

PHD PROGRAMS

# *STUDENT HANDBOOK*

2023-2024

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

On behalf of our administrative team, faculty, and staff, I am pleased to welcome you to the Purdue School of Nursing, West Lafayette Campus. The School of Nursing is ranked #1 in Indiana and the US World and News Reports ranks our graduate programs in the top 50 in the nation. Our innovative programs have an excellent global reputation for graduating nurses who are highly qualified, clinical proficient and leaders in the healthcare field. Our programs are supported by nursing leaders throughout the Midwest who facilitate programmatic growth, innovation and clinical excellence.

As part of the College of Health and Human Sciences, you will have extraordinary experiences in interdisciplinary research and scholarship, clinical practice and dissemination of knowledge. You will interact with our expert award-winning faculty through active engagement in clinical practice, scholarship, research and mentorship. Our commitment to diversity, equity inclusion and belonging is integrated into both the didactic and clinical courses with application to both simulation and real work experiences.

As a graduate, you will impact health within Indiana, the United States and throughout the World. You will be called upon to influence clinical practice, global health, policy and research and you have the clinical knowledge, education and experience to implement positive change in the healthcare arena. As a School of Nursing, we will support your journey as you prepare to become registered nurses, advanced practice nurses, scholars and nurse scientists who will provide care throughout Indiana and globally through your clinical expertise, dedication to nursing, and the search for excellence.



Boiler up and Hammer down! Hail Purdue!

Nancy Edwards, PhD, MSN, FAANP, ANP BC  
Interim Head & Professor, School of Nursing

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 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.

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.

Libby Richards, PhD, RN, CHES  
Associate Professor, Director, PhD Program, School of Nursing



## SCHOOL OF NURSING: IMPORTANT CONTACTS

**Interim Head of the School of Nursing** Office: JNSN 117B  
**Nancy Edwards** Telephone: (765) 494-4015  
Email: [edwardsn@purdue.edu](mailto:edwardsn@purdue.edu)

**Interim Assistant Head for Graduate Programs and** Office: JNSN 256A  
**Program Director Adult-Gerontology Primary Care Nurse** Telephone: (765) 496-0632  
**Practitioner Program** Email: [jgalleg@purdue.edu](mailto:jgalleg@purdue.edu)  
**Julian Gallegos**

### Program Directors

**PhD in Nursing Program** Office: JNSN 247C  
**Libby Richards** Telephone: (765) 494-1392  
Email: [erichards@purdue.edu](mailto:erichards@purdue.edu)

**Doctor of Nursing Practice Program** Office: JNSN 256A  
**Julian Gallegos** Telephone: (765) 494-0632  
Email: [jgalleg@purdue.edu](mailto:jgalleg@purdue.edu)

**Psychiatric/Mental Health Nurse Practitioner Program** Office: JNSN 236  
**Susan Kersey** Telephone: (765) 496-0612  
Email: [sjkersey@purdue.edu](mailto:sjkersey@purdue.edu)

**Primary Care Family Nurse Practitioner Program** Office: JNSN 226D  
**Yadira Santiago** Telephone: (765) 494-4038  
Email: [ybanuelo@purdue.edu](mailto:ybanuelo@purdue.edu)

**Primary Care Pediatric Nurse Practitioner Program** Office: JNSN 248  
**Jennifer Coddington** Telephone: (765) 494-9067  
Email: [jsundell@purdue.edu](mailto:jsundell@purdue.edu)

**Graduate Program Administration Specialist** Office: JNSN 226A  
**Jenny Franklin** Telephone: (765) 494-9248  
Email: [franklij@purdue.edu](mailto:franklij@purdue.edu)

## 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 Administration Specialist 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](#)).

## 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 through 2026. The graduate programs were last accredited in 2014, the accreditation was approved through 2024. 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.

In light of future accreditation visits, student work submitted may be reviewed for accreditation purposes. Any student who wishes their work not be reviewed may submit such a request in writing to the Graduate Program Administration Specialist.

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 2030. 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

### **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 programs. Research background of our PhD program faculty can be found on the program website: <https://www.purdue.edu/hhs/nur//students/graduate/programs/phd/index.html>. See Appendix C 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 the 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, the School of Computer Science, the College of Science, the Department of Psychological Sciences, the Department of Health and Kinesiology, the Department of Sociology, the Center for Aging and Life Course, the College of Pharmacy, the Department of Human Development and Family Studies, the Lyles-Porter Hall health clinics, and Extension Education/Services (not an exhaustive list). Due to efforts made by nursing faculty over the past several 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

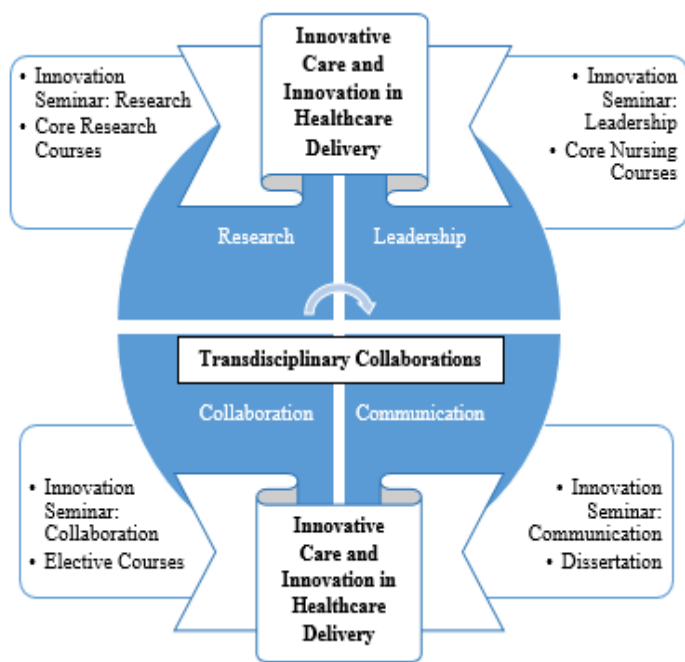


Figure 1: Overview of the PhD in Nursing Program

There are two entry points into the PhD in Nursing program: Bachelor’s entry or Master’s entry. The Bachelor’s entry plan of study is composed of approximately 90 credits while the Master’s entry plan of study is composed of approximately 60-65 credits. The PhD in Nursing plan of study is divided into Core Nursing Courses; Core Research Courses; and Elective Courses.

Those entering the program with a master’s degree in another field may need to complete additional coursework if equivalent coursework was not taken in the master’s program (approximately 8 credit hours: master’s -level theory course; master’s-level research course; and a socio-cultural influences on health course), which may be

taken upon admission to the PhD program (see Appendix A for specific courses). Students without a master's degree in nursing may petition a waiver of these additional courses by providing the relevant syllabi of their master's courses to the program director. The program director and relevant Purdue nursing faculty members will come to a consensus if the course can be waived.

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

A transdisciplinary approach will be used to achieve the above outcomes through elective *courses taken in other disciplines or departments, transdisciplinary research projects, and committee members representing multiple disciplines*.

#### PHD PROGRAM ADMISSION REQUIREMENTS

- 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 with departmental conditions.
- 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 are 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.
- BS to PhD: Graduation from an accredited baccalaureate program in nursing or related field.
- Post MS to PhD: Graduation from master's program. Additional courses may be required for those whose master's degree is outside of nursing.
- 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 ([Click here](#))
- Personal Interview (if suggested by the admissions committee)
- 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. Alternatively, this may be taken concurrent with the first year of graduate coursework.
- International students must take the Test for English as a Foreign Language (TOEFL) exam for Non-Native English Speakers, the International English Language Testing System (IELTS), and Duolingo English test with the following minimum performance scores.

TOEFL Minimum Internet-Based Test (iBT) Overall Score Required: 80  
With the following minimum section requirements (per the Graduate School):

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

Duolingo

- Total score of 115 and 115 on each subscore.

\*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 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.

#### **COVID-19 Vaccination:**

It is strongly recommended by Purdue University and the School of Nursing that all students remain up to date on the COVID-19 immunization. Although Purdue does not require proof of a COVID-19 vaccination as a condition to enrollment, there are other vital factors for you to consider in this regard. Please read the following to ensure you understand these factors. A majority of our practice partners, including locations where you may be interested in conducting research, do require the COVID-19 vaccine for students. In addition, most of these practice partners do not accept religious or medical exemptions from their vaccination requirements. To be clear, Purdue University and the School of Nursing do not control the policy requirements of these practice partners. However, our contractual agreements with them have long required that students and faculty adhere to the partner site's policies and safety protocols, and these now frequently include both flu and COVID vaccinations. If you are funded as a teaching assistant, we cannot guarantee that students who are not in compliance with clinical site partners' requirements will be successfully placed for rotations which could result in loss of funding.

