |  |   |
|--|--|---|
| Year 2: Post-Master's  |  |   |
| <b>Year 2 – Fall</b>   | <b>Year 2 – Spring</b>   | <b>Summer</b>   |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits) | PSY 605: Applied Multivariate Analysis (3 credits)                   | NUR 6XX/NUR673: Policy Scholar Internship: [resembles NUR673] supervised practical application of previously or concurrently studied theory in the policy making & policy analysis courses. (3 credits) |
| PSY 601: Correlation and Experimental Design (3 credits)         | NUR 69900: Research PhD (3 credits)                                  |   |
| NUR 69900: Research PhD (3 credits)                              | AGEC 596C-The Economics of Health Care and Health Policy (3 credits) |   |

**Total Credits Year 2 = 21 Credits**

|   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
| Year 3: Post-Master's   |                                     |                                     |
| <b>Year 3 – Fall</b>  | <b>Year 3 – Spring</b>              | <b>Summer</b>                       |
| NUR 69900: Research PhD (6 credits)   | NUR 69900: Research PhD (9 credits) | NUR 69900: Research PhD (2 credits) |
| <i>Seminar in Global Policy Issues (Global Policy Research Institute)</i> (3 credits) |                                     |                                     |

**Total Credits Year 3 = 20 Credits**

**Full-Time Sample Plan 5**

**Area of Study: Optimal Aging/Gerontology Focus**

**Center on Aging and the Life Course (CALC): Requirements for Dual-Title PhD in Nursing and Gerontology**

| Year 1: Post Master's   |  |   |
|---|--|---|
| <b>Year 1 – Fall</b>  | <b>Year 1 – Spring</b>   | <b>Summer</b>   |
| NUR 69010: Research in Innovative Care Seminar (1 credit)                 | NUR 69020: Leadership in Innovative Care Seminar (1 credit)  | NUR 69900: Research PhD (3 credits)   |
| NUR 69030: Communication in Innovative Care Seminar (1 credit)            | NUR 69040: Collaboration in Innovative Care Seminar (1 credit)   | Research Seminar on Aging and the Life Course, SOC 67700 (1 credit)<br><i>Dual title required course; part of 24 credit requirement</i> |
| NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits) | HDFS 64900 Multidisciplinary Gerontology, (3 credit hours)<br><i>Dual title required course; part of 24 credit requirement<br/>Typically offered Spring semester</i> |   |
| NUR 63200: Healthcare Policy: Local to Global*(3 credits)                 | NUR 69050: Implementing Theory in Healthcare Research (3 credits)  |   |
| GRAD 61200: Responsible Conduct of Research (1 credit)                    | NUR 69100: Healthcare Research Methods (3 credits)   |   |

\*Online Platform

**Total Credits Year 1 – 18 credits without summer courses; 21 credits with summer courses.**  
**Note: Four (4) credits Year 1 toward 24 credit requirement for dual-title PhD.**

| Year 2: Post-Master's  |   |                                     |
|--|---|-------------------------------------|
| <b>Year 2 – Fall</b>   | <b>Year 2 – Spring</b>  | <b>Summer</b>                       |
| SOC 583: Application of Social Research Methods (3 credits)      | SLHS 511: Seminar in Aging and Communication (3 credits)<br><i>Part of 24 credit requirement for dual title PhD</i> | NUR 69900: Research PhD (3 credits) |
| NUR 69200: Applied Statistics in Healthcare Research (3 credits) | EDCI 615: Qualitative Research (3 credits)  |                                     |
| NUR 69900: Research PhD (1 credits)                              | NUR 69900: Research PhD (1 credits)   |                                     |
| VCS 65000  | SOC 57400   |                                     |

| Year 2: Post-Master's  |  |        |
|--|--|--------|
| Year 2 – Fall  | Year 2 – Spring                                      | Summer |
| Biology of Aging<br>(1-3 credits: <i>suggest 1 credit if repeating SOC 67700 concurrently; 2 credits if not enrolled in SOC 67700 concurrently</i> )<br><i>Dual title required course; part of 24 credit requirement</i> | The Social Organization of Healthcare<br>(3 credits) |        |
| SOC 67700<br>Research Seminar on Aging and the Life Course, (1 credit)<br><i>Dual title required course; part of 24 credit requirement</i>   |  |        |

**Total Credits Year 2 – 19 credits without summer courses; 22 credits with summer courses.**  
**Note: Eight (8) credits Year 2 toward 24 credit requirement for dual-title PhD.**

| Year 3: Post-Master's   |   |        |
|---|---|--------|
| Year 3 – Fall   | Year 3 – Spring   | Summer |
| HDFS 63300<br>Adult Development and Relationships<br>(3 credits)<br><i>Part of 24 credit requirement for dual title PhD</i> | NUR 69900: Research PhD<br>(3 credits)  |        |
| SOC 57200<br>Comparative Healthcare Systems (3 credits)   | SOC 681: Selected Problems of Social Research OR<br>HDFS 627: Multilevel Modeling OR<br>HDFS 628: Structural Equation Modeling<br>(3 credits)   |        |
| SOC 57600<br>Health and Aging in Social Context<br>(3 credits)  | SOC 67400<br>Seminar in Medical Sociology – variable topics, such as Minority Health<br>(3 credits)<br>Typically offered Spring semester<br><i>Part of 24 credit requirement for dual title PhD</i> |        |

**Total Credits Year 3 = 18 Credits**

*Note: 12 credits year 3 toward 24 credit requirement for dual-title PhD.*

|  |                        |               |
|--|------------------------|---------------|
| Year 4: Post-Master's                  |                        |               |
| <b>Year 4 – Fall</b>                   | <b>Year 4 – Spring</b> | <b>Summer</b> |
| NUR 69900: Research PhD<br>(9 credits) |                        |               |

**Total credits Year 4 = 9 credits**

**Total Credits = 67-73**

***Center on Aging and the Life Course (CALC): Requirement for Dual-Title PhD\****

- 24 graduate credits in aging-related courses including seven credit hours from and completion of the following course: Biology Aging, VCS 65000 (1-3 credit hours)
- Multidisciplinary Gerontology, HDFS 64900 (3 credit hours)
- Research Seminar on Aging and the Life Course, SOC 67700 (1 credit hour, may be repeated).
- Dissertation on a topic related to aging.
- Dissertation committee: (a) chair is a professor in the student's home department who is also a Faculty Associate of the Center on Aging and the Life Course and (b) committee includes at least one member from another department.

\*Link with approved courses and courses subject to advisor approval for Dual-Title PhD.

[Center on Aging and the Life Course - Course Guide Website](#)

## APPENDIX B

### DISSERTATION COMMITTEE GUIDE (for Preliminary Exams, Dissertation Proposal Defenses, and Dissertation Defense)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_

#### Program Learning Outcomes:

1. Generate, test, and translate knowledge that advances nursing science to optimize health outcomes.
2. Design, conduct, and disseminate research that contributes to collaborative, transdisciplinary inquiry.
3. Integrate awareness of ethical, social, cultural, historical, political, and other contextual issues into a focused program of scholarship and theory-based research.
4. Plan transdisciplinary, multidimensional approaches to health care based on individual, interpersonal, organizational, community, and societal health processes.
5. Communicate collaboratively across diverse disciplines, settings, and consumer groups.
6. Demonstrate innovation and leadership in academic, research, practice, and/or policy settings.

At the completion of the above activities, members of the students' supervisory committee can use this form to provide valuable feedback for the student; other committee members; and PhD program evaluation, maintenance, and improvement. Please use the following scale to rate the students' performance in relation to the Program Learning Outcomes listed above:

1. How well did the student meet the stated aims or goals for the dissertation?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

2. How critical and comprehensive was the review of literature?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

3. How well was the state of the science (as related to the topic) evaluated and synthesized?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

4. To what extent was the theory used or developed (as appropriate) in the presentation?

|   |                    |                         |                 |     |
|---|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 5. How competent was the student in answering statistical questions?                              |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 6. How well did the student explain or exemplify his or her developing role as a scientist?       |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 7. To what extent did the student consider social and contextual issues such as class or culture? |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 8. How competent was the student in answering questions about research design?                    |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 9. How well-described and scholarly were the research methods?                                    |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 10. How well did the student interpret/synthesize findings in light of the current literature?    |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 11. To what extent did the student identify limitations in his or her own work?                   |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |
| 12. To what extent was policy discussed (as appropriate)?   |                    |                         |                 |     |
| Exceeds expectations  | Meets expectations | Approaches expectations | Needs more work | N/A |



13. To what extent was the student able to discuss teaching of the topic?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

14. How well planned and organized was the presentation?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

15. To what extent were ethical issues related to protection of human subjects addressed?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

16. How competently did the student respond to questions?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

17. How well did the student address plans for dissemination and next steps?

|                      |                    |                         |                 |     |
|----------------------|--------------------|-------------------------|-----------------|-----|
| Exceeds expectations | Meets expectations | Approaches expectations | Needs more work | N/A |
|----------------------|--------------------|-------------------------|-----------------|-----|

## APPENDIX C

### SAMPLE DISSERTATION PROPOSAL AND FINAL DISSERTATION FORMATS

A *suggested* content outline for the dissertation proposal (through Chapter 3) and final dissertation (Chapters 4 and 5) are provided below. The actual content will be guided by the dissertation chair and committee members. This outline may also be modified, depending upon the methods and research approach. For example, a qualitative or mixed-methods design may alter the structure below. Literature reviews are usually written in the past tense; the most current APA formatting guidelines should be followed. Chapters Four and Five will be included in the final dissertation document.

