THROUGH CREATIVE LEVERAGING OF TECHNOLOGY, THE CoN WILL LEAD THE
TRANSFORMATION OF HEALTH CARE IN PARTNERSHIP INFORMED BY THE PEOPLE WE SERVE.

Core Values: Collaboration, Accountability, Integrity, Respect, Excellence
Vision: Transforming health care through INNOVATIVE education and research.

August 17, 2012/DSE GG/YX
Revised: August 14, 2013 DSE/MW
Revised: August 5, 2014 DSE/MW
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Section 1.

Doctoral Program General Information and Policies
August, 2014

Dear Doctoral Students,

On behalf of the faculty and staff at the University of Cincinnati College of Nursing, I am pleased to welcome you to the Doctoral program for the upcoming academic year. I hope that you will enjoy your academic experiences in the doctoral program and as a member of our community of scholars. We want your student experience at the College of Nursing to be filled with many diverse and exciting opportunities for both personal and professional growth. Roles in the healthcare professions are evolving faster now than even before and we expect to see our graduates as leaders in a variety of advanced nursing roles.

We hope that you will find the student handbook to be a valuable resource in addressing your questions and concerns as a UC College of Nursing Doctoral student. Please familiarize yourself with our policies and procedures and use this for general information about the College and the University community. The resources here in the College of Nursing and in our academic community are too numerous to count and as we work to ensure the best in student experiences and outcomes. Please free to contact us for any questions you may have. I wish you the best in your doctoral studies.

Sincerely,

Greer Glazer, RN, CNP, PhD, FAAN
Dean
Relevant Terminology

Academic Advisor

The Academic advisor is a Doctoral Program faculty member assigned to the DNP or PhD student upon entry into the program. The advisor guides the student throughout the first year of doctoral studies and beyond until the student selects a dissertation or scholarly project chair. The academic advisor is responsible for meeting with the student as needed to discuss academic progress. The academic advisor and student will complete and submit the doctoral student end of year report.

Advanced Design Course

An advanced design course is a graduate level course that focuses on the design of a research study. Advanced design courses also provide student learning outcomes above those achieved in the 1st level course work of the PhD Program. Some examples of advanced design courses are listed below under Elective Courses.

Advanced Methods Course

An advanced methods course is a graduate level course that focuses on the method of conducting research. Advanced methods courses also provide student learning outcomes above those achieved in the 1st level course work of the PhD Program. Some examples of advanced methods courses are listed below under Elective Courses.

American Nurses Association’s Code of Ethics

The American Nurses Association’s Code of Ethics reflects the ethical obligations and duties of nurses, the nonnegotiable ethical standard for the profession of nursing, and nursing’s commitment to society. All nurses and nursing students are held accountable to this Code of Ethics: http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf

College of Nursing Student Handbook

The College of Nursing student handbook houses additional policies and procedures. Students are responsible for obtaining and adhering to these policies and procedures in addition to those found in this doctoral program handbook.

Concentration Courses

Concentration courses are specific elective courses that serve to support and strengthen the knowledge that the student needs for the dissertation. Examples would be advanced statistics, methodology or design courses, as well as content specific courses that relate to the research topic.

Data-based Manuscript

A data-based manuscript is a scholarly paper reporting original research findings or results based on systematic data collection and analysis.
DNP Scholarly Project

The scholarly project embraces the synthesis of both coursework and practice application and focuses on quality improvement, evidence based practice, and clinical leadership. The outcome of the project is the development of a change in practice as well as a deliverable product of three publishable papers reviewed and evaluated by course faculty as well the student's DNP Scholarly Project Committee.

DNP Scholarly Project Defense

The scholarly project defense is the formal presentation of the scholarly project to the student’s project committee prior to graduation, by which all areas of the project are presented and justified as well as the presentation of the results and discussion. Defense must be completed prior to the student’s anticipated graduation date and approved by the student’s committee.