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.
  - a. A statement of purpose concerning your interest in pursuing a PhD, your reasons for wanting to study at Purdue, description of your research interests and explanation of how your interests align with expertise of specific faculty with whom you would like to work, and your professional

plans and career goals. You also may explain any special circumstances applicable to your background and elaborate on your special abilities, awards, achievements, scholarly publications, and/or professional history.

- Official (original) transcripts from each school attended.
- Provide 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. **Letters of recommendation should discuss the applicants' strengths and weaknesses and potential for success in graduate school, including examples that demonstrate the applicant's work ethic, character, and academic accomplishments.**
- A curriculum vita or resume.
- If you do not meet the basic requirements described above, please contact our Graduate Program Administration Specialist 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. The priority deadline for funding determinations is January 15 prior to the Fall semester. Final application deadline for Fall admission is April 15 and final application deadline for Spring admissions is October 15. 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 (and vice versa) 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 School of Nursing 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 into the [Graduate School Website](#).** Students will need to create an application account to start the application.

#### **Send all other materials to:**

Office of Graduate Admissions  
Purdue University Graduate School  
155 South Grant Street, YONG 170  
West Lafayette, IN 47907

You can send documents electronically to

gradadm@purdue.edu

### **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 admission. 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 admission will be addressed in the admission letter.

### **Transfer of Credits**

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 PhD (~60 credits post-master's).
- 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 School of Nursing. 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' advisor 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 VII, 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, Stewart Center, Room G18. 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:

- Internal Scholarships (competitive)
- University fellowships (competitive)
- Teaching assistantships (TAs) (an Indiana or compact license is needed for clinical TA positions)
- 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
- External 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.

#### **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 Free Application for Federal Student Aid ([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 and a current Indiana nursing license to be considered for a teaching assistantship in a clinical course.

Students serving as Graduate Research Assistants must complete IRB Collaborative Institutional Training Initiative (CITI) training online prior to commencement of the research assistantship. All graduate students must complete this program prior to NUR 69900: Research PhD.

Students interested in applying for a TA position should indicate their interest to the School of Nursing Graduate Program Administration Specialist for further information. Applicants must submit a written resume. The Assistant Head for 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. TA positions are also available in outside departments such as Biology or Chemistry.

## **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 vary 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 Health Resources and Services Administration (HRSA). Awards vary with the amount of funding received. Traineeships are administered by 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.

## **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: Local to Global) and the DNP Course electives are offered online or hybrid. 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 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 selected with the advisement of the student's primary advisor/chair. Depending on degree entry into the PhD program (Bachelors or Masters), the required research courses will vary. At a minimum, there are two required courses offered through the School of Nursing 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. Students who desire to perform mixed methods may consider seeing additional methodological training. Advanced coursework in statistics and methods will be based on the student research goals (see Appendix J: Purdue-Wide Research Courses).

The last core area is the Electives. 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 or hybrid 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 69500: Implementing Theory in Healthcare Research
- NUR 63200: Healthcare Policy: Local to Global\*
- NUR 60400 PhD Seminars (0 credits)

#### 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

#### 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

#### Additional Options:

Dual Titled Degree or Minor with CALC

Optional Graduate Teaching Certificate

\*= Online or Hybrid Format

NOTES: A maximum of 30 hours may be transferred from a master's program. If a student has taken an equivalent health policy course in the master's program, they may substitute an elective or statistical course in lieu of this. Mentors will advise students on additional statistical and/or electives to take based on their dissertation studies. 90+ credits are required for a PhD.

## School of Nursing

### PhD in Nursing Plan of Study: ~90 credits post-Bachelors

#### Matriculation in the PhD Program

##### Required Nursing Core: 24 Credits

- NUR 50000: Theoretical constructs
- NUR 50500: Sociocultural Influences in Health
- NUR 52500: Nursing Informatics
- NUR 68000: DNP/PhD Cognate
- Four Seminars: Communication, Research, Leadership, Collaboration (4 credits)
- NUR 69060: Innovative Care/Innovations in Healthcare Delivery
- NUR 69500: Implementing Theory in Healthcare Research
- NUR 63200: Healthcare Policy: Local to Global\*
- NUR 60400 PhD Seminars (0 credits)

##### Electives: 15-18 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

##### Required Research Core: 22 Credits

- GRAD 61200: Responsible Conduct of Research (1 credit)
- NUR 51000 or HK 46500: Research Methods
- NUR 62600: Applied Biostatistics
- NUR 69100: Healthcare Research Methods
- NUR 69200: Applied Statistics in Healthcare
- Advanced Quantitative Statistics
- Qualitative Methods
- Additional Methods Course

##### NUR 699 Research Credit Hours: 27-30 Credits

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

- Economics and Finance for Healthcare\*
- Nursing Informatics\*
- Evidence Based Practice\*
- Healthcare Policy Residency\*
- Summer Institute Courses

##### Additional Options:

Dual Titled Degree with CALC

Optional Graduate Teaching Certificate

\*= Online or Hybrid Format

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 him or her throughout the program. The student's chair (or two co-chairs) must be nursing faculty, **who are tenured or on the tenure-track**. Three additional committee members will be identified based on content and/or research methods expertise. At least one member of the committee, either the primary or secondary mentor, must hold a registered nurse license in the United States. At least 51% of the committee members must hold regular faculty appointment 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  
Fourth Member: A SON or external faculty member

***Model 2:***

Chair: A SON faculty member (who does not have a nursing degree)  
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 or external faculty member

***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 is a faculty member in a department outside of nursing. 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.

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.

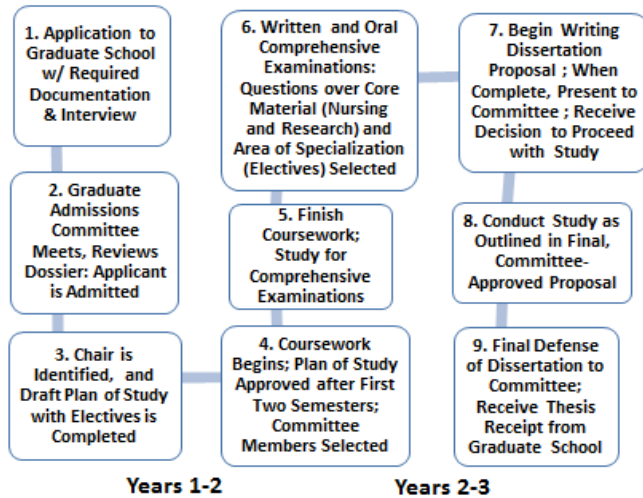
As the student progresses in the program from coursework through preliminary examinations, they will also work with their chair and committee in defining research questions and developing a proposal for their dissertation. Once the written proposal, ideally, the first three chapters of the dissertation (See Appendix B: Introduction, Review of Literature, and Methods for traditional style or Introductory chapter and aims/outline of 3 manuscripts), 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.

*Sequence of Student Progression in the PhD in Nursing Program for Master's Entry*



**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 the Center for Aging and the Life Course (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 with Master's Entry**

<b><u>Year 1 – Fall (10 credits)</u></b>	<b><u>Year 1 – Spring (11 credits)</u></b>	<b><u>Summer (2-5 credits)</u></b>
NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits)	NUR 69010: Research Seminar (1 credit; offered even years)	NUR 50500: Sociocultural (2) (potential elective; offered even years)
NUR 63200: Healthcare Policy: Local to Global* (3 credits)	NUR 69030: Communication Seminar (1 credit; offered even years)	XXXX: Qualitative Methods (3 credits) OR Elective (3 credits)
GRAD 61200: Responsible Conduct of Research (1 credit)	XXXX: Qualitative Methods (3 credits) OR Elective (3 credits)	
6XX: Elective (3 credits) OR Qualitative Methods (i.e., EDCI 615; PUBH 590; SOC 686)	NUR 69050: Implementing Theory in Healthcare Research (3 credits)	
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 69100: Healthcare Research Methods (3 credits)	
	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
<b><u>Year 2 – Fall (9 credits)</u></b>	<b><u>Year 2 – Spring (9 credits)</u></b>	<b><u>Summer (3 credits)</u></b>
NUR 69200: Applied Statistics in Healthcare Research (3 credits)	NUR 69020: Leadership Seminar (1 credit; offered odd years)	NUR 69900: Research PhD (1-3 credits)
NUR 69900: Research PhD (1-3 credits)	NUR 69040: Collaboration Seminar (1 credit; offered odd years)	
6XX: Elective (3 credits)	XXXX: Additional Advanced Methods/Advanced Statistics Course (3 credits)	
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 69900: Research PhD (1-3 credits)	
	6XX: Elective (3 credits)	
	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
<b><u>Year 3 – Fall (9 credits)</u></b>	<b><u>Year 3 – Spring (6 credits)</u></b>	<b><u>Summer (1-3 credits)</u></b>
XXXX: Additional Advanced Methods/Advanced Statistics Course (3 credits)	NUR 69900: Research PhD (6 credits)	NUR 69900: Research PhD (1-3 credits)
NUR 69900: Research PhD (6 credits)	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester		