Abstract

Chapter One: Statement of the Problem

- Statement of the problem
- Significance of the problem
- Purpose of the study (how does this fill gap in knowledge?)
- Definitions and assumptions based on existing knowledge
- Aims, research questions or hypotheses
- Overview of theoretical framework (sometimes included here)

Chapter Two: Review of the Literature

- Theoretical framework (unless qualitative methods requiring inductive theory development after data analysis)
- Background/synthesis of review of literature
- Relevant findings from preliminary studies
- Other information deemed relevant by the committee

Chapter Three: Design and Methods

- Study design/methodology
- Site and sampling
- Procedures
- Measures/instruments
- Data analysis plan
- Timeline for completion
- Plans for IRB approval at Purdue University and if applicable, other agencies

Chapter Four: Results

Chapter Five: Discussion (to include section on innovation in healthcare)

Appendices

- Instrument/consent forms/letters of support or approvals from agencies and/or IRBs

## APPENDIX D

### ADDITIONAL RESOURCES

#### *Office Space for Graduate Students*

Graduate students have shared office space in JNSN. This space includes desks, computers, printer, work table, and comfortable chairs for graduate students to use when preparing for class or working on projects. There are various nursing journals available for use. Please notify the graduate office of any printer supplies that may be needed. Please be considerate of the shared professional workspace by keeping work areas clean and remove all personal items when not using a computer station.

Information about activities and resources for graduate students across the University is located at the Graduate Student Center website: [Graduate Student Center Resources](#).

#### *Communications*

There are a variety of modes of communicating with faculty. Each faculty and staff member have voice mail and email. Email addresses may be obtained by searching the directory on the SON web site at: [Purdue University School of Nursing](#).

The graduate office uses Purdue University email for all communications. Upon admission, every student receives a Purdue email address. Students must use this email address to receive announcements about the program and individual classes. All students are responsible for checking their email routinely (daily).

Graduate students who are working as teaching assistants (TAs) or research assistants (RAs) may also have mailboxes for correspondences in Johnson Hall of Nursing. Students are responsible for checking their mailboxes routinely.

#### *Center for Nursing Education and Simulation (CNES)*

The Center for Nursing Education and Simulation, located on the first two floors of Johnson Hall, provides an active learning environment that replicates the healthcare settings in which our graduates practice. The CNES is committed to partnering with faculty and students by providing resources to support creative teaching strategies developed to promote active learning. High fidelity simulators and health assessment areas may be of use to graduate students acquiring new skills and carrying out activities that require simulation. In 2015, the CNES received a 1 million dollar renovation, featuring new simulators.



## ***Information Technology at Purdue University (ITaP)***

The Teaching and Learning group of ITaP provides support to enhance the learning experiences of Purdue students. Purdue University uses Brightspace, an online course management platform that allows faculty to deliver course materials, communicate with students, and create learning activities. Students in many courses submit assigned homework and papers through Brightspace.

At [ITaP](#), students can find resources to help conquer technology challenges. Whether the student is new to campus or a seasoned student working on an advanced degree at Purdue, issues may arise with technology. Three methods of assistance are available: consultations, tutorials, and Gold Answer articles.

Tutorials are available for multiple software programs, including Office 365, a university provided e-mail service that is available by default for all students. Visit the ITaP website for instructions about e-mail services if the student prefers an alternative e-mail platform.

Specific information for students including information about:

- Career Accounts (the student's Purdue email address that is used by the School and University to communicate with students)
- Brightspace (web-based management and delivery of course content for all campuses in the Purdue system)
- Discounts on software and hardware
- Equipment loans
- Filelocker for the temporary, secure storage system and sharing of information
- Purdue Box for cloud storage

PAL 3.0 is offered as a means of using the wireless network at Purdue if the student brings a laptop to campus. Policies regarding the use of a laptop vary from course to course.

A Student Advisory Council seeks student input on IT matters: to share information, to help ITaP communicate with student body, to engage student population, and to help develop communications plans.

## ***Computing Requirements***

Students will be required to use computer applications on a regular basis. These requirements apply regardless of whether students take distance learning courses or on-campus courses. All students are expected to have a personal computer that is compatible with online course access while in the graduate program. A laptop computer is recommended.

## ***The Online Writing Lab: OWL***

The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assists students in their development as writers—no matter what their skill level—with on-campus consultations, online participation, and community engagement. The Purdue Writing Lab serves the Purdue, West Lafayette, campus and coordinates with local literacy initiatives. The [Purdue OWL](#) offers global support through online reference materials and services.

The Writing Lab houses writing resources and instructional materials as a free service. Tutors are Graduate Teaching Assistants who tutor writing in all subject areas. Tutors work one-to-one with Purdue undergraduates and graduate students in 30-minute consultations. The Writing Lab also offers workshops covering a variety of topics, from the writing process to résumés and cover letters.

### ***Libraries***

The library catalog ([Purdue Library Catalog](#)) is the key to finding books and journals in the Purdue University Libraries. The Libraries' lists of hundreds of subject-specific databases and electronic journals are also found on the home page. Users may access the system from any computer with network connections. Remote access to the databases and electronic journals requires linking to the resource from the Libraries website and entering a valid Purdue Career Account and password. There are multiple physical libraries located across the University campus.

### ***Interlibrary Loan***

Articles may be acquired through interlibrary loan if not available on campus. Forms are completed electronically on the library website, [Purdue Library Website](#).

### ***Loan Policy***

Books may be borrowed for sixteen weeks. A valid Purdue student identification card is required to check out items.

Some materials labeled as "Special Collections," may be restricted to in-library use or require special permission from the library staff to check out. Hard copies of Journals, reference books, indexes, reserve books and readings may only be used in the library.

### ***Overdue Items***

Books may be returned to the any campus library. They may be renewed at the Library service desk or by phoning. The student may also renew items online at [Purdue Library Website](#) by selecting "My Library Account" and following the directions.

Users who fail to return materials will be billed for replacement costs and nonrefundable overdue fee and processing fees. Borrowing privileges will be suspended until the fees are paid and the library account is cleared, and grades may be held until such encumbrances are paid.

### ***Purdue University Student Health Center (PUSH)***

PUSH is students' primary site for health care on campus. Full-time, fee-paying students are entitled to an unlimited number of pre-paid visits to PUSH providers. Fees are charged for ancillary services. Further information may be located at: [Student Health Center Website](#).

### ***Counseling and Psychological Services at Purdue (CAPS)***

CAPS at Purdue is manned with therapists and psychiatrists who staff both walk-in and scheduled appointments, as well as crisis interventions. Additional information about costs, hours, and services provided can be found at: [Purdue Counseling and Psychological Services Website](#).

### ***North Central Nursing Clinics***

The School of Nursing has a unique model of nurse-managed clinics throughout the region, one based on campus and the others in rural areas. This network provides PhD students with multiple opportunities for scholarly activities.

North Central Nursing Clinics is made up of four Nurse Managed Clinics. Established in July 1995 by the School of Nursing, the Family Health Clinic in Delphi was the first clinic to open and it has developed a history and reputation for offering quality healthcare in the community for over twenty years. The initial grant from the Indiana State Department of Health was to demonstrate the efficiency of nurse-managed clinics in providing primary healthcare and improving community health with a focus on rural medically underserved and vulnerable populations. The clinic then expanded opening a satellite location in Monon in 2006. In January 2016 the Family Health Clinic of Burlington opened. In June 2016, the Family Health Clinic of Wolcott became the 4<sup>th</sup> clinic. In March 2009, the Family Health Clinic received Federally Qualified Health Center (FQHC) designation and established a community-based board of directors. In June 2014 the clinic received the National Committee for Quality Assurance Patient-Centered Medical Home (PCMH) Level 2 designation.

### ***Nursing Center for Family Health (NCFH)***

The NCFH, a nurse managed clinic serving Purdue faculty, staff and retirees located in the Lyles-Porter building primarily provides health and wellness activities. It is a clinical site for graduate and undergraduate nursing students and a cadre of other College of Health and Human Sciences students. Students gain experiences in health promotions, ambulatory healthcare and inter-professional education. While NCFH is the home base for operations, staff and students complete health-screening activities at many locations across campus. NCFH is collaborating with PUSH on several projects focused on student health.



## APPENDIX E

### UNIVERSITY PROGRESSION POLICIES AND PROCEDURES

The School of Nursing abides by the policies and procedures outlined by the Graduate School. Listed below are issues that are of special importance to graduate nursing students as well as policies established by the School of Nursing graduate faculty.

#### *Change of Date of Admission and Re-Application to Graduate School*

An applicant whom, after being granted admission by the Graduate School, does not enroll for three or more consecutive academic sessions (including the summer session) must reapply, complete a new application and pay the application fee. Updated or additional admission information may be required. Conditions may be placed on admission.

##### **a. Domestic Applicants**

A request to change the date of admission for a domestic applicant is required only when more than three sessions will have elapsed between the original date and the new date of admission (e.g. fall 2016 to fall 2017). The department must submit a request, in writing, along with a copy of the applicant's request for a change of date, to the Office of Graduate Admissions. Approval of a change of date request will allow and applicant a fourth session in which to register without submitting new application. Only one change of date request can be honored and the request must be submitted before the end of the session in which the student was originally admitted.