DNP Scholarly Project Chair

The DNP Scholarly Project Chair is a UC CON faculty member selected by the student with approval of the DNP Program Director. The role of the chair is to oversee the preparation and conduct of the DNP Scholarly Project. This faculty member is responsible for supervising the doctoral student’s proposal preparation, conduct of the project, and writing of the three required DNP Scholarly Project papers.

DNP Scholarly Project Committee

The DNP Scholarly Project Committee is a team of 2-4 persons including the chair. The chair must be a doctorally-prepared faculty member in the CON. The committee is usually selected based on members’ expertise in some aspect of the phenomenon under study. Committee members may be external to the CON and should be inclusive of a content/subject expert or clinical mentor. The committee works with the chair to guide the student in their DNP Scholarly Project and writing.

DNP Scholarly Project Proposal

During the first courses in the DNP Program, the student will complete a thorough integrative review of the literature on the topic of choice. This literature review will guide the process of developing the proposal for the DNP Scholarly Project. The proposal must include a description of the project with identified gaps, a review of the literature and the intended methods and data plan for the project. The formal proposal paper and oral defense must be presented to the student's DNP Scholarly Project Committee by the end of the first practicum course.
Elective Courses

These courses are selected to broaden the student’s knowledge in their phenomenon of interest or in an area that will help them further their scholarly pursuits. Examples are courses in teaching and learning, ethics, family health, etc. Electives offered by the College of Nursing are:

- NPHD9014 Mixed Methods Research
- NPHD9017 Psychometric Theory & Methods
- NPHD9018 Ethical Research with Ethnocultural Populations
- NPHD9019 Theories of Violence
- NPHD9020 Advanced Methods for the Study of Violence
- NPHD9021 Cancer Rehabilitation
- NPHD9022 Advanced Qualitative Design I
- NPHD9023 Advanced Qualitative Design II
- NPHD9025 Phenomenon of Human Caring

PhD Candidacy Examination

The candidacy examination is administered after the dissertation proposal is completed to the satisfaction of the student, dissertation chair, and committee. The student will present the proposal orally to the committee and an audience of faculty and students. The committee will examine the student and determine the student’s readiness to begin the research study. After the successful defense of the dissertation proposal, the student becomes a doctoral candidate.

PhD Dissertation

The dissertation is an original research study conducted by the PhD student reflective of high scholarly achievement. The specific format of the final dissertation will be determined by consensus between the student and Dissertation committee. Essential components of the final dissertation include the research purpose, significance, review of the literature/background, methods, findings, discussion, and conclusion.

PhD Dissertation Proposal

The dissertation proposal is a formal document written by the PhD student that reflects the plan for an original research study. The specific format of the proposal will be determined by consensus between the student and Dissertation Committee. Essentials components of the proposal include the research purpose, significance, review of the literature/background, and methods.

PhD Dissertation Defense

The dissertation defense is the formal oral presentation of the completed dissertation in an open forum. Following the presentation, the student is examined by the dissertation committee. The student also responds to questions about the research from audience members.

PhD Dissertation Chair

The dissertation chair is a PhD program, tenure-track or tenured faculty member with a research-focused doctoral degree selected by the student to oversee the preparation and conduct of the doctoral dissertation. This faculty member is responsible for supervising the doctoral student’s proposal preparation, conduct of the study, and writing of the dissertation.
**PhD Dissertation Committee**

The dissertation committee is a team of 3-5 doctorally-prepared persons including the dissertation chair. One member of the committee must hold a faculty appointment outside of the College of Nursing. The committee is usually selected based on members’ expertise in some aspect of the phenomenon under study. The committee works with the chair to guide the student in their dissertation.

**PhD Doctoral Candidate**

The student who has successfully defended the dissertation proposal is called a doctoral candidate. Doctoral candidates will *not* be authorized to use the PhD (c) designator behind their name, but will continue to use their current earned degree (e.g. BSN, MSN), until awarded the PhD degree.