**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 63200: Healthcare Policy: Local to Global* (3 credits) <i>online</i>	NUR 69010: Research Seminar (1 credit; 1 <sup>st</sup> 8 wks)	NUR 62400** Evidence Based Practice (3) (potential elective; hybrid)

<b><u>Year 1 – Fall</u></b>	<b><u>Year 1 – Spring</u></b>	<b><u>Summer</u></b>
		Or 6XX: Elective (3 credits)
GRAD 61200: Responsible Conduct of Research (1 credit)	NUR 69030: Communication Seminar (1 credit; 2 <sup>nd</sup> 8 wks)	XXXX Qualitative Methods 3 credits (i.e., EDCI 615; PUBH 590; SOC 686) (if not taken in Year 2, Spring)
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 69050: Implementing Theory in Healthcare Research (3 credits)	
	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
<i>4 credits</i>	<i>5 credits</i>	<i>3 credits</i>
<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	NUR 69020: Leadership Seminar (1 credit; 1 <sup>st</sup> 8 wks)	NUR 50500** Sociocultural (2) (as elective)
NUR 69200: Applied Statistics in Healthcare Research (3 credits)	NUR 69040: Collaboration Seminar (1 credit; 2 <sup>nd</sup> 8 weeks)	6XX: Elective (3 credits)
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 69100: Healthcare Research Methods (3 credits)	
	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
<i>6 credits</i>	<i>5 credits</i>	<i>2-5 credits</i>
<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> NUR 69900: Research PhD (3 credits)	XXXX: Additional Advanced Methods/Advanced Statistics Course (3 credits) <b>OR</b> 6XX: Elective (3 credits)	NUR 69900: Research PhD (1 credits)
6XX: Elective (3 credits)	6XX: Elective (3 credits)	
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
<i>6 credits</i>	<i>6 credits</i>	<i>1 credit</i>
<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)
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
<i>5 credits</i>	<i>5 credits</i>	<i>2 credits</i>
<b><u>Year 5 – Fall</u></b>	<b><u>Year 5 – 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 credit)

<b><u>Year 1 – Fall</u></b>	<b><u>Year 1 – Spring</u></b>	<b><u>Summer</u></b>
NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	NUR 60400: PhD Seminar (0 credit) meets 3 times a semester	
5 credits	5 credits	1 credits
<b>Total = ~60-63 credits</b>		

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. Students will receive a grade of satisfactory or non-satisfactory for research credits. Students who receive a grade of unsatisfactory two times will be dismissed from the program.

#### **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.

#### **Additional Certificate Options**

[Psychological Sciences Graduate Certificate in Psychological Statistics](#): This is a graduate-level certification program that is available to students currently admitted to a graduate degree program at Purdue. Students earning the certificate will demonstrate a broad theoretical understanding of advanced quantitative methods. They will also learn the technical skills (e.g., software; computer programming) necessary to integrate these advanced methods into their substantive research programs.

#### **Examples of Elective Courses (many others beyond this list)**

- HHS 59500: Grant writing
- NUR 61400: Principles of epidemiology
- ILS 59500: Introduction to systematic review
- EDCI 61600: Advanced qualitative research methods in education
- EDPS 53100: Introduction to measurement and instrument design
- HDFS 62700: Multilevel modeling in developmental and family studies
- HDFS 62800: Structural equation modeling
- PUBH 57300: Cultural proficiency for healthcare leaders
- PUBH 60200: Theoretical foundations of health behavior
- PUBH 60600: Design and analysis of public health interventions
- HDFS 62900: Interventions in families and health
- Data Science Courses: [Purdue University: College of Science: Integrative Data Science Initiative: Data Science Courses](#)



## 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. Successful students should be able to demonstrate both breadth and depth of content knowledge and the ability to integrate, synthesize and apply this knowledge.

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 as early as the second semester of their second year of full-time study Prerequisites are required (Graduate Handbook, [Section VII.E](#)):

- Approved plan of study
- Satisfactory completion of the majority of courses on the approved plan of study

Note: the student may take additional courses that go beyond those included on the approved plan of study.

In preparation for the written examination, the student will schedule a Preliminary Exam Committee Planning Meeting during the final semester of coursework and at least four weeks prior to the preliminary examination. Full committee attendance is required at this meeting. The student is to lead the meeting and address these key areas: Review plan of study (core, substantive, minor content areas); Discussion of a timeline to study for/schedule preliminary exams; and Discussion of the expectations of the preliminary exam experience, including format of the exam (**6-hour on-site or 24-hour take-home exam**). During this meeting, the students should 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. The chair will support student preparation of this exam. Preparation for the preliminary examination should be a deliberate and coordinated process between the student, chair, and committee members. A general guideline is that students use a minimum of 8 weeks prior to the preliminary exam to prepare. Suggested strategies include organization of the study material and a review of relevant class materials, integration of these materials, and developing and answering mock questions.

### 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) at least two weeks prior to the preliminary exam with the assistance of the committee

chair and Graduate Program Administration Specialist as soon as the electronic 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 Administration Specialist. The date and time of the examination along with 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.

### **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. These questions will require that the student can demonstrate the ability to synthesize relevant content and apply it within their own research context. Topics may include, but are not limited to, knowledge development, research methods, substantive knowledge, theoretical frameworks, 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. The chair will use iThenticate, plagiarism auditing software currently licensed by Purdue University, to produce a report.

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, and experiences at Purdue will also influence the preliminary exam questions. The chair is ultimately responsible for which questions will appear on the preliminary exam. 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 (a grade of Pass must be achieved, with at least two of the three examining (or three of the four) committee members in agreement), 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 questions and responses will 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. To prepare for the oral examination, the student should reflect on written answers and devote effort in identifying weaknesses in these responses and researching more accurate, in-depth responses and discussion.

### **Preliminary Written and Oral Examination Evaluations**

**If a student does not pass both the written and oral 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**

- The electronic 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 to describe the entire dissertation process. NOTE: At least one year must pass between the preliminary exam and the dissertation defense. The dissertation defense and deposit of the dissertation are generally due to the Graduate School three weeks before the graduation date.

### **Step 1: Selection of Primary Mentor (Chair) and Advisory Committee Members**

Selection of primary mentor (committee chair) 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 committee chair. 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 Administration Specialist. 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.

**Commented [FJS2]:** we already mentioned this a few times

#### ***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 Administration Specialist, 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 69900 PhD Research hours to be used for pilot studies (as needed) and dissertation work. Students must complete two semesters of research after admission to PhD candidacy (i.e., successful completion of preliminary examinations) 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 B: 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 Administration Specialist. 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 the 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 other committee members. The process for development and review shall be at the discretion of the chair in collaboration with other committee members and the candidate. Refer to Appendix B. 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 Administration Specialist: 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](#).

NOTE: At least one year must pass between the preliminary exam and the dissertation defense. The dissertation defense and deposit of the dissertation are generally due to the Graduate School three weeks before the graduation date.