##### **b. International Applicants**

Although an international applicant's admission is governed by the same regulations as those of a domestic applicant, the Certificate of Eligibility (I-20 or DS-2019), issued to international applicants by the Office of International Students and Scholars

(ISS), is valid only for the session specific on the document. For this reason, a change of date request is required for any session change. The department must submit the request, in writing, along with a copy of the applicant's request for a change of date, to the Graduate School. A copy of the change of date letter is then sent to the ISS office. The international applicant is required to return the original Certificate of Eligibility (I-20 or DS-2019) issued to him or her before a new certificate can be issued. If the change of date request extends beyond one year or three sessions, the applicant also will be required to update documentation of financial support. Only one change of date request can be honored, and it must be submitted before the end of the session in which the student was originally admitted.

### ***Withdrawal and Re-Entry Procedures***

A graduate student who wishes to withdraw from the PhD in Nursing program must submit a written request to the Graduate Program, School of Nursing, Johnson Hall, 502 North University Street, West Lafayette, IN 47907.

A student who wishes to withdraw from the University during any semester or summer session may begin the withdrawal process by logging on to myPurdue and performing the following steps:

- Select the Registration page
- Select "Withdraw from Purdue University"
- Complete the form

Once the form is submitted, students are required to complete the process by speaking with a Student Support Specialist in the Office of the Dean of Students in Schleman Hall, Room 207, or by calling 765-494-1747 and asking to speak with a student support specialist.

All current graduate students who have not registered for three or more consecutive academic sessions (including the summer semester) must submit a new application to the Graduate Office and pay the application fee. Updated or additional admission information may be required. Conditions may be placed on admission.

### ***Standards of Work***

Success in graduate study requires a serious commitment and performance of high quality. Students must achieve a minimum grade of **B** in all required courses.

Integrity of graduate work is addressed in the *Office of Student Rights and Responsibilities: Academic Integrity*, available at: [OSRR: Academic Integrity Website](#), as are other expectations and responsibilities of students and faculty.

Students enrolled in the School of Nursing's graduate program must also conform to the University's Student Code of Honor, the Graduate Student Standards of Work, Office of the Dean of Students Regulations Pertaining to Student Conduct, and the American Nurses Association Code of Ethics.

In partnership with their major professors, students must use iThenticate software to detect signs of plagiarism for intellectual products produced in the course of their studies. All students will



follow the University guidelines as outlined in Form 32, with special attention given to iThenticate screening of final products.

### ***Progression and Graduation Requirements***

A student who is admitted to graduate study on a conditional basis must meet all conditions (e.g., grades, other requirements) established at the time of admission. If a student fails to meet these conditions, he or she may be dismissed from the program.

All graduate students must achieve at least a B in required courses. If a student receives a C in a required course, the course must be repeated. A grade of C is considered a non-passing grade for all courses in the graduate program. Pass/not pass grades also cannot appear on the plan of study.

The PhD Plan of Study must be submitted and approved by the Graduate School before the student may schedule their Preliminary Examination. The Preliminary Examination must be completed at least three academic sessions prior to the Dissertation Defense/graduation.

### ***Incomplete Work***

Students may not take more than *one* incomplete without risk of being asked to withdraw from the program. If an incomplete (I) is taken, “the student must achieve a permanent grade in the course no later than one year after the incomplete is given or the incomplete grade will revert to a failing grade” (*Purdue University Senate Document 12-5*, p. 3). If not completed within this timeframe, the term **IF** (Incomplete-Failing) will appear on the transcript, indicating the student’s failure to achieve a permanent grade with this grade counting in all respects as a failing grade.

### ***Students Needing Remediation to Progress***

Students who are not progressing satisfactorily will receive a Mid-Semester Report of Unsatisfactory Work. Each student is encouraged to meet with the course faculty member and their graduate faculty mentor or committee chair as soon as a problem or concern arises.

### ***Guidelines for Resolving Problems***

Faculty members strive to create an atmosphere conducive to learning. Mutual respect between faculty and students is expected. If a problem should arise, the issue can usually be resolved by direct communication between the student and the professor. In order to facilitate the problem-solving process, it is suggested that the graduate student take the following steps:

1. Always ask for clarification first
2. Speak with the faculty member as soon as a problem or concern arises.
3. Seek help from the faculty member on an individual basis.

Ineffective strategies include ignoring the situation, waiting until the last minute or expecting others to resolve the issue. Do not ignore the situation or, wait until the last minute, or expect someone else to take care of the issues.

### ***Procedure for Resolving Student/Faculty Course Conflicts***

Conflict should be resolved where the conflict originates, if possible, and a Conflict Resolution Form that delineates a conflict resolution sequence is available for use from the School of Nursing Graduate Office. At any step, the student may be asked to meet any and all of the faculty with whom he/she may have already spoken. The student is encouraged to resolve the conflict by following the policy located at: [Procedure for Resolving Student/Faculty Course Conflicts](#).

### ***Probation/Dismissal***

Graduate students who receive a grade below a “B” (3.0) in any required course or whose cumulative GPA falls below 3.0 (graduate) will be placed on probation, indicating serious academic difficulty. Students placed on probation must:

- Repeat any required nursing course in which they received a grade below a “B” and receive a grade of “B” or higher.
- Be aware that a required nursing course can be repeated only once.
- Be aware that no more than one required nursing courses can be repeated. Students on probation who fail to successfully complete a required nursing course within one calendar year of the probation notification will be dismissed from the program.

Students must be aware that in matters of integrity, plagiarism, responsible conduct of research or other situations that compromise the ANA Code of Ethics, the Graduate Student Standards of Work and/or the Dean of Students Regulations Pertaining to Student Conduct, they may be placed on probation by the graduate faculty of the School of Nursing or be recommended to the Office of Dean of Students for dismissal from the program.

### ***Grade Appeals***

University policy states: “The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprices, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.” A summary of the Official Grade Appeals Rules can be found in Section E of the Purdue University Student Regulations Governing Student Conduct. Grade appeals initiated by nursing students are heard by a joint committee of the College of Health and Human Sciences. Information about the appeal process may be obtained in the School’s Graduate Office.

## **General University Policies**

### ***Smoking Policy***

Smoking is prohibited on the West Lafayette campus, except in designated outdoor smoking areas. Smoking is also prohibited in all vehicles owned or leased by Purdue University both on and off the campus. Hospitals and other healthcare institutes typically have a no smoking on premises policy.

### ***All-Campus Emergency Policy***

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Any such changes will be posted on the course website or can be obtained by contacting the instructor via email or phone.

### ***Student Regulations***

Additional university policies can be found on the Office of Dean of Students Office of Student Rights and Responsibilities [website](#).

Graduate Students are expected to abide by all [Graduate School](#) policies.

### **Plan of Study**

All graduate students pursuing an advanced degree from Purdue University will be required to electronically complete an (electronic) Plan of Study (ePOS). The Plan of Study Generator can be accessed from myPurdue under the *Academic* tab. A tentative Plan of Study should be drawn up in advance of registration for the first semester of graduate work in collaboration with the program director. A formal Plan of Study should be submitted electronically as soon as possible, generally at the end of the first semester for full-time students, and at the beginning of the third semester for part-time students. The POS should be submitted by PhD students once their committee chair has been determined and the dissertation project clarified.

The PhD Plan of Study must be submitted and approved by the Graduate School before the student may schedule their Preliminary Examination. The Preliminary Examination must be completed at least three academic sessions prior to the Dissertation Defense/graduation. The student should use the name as he/she wants it to appear on the diploma. (Some people change names, add a maiden name, etc.).

### ***Flow of the Electronic Form***

The student initiates the electronic POS through MyPurdue; the link to MyPurdue is located on the bottom of Purdue's website front page. The student can modify and save the Plan until he/she determines it is ready for review by the School of Nursing's POS coordinator (this role is served by the Graduate Program Coordinator in the School of Nursing) and the PhD advisory committee. At this time, the student submits the electronic Plan as a draft. While a Plan is in Saved status, it can be edited by the student and the School of Nursing's POS coordinator. When the student feels the form is ready for review, either the POS coordinator or the student can submit the electronic Plan as a Draft. Once the Plan is submitted as a Draft, an e-mail notification is sent to the faculty advisory committee and to the POS coordinator. During this time, the advisory chair, remaining committee members, and the student can personally communicate about the Plan. During the time the Plan is in Draft status, it can be edited by the student and the POS coordinator. It can be viewed by any member of the advisory committee.