**Preliminary Examination**

Also known as “prelims”, this examination is administered at the end of the successful completion of foundational course work to determine whether students have achieved the first level objectives of the program. The examination is administered by a faculty team. Students must be successful on the preliminary examination in order to progress to 2nd year coursework.

**Program Plan**

The Doctoral Program Plan is a written plan developed by the student and faculty advisor for the purpose of outlining the trajectory towards the degree. The Annual Student Evaluation of Progress document will serve as the Program Plan.
Doctoral Student Resources

Doctoral Program Administrators

Sr. Associate Dean, Academic Affairs
Suzanne Perraud, PhD, PMHCNS-BC
Procter Hall Room 405
(513) 558-5500
suzanne.perraud@uc.edu

Executive Director, Graduate Programs
Denise Gormley, PhD, RN
Procter Hall Room 210
(513) 558-5101

Program Director, Doctor of Nursing Practice (DNP)
Melissa Willmarth, DNP, CNM, RN
Procter Hall Room 204
(513) 558-5125
willmama@ucmail.uc.edu

Program Director, Doctor of Philosophy (PhD)
Donna Shambley-Ebron, PhD, RN, CTN-A
Procter Hall Room 251
(513) 558-5248
donna.shambley-ebron@uc.edu

Assistant Director, Graduate Programs
Janaki Vijayaraghavan, MA
Procter Hall Room 209
(513) 558-5072
janaki.vijayaraghavan@uc.edu

Program Coordinator of Admission
Tiffany Cooper, M.Div.
Procter Hall Room 255A
(513)558-5130
Tiffany.cooper@uc.edu

Institute for Nursing Research and Scholarship (INRS)

Associate Dean for Research and Translation
Donna Martolf, PhD, RN
Procter Hall Room 249
(513) 558-5196
donna.martolf@uc.edu
Director, Center for Educational Research, Scholarship, and Innovation (CERSI)
Theresa A Beery, PhD, RN, ACNP-BC, CNE
Procter Hall Room 249
(513) 558-5196
theresa.beery@uc.edu

Research Associate and Grant Writer
Tracy Pritchard, PhD
Procter Hall Room 310
(513) 558-2847
tracy.pritchard@uc.edu

Program Coordinator
Sheila Townsend
Procter Hall Room 310
(513) 558-2610
sheila.townsend@uc.edu

Grants Administrator
Jasmine Burno
Procter Hall Room 310
(513) 558-5302
jasmine.burno@uc.edu

Grants Administrator
Thomas Kelly
Procter Hall Room 310
(513) 558-5360
thomas.kelly@uc.edu

Research Interest Groups (RIG)
Nursing Education Innovations
Health Disparities and Vulnerable Populations
Aging
Violence and Trauma

Contact for Participation:
Sheila Townsend
Procter Hall Room 310
(513) 558-2610
sheila.townsend@uc.edu
Center for Academic Technologies & Educational Resources (CATER)

**CATER Help Desk**
Procter Hall Room 115  
(513) 558-5205  
conserdk@ucmail.uc.edu

**Assistant Director of Marketing**
Melanie Cannon  
Procter Hall Room 412  
(513) 558-5228  
melanie.cannon@uc.edu  
(Conversation assistance with poster development and production)

College of Nursing Administrative Services

**Financial Administrator**
Rebecca Bogart  
Procter Hall Room 415  
(513) 558-5170  
rebecca.bogart@uc.edu

**Accountant**
Rachel Sellmeyer  
Procter Hall Room 419  
(513) 558-2385  
rachel.sellmeyer@uc.edu

University Services

**Center for English as a Second Language (ESL)**
610 Teachers College/Dyer Hall  
(513) 556-3590  
http://www.cech.uc.edu/cesl/

**Center for the Enhancement of Teaching & Learning**
Langsam Library, room 480  
Cincinnati, OH 45220  
(513) 556-3053  
http://www.uc.edu/cetl.html