### **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" (CAND 99100) in order to graduate. Students who register as candidates for the same degree for more than 2 consecutive sessions will be assessed a \$200 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 primary mentor 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 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 PhD Degree**

Students who enter the PhD in Nursing program with a master's degree shall have no more than seven years from the date of matriculation to finish all requirements, including depositing the dissertation. Students who enter the PhD in Nursing program with a bachelor's degree shall have no more than nine years from the date of matriculation to finish all requirements, including depositing the dissertation. Students who do not complete their degree within this time frame may petition the PhD committee for a one-year extension, with a maximum of two extensions allowed (total 9 to 11 years). Endorsement for the extension from the student's chair is required. The petition should outline the reasons for delay and be submitted in written form to the Director of the PhD Program by **April 1, of a student's 6th year** (for Master's entry students) **or 8<sup>th</sup> year** (for Bachelor's entry students) 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 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**

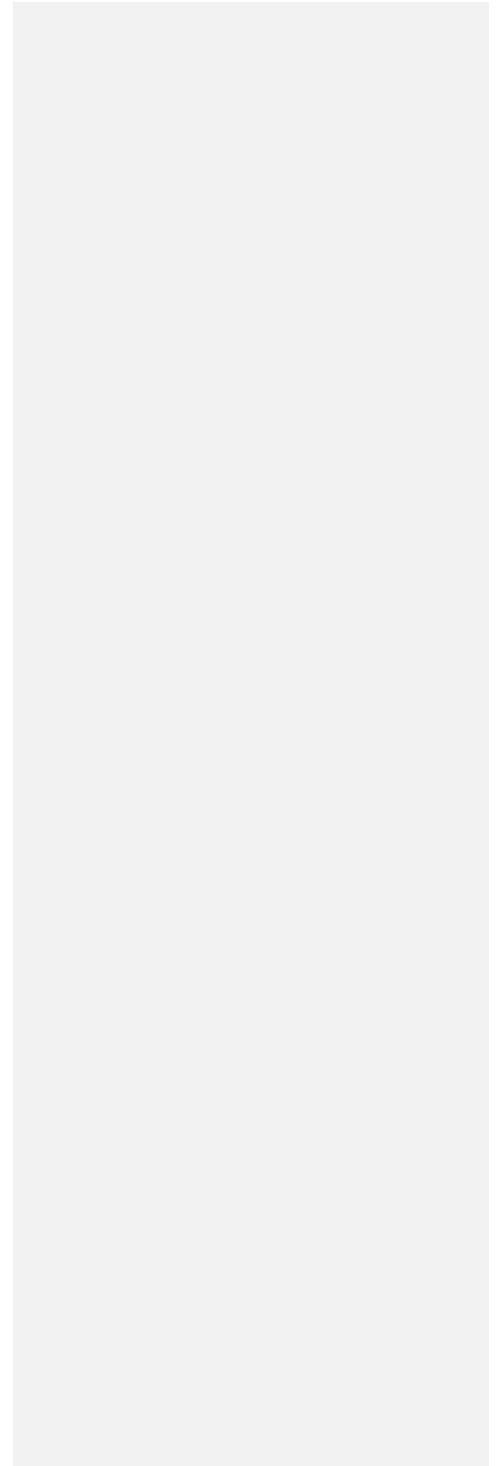
Academic integrity is the foundation of scientific inquiry. Faculty view any failure related to academic integrity to be very serious; one specific area of that requires immediate attention is the act of plagiarism. The American Psychological Association (2010) defines plagiarism as an individual presenting 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 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\**

<b>Year 1 – Fall</b>	<b>Year 1 – Spring</b>	<b>Summer</b>
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. Waiver of these additional courses is possible, see page 14

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 Plans of Study**

**Full-Time Sample Plan 1**

**Area of Study: Health Promotion**

<b>Year 1: Post-Master's</b>		
<b>Year 1 – Fall</b>	<b>Year 1 – Spring</b>	<b>Summer</b>
	NUR 69010: Research in Innovative Care Seminar (1 credit)	NUR 69900: Research PhD (2 credits) OR XXXX: Qualitative Research (3 credits)
6XX: Elective (3 credits) OR Qualitative Methods (i.e., EDCI 615; PUBH 590; SOC 686)	NUR 69030: Communication in Innovative Care Seminar (1 credit)	OR NUR 64100: Principles of Epidemiology (3 credits)
NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits)	NUR 69100: Healthcare Research Methods (3 credits)	
NUR 63200: Health 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)	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

\*Online Platform.

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

<b>Year 2: Post-Master's</b>		
<b>Year 2 – Fall</b>	<b>Year 2 – Spring</b>	<b>Summer</b>
	NUR 69020: Leadership in Innovative Care Seminar (1 credit)	
	NUR 69040: Collaboration in Innovative Care Seminar (1 credit)	
SOC 58300: Application of Social Research Methods (3 credits)	SOC 68100: Selected Problems of Social Research OR HDFS 62700: Multilevel Modeling OR HDFS 62800: Structural Equation Modeling (3 credits)	NUR 69900: Research PhD (3 credits) OR XXXX: Qualitative Research (3 credits)
NUR 69200: Applied Statistics in Healthcare Research (3 credits)	HK 57400: Advanced Sport and Exercise Psychology OR HK 67800: Motivational Processes in Sport and Exercise (3 credits)	NUR 59900: Systems Approaches in Healthcare OR NUR 59900: Economics and Finance for Health Care
NUR 69900: Research PhD (1 credits)	NUR 69900: Research PhD (1 credits)	
HK 67600: Theoretical Foundations of Health Behavior (3 credits)	HK 67500: Design and Analysis of Public Health Interventions OR HK 62500: Physical Activity and Public Health (3 credits)	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**Total Credits Year 2 = 24 Credits**

<b>Year 3: Post-Master's</b>		
<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)
SOC 68100: Selected Problems of Social Research OR HDFS 62700: Multilevel Modeling OR HDFS 62800: Structural Equation Modeling (3 credits)	NUR 59900: Economics and Finance for Health Care	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**Total Credits Year 3 = 21 Credits**

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

<b>Year 1: Post-Master's</b>		
<b>Year 1 – Fall</b>	<b>Year 1 – Spring</b>	<b>Summer</b>
	NUR 69010: Research in Innovative Care Seminar (1 credit)	NUR 69900: Research PhD (3 credits) OR XXXX: Qualitative Methods (3 credits)
	NUR 69030: Communication in Innovative Care Seminar (1 credit)	NUR 59900: Systems Approaches in Healthcare Engineering (3 credits)
NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits)	NUR 69100: Healthcare Research Methods (3 credits)	
NUR 63200: Health Policy: Local to Global* (3 credits)	NUR 69050: Implementing Theory in Healthcare Research (3 credits)	
GRAD 61200: Responsible Conduct of Research (1 credit)	NUR 60400 PhD Seminar (0 credit)	
NUR 60400 PhD Seminar (0 credit)		

\*Online Platform

**Total Credits Year 1 = 20 Credits**

<b>Year 2: Post-Master's</b>		
<b>Year 2 – Fall</b>	<b>Year 2 – Spring</b>	<b>Summer</b>
	NUR 69020: Leadership in Innovative Care Seminar (1 credit)	
	NUR 69040: Collaboration in Innovative Care Seminar (1 credit)	
NUR 69200: Applied Statistics in Healthcare Research (3 credits)	PSY 60500: Applied Multivariate Analysis (3 credits)	NUR 69900: Research PhD (3 credits) OR NUR 599: Human Factors in Healthcare Engineering (3 credits)
PSY 60100: Correlation and Experimental Design (3 credits)	IE 59000/NUR 59900: Project Management (3 credits)	
IE 53000: Quality Control (3 credits)	NUR 69900: Research PhD (2 credits)	
NUR 60400 PhD Seminar (0 credit)	IE 69000/NUR 59900: Quantitative Approaches to Human Assessment (3 credits)	
	NUR 60400 PhD Seminar (0 credit)	

**Total Credits Year 2 = 23 Credits**

<b>Year 3: Post- Master's</b>		
<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 69500: Human Aspects in Computing OR IE 69000: Healthcare Delivery Systems (3 credits)	IE 59000: Perspectives on Systems Engineering (3 credits)	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**Total Credits Year 3 = 21 Credits**

**Full-Time Sample Plan 3**  
**Area of Study: Healthy Families**

<b>Year 1: Post-Master's</b>		
<b>Year 1 – Fall</b>	<b>Year 1 – Spring</b>	<b>Summer</b>
	NUR 69010: Research in Innovative Care Seminar (1 credit)	NUR 69900: Research PhD (2 credits) or XXXX: Qualitative Research (3 credits)
	NUR 69030: Communication in Innovative Care Seminar (1 credit)	
NUR 69060: Innovative Care/Innovations in Healthcare Delivery (3 credits)	NUR 69100: Healthcare Research Methods (3 credits)	
HDFS 61300: 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)	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

\*Online Platform

**Total Credits Year 1 = 20 Credits**

<b>Year 2: Post-Master's</b>		
<b>Year 2 – Fall</b>	<b>Year 2 – Spring</b>	<b>Summer</b>
	NUR 69020: Leadership in Innovative Care Seminar (1 credit)	
	NUR 69040: Collaboration in Innovative Care Seminar (1 credit)	
NUR 63200: Health Policy: Local to Global* (3 credits)	HDFS 62700: Multilevel Modeling OR HDFS 62800: Structural Equation Modeling (3 credits)	NUR 69900: Research PhD (3 credits) OR