The School of Nursing Graduate Coordinator will complete a review of the Plan at this time to ensure that it meets the requirements set by the School of Nursing and the Graduate School. Any transfer courses or undergraduate excess courses on the Plan must be verified by an official

transcript. All exceptions to Graduate School policy are flagged in the Plan with an X. A reason for why the exception should be waived must be entered under the Comments and Notes section by the student or POS coordinator. When the final Plan is completed, the student will access the electronic Plan via MyPurdue and submit it in a final form. After that, no person can alter it. Only the student can submit the plan as Final, as this indicates the student's signature on the plan. The submitted Plan of Study form requires electronic signatures of the following, in this order:

- School of Nursing Graduate Coordinator w/ prior approval from the primary advisor/chair
- Advisory committee members
- School authorization (Director of Graduate Programs)
- Dean of School, if required
- Graduate School authorization
- Graduate School processor

### ***General Graduate School Rules***

- A minimum of 30 hours are required for the master's degree. Non-thesis option students MUST list those 30 hours on the Plan of Study.
- Courses taken as pass/no pass, satisfactory/unsatisfactory options, or for zero credits are unacceptable in fulfilling degree requirements and are not eligible to be used on the Plan of Study.
- Research credits, such as NUR 698 and 699, are used for fulfilling degree requirements in the School of Nursing but are not eligible to be used on the Plan of Study.
- Courses at the 300 or 400 level completed as a graduate student with a B or better, are limited to a total of 6 credit hours. Courses at the 100 or 200 level are not eligible to be on a Plan of Study.
- A maximum of 12 credit hours can be earned in post-baccalaureate status or as undergraduate excess credits to be applied toward a master's degree. Undergraduate excess credits must be designated as such prior to being used on a Plan of Study.
- Greater than 50% of Purdue credits must be earned through the campus where the degree is conferred (applicable to regional campus transfers)
- At least 50% of the total credit hours used to satisfy degree requirements must be earned while registered at Purdue.
- All classes, including transfer credits from other universities, must have grades of B or better.
- Course credits earned by a student whose graduate study has been inactive for five years or more (from the last semester attended) cannot be used on a Plan of Study. A Plan of Study approved prior to such a period of inactivity is invalid.
- Consistent with Purdue University policy, a maximum of 30 credits will be transferred from a master's degree or professional doctoral degree from an accredited institution to the post-master's PhD plan of study. The School of Nursing's PhD Program Committee is responsible for making a recommendation to the Graduate School on accepting previously acquired credits. These credits are not subject to the "five-year rule" that prohibits use of out-of-date coursework on plans of study.
- Coursework used toward a previous degree are not to be listed on the PhD Plan of Study. While up to 30 credits from a Master's or professional degree can be counted

toward the PhD, the courses themselves are not to be included on the PhD Plan of Study. The number of credits to be carried over are typed into a designated field on the PhD Plan by the Graduate Coordinator.

- While credits from coursework not counted toward a prior degree may not be used toward the PhD, specific course requirements may be *substituted* by this prior coursework, if deemed equivalent, and the credits may be replaced by completing additional coursework and/or research credits.
- Students taking longer than 8 calendar years to complete a PhD will need to seek an extension from the School of Nursing and Graduate School.

### ***Change to the Plan of Study***

On occasion, a change to the Plan of Study may need to be made after it has been approved. Students will make the change via [MyPurdue Website](#). A change must be accompanied by a brief rationale in the space provided. Poor performance is not an appropriate rationale for removing a course from a Plan of Study.

## APPENDIX F

### PURDUE UNIVERSITY GRIEVANCE PROCEDURES

Grievance Procedures for students who are employed by the university as teaching assistants or research assistants fall under Purdue University Policy VI.D.2, *Grievances by Postdoctoral Researchers, Graduate Student Personnel, Clinical Residents and Clinical Interns*.

The Office of Institutional Equity, located on the 10<sup>th</sup> floor of Young Hall (765-494-7253), is the appropriate place to report a concern regarding harassment or discrimination. A form, obtained from this office, called the *Complaint of Discrimination, Harassment, and/or Retaliation* should be completed to initiate the process. Additional information is available at: [Purdue Ethics Complaints Overview Website](#).

Students with disabilities who wish to receive assistance should contact the Disability Resource Center, Ernest C. Young Hall, 8th Floor (V/TTY 765-494-1247). There is a grievance procedure administered through the Disability Resource Center for students who have specific complaints regarding the University's compliance with certain provisions of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. For more information, students should contact the Disability Resource Center.

## APPENDIX G

### PURDUE UNIVERSITY WEST LAFAYETTE SCHOOL OF NURSING

EFFECTIVE DATE: MAY 10, 2017

REVIEW DATE: 2022

#### SOCIAL MEDIA POLICY

##### *PURPOSE:*

The School of Nursing supports the use of social media to reach audiences important to the University such as students, prospective students, alumni, faculty, staff, practice partners and healthcare professionals. The University's presence or participation on social media sites is guided by university policy (University-Sponsored Social Media Outlets, VII.C.2). This policy applies to School of Nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under Health Insurance Portability and Accountability Act (HIPAA) and FERPA whether discussed through traditional communication channels or through social media.

##### *GENERAL INFORMATION:*

Social medias are defined as mechanisms for communication and information gathering/sharing designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, MySpace, Snapchat, and Instagram.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University and the School in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."

### *POLICY:*

- Protect confidential, sensitive, and proprietary information: Do not post or share confidential or proprietary information about the university, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Purdue University School of Nursing student.
- Respect copyright and fair use. When posting or sharing, be mindful of the copyright and intellectual property rights of others and of the university. For guidance, visit the University's Libraries site or seek consultation through the Copyright Office, located within the libraries, [University Copyright Policy Website](#).
- Do not use Purdue University or School of Nursing marks, such as logos and graphics, on personal social media sites. Do not use Purdue's name to promote a product, cause, or political party candidate.
- Use of the School of Nursing marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings), by administration
- It is expected that during clinicals and classes use of a smartphone/tablet and other devices employed for social media will be used only as authorized by faculty and faculty policy.
- No **personal** phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of computers (smartphones/tablets, notebooks, etc.) shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity, but those in the immediate area/vicinity.
- No student shall videotape, photograph, or voice record professors or fellow students for personal or social media use without the express written permission of the faculty or fellow students. At NO time shall patients/clients be videotaped, photographed, or voice recorded without written permission of the patient/client and of the facility.
- Be aware of your association with Purdue University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Purdue's behalf, unless you are authorized to do so in writing.
- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clerical rotations must not be posted in any online forum or webpage
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

### *PROCEDURE/CONSIDERATIONS:*

- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting or sharing. If you are unsure about posting something or responding to a comment,



ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

Future employers hold you to a high standard of behavior. By identifying yourself as a Purdue University student through postings and personal web pages, you are connected to your colleague, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.

## **APPENDIX H**

### **Nursing Student Substance Abuse Policy**

#### **Introduction**

The School of Nursing, in conjunction with the University, strives to provide a safe and healthy learning environment for our nursing students. The School of Nursing faculty/staff and students must also ensure the safety, health, and welfare of the patients/clients with whom we interact. A nursing student may never risk patient welfare by acting under the influence of drugs, including alcohol, in any situation in which student responsibility for others is required, or may be required.

Students who endanger patients or others through the use of alcohol or drugs, or who violate the trust granted to them, are subject to disciplinary action through the School of Nursing, independent of any action which may be taken by other authorities.

We recognize that nursing students may bring with them, or develop, alcohol or other psychoactive drug use patterns and behaviors that may be diagnosed as abuse or dependence. The School is committed to a program that will assist impaired students in regaining their health while concurrently protecting the well-being of patients/clients as well as classmates, faculty, and staff.

State boards of nursing, such as Indiana State Board of Nursing, require that unlicensed students reveal any past legal, including actions expunged from one's records, and/or university actions that have been taken in relationship to inappropriate drug use, including excessive alcohol consumption. The state board may request, when licensure is sought, that students outline actions taken to assure that they are no longer impaired or at risk for impairment. Any professional licensed student who violates this policy may be reported to the appropriate state agency as indicated by ethical and legal parameters specified in the Nurse Practice Act.

Of particular concern is the unauthorized use of drugs to which a nursing student may have privileged access. Such drug misuse is a violation of societal trust and is viewed by the profession as an especially grievous offense.

It is the policy of Purdue University to comply with federal and state laws and regulations dealing with the usage and detection of drugs and alcohol. This policy is subject to change at the sole discretion of the University and is meant to supplement other relevant University policies, including but not limited to, the Alcohol-and Drug-Free Campus and Workplace Policy, Executive Memorandum C-44.

#### **Policy**

- A. **Routine Testing.** All nursing students prior to participation in a clinical nursing course will be required to participate in routine testing. An essential aspect of nursing education is student learning experiences in hospitals and other health care facilities which students must be able to complete. Clinical facilities with which the School collaborates have their own policies requiring drug testing and criminal background checks for employees, students, and volunteers which govern routine drug testing and background checks completed on all students. The frequency of routine testing and background checks may

be altered as these organizations modify their requirements. Routine testing must be completed by an entity designated by the School of Nursing. Failure to complete routine testing will result in a student being treated the same as having a positive test.

- B. For Cause Testing. To ensure compliance with institutional policies and to promote a safe and healthy work environment, the School of Nursing may require students to submit to drug and/or alcohol testing “for cause” based upon reasonable suspicion of a) substance abuse, b) unauthorized use or possession of alcohol on campus or at a health care setting, or c) use of or possession of illicit drugs at any time. Students who test positive will be withdrawn from clinical courses and must complete a certified drug and alcohol treatment program before being evaluated for continuing in the nursing program.