**Counseling Center**
316 Dyer Hall  
(513) 556-0648  
http://www.uc.edu/counseling.html

**Disability Services**
210 University Pavilion  
(513) 556-6823  
http://www.uc.edu/aess.html
Health Sciences Library
Medical Sciences Building
231 Albert Sabin Way
(513) 558-5628
http://www.libraries.uc.edu/hsl/

Health Sciences Library’s Services for Students:
http://www.libraries.uc.edu/hsl/reference/newstudent.html

Health Sciences Library’s Calendar of Classes
http://webcentral.uc.edu/hslclass/

International Services
3134 One Edwards Center
(513) 556-4278
http://www.uc.edu/international/services.html

Learning Assistance Center
2441 French Hall
(513) 556-3244
http://www.uc.edu/aess.html

McMicken Writing Center
149 McMicken Hall
(513) 556-3912
http://www.artsci.uc.edu/writingCenter/
Procedure for Annual Evaluation of Student Progress

An evaluation of student progress will be completed by the student and academic advisor annually. The purpose of this document is for planning the course of study, evaluating the progress towards degree requirements, improving the student’s overall educational experience, and highlighting successes and achievements. Student achievements and scholarly accomplishments will be used for college and university reports. The completed document is due to the appropriate Doctoral program director by March 31st of each academic year.

Procedure:

1. The Doctoral program director will distribute an electronic copy of the form “Annual student evaluation of progress” in February of each academic year to all doctoral students.

2. The student initiates the form and completes the student section as a draft document.

3. The student forwards the draft document to the advisor/dissertation chair and makes an appointment to finalize the form.

4. The advisor completes the faculty portion of the document and meets with the student to discuss the student’s progress and plan.

5. The student and advisor/dissertation chair should sign the document and submit it either electronically or in hardcopy to the Doctoral program director by March 31st. Electronic signatures will suffice if the document is submitted electronically.

6. The student and advisor will each keep a copy for their personal records.

7. The Doctoral program director will review the progress of each student, document student achievements for the program annual report and forward appropriate achievements to the Institute for Nursing Research and Scholarship’s for the college annual report.
Procedures for Extensions, Reinstatements, and Reapplication

University of Cincinnati Policy for Extensions

Under extenuating circumstances, students may petition the Senior Assistant University Dean for Advanced Studies, through their program office, for extension of the time limit for attaining their degree prior to expiration of the allotted time.

University of Cincinnati College of Nursing Procedure for Extensions

In order for an extension to be allowed the student must first speak with their doctoral advisor to make sure that they are still within the appropriate time frame (i.e., eligible to request an extension). If the doctoral advisor agrees that the circumstances warrant an extension and the student is still within the allotted time frame the request goes forward. The procedure is as follows:

1. Student submits a written request for an extension to their doctoral advisor. This request must describe the extenuating circumstances leading to the request and a plan for completing the program.

2. The student and doctoral advisor meet and review the student’s request, proposed plan of study, and timeline to completion of requirements. At this meeting, the program of study and completion timeline will be revised as necessary.

3. The student and doctoral advisor submit the student’s written request, the revised plan of study, and the proposed timeline for completion of requirements, with the advisor’s signature, to the Director of the Doctoral Program and to the Associate Dean responsible for the Doctoral Program.

4. The Director and the Associate Dean submit a written letter of support or non-support for the extension.

5. The student completes and submits the Graduate Petition for Extension/Reinstatement Form (obtained from the graduate student website-- www.grad.uc.edu) with the required signatures, the written request for extension, the revised program of study and timeline to completion, and all supporting and non-supporting letters to the Assistant University Dean for Graduate Studies.