<b>Year 2: Post-Master's</b>		
<b>Year 2 – Fall</b>	<b>Year 2 – Spring</b>	<b>Summer</b>
	NUR 69020: Leadership in Innovative Care Seminar (1 credit)	
	NUR 69040: Collaboration in Innovative Care Seminar (1 credit)	
NUR 69200: Applied Statistics in Healthcare Research (3 credits)	HDFS 61200: Families in Social Context OR HDFS 61900: Adolescent Development in Context (3 credits)	NUR 59900: Systems Approaches in Healthcare (3 credits)
NUR 69900: Research PhD (1 credits)	HDFS 61500: Research Methods in Child and Family Study (3 credits)	
HDFS 60200: Advanced Family Studies (3 credits)	NUR 60400 PhD Seminar (0 credit)	
NUR 60400 PhD Seminar (0 credit)		

**Total Credits Year 2 = 22 Credits**

<b>Year 3: Post-Master's</b>		
<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)
HDFS 62600: Research on Parenting Interventions OR SOC 68100: Selected Problems of Social Research (3 credits)	HDFS 62700: Multilevel Modeling OR HDFS 62800: Structural Equation Modeling (3 credits)	
NUR 69900: Research PhD (6 credits)	NUR 69900: Research PhD (6 credits)	NUR 69900: Research PhD (3 credits)
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**Total Credits Year 3 = 21 Credits**

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

<b>Year 1: Post-Master's</b>		
<b>Year 1 – Fall</b>	<b>Year 1 – Spring</b>	<b>Summer</b>
NUR 69010: Research in Innovative Care Seminar (1 credit)	NUR 69010: Research in Innovative Care Seminar (1 credit)	NUR 69900: Research PhD (3 credits) or XXXX: Qualitative Methods (3 credits)
NUR 69030: Communication in Innovative Care Seminar (1 credit)	NUR 69030: Communication in Innovative Care Seminar (1 credit)	

<b>Year 1: Post-Master's</b>		
NUR 63200: Health 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)	NUR 60400 PhD Seminar (0 credit)	
NUR 60400 PhD Seminar (0 credit)		
*Online Platform		<b>Total Credits Year 1 = 21 Credits</b>

<b>Year 2: Post-Master's</b>		
<b>Year 2 – Fall</b>	<b>Year 2 – Spring</b>	<b>Summer</b>
	NUR 69020: Leadership in Innovative Care Seminar (1 credit)	
	NUR 69040: Collaboration in Innovative Care Seminar (1 credit)	
NUR 69200: Applied Statistics in Healthcare Research (3 credits)	PSY 60500: 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 60100: 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)	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	
<b>Total Credits Year 2 = 21 Credits</b>		

<b>Year 3: Post-Master's</b>		
<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)		
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	
<b>Total Credits Year 3 = 20 Credits</b>		

**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**

<b>Year 1: Post Master's</b>		
<b>Year 1 – Fall</b>	<b>Year 1 – Spring</b>	<b>Summer</b>
	NUR 69010: Research in Innovative Care Seminar (1 credit)	NUR 69900: Research PhD (3 credits)
	NUR 69030: Communication in Innovative Care Seminar (1 credit)	Research Seminar on Aging and the Life Course, SOC 67700 (1 credit) <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) <i>Dual title required course; part of 24 credit requirement Typically offered Spring semester</i>	
NUR 63200: Health 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)	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

\*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.**

<b>Year 2: Post-Master's</b>		
<b>Year 2 – Fall</b>	<b>Year 2 – Spring</b>	<b>Summer</b>
	NUR 69020: Leadership in Innovative Care Seminar (1 credit)	
	NUR 69040: Collaboration in Innovative Care Seminar (1 credit)	
SOC 58300: Application of Social Research Methods (3 credits)	SLHS 51100: Seminar in Aging and Communication (3 credits) <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 61500: Qualitative Research (3 credits)	

<b>Year 2: Post-Master's</b>		
NUR 69900: Research PhD (1 credits)	NUR 69900: Research PhD (1 credits)	
VCS 65000: Biology of Aging (1-3 credits: <i>suggest 1 credit if repeating SOC 67700 concurrently; 2 credits if not enrolled in SOC 67700 concurrently</i> ) <i>Dual title required course; part of 24 credit requirement</i>	SOC 57400: The Social Organization of Healthcare (3 credits)	
SOC 67700 Research Seminar on Aging and the Life Course, (1 credit) <i>Dual title required course; part of 24 credit requirement</i>		
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**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.**

<b>Year 3: Post-Master's</b>		
<b>Year 3 – Fall</b>	<b>Year 3 – Spring</b>	<b>Summer</b>
HDFS 63300 Adult Development and Relationships (3 credits) <i>Part of 24 credit requirement for dual title PhD</i>	NUR 69900: Research PhD (3 credits)	
SOC 57200 Comparative Healthcare Systems (3 credits)	SOC 68100: Selected Problems of Social Research OR HDFS 627: Multilevel Modeling OR HDFS 628: Structural Equation Modeling (3 credits)	
SOC 57600 Health and Aging in Social Context (3 credits)	SOC 67400 Seminar in Medical Sociology – variable topics, such as Minority Health (3 credits) Typically offered Spring semester <i>Part of 24 credit requirement for dual title PhD</i>	
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**Total Credits Year 3 = 18 Credits**

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

<b>Year 4: Post-Master's</b>		
<b>Year 4 – Fall</b>	<b>Year 4 – Spring</b>	<b>Summer</b>
NUR 69900: Research PhD (9 credits)		
NUR 60400 PhD Seminar (0 credit)	NUR 60400 PhD Seminar (0 credit)	

**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

### SAMPLE DISSERTATION PROPOSAL AND FINAL DISSERTATION FORMATS

**Dissertation Format:** The font, margin, and general style issues (abstract details, acknowledgements, table of contents, margins, page numbering, figure placement, etc.) related to the dissertation are defined by the graduate school in the Manual for the Preparation of Graduate Theses:

<http://www.purdue.edu/gradschool/documents/thesis/graduate-thesis-manual.pdf>. The Manual includes details concerning formatting templates that are available as well as all details for submission. [Templates](#) are available as well. The actual content will be guided by the dissertation chair and committee members. There are two acceptable options for the overall style of the thesis: the traditional five-chapter dissertation or students may also choose to write a 3-paper dissertation in which publishable manuscripts are prepared in lieu of chapters 2-4.

#### Option One: Traditional style with the following chapters:

- 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

#### Option Two: Manuscript format with the following chapters:

- Abstract
- An introductory chapter that provides a brief overview of (1) background and significance of the problem, (2) literature review, (3) theoretical / conceptual framework, as appropriate, (4) study aims, (5) proposed methods, and (6) an introduction to the 3 manuscripts and explanation of how they integrate to

represent a cohesive body of work. Any of these sections may be abbreviated if the focus of one of the manuscripts is a detailed review (e.g., systematic review of literature).

- Manuscript 1
- Manuscript 2
- Manuscript 3
- A discussion and conclusions chapter including synthesis of the main findings across manuscripts, integration of findings with current knowledge, limitations, and future directions.

Expectations for the 3-manuscript dissertation:

- The introductory and discussion chapters should be prepared in APA format. The manuscripts should be prepared in APA format or another academic formatting style following target journal(s) guidelines.
- The three manuscripts must be distinct from each other, differing significantly in theoretical perspective, approach, methodology, or sample and dataset. All three manuscripts must combine to coherently describe work toward a focused program of research, not a series of unconnected topics.
- At least one of the manuscripts must be data-based and report new and original findings for the student's dissertation. Qualitative and/or quantitative data could be from primary data collection or secondary data analysis.
- Target journals may represent nursing and/or interdisciplinary audiences. Students are advised to consult with committee members on the target journal(s), timeline for submission, and the planned authorship for each manuscript.
- Students should be the first author on all manuscripts. All authors must meet International Committee of Medical Journal Editors (ICMJE) criteria for authorship. [www.icmje.org](http://www.icmje.org). Co-authors must attest that the student did the majority of the work and most of the writing of the manuscript.
- Manuscripts do not need to be submitted to the selected journals prior to graduation. Students are advised to get approval of all coauthors before submission to the journal (even if this happens after graduation).
- Up to 2 manuscripts already submitted and reviewed / or accepted for publication at the time of the dissertation proposal defense may be allowed, at the discretion of the committee, as long as (1) they are substantive to the dissertation, (2) the work was completed while the student was enrolled in the PhD program, (3) the student is the first author of the manuscript, and (4) all co-authors confirm that the student did the majority of the work. If manuscripts already accepted for publication are to be included, the student must obtain written permission from the copyright holder (the journal) to include the material in the dissertation deposited with the Graduate School.
- When depositing the dissertation with the Graduate School, the student is encouraged to select "No" to the publishing options question "I want my work to be available in ProQuest as soon as it is published", and select an embargo period of 6 months, 1 year, or 2 years. The embargo period will allow time for the manuscripts to be accepted by journals without risk of rejection because they have already been published by the University.