Reasonable suspicion of substance abuse may be based upon, but is not limited to, the following criteria:

1. Direct observation of drugs or alcohol use or possession and/or demonstration of physical symptoms of the influence of drugs or alcohol
  2. A pattern of abnormal or erratic behavior consistent with alcohol or drug abuse. This includes behavior, speech, body odor, or appearance that is indicative of the use of alcohol or drugs such as odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, incoherent speech, and verbal or physical outbursts.
  3. Self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.
  4. Arrest or conviction for a drug or alcohol related offense; identification as the focus of a criminal investigation into illicit drug use, possession or trafficking
  5. Evidence that a student has tampered with a previous drug or alcohol test
  6. Possession of drug paraphernalia
- C. Students who test positive on a routine drug test or a test for cause will be referred to the Assistant Head of the applicable program or his/her designee who will review their test results and collaborate with the Head of the School of Nursing regarding sanctions. If a student refuses evaluation or consent to share the results of an evaluation, he/she may be subject to disciplinary procedures including dismissal from the program. Any attempt to delay, hinder, or tamper with any testing, or to alter the results of testing will be considered a refusal to comply with this policy. Additionally this behavior may be reported to the University’s Office of the Dean of Students Office of Student Conduct for possible disciplinary action in accordance with the University’s Student Conduct Policy. Students continuing in the program will be subject to random drug testing at any time while completing nursing coursework.
- D. Any student arrested or convicted of violating any federal, state, or local law pertaining to the manufacture, possession, sale, use or distribution of a drug or alcohol or misuse of prescribed medications must report this event to the Assistant Head of the applicable program or his/her designee within three days of the event and prior to any clinical contact with patients/clients and families.

A student who suspects possible substance abuse or violation of this policy by another student has the responsibility to report this information. A report can be made to the student's academic advisor and or Assistant Head for undergraduate or graduate programs. The identity of the individual making the report will be kept confidential to the greatest extent possible consistent with the need to investigate the report and subject to legal requirements.

## **Procedures**

### **All students prior to participation in a clinical nursing course will be required to:**

- Submit to routine testing and test negative before engaging in any clinical coursework. Testing is completed by an outside contracted federally certified laboratory with a strict chain of custody.
- If the drug screen shows diluted or adulterated results, students will need to retest at their own expense.
- If on routine testing a student has a positive test, the first step is for the student to interact with the Medical Review Officer (MRO) available to the student through the organization with whom the School has contracted for this testing. The MRO confirms the testing result outcome.

### **If drug use or alcohol abuse is suspected in an enrolled nursing course, the faculty member will:**

- Remove student from setting
- Confront student in a private environment and, if possible, in the presence of a witness
- Discuss behavior in question and allow student to provide response
- Decide if reasonable suspicion exists
  - If yes, arrange for testing (clinical facility protocol or School protocol of use of an outside agency, Regional Occupational Care Center [ROCC] for testing)
  - If no, allow student to return to clinical or class

If necessary, faculty will arrange for transport of student to testing site. Faculty will notify the assistant head for the applicable program. Testing costs will be borne by the School of Nursing. Students will not be allowed to participate in clinical education until the situation has been resolved.

Faculty, or other reporting persons, will document the exact reason(s) why they have triggered testing. Every effort should be made to document the behavior and how the behavior is affecting the student's performance. Documentation should also include what observations led to a request for cause testing. Document will be submitted to the Assistant Head or designee within two business days. Whenever possible, corroborating statements from other faculty, administrators, clinical facility employees, students, or patients/clients should be obtained.

## **Consequences**

### **Routine or Initial use to Test is Negative:**

If the drug or alcohol test is negative, no action will be taken, and the student will be allowed to participate in all coursework. Faculty will collaborate with the student to make-up any missed nursing coursework.

**Routine or Initial Subsequent Cause to Test is Positive:**

Any student who fails an alcohol or drug test will be subject to disciplinary sanctions, ranging from withdrawal from the semester's coursework to dismissal from the School. An individual's participation in, and successful completion of an approved drug or alcohol counseling program coupled with his/her consent to random testing will be considered positively in the review process but does not ensure that dismissal will not occur.

Students may be also subject to discipline pursuant to the University Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, up to and including dismissal from the program or the university.

If continuing in the School of Nursing, the student will not be permitted to participate in clinical coursework until successfully undergoing an evaluation and treatment by a certified drug and alcohol counselor (refer to Attachment A Form). Upon completion of the program, the student will be tested at the student's expense at a time and place designated by the Assistant Head of the applicable program or his/her designee. If positive, the student will be dismissed from the School of Nursing. If a student fails to complete a test as requested or otherwise comply with this policy, the student will be dismissed from the School. If a cause to test result is negative, the student can submit a written request to engage in coursework and will be eligible to enroll depending on space availability and acceptance by clinical sites. Random testing will continue as long as the individual is a student in the School. Because of the time that is required to complete treatment and testing, it is possible that the student will be delayed and need to re-work his/her plan of study with an academic counselor.

If a student fails to produce the requested sample by the date and time designated, the student will be treated as if the test result was positive.

**Confidentiality**

The University will take reasonable measures to ensure individual privacy under this Policy including, without limitation, keeping all drug and alcohol test results confidential to the extent possible. Drug or alcohol test results will be released in accordance with applicable federal and state laws and regulations.

**Grievance and Appeal Procedures**

Pursuant to the University's Bill of Student Rights, any student can seek redress for any complaints related to the application or enforcement of this Policy through applicable University grievance policies and procedures, including Program appeal procedures.

**Access to Records**

The University will maintain records relating to these guidelines as required by law. Upon written request to the Assistant Head of Undergraduate Programs or the Assistant Head of Graduate Programs, a student will be provided copies of records pertaining to his or her drug or alcohol tests.

**Definitions**

1. "Drug 10-panel testing" means testing that includes, but is not limited to metabolites, marijuana (cannabinoids, THC), cocaine, opiates/opioids/narcotics (including meperidine,

oxycodone, hydrocodone, methadone, buprenorphine, propoxyphene) phencyclidine (PCP), and amphetamines (including methamphetamines), benzodiazepines, and barbiturates.

2. "Medical Review Officer (MRO)" is a nationally certified, licensed medical doctor or osteopath responsible for receiving laboratory results under this policy who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate confirmed positive test results, medical history, and any other relevant biomedical information. Access to the MRO is through the agency contracted to complete the testing.
3. "Test positive for Drugs" is the level identified by the MRO in accordance with guidelines established for healthcare workers.
4. "Test positive for Alcohol" means an alcohol test that is at or exceeds the Department of Transportation Guidelines for blood, breath, or saliva testing depending on the test used by the given agency, e.g. blood alcohol content of 0.04 or greater (DOT, 2018).

**EFFECTIVE DATE:** May 10, 2006

**REVIEW DATE:** July, 2020

**REVISED DATE:** February 17, 2012, July 12, 2018

**Attachment A**

**Purdue University School of Nursing**

**Student Agreement**

**Nursing Student Substance Abuse Policy**

Pursuant to violating the School’s Nursing Student Substance Abuse Policy, I agree to undergo a professional evaluation by a certified drug and alcohol counselor to determine drug dependency and to participate in a recommended treatment plan. I understand that payment for the evaluation, treatment, and follow-up care and testing will be my responsibility.

If no treatment is recommended by the counselor, I will submit written evidence of such to the Assistant Head of the applicable program or his/her designee and submit a written request for reinstatement in clinical coursework, as defined in the Policy. If the counselor recommends a treatment plan, I understand that I must complete the plan and then submit a written request to engage in clinical coursework, written evidence of completion of the treatment plan, acknowledgment from the counselor that I am able to safely engage in clinical activities, and the terms of any required follow-up care to the Assistant Head. I understand that I will not be allowed to be registered for clinical courses during my treatment.

I also realize that I will be subject to random testing throughout the time I am enrolled in a nursing program. I realize that a second positive drug test or further violation of the Policy will result in dismissal from the School of Nursing.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

## APPENDIX I

### SCHOOL ACTIVITIES AND STUDENT ORGANIZATIONS

#### *Graduate Student Representation on School of Nursing Committees*

School of Nursing Committees that incorporate graduate student members include:

- **Instructional Support Committee:** Provides advice for procurement of learning materials and equipment, and develops policies related to student and faculty use of learning resource facilities.
- **Graduate Curriculum Committee:** Approves curriculum proposals for the undergraduate and graduate programs and evaluates the effectiveness of School of Nursing academic programs.
- **Council of Presidents** (all student organization presidents)

#### *Graduate Student Representation on College of Health and Human Sciences Committees*

College committees that may have graduate student participation include:

- **Graduate Educational Policy and Curriculum Committee:** Focuses on improvement of graduate instruction, interdisciplinary graduate programs, and policy issues related to the College's graduate programs.
- **Council on Diversity:** works to achieve the diversity and multicultural goals of the College
- **Grade Appeals Committee:** hears and acts upon all cases brought before it in accordance with the provisions of University regulations.

#### *Student Organizations*

##### **Purdue Graduate Student Government (PGSG):**

Open to all graduate students, the PGSG is a student-run organization. From organizing social events to investigating quality of life issues, the PGSG has a mission to help graduate students enjoy their experiences at Purdue University. Each department has a Senator to represent the students. PGSG annually publishes *Tips for Graduate Living*, available at their website, <http://web.ics.purdue.edu/~pgsg/>. The School of Nursing collaborates with this association by providing an annual child wellness day when children of graduate students can receive free screening provided by faculty, graduate and undergraduate nursing students in collaboration with community agencies.

For further information, see [PGSG website](#).

##### **International Student Organizations:**

There are over 40 international student groups that offer social and cultural activities at Purdue. Links to these organizations may be found at: [International Student Organizations Website](#).

##### **Sigma Theta tau International Honor Society for Nursing (STTI):**

This is the international honor society for nursing. Invitations are extended to junior and senior undergraduate students, graduate students, and community leaders in nursing. Purdue's chapter is [Delta Omicron](#).