## APPENDIX C

### ADDITIONAL RESOURCES

#### *Office Space for Graduate Students*

Graduate students have shared office space in JNSN, room 221. The code to access the room is available from the Graduate Program Administration Specialist. This space includes desks, computers, printer, worktable, 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.

#### *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.

### ***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.

### ***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 (NCNC)***

Established in July 1995 by the School of Nursing, the Family Health Clinic in Delphi 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 clinic in Burlington opened. The 4th clinic opened in Wolcott in June 2016. In February 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. In 2021, 7,553 individual patients were seen for a total of 21,670 patient encounters.

### ***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 experience in health promotions, ambulatory healthcare and inter-professional education. While the NCFH is the home base for operations, staff and students' complete health-screening activities at many locations across campus. The NCFH is collaborating with PUSH on several projects focused on student health.



## APPENDIX D

### 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 who, 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 can be made. The request needs to be made prior to the original admitted term completion date. The department must submit a request, in writing, along with a copy of the applicant's request for a change of date, to the Graduate Program Administration Specialist along with reasoning for the deferral. Approval of a change of date request will allow an applicant to change their start session 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 admit 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 approval for change of date letter is then sent to the ISS office. The applicant may 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 program or 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 the required courses. If a student receives a C or lower in a required course, the course must be repeated. A grade of C or lower 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 School of Nursing does not use +/- grades.

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 who receive a failing grade in a second required nursing course 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 Administration Specialist in the School of Nursing) and the PhD advisory committee. At this time, the student submits the electronic Plan as a draft.

The submitted Plan of Study form requires electronic signatures of the following, in this order:

- School of Nursing Graduate Program Administration Specialist 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 and 69900, 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 Program Administration Specialist.
- 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.

Commented [FJS3]: 698 is master's research credits

### **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 E

### 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 [V.I.D.1](#), *DISPUTE RESOLUTION FOR STAFF, GRADUATE STUDENT STAFF, POSTDOCTORAL RESEARCHERS, CLINICAL RESIDENTS AND CLINICAL INTERNS.***

The Office of Institutional Equity, located on the 10<sup>th</sup> floor of Young Hall (765-494-5830), 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, 8<sup>th</sup> 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 F

### PURDUE UNIVERSITY WEST LAFAYETTE SCHOOL OF NURSING

EFFECTIVE DATE: MAY 10, 2017  
REVISED DATE: MAY 2017, MAY 2022

REVIEW DATE: 2027

#### SOCIAL MEDIA POLICY

##### I. 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 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 HIPAA and FERPA whether discussed through traditional communication channels or through social media.

##### GENERAL INFORMATION:

Social media 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, TikTok, 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."

##### II. 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 or 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 facility 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 student(s). 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/clinical 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.

### III. 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 colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable University and affiliated clinical sites' privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.



- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

#### CONSEQUENCES:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

## APPENDIX G

### PURDUE UNIVERSITY WEST LAFAYETTE, INDIANA SCHOOL OF NURSING

**EFFECTIVE DATE:** February 17, 2012

**REVIEWED BY:** Student Affairs

**REVISED DATE:** May 2022

**REVIEW DATE:** February 2027

#### **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.

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.

E. 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 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
- Notify the assistant head for the applicable program to discuss next steps
- 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 students to return to clinical or class

If necessary, faculty will arrange for transport of student to testing site. Initial 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. Documents 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**

Initial For-Cause Test is Negative:

If the drug or alcohol test is negative but the School has legitimate reasons to believe the student was to be impaired, the student will be referred to the Assistant Head for the applicable program or his/her designee who will review their test results/situation and collaborate with the Head of the School of Nursing regarding sanctions.

Routine Test is Positive:

If a routine drug or alcohol test is positive the student will be referred to the Assistant Head for 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. Student will be notified of test results and a meeting will be scheduled.

If routine drug or alcohol test is positive, the student will be referred to the Assistant Head for 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. Student will be notified of test results and a meeting will be scheduled.

Initial or Subsequent For-Cause Test is Positive:

Any student who fails an initial for-cause or subsequent cause 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 the dismissal will not occur.

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 Appendix 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 subsequent for-cause 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.

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 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.

#### **Grievances 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. "Drugs" is defined as medication, any drug or substance whose use is legally prohibited, including any controlled substances, prescription or over-the-counter medication used in a manner inconsistent with its label or otherwise in a way that impairs the student.
2. "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.
3. "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.

4. "Test positive for Drugs" is the level identified by the MRO in accordance with guidelines established for healthcare workers.
5. "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).

**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 H

### PURDUE UNIVERSITY WEST LAFAYETTE, INDIANA SCHOOL OF NURSING

**EFFECTIVE DATE:** May 8, 2012  
**REVISED DATE:** May 10, 2017

**REVIEWED BY:** Student Affairs  
**NEXT REVIEW DUE:** February 2027

#### PROFESSIONAL BEHAVIORS POLICY UNDERGRADUATE AND GRADUATE STUDENTS

##### Introduction

The nursing profession insists its members be responsible, accountable, self-directed, ethical and professional in behavior. Nursing has earned the public's trust by holding firm to these behaviors.

The process of becoming a professional begins with you entering Purdue's nursing program. Students demonstrate professionalism by attending and being punctual for classes and clinical experiences, by exhibiting courteous behavior, and by being prepared for and being fully engaged in class/clinical assignments/activities.

The University's Student Code of Conduct that establishes expected behavior for all students notes, *It is the responsibility of all Purdue students to live by this code, not out of fear of the consequences of its violation, but out of personal self-respect.* Additionally, the School of Nursing faculty believe student integrity, trustworthiness and honesty are vital concerns linked to positive patient outcomes and patient safety.

The foremost privilege and responsibility of a professional nurse is to selflessly serve patients/clients. Given such an important privilege and responsibility, nursing students are expected to conduct themselves in a manner commensurate with a health professional. Most nursing students arrive on campus with a well-developed value system that is further refined as they progress through their college experience in general and their professional education in particular. As a result, while there is little emphasis on disciplinary procedures, there are certain behaviors, such as dishonesty, lack of personal responsibility, and substance abuse, which will not be tolerated and will receive swift and decisive attention. So there is no ambiguity with regard to unprofessional and unacceptable behaviors, this policy and the policy on alcohol and drugs use address behaviors that fall into these categories.

Students should not only demonstrate appropriate professional and ethical behaviors but should also expect such behaviors from fellow students. As it is the responsibility of a professional nurse in practice to adhere to standards of practice, requirements of the law, and to report unprofessional, unethical, or unlawful behaviors, it is the responsibility of students in the nursing program to report suspicious actions or behaviors of others. Students who observe unprofessional or unethical behaviors are encouraged to address the situation directly with their fellow students and are responsible to report the conduct or behavior to the course faculty or program head. These conversations are considered confidential.

While at Purdue, nursing students are engaged in a number of professional relationships and therefore have obligations to different individuals and groups. These groups include patients and their families, other health professionals, the profession itself, fellow students, community partners, clinical facility staff, university personnel and other campus organizations in which the student participates.

The School's clinical partners also speak to professional behavior expectations as noted in the following excerpt from the agreement between the School of Nursing and an affiliated clinical agency.



*Affiliating Agency reserves the right in its sole and absolute discretion to exclude from its facility any students whose work or conduct may reflect discredit to the Affiliating Agency or the program [School of Nursing] or whose progress is not satisfactory to Affiliating Agency.*

As a health professional program, the School of Nursing has a responsibility to state nursing licensing boards to attest that student's professional preparedness and character warrant their applying for licensure at the conclusion of the educational program. Licensure protects the public from harm by setting minimal qualifications and competencies for safe entry-level practice.