**Nursing Students Without Borders (NSWB):**

This is a student-run organization working on international health initiatives to promote health empowerment through education, build networks to access health care resources, and distribute material donations to developing world communities, while expanding the perspective of the nursing student.

**Diversity in Nursing Association (DNA):**

The purpose of DNA is to provide support and encouragement to diverse students in nursing, as well as other prospective minority students who plan to enter the nursing profession. Membership is open to any student who has been admitted to the School of Nursing.

**Nurses Christian Fellowship (NCF):**

The Nurses Christian Fellowship is a division of Inter-Varsity Christian Fellowship. The main purpose of NCF is to advocate quality nursing care that includes the spiritual dimension. NCF aims to deepen and strengthen the spiritual lives of nursing students by the study of the Bible, by prayer, and by Christian fellowship. Membership is open to any student who has been admitted to the School of Nursing.

## APPENDIX J

### PURDUE-WIDE RESEARCH COURSES

Course offerings **may change by year or semester, or be dependent upon faculty availability**; therefore, the student should review the course catalog for current offerings. Course catalogue information is available at: [2020-2021 Course Catalog](#). **IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE THE FIT OF THESE COURSES WITHIN THEIR PLANS OF STUDY. THIS WILL BE PERFORMED IN COLLABORATION WITH THEIR PRIMARY ADVISORS.**

Students and advisors may also consult with the Graduate Program Coordinator for course recommendations forwarded by current students and faculty (elective and research/methods courses).

#### *Anthropology*

ANTH 38000: Using Anthropology in the World – Credit Hours: 3.00

The use of anthropology in practical contexts. What anthropological practice is, how it originated, how it can be applied in non-academic and interdisciplinary contexts and careers. The main contemporary issues surrounding anthropological practice, including training, ethics, relevance, and rigor. For majors and non-majors. Typically offered Fall Spring Summer.

ANTH 38500: Community Engagement – Credit Hours: 3.00

This course offers hands-on service learning experience with local community organizations involved with minority and immigrant populations. Part of the semester will include class meetings to explore issues and experiences of immigrant and ethnic groups in the U.S. Typically offered Fall Spring Summer.

ANTH 53400: Human Osteology – Credit Hours: 3.00

Anatomy of the human skeleton and dentition. Detailed study of skeletal elements and teeth, morphology, function, disease, and pathology. Identification of human remains with regard to age at death, gender, growth, and development in biocultural context. Typically offered Fall Spring.

ANTH 59200: GIS for Social Scientists – Credit Hours: 1.00 to 3.00

Topics vary. Typically offered Fall Spring Summer.

ANTH 60500: Seminar in Ethnographic Analysis – Credit Hours: 3.00

A selection of ethnographic monographs will be read, reported on, and discussed by seminar participants under the direction of the anthropology staff. The monographs will be discussed in terms of field methods employed, particular theoretical strengths and weaknesses, and their value to current anthropological method and theory. Participants will assume responsibility for presenting materials to stimulate discussion. 12 credit hours in Anthropology, or Sociology; Prerequisite: ANTH 50500 or ANTH 50600. Typically offered Spring.

ANTH 60600: Conduct of Anthropological Inquiry (Statistics) – Credit Hours: 3.00

The course provides a broad overview of research strategies and techniques commonly employed in the various subfields of anthropology. Topics would include field techniques, the use of data banks (e.g., the HRAF files), sampling, hypothesis testing, and computer application. Typically offered Fall.

ANTH 64000: Applied Anthropology – Credit Hours: 3.00

This course focuses on using anthropology to address social issues. This course examines topics including: the history of anthropologists working in applied settings in the relationship.

ANTH 64200: Public Engagement – Credit Hours: 3.00

This course is about using and communicating anthropological knowledge.

### ***Communication***

COM 599: Current Trends in Mass Communication Research – Credit Hours: 3.00

An examination of current research as it contributes to understanding the process and effects of mass communication. Topics covered include gatekeepers and information control, audience selection processes and uses of the media, persuasive effects of the media, media content and social learning, the effects of adult programming on children, and the effects of the media on the governmental process. Typically offered Fall Spring.

COM 582: Descriptive/Experimental Research in Communication - Credit Hours: 3.00

Introduction to the fundamental tools of quantitative research in communication, including data analysis, statistical design and methods, basic measurement concepts, and designs for descriptive and experimental research. Individual and/or group research projects are planned, conducted, and reported. Permission of instructor required. Typically offered Fall Spring Summer.

COM 583: Research and Assessment in Organizational Communication - Credit Hours: 3.00

An overview of applied research methodologies in organizational communication. The course focuses on the design of field investigations and the use of self-report measures, network analysis, and interviewing in organizational communication research. These general methodologies are applied to specific research approaches. Typically offered Spring.

COM 548: Historical/Critical Research in Communication - Credit Hours: 3.00

Introduction to modes of qualitative research in communication, including theoretical assumptions, bibliographical methods, varying approaches to historical and critical inquiry, and the standards and techniques of scholarly writing. Emphasis is placed on historical research during fall semesters and on critical research during spring semesters. Permission of instructor required. Typically offered Fall Spring Summer.

COM 632: Special Topics in Mass Communication: Social Network Analysis – Credit Hours: 3.00

Intensive study of selected topics, varying from semester to semester, from the literature of mass communication. Topics may include institutional analysis, mass communication law, information diffusion, uses of mass communication, or other issues. Permission of instructor required. Typically offered Fall Spring.

COM 681: Advanced Methods in Communication Research

COM 682: Special Topics in Quantitative Research (i.e. ANOVA) – Credit Hours: 3.00  
Intensive study, varying from semester to semester, of different aspects and applications of quantitative research in communication. Prerequisite: COM 58200. Typically offered Fall Spring Summer.

COM 682: Special Topics in Quantitative Analysis: Content Analysis - Credit Hours: 3.00  
Intensive study, varying from semester to semester, of different aspects and applications of quantitative research in communication. Prerequisite: COM 58200. Typically offered Fall Spring Summer.

COM 682: Special Topics in Quantitative Analysis: Text mining and Natural Language Processing. Prerequisite: COM 58200. Typically offered Fall Spring Summer.

COM 684: Special Topics in Historical/Critical Research in Communication.

### ***Education***

EDCI 567: Action Research in Science Education – Credit Hours: 3.00  
An introduction to various models and conceptions of teacher action research in science education. Students review literature on action research, participate in small research cohorts, and plan and conduct action research within their respective educational situations. Typically offered Fall Spring.

EDCI 615: Qualitative Research Methods in Education – Credit Hours: 3.00  
Focuses on expanding graduate students' research skills to include knowledge of the theories and methods associated with qualitative and qualitative-quantitative combined research. Prerequisite: EDPS 53300. Typically offered Spring.

EDCI 616: Advanced Qualitative Research Methods in Education – Credit Hours: 3.00  
This course focuses on expanding students' foundation level knowledge of qualitative research in the areas of theories, methods, analysis and interpretation, and presentation. Prerequisite: EDCI 61500. Typically offered Fall.

### ***Educational Studies***

EDPS: Introduction to Measurement and Evaluation – Credit Hours: 3.00  
An introduction to the basic concepts and principles of measurement and evaluation with special emphasis on descriptive statistics, and teacher-made and standardized tests. Typically offered Summer Fall Spring.

EDPS 533: Introduction to Educational Research I: Methodology – Credit Hours: 3.00  
This course presents a sequence of journal articles and exercises that help introduce the foundational concepts of the course, including: research design, reliability and validity, various methodologies commonly used in educational research, and basic quantitative and qualitative data analyses. In addition, contrasting research conclusions are shown in the articles to help

students learn why careful analysis of articles and their theoretical framing is critical to evaluating their conclusions. Typically offered Fall Spring Summer.

EDPS 534: Introduction to Educational Research II: Measurement Consideration – Credit Hours: 3.00

This course is designed to provide an overview of introductory quantitative data analysis methods in education. The course is specially designed to enhance students' quantitative reasoning and skills through discussions of issues in educational data and authentic data analysis experiences of a variety of education data. The topics to be covered in this course include data collection and description, sampling distributions, methods of quantitative data analysis often used in education research. Permission of instructor required. Typically offered Fall Spring Summer.

EDPS 630: Research Procedures in Education – Credit Hours: 3.00

Development of a philosophy of educational research and consideration of the methods for the selection and evaluation of techniques used in educational research. Techniques discussed are methods to control variables, sampling procedures, data collection procedures, statistical procedures, and research proposal development and writing. Prerequisite: EDPS 53300, (PSY 60100 or EDPS 53300), STAT 50200. Typically offered Fall Spring.

EDPS 631: Applied Educational Research Design – Credit Hours: 1.00 to 3.00

This seminar seeks to promote professionalism, research and scholarly productivity and collegial support among graduate students in gifted, creative (GCT), and talented studies, associated graduate students, visiting scholars, and interested others. A secondary purpose involves assisting GCT students, COE students, and associates with successful study and career preparation by focusing on research, grants, thesis preparation, graduate writing, proposal development, professional development, and degree completion. Finally, seminar offers students the opportunity to discuss, learn and “mess” around with current issues in the field and of personal interest. Seminar creates time and incentive for students to become more productive with their scholarship efforts, and offers students credit for work completed and formal support for the professional development and scholarship processes. In this course students should expect to attend, contribute, and participate. A variety of formats will be used, including, but not limited to: discussion, simulations, group work, lecture, guest speakers, and peer feedback. Prerequisite: EDPS 63000 and one graduate course in Statistics. Typically offered Fall.

EDPS 632: Seminar in Research Procedures in Education, topics vary (i.e. Factor Analytic Procedures)

Experimental, field study, scientific survey, and prediction study methods in education. Internal and external validity, identification and development of research problems, criteria development, common methodological errors, strategies of analysis, and sources of acceptable educational research literature will be reviewed. Critical analyses of the research methodology of educational research reports in the student's field. Prerequisite: EDPS 63000 or EDPS 53300 and course work in Statistics. Typically offered Spring.

EDPS 633: Seminar in Educational Psychology – Credit Hours: 1.00 to 3.00

Recent investigations and research in educational psychology. One topic is dealt with in each enrollment. The topics provide an in-depth study of those areas of psychological investigation in

educational settings and problems. These areas include: (1) instructional technology and design; (2) individual differences and educational growth; (3) school learning: theory and research; (4) classroom behavior and social processes; (5) educational assessment; and (6) other relevant topics. Prerequisite: EDPS 53000. Typically offered Fall Spring.

### ***Human Development and Family Studies***

HDFS 613: Statistical Approaches for Developmental & Family Researchers (ANOVA) - Credit Hours: 4.00

This course provides a basic understanding of foundational concepts and tools used in statistical analysis in the behavioral sciences, with a focus on analysis of experimental data. Emphasis is placed on the conceptual and interpretive understanding of statistical methods, including the General Linear Model (GLM) approach to ANOVA and ANCOVA. Prerequisite: Undergraduate coursework in Statistics. Permission of instructor required. Typically offered Fall.

HDFS 617: Advanced Research Methods in Child and Family Studies – Credit Hours: 4.00

Focuses on measurement issues relevant to research with children and families. Perspectives on quantitative and qualitative research are provided through relations among theory, research design, and data analysis. The laboratory component provides practice in quantitative and qualitative data analysis with an emphasis on interpreting and reporting results of analyses. Prerequisites: STAT 50100 and STAT 50200 or PSY 63100 and HDFS 61300 (or PSY 64600). Permission of instructor required. Typically offered Fall.

HDFS 627: Multilevel Modeling in Developmental and Family Research – Credit Hours: 3.00

This course gives students a basic grounding in the class of statistical techniques known as multilevel modeling (MLM), also known as hierarchical linear modeling (HLM), mixed models, or random coefficient models. Primary discussions will be on applications of these models to the study of marriages, relationships, families, aging, and child and adult development, but also will touch on biomedical, educational, and economic examples. The focus is on three types of multilevel models: growth-curve models, organizational models, and daily experience models. Students will also learn how to use SAS Proc Mixed for conducting MLM analyses. Students are assumed to have taken at least two graduate statistics courses and have a solid understanding of regression analysis. Prerequisites: STAT 50100 and STAT 50200 or HDFS 61300 and PSY 63100. Typically offered Fall.

HDFS 628: Structural Equation Modeling – Credit Hours: 3.00

This course provides an introduction to classic structural equation models with latent variables (SEM). The primary steps of implementing SEMs will be covered to include: model specification, model identification, parameter estimation, and model evaluation (model fit). Background training in statistical regression is required. Permission of instructor required. Typically offered Spring.

### ***Nursing***

NUR 626: Applied Biostatistics for Outcome Evaluation – Credit Hours: 3.00

(online/asynchronous or classroom). This course applies biostatistical methods commonly used in epidemiologic research to large data sets. Students learn to use statistical software to compute

descriptive, bivariate, and multivariate statistics. Students translate statistical findings into conclusions relevant to the delivery of health care. Prerequisites: NUR 51000 and an undergraduate statistics course within the last five years. Typically offered fall semester.

### ***Political Science***

**POL 501: Introduction to Political Methodology – Credit Hours: 3.00**

Introduction to the basic techniques of statistical analysis applicable to political science data. Elementary descriptive statistics and statistical inference. Introduction to multivariate analysis. Permission of instructor required. Typically offered Fall Spring.

**POL 605: Research Design and Methods: Linear Models and Casual Inference – Credit Hours: 3.00**

Selection of research problems involving political phenomena; formulation of concepts and hypotheses; research design; data collection techniques; data processing, analysis, and interpretation, with attention to uses of high-speed facilities. Students will design a research project and, as appropriate, carry out the project in the laboratory or in the field. Prerequisite: POL 50100. Typically offered Fall Spring.

**POL 651: Research Seminar in Political Theory: Feminist Theory & Methodology – Credit Hours: 3.00**

Investigation in depth into a selected area of political thought. Intensive study and close analysis of the selected topic, school, or theoretic system. Development of historic and philosophic methods applicable to the study of political thought. Prerequisite: POL 35000, POL 35100. Typically offered Fall Spring.

**POL 693: Interdisciplinary Seminar: Qualitative Methods in Political Science – Credit Hours: 3.00**

Topics vary - Interdisciplinary Seminar. Permission of instructor required. Typically offered Summer Fall Spring.

### ***Psychological Sciences:***

**PSY 505: Mental Measurement – Credit Hours: 3.00**

Introduction to the general area of mental measurement. Theory and content of measuring device in the fields of intelligence, interests, personality, and special aptitudes. Typically offered Fall Spring Summer.

**PSY 600: Statistical Inference – Credit Hours: 3.00**

Emphasis is given to principles underlying both parametric and nonparametric inference. Prerequisite: PSY 50000. Typically offered Fall Spring.

**PSY 601: Correlation and Experimental Design – Credit Hours: 3.00**

Continuation of PSY 600 with emphasis upon the design and analysis of experiments. Prerequisite: PSY 60000. Typically offered Fall Spring.

**PSY 605: Applied Multivariate Analysis – Credit Hours: 3.00**

A survey of the most frequently employed multivariate research techniques, such as multivariate generalizations of univariate tests and analysis of variance, principal components, canonical analysis, and discriminant analysis. A central theme of the course is the general linear model, both univariate and multivariate. A multipurpose program for this model provides the student with practical experience in conducting multivariate research. Some prior exposure to elementary matrix algebra is recommended. Some prior exposure to elementary matrix algebra is recommended. Prerequisite: PSY 60000. Typically offered Spring.

**PSY 60601: ANOVA For The Behavioral Sciences – Credit Hours: 3.00**

Credit Hours: 3.00. This course is a first-semester graduate statistics course for students in psychology and related fields who conduct quantitative research. The course involves an accelerated review of fundamental concepts (e.g., data visualization, central limit theorem probability), after which the course will focus on statistical techniques for between- and within-person designs that include categorical independent variables (e.g., t-tests, ANOVA). Permission of department required. Typically offered Fall Spring. **PSY 607: Scaling and Measurement – Credit Hours: 3.00**

An introduction to the theory of measurement and a survey of modern scaling methods (unidimensional and multidimensional, metric and nonmetric) within the framework of the modern theory of measurement. Some prior exposure to elementary matrix and set algebra is recommended. Typically offered Fall Spring.

**PSY 608: Measurement Theory and the Interpretation of Data – Credit Hours: 3.00**

The theory of measurement and the development of reliability and the Spearman-Brown equations, true scores and variables, and correction for attenuation. Variance or covariance of combinations of variables. Item analysis and test construction strategies. Reliability and validity of measurements and the influence of measurement error and measurement threats to research design. Prerequisite: PSY 60000. Typically offered Spring.

**PSY 60901: Multilevel Modeling - Credit Hours: 3.00**

This course familiarizes students with (1) generalized linear mixed (multilevel) models that are often used in the social sciences, and (2) best practices in the models' applications and interpretations. These models are extensions of classic linear regression models, and they go by many names: multilevel models, hierarchical models, mixed models, etc. Throughout the course, models and methods will be introduced conceptually and will be illustrated using real and simulated data. Prerequisites: graduate coursework in regression and ANOVA, or by permission. Permission of department required. Typically offered Spring.

**PSY 610: Multivariate Analysis in Organizational Research – Credit Hours: 3.00**

This is an advanced doctoral-level statistics course that examines the application of multivariate methods to the analyses of organizational data. Topics include: matrix algebra, the general linear model, multivariate analysis of variance, canonical correlation, discriminant function analysis, and factor/component analysis. Prerequisite: Grade of B or higher in (PSY 60000 and PSY 60100) or (STAT 51200 and STAT 51400) or (HDFS 68500 and PSY 63100). Typically offered Fall Spring.

**PSY 611: Multilevel Theory, Measurement, and Analysis – Credit Hours: 3.00**



This course is designed to provide doctoral students with an introductory treatment of multilevel theory building and testing. Issues to be discussed include: multilevel theory building, composition and compilation models, aggregation, aggregation bias, the role of within-group agreement in multilevel modeling, cross-level inference, cross-level interactions, and hierarchical linear modeling. Permission of instructor required. Typically offered Fall Spring.

### ***Psychological Sciences Cont'd:***

**PSY 62601: Bayesian Statistics For Psychological Sciences – Credit Hours: 3.00**

The course will explain why you might want to use Bayesian methods instead of frequentist methods (such as t-tests, ANOVA, or regression). We discuss the basic properties and methods of Bayesian analysis and have many activities to show how Bayesian analyses are used.

Prerequisites: PSY 60000 and PSY 60100. Permission of department required. Typically offered Fall.