#### Professional Behaviors Required of Nursing Students

1. **Nondiscrimination:** nursing students shall provide care to patients/clients without discriminating based on race, creed, color, sex, age, national origin, sexual orientation or disability. Nursing students shall demonstrate respectfulness of patients'/clients' values, culture and religion. Becoming culturally competent in delivering health care means students need to understand their own world views and those of the patients/clients they encounter. Adapting to different cultural beliefs and practices and communicating respect for others viewpoints is part of being culturally competent. Students are expected to obtain cultural information and apply it to their practice.
2. **Confidentiality:** nursing students shall be educated about and adhere to HIPAA policies. Health records may not be removed from a health care institution. Students may extract information from the record to direct care and will be instructed by faculty how to handle de-identified information. Students must follow organizational policy about copying parts of the chart.
3. **Relationship building:** students should always strive to establish a therapeutic and caring relationship with patients/clients. This professional relationship is based on a trust and mutual respect that must not be violated. Failing to be prepared for clinical, failing to assess and evaluate a patient's/client's status, and failing to institute a nursing intervention for which the student has taken responsibility is a violation of this trust.
4. **Representation:** nursing students shall accurately represent themselves as being a student to others including, but not limited to, colleagues, faculty members, representatives of the University and their affiliates, partner institutions, community partners, patients/clients, nurses and other members of the health care team. Proper representation is important for any student work regardless of how it is communicated (in writing, orally, or posted on some medium such as YouTube).
5. **Assessment of personal competence:** nursing students shall seek consultation and supervision whenever their ability to carry out patient/client care is inadequate because of lack of knowledge or experience. Failing to obtain instruction or supervision when implementing nursing procedures or practices for which one lacks the educational preparation, ability, knowledge or experience is unethical.
6. **Personal responsibility:** nursing students must take responsibility for their own actions and set a high standard for self and work to achieve established goals. Misrepresentation of physical presence or of participation in clinical experiences is unethical. One must also take responsibility for using sound judgment when ill if status would put others at an unacceptable exposure risk. This is particularly important when working with individuals with compromised immune systems, pregnant women, and newborns and their families. If you have reason to believe you have been exposed to a contagious illness, have active symptoms or were diagnosed with an infectious disease, notify your clinical faculty member to determine your best action. Personal responsibility also includes reporting unethical or inappropriate behavior of fellow students or colleagues that may jeopardize patient safety.

7. **Professional demeanor:** nursing students are representatives of Purdue University School of Nursing and must realize their behavior may positively and negatively affect the judgment of others about the School. Nursing students are expected to be thoughtful and professional when interacting with faculty and staff, patients/clients and their families, other students, the public, and all members of the health care team. When acting as a Purdue nursing student, professional behavior is required both on and off campus, in digital environments and on social media.

Expected Student Behaviors include, but are not limited to:

- Using critical thinking skills in determining one's actions in the clinical setting
- Demonstrating empathy in the care of others
- Accepting responsibility for one's own actions, including preparing sufficiently for class and clinical
- Being respectful of other students and faculty by not engaging in activities that might disrupt class including but not limited to cellphone use, inappropriate web browsing, and side conversations
- Adhering to the School's dress code and having a neat, clean appearance. This includes responding promptly when feedback is given by a faculty member that one's dress, jewelry or hygiene (including fingernails) is outside the bounds of the dress code
- Attending (arriving and leaving as scheduled) orientations, class, and clinical
- Taking exams as scheduled and completing assignments on time, including patient/client care
- Responding appropriately and in a timely fashion to constructive criticism and feedback from faculty, clinical site staff, and peers
- Giving prior notification in writing or voice mail to faculty if unable to meet commitments and following up with faculty regarding potential make-up requirements
- Dealing with others (peers, faculty, staff, patients/clients and their families) in an honest, respectful, sensitive and nonjudgmental manner that communicates respect for individual differences
  - Nonuse of inappropriate language, gestures or remarks
  - Nonuse of intimidation, coercion or deception in working with patients/clients, families, staff, other students, faculty, and university staff
- Demonstrating teamwork and helping behavior for colleagues that exemplifies an assertive, rather than aggressive approach
- Respecting others' space and time through actions such as turning off cell phones, avoiding disruptive sidebar conversations, and refraining from texting others in class and clinical settings
- Recognizing nurses and nursing students have professional boundaries and it is possible to be either over-involved or under-involved with patients. *As a health care professional, a nurse strives to inspire the confidence of clients, treat all clients and other health care providers professionally, and promote the clients' independence. Clients can expect a nurse to act in their best interest and to respect their dignity. This means that a nurse abstains from obtaining personal gain at the client's expense and refrains from inappropriate involvement in the client's personal relationships* (NCSBN, 2011, p. 2).
- Recognizing it is unethical to disparage to anyone the professional competence, knowledge, qualifications or services of a colleague. The manner in which one expresses criticism should reflect the demeanor of aspiring professionals. Faculty are open to receiving and responding to constructive suggestions. Concerns should be expressed to the appropriate faculty member. This presents an opportunity to refine one's skill at providing feedback to others. When possible, discussion should occur in person rather than email because of the inability to amplify or clarify messages. This discussion should happen in a timely manner to allow for appropriate action to be taken by the receiving party.
- Abiding by *Purdue University Code of Honor and Regulations Governing Student Conduct*. Academic honesty is an expectation of students in the School of Nursing as it is for all Purdue students. Experience suggests that some students may not appreciate that academic honesty is viewed by faculty in the same light as honesty in professional nursing practice. The School's philosophy, guidelines, and procedures for assuring academic honesty and for dealing with alleged incidents of academic dishonesty are consistent with those of the University. Refer to: *Academic Integrity: A Guide for Students* available on the Office of Dean

of Students website. A number of examples of academic dishonesty are spelled out in this document, including providing answers to others during an exam or allowing others to copy a paper or assignment. If academic dishonesty occurs in any form, immediate and appropriate disciplinary actions, as seen fit by School of Nursing faculty and the Office of the Dean of Students, will be taken.

- A Student Honor Pledge was voted on by Student Government and endorsed by the University Senate Spring 2017. All students are expected to uphold the pledge stating, *As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue.*

#### Review of Unprofessional Behaviors

A faculty member may conduct or ask for a review of a student's conduct. Potential consequences of unprofessional behavior include reduction in a grade, failure in the course/clinical, dismissal from the School of Nursing, and expulsion from the University. The School may dismiss a student from the nursing program if the student's character does not reflect professional tenets of nursing, such as cheating, lying or falsifying patient information. An academic action may be overturned on an appeal through the Grade Appeal Process only if the academic action was arbitrary or capricious, meaning that not all the important facts were considered.

All behaviors inconsistent with those articulated in this policy will be documented and such documentation will remain a part of the student's record throughout the nursing program. An accumulation of four minor occurrences, or any occurrence that potentially places the client, self or others in immediate danger, will result in a full review of the student's record. A faculty member may request a review for a single unsafe/unsatisfactory occurrence that does not create potential danger if the faculty member believes the behavior is significant enough to warrant a review.

To further clarify circumstances for action, the following examples are provided.

#### **A student may be removed from the clinical site for any of these behaviors**

- Failure to come to clinical prepared including inadequate knowledge of treatment, medications, or plan of care
- Habitual tardiness or absence (excused or unexcused)
- Unprofessional communication behaviors (examples: personal texting, checking social media; using profane language with patients, visitors, staff, or faculty)
- Failure to treat others with respect, honesty, and dignity
- Inappropriate professional dress and appearance (includes not being appropriately dressed and ready to begin class/clinical on time)
- Inability to implement empathetic care
- Inattentiveness to clinical work as exhibited by being unavailable for patient/client care, engaging in personal discussions, texting, etc.
- Failure to implement appropriate action to ensure safety of patients/clients
- Exhibiting behavior(s) deemed unprofessional by faculty including being disruptive and or refusing to follow faculty directions
- Arriving at clinical setting under the influence of alcohol or other substance that can impair judgment (Refer to the School of Nursing policy on suspicion of use of drugs and alcohol and Purdue's drug free policy for students, faculty, and staff)
- Misrepresentation of physical presence or participation in clinical experience
- Breach in patient confidentiality or any HIPAA violation (privacy or security)
- Misuse or unauthorized use of computer resources or information
- Purposefully destroying property at the clinical site
- Stealing supplies or drugs

- Demonstrating unsafe clinical practice that places patient/client/family/staff/faculty in physical or emotional jeopardy, including neglect, abuse, or purposely injuring others
  - Physical jeopardy is the risk of causing physical harm
  - Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the patient/client/family at risk for emotional or psychological harm
- Failure to comply with course or clinical site policies and protocols

**A student may be asked to leave class for any of these behaviors**

- Tardiness
- Disruptive or disrespectful behavior
- Inattentiveness to classroom work

**Consequences of Unprofessional Behavior**

When problem behaviors are identified, the involved faculty member will:

1. Counsel the student on the unacceptable behavior indicating the type of behavioral change that is expected
2. Document behavior, expected response and timeframe for remediation

If behavior is a major infraction, the student will be counseled by the faculty and referred to the School’s Office of Student Services where the student will meet with an academic advisor and the director of the program in which the student is enrolled (e.g., Director of Undergraduate Program, Director of Graduate Program). The infraction will also be reported to the Office of the Dean of Students.

If behavior from a minor infraction does not change within the given timeframe, faculty will document the incidents and the attempted interventions using the protocol for resolution of student issues. The documentation will be reviewed by the appropriate program director and a meeting with an academic advisor and/or applicable program director will be scheduled. Sanctions may be applied at this time.

Students whose behavior is unprofessional will receive School of Nursing sanctions that may include grade reduction, course failure, suspension or dismissal from the class, suspension, or dismissal from the School of Nursing. The Office of the Dean of Students may also put sanctions in place such as probation, suspension or dismissal from the University (refer to *Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals*).

**Supporting Documents**

American Nurses Association (2015). *Code of ethics for nurses and interpretive statements*. Available from [ANA Enterprises](#); View only version:

<http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>

Franciscan Alliance (2016). *Agreement of Affiliation Purdue University and Franciscan Alliance, Inc.*

National Council of State Boards of Nursing (2022). Professional boundaries. Available at: Professional Boundaries | NCSBN

National Student Nurses’ Association, Inc. (2015). *Code of professional conduct*. Available at <https://www.nсна.org/nsna-code-of-ethics.html>

Purdue University (2011). Purdue University Student Code of Conduct. Available at: Student Conduct - Purdue

University - Acalog ACMS™ Available at  
<https://catalog.purdue.edu/content.php?catoid=13&navoid=16335>

Purdue University (1998). *Alcohol- and drug-free campus and workplace policy* (C-44). Available at:  
<https://www.purdue.edu/policies/facilities-safety/c-44.html>

Purdue University School of Nursing (2022). *Reasonable suspicion drug and alcohol policy and testing guidelines for nursing students*. Available on SON shared drive.

## 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](#).

## 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: [the 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 Program Administration Specialist 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 in Anthropology– 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: Selected Topics in Anthropology – Credit Hours: 1.00 to 3.00

Topics vary. Typically offered Fall Spring Summer.

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

Focuses on ethnographic research design, methodology, and ethics, discussing the appropriate selection of any method. Students gain experience with the varieties of ethnographic practice across anthropology and sibling sciences, the generation and analysis of data, and the writing up of ethnographic and of other qualitative research. Typically offered Fall. 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: Quantitative Research Design – Credit Hours: 3.00

Focuses on quantitative research design, methodology, and ethics, discussing the appropriate selection of any method. Students gain experience in generating and analyzing of quantitative and mixed-method data, and in the writing up and communication of quantitative research, altogether aiming for statistical literacy. Typically offered Fall.

ANTH 64000: Foundations and Frameworks: Applying 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, the relationship between theory and practice, professional ethics, job opportunities, and skills needed as anthropological practitioners. Students should have some

background in anthropology if coming from another discipline e.g. prior coursework or relevant experience as determined by instructor.

**ANTH 64200: Public Engagement: Using Anthropological Knowledge – Credit Hours: 3.00**

This course is about using and communicating anthropological knowledge. We will discuss what it means to work as an anthropologist and public intellectual. Effectively working with stakeholders, presenting information, offering solutions for addressing problems and implementing change are addressed. Students should have some background in anthropology if coming from another discipline e.g. prior coursework or relevant experience as determined by instructor.

***Communication:***

**COM 55900: 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 58200: 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 63200: Seminar: Special Topics in Mass Communication – 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 68200: Special Topics in Quantitative 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.

***Education:***

**EDCI 56700: 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 61500: 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 61600: Qualitative Data Collection and Analysis in Educational Research – Credit Hours: 3.00**

This course focuses on expanding and applying students' knowledge of qualitative data collection and analysis with an emphasis on multiple approaches to data collection, analysis, and interpretation. Prerequisite: EDCI 61500 or permission of instructor. Typically offered Fall.

***Educational Studies:***

**EDPS 53100: Introduction to Measurement and Instrument Design – Credit Hours: 3.00**



An application-oriented introduction to constructing educational and psychological tests and surveys. Class sessions include guided practice with the process of instrument development, from trait and test task domain definition, item writing and revision, and item analysis, to score interpretation and validation. Typically offered Fall Spring Summer.

EDPS 53300: 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 53400: 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 63000: 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 63100: Applied Educational Research Design Seminar – 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 63200: Seminar in Research Procedures in Education – Credit Hours: 1.00 to 3.00

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 63300: 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 61300: 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 61700: Advanced Research Methods in Child and Family Study – 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 62700: 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 62800: 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 62400: Evidence-Based Practice – Credit Hours: 3.00  
This course focuses on discovery and utilization of evidence-based care to produce the best outcomes for patients. The student develops a problem statement, performs a comprehensive literature search, and critically evaluates the evidence to determine best practice and formulate recommendations. The implementation of evidence-based practice (EBP) practical strategies, and analysis of components of EBP are examined throughout the course. Prerequisite: and either an undergraduate or graduate statistics course within the last five years. is recommended. Typically offered Fall Spring

NUR 62600: 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.

***Political Science:***

POL 50100: 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 60500: 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 65100: 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 69300: 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 60000: Statistical Inference – Credit Hours: 3.00  
Emphasis is given to principles underlying both parametric and nonparametric inference. Typically offered Fall Spring.

PSY 60100: Correlation and Experimental Design – Credit Hours: 3.00  
Continuation of PSY 60000 with emphasis upon the design and analysis of experiments. Prerequisite: PSY 60000. Typically offered Fall Spring.

PSY 60500: 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  
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 60700: 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 60800: 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 61000: Multivariate Analysis in the Behavioral Sciences – 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 61100: 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.

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 63100: 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 64600: Seminar in Social-Personality Psychology

seminar covering a special topic in personality or social psychology. Specific topics vary from seminar to seminar. Permission of instructor required. Typically offered Fall Spring.

PSY 66400: 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 67400: Structural Equation Modeling – Credit Hours: 3.00

This course is taught biennially. 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 68200: Advanced Seminar in Industrial Organizational Psychology – 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 69200: Special Topics in Psychology – Credit Hours: 1.00 to 3.00  
Various topics which may change from semester to semester are presented by faculty in the Department of Psychological Sciences. Typically offered Fall Spring Summer.

***Sociology:***

SOC 58000: Methods of Social Research I – 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 58100: Methods of Social Research II – 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 58300: Application 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 68000: 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 PUCC mainframe computer applying course concepts. Prerequisite: SOC 58100 or SOC 60000. Typically offered Fall.

SOC 68100: Selected Problems of Social 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 68600: 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 50100: Experimental Statistics I – 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 50200: Experimental Statistics II – Credit Hours 3.00**

Regression with several explanatory variables. Regression diagnostics. Analysis of variance for factorial designs. Multiple comparisons. Analysis of covariance. Repeated measures designs. Extensive use of the SAS statistical software. Intended primarily for students who have not had calculus. Not open to students in mathematical sciences or engineering. Typically offered Summer Spring.

**STAT 51100: 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 51200: 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 51400: 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 51600: 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 51700: 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 52000: 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 52200: 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 52400: 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***

WGSS 68000: Feminist Theory – Credit Hours: 3.00

The course focuses on feminist theories at an advanced level and in a global perspective. Graduate students engage with key theoretical issues in contemporary feminist studies and examine how feminist scholars have theorized women and gender issues across disciplines. Typically offered Fall Spring.

WGSS 68200: Issues in Feminist Research and Methodology: 3.00

This course provides a methodological framework for theorizing, constructing and executing research from a feminist perspective. Students acquire knowledge of the diversity of feminist research projects and methods; they learn to pose research questions; and they will be able to prepare a research or grant proposal drawing on interdisciplinary methods. The course is designed to meet the needs of graduate students in Women's Studies and is open to students in other programs who are interested in feminist research. The course deals with both theoretical and practical issues in methodology. Typically offered Spring.