**PSY 631: Multiple Regression Analysis For The Behavioral Sciences – Credit Hours: 3.00**

This "data analytic" course provides an examination of the conceptual underpinnings and advanced application of multiple regression analyses to psychological data. Permission of instructor required. Typically offered Spring.

**PSY 646: Statistical Approaches in Social Psychology (ANOVA)**

This course is taught each Fall semester by both HDFS and Psychological Sciences instructors in different years. This course is the first course in the typical statistics sequence taken by our graduate students. It has units on basic probability, basic descriptive statistics, statistical significance testing, t-tests, and analysis of variance.

**PSY 664: Research Methods in Clinical Psychology I – Credit Hours: 2.00**

A review of scientific and correlational research methods appropriate for clinical psychologists. Topics include philosophy of science, ethical issues in research with human subjects, hypothesis formulation, measurement, correlational and manipulative designs, and the analysis and interpretation of data. Prerequisite: 6 credit hours at the lower division undergraduate level in Mathematics, or Statistics, 6 credit hours in Clinical Psychology. Typically offered Fall.

**PSY 665: Research Methods in Clinical Psychology II – Credit Hours: 2.00**

Students present advanced topics in clinical research design, including: evaluation research, subject reactivity, psychotherapy outcome research, multivariate research designs, small sample design ( $N = 1$ ), and so on. Also students propose and defend their own research and critique the research of classmates. Prerequisite: PSY 60000, 66400. Typically offered Spring.

**PSY 674: Structural Equation Modeling – Credit Hours: 3.00**

This course is taught biennially by Susan South. This is an advanced course in structural equation modeling (SEM), intended to provide doctoral students with an introductory treatment of the theory and methods of SEM. SEM is a statistical methodology that encompasses a wide variety of models, including path models, exploratory and confirmatory factor models, structural regression models, and latent growth models, among others. We will focus on path, factor, and structural regression models, as these will be most widely applicable to the students in the class.

PSY 682: Advanced Seminar in Industrial Organizational Psychology: Introduction to Classical and Modern Test Theory – Credit Hours: 3.00

Special topics in industrial and organizational psychology are offered on a two-year rotating basis. The special topics are: work motivation, leadership, advanced selection and placement and performance appraisal. One topic will be treated each semester. Typically offered Fall Spring.

PSY 68800: Research Methods in Social Psychology – Credit Hours: 3.00

This course provides a broad and rigorous, graduate-level overview of contemporary research methodology in social psychology and personality. The course follows a discussion seminar format. Permission of department required. Typically offered Fall Spring.

PSY 692: Multi-level Modeling of Intensive Longitudinal Data.

This is a new course to be taught at least biennially by Kate Thomas. This course will focus on using multi-level models to analyze intensive longitudinal data, also known as intensive repeated measures designs, of individuals, dyads, and groups. These analyses are best suited to samples with a minimum of 20 time points per person, and up to several thousand-time points per person, and are commonly collected using methods such as daily diary and experience sampling.

### ***Sociology***

SOC 580: Methods of Social Research – Credit Hours: 3.00

An intermediate-level examination of research designs, measurement, and sampling with emphasis on issues of problem formulation and the logic and application of methodological procedures. Typically offered Fall.

SOC 581: Introduction to Social Statistics – Credit Hours: 3.00

Emphasis on statistical inference applied to sociological problems; topics include the binomial distribution and the logic of inference, one and two sample tests, confidence intervals, and chi-square. Introduction to bivariate correlation and regression, analysis of variance. Typically offered Spring.

SOC 582: Sociological Applications of Computer Methods

SOC 583: Applications of Social Research Methods – Credit Hours: 3.00

Specific methods of survey research, including questionnaire construction, and sampling techniques, as well as case studies and field experiments are covered. Emphasis is on the use of such methods and their implications for the nature of social data. Permission of instructor required. Typically offered Fall.

SOC 588: Urban and Demographic Research Methods

SOC 680: Advanced Social Research Methods – Credit Hours: 3.00

Survey analysis using regression models. Emphasizes ordinary least squares model applied to sociological problems. Also considered are path analysis and logit and logistic regression. A series of projects are required using the PUCG mainframe computer applying course concepts. Prerequisite: SOC 58100 or SOC 60000. Typically offered Fall.

SOC 681: Selected Problems Of Social Research: Categorical Data Analysis – Credit Hours: 3.00  
Working with already available data, each student will conduct one or more research projects, including conceptualization, operational procedures, analysis of the data, and report writing. The data to be used may be from surveys, small group studies, organizational studies, or written documents. Prerequisite: SOC 60000 or SOC 68000. Permission of instructor required. Typically offered Fall Spring

SOC 681: Selected Problems of Social Research (i.e. Structural Equation Modeling, Longitudinal Research) – Credit Hours: 3.00  
Working with already available data, each student will conduct one or more research projects, including conceptualization, operational procedures, analysis of the data, and report writing. The data to be used may be from surveys, small group studies, organizational studies, or written documents. Prerequisite: SOC 60000 or SOC 68000. Permission of instructor required. Typically offered Fall Spring.

SOC 686: Qualitative Methods – Credit Hours: 3.00  
Surveys qualitative research methods. Considers methods of data collection and data analysis, including computer-assisted techniques. Critical examination of perspectives, assumptions, and issues, including protection of human subjects. Students conduct research projects and write papers using techniques encountered in class. Prerequisite: SOC 58000. Typically offered Fall.

***Statistics:***

**(Students should check with instructor prior to registration to ensure capacity)**

STAT 501: Experimental Statistics I STAT 502: Experimental Statistics II – Credit Hours: 3.00  
Concepts and methods of applied statistics. Exploratory analysis of data. Sample design and experimental design. Normal distributions. Sampling distributions. Confidence intervals and tests of hypotheses for one and two samples. Inference for contingency tables, regression and correlation, and one-way analysis of variance. Use of the SAS statistical software. Intended primarily for students who have not had calculus. Not open to students in mathematical sciences or engineering. For statistics majors and minors, credit should be allowed in no more than one of STAT 30100, STAT 35000, STAT 50100, and in no more than one of STAT 50300 and STAT 51100. Prerequisite: College Algebra. Typically offered Fall Spring Summer.

STAT 511: Statistical Methods – Credit Hours: 3.00  
Descriptive statistics; elementary probability; sampling distributions; inference, testing hypotheses, and estimation; normal, binomial, Poisson, hypergeometric distributions; one-way analysis of variance; contingency tables; regression. For statistics majors and minors, credit should be allowed in no more than one of STAT 30100, STAT 35000, STAT 50100, and in no more than one of STAT 50300 and STAT 51100. Prerequisite: Two semesters of college calculus. Typically offered Fall Spring.

STAT 512: Applied Regression Analysis – Credit Hours: 3.00  
Inference in simple and multiple linear regression, residual analysis, transformations, polynomial regression, model building with real data, nonlinear regression. One-way and two-way analysis of variance, multiple comparisons, fixed and random factors, analysis of

covariance. Use of existing statistical computer programs. Prerequisite: Coursework in Statistical Methods with a calculus prerequisite. Typically offered Fall Spring Summer.

**STAT 514: Design of Experiments – Credit Hours: 3.00**

Fundamentals, completely randomized design; randomized complete blocks; latin square; multi-classification; factorial; nested factorial; incomplete block and fractional replications for  $2n$ ,  $3n$ ,  $2m \times 3n$ ; confounding; lattice designs; general mixed factorials; split plot; analysis of variance in regression models; optimum design. Use of existing statistical programs. Typically offered Fall Spring.

**STAT 516: Basic Probability and Applications – Credit Hours: 3.00**

A first course in probability, intended to serve as a background for statistics and other applications. Sample spaces and axioms of probability, discrete and continuous random variables, conditional probability and Bayes' theorem, joint and conditional probability distributions, expectations, moments and moment generating functions, law of large numbers, and central limit theorem. (The probability material in course one of the Society of Actuaries and the Casualty Actuarial Society is covered by this course.) Typically offered Fall Spring.

**STAT 517: Statistical Inference – Credit Hours: 3.00**

A basic course in statistical theory covering standard statistical methods and their application. Estimation including unbiased, maximum likelihood and moment estimation; testing hypotheses for standard distributions and contingency tables; confidence intervals and regions; introduction to nonparametric tests and linear regression. Typically offered Fall Spring.

**STAT 520: Time Series and Applications – Credit Hours: 3.00**

A first course in stationary time series with applications in engineering, economics, and physical sciences. Stationarity, autocovariance function and spectrum; integral representation of a stationary time series and interpretation; linear filtering, transfer functions; estimation of spectrum; multivariate time series. Use of computer programs for covariance and spectral estimation. Typically offered Spring.

**STAT 522: Sampling and Survey Techniques – Credit Hours: 3.00**

Survey designs; simple random, stratified, and systematic samples; systems of sampling; methods of estimation; costs. Offered in alternate years. Typically offered Spring.

**STAT 523: Categorical Data Analysis**

**STAT 524: Applied Multivariate Analysis – Credit Hours: 3.00**

Extension of univariate tests in normal populations to the multivariate case, equality of covariance matrices, multivariate analysis of variance, discriminant analysis and misclassification errors, canonical correlation, principal components, factor analysis. Strong emphasis will be placed on use of existing computer programs. Typically offered Fall.

### ***Women's Studies***

**WOST 680: Feminist Theory and Methodology**