University of Cincinnati Policy for Reinstatements

Students who have not been registered for at least one graduate credit hour in their program in an academic year are automatically rendered inactive and are required to petition the Senior Assistant University Dean for Advanced Studies, through their program, for reinstatement if they wish to continue in their program. Only students on inactive status for three academic years or less may petition for reinstatement. Students who have been on inactive status for more than three consecutive academic years must petition for readmission both to the University Graduate College and to their program.

Students who have not completed their requirements by their time-to-candidacy or time-to-degree limit and have neglected to request an extension before reaching the limit are put on inactive status regardless of their record of registration in each academic year. These students are required to apply for reinstatement and for an extension of their time to degree/time to candidacy time limit if they wish to continue in their graduate program.

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University of Cincinnati College of Nursing Procedure for Reinstatements

To apply for reinstatement the student must:

1. Submit a written request to their doctoral advisor explaining why no courses have been taken in the previous academic year (or more).
2. Meet with their doctoral advisor and review the student’s written request, proposed plan of study, and timeline to completion of requirements. At this meeting, the program of study and completion timeline will be revised as necessary.
3. Submit the student’s written request, the revised plan of study, and the proposed timeline for completion of requirements, with the advisor’s signature, to the Director of the Doctoral Program and the Associate Dean responsible for the Doctoral Program. The Director and Associate Dean will each submit a written letter of support or non-support.
4. Complete and submit the Graduate Petition for Extension/Reinstatement Form (obtained from the graduate student website-- www.grad.uc.edu) with the required signatures, the written request for reinstatement, the revised program of study and timeline to completion, and all supporting and non-supporting letters to Assistant University Dean for Advanced Studies.

Petitions for reinstatement must be received in the Office of the Senior Assistant University Dean for Advanced Studies no later than three weeks prior to graduation in order for the student to be certified for graduation in that semester. Petitions received in that three-week window immediately preceding graduation will not be approved in time for graduation that same semester and will be held for review in the subsequent semester and approvals will be granted in time for the next graduation.

Students who interrupt their graduate studies by withdrawing from the University either officially or by failing to register within an entire academic year, will be held responsible for the graduate program requirements in force and published at the time they re-enter the program. A student who has been officially reinstated must follow the stipulations provided above to maintain his or her graduate student status. The status of a part-time student’s interrupted program is determined by his or her program.

University of Cincinnati Policy for Reapplication

Students who have been inactive for more than three consecutive years are not eligible for reinstatement and must reapply for admission to the University. Re-application does not change the student’s original entry date. Time to degree will be calculated from his or her first entry date.

University of Cincinnati College of Nursing Procedure for Reapplication

In order to reapply the student must submit a completed reapplication form (available at www.grad.uc.edu, “Forms”) with the reapplication fee to the UC Graduate College and the appropriate reapplication forms to the College of Nursing Graduate Office. The reapplication process is an opportunity for careful consideration by the Director of the Doctoral Program and Associate Dean responsible for the Doctoral Program; points of consideration include the applicants’ current progress and length of time between his or her admission into the program and plan for completion of remaining requirements. This consideration may result in denial of admission or readmission with conditions. The Doctoral Program Director and Associate Dean will determine and assign appropriate new requirements or conditions and will petition the Senior Assistant University Dean for Advanced studies for approval of the applicant’s request for readmission.
If readmission is approved, the student is assessed a readmission fee based on the University Graduate School policy. The reapplication fee will be applied to the readmission fee. Readmitted students must meet conditions that rectify any prior unacceptable grades (such as F, I/F, or NG) before continuing to earn credits and meeting further requirements.
Plagiarism Policy

Policy for ascertaining and documenting plagiarism by students in the Doctoral Programs at the University of Cincinnati, College of Nursing:

In any instance of suspected plagiarism the following procedures will be followed by the faculty prior to confronting the student:

1. The faculty member or members will gather all student material and all original source material.
2. The faculty member will review the potential plagiarism with the designated officer of the CON.
3. If plagiarism is found to exist, a finding on the extent and seriousness of the plagiarism will be made. For instance, plagiarism could range from student’s failure to use quotation marks on a direct quote even though the source is correctly cited to failure to cite original work and passing off another’s work as the student’s own work.
4. The student will be notified by faculty of findings.
5. The director of the doctoral program will be notified of findings.
6. College and University policies will be followed to determine the appropriate sanction for the student.
7. The academic penalties will be commensurate with the level of plagiarism and consistent with other cases in the CON Doctoral programs.
**Grievance Policy**

The University of Cincinnati provides a grievance procedure “... for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible. Students are encouraged to seek assistance from the University Ombuds Office for possible resolution before initiating the formal grievance process” (The Graduate School, 2013).

To learn more about the grievance policy and process, please go to The Graduate School webpage: [http://grad.uc.edu/student-life/policy/grievances.html](http://grad.uc.edu/student-life/policy/grievances.html)
Guidelines and Procedures for DNP/PhD Program Plan

University of Cincinnati Graduate College Policy

All courses included in the doctoral program plan must be approved by the doctoral advisor. Only courses with grades of \textit{C} or better will be applied toward degree requirements. \textit{[Note: The University Graduate College does not recognize grades of \textit{C-}, \textit{D+}, \textit{D}, or \textit{D-}.]} A course may be retaken only once.

University of Cincinnati College of Nursing Policy for Doctoral Study

All courses included in the doctoral program plan must be approved by the doctoral advisor. Only courses with grades of \textit{B-} or better will be applied toward degree requirements. If a \textit{C+}, \textit{C}, or \textit{F} is earned in a course in the doctoral program plan, the student must meet with his or her advisor to discuss plans for retaking the course. A course may be retaken only once. Students who do not achieve a grade \textit{B-} or better when a course is repeated will be referred by the Doctoral Program Director to the Student Affairs Council for action, which may include termination from the program.

Procedures

Prior to or within the first semester of doctoral study, each student in the doctoral program should meet with his or her advisor and develop a program plan. The advisor is responsible for having the approved program plan forwarded to the Doctoral Program Director for placement in the student’s folder. The program plan \textit{will include a listing of required courses, and may include specific elective and cognate courses}. Required courses may not be taken as independent studies or research practica.

The program plan will also include a tentative timeline for completing: (1) course work and (2) candidacy requirements. The program plan should be developed in collaboration with, approved by, and signed by, the doctoral advisor. The program plan is a vital part of the academic record; it will be used as a component of the graduation check-out.

Modifying the Program Plan

As doctoral student learning evolves, it may be necessary to modify the program plan. Changes to the program plan must be described in writing, have the advisor’s approval, and be filed as part of the formal program plan. A copy of the revised program plan should be sent to the Doctoral Program Director. Note: The program plan is, in fact, a planning document, not a record of activities completed. Once a student has received a satisfactory grade for a course, the course should not be removed from the plan. The Annual Student Evaluation of Progress document serves as the Program Plan.

Grading Scale in CON Doctoral Program

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<th>Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0000</td>
</tr>
<tr>
<td>A-</td>
<td>3.6667</td>
</tr>
<tr>
<td>B+</td>
<td>3.3333</td>
</tr>
<tr>
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Section 2.

Doctor of Nursing Practice (DNP)
Specific Policies
COLLEGE OF NURSING
DNP PROGRAM

MISSION

To advance nursing practice, encourage evidence-based practice, and cultivate leaders for roles in complex healthcare systems to in order to improve healthcare outcomes

VISION

Advancement of best practices based on current scientific evidence, interprofessional collaboration, and appropriate use of technology

PROGRAM OBJECTIVES

1. Provide and/or direct exemplary patient care within the scope of practice for the specialty
2. Integrate nursing science with knowledge from biophysical, psychosocial, political, economic, organizational, and analytical sciences as the basis for the highest level of nursing practice
3. Apply concepts related to clinical prevention in developing and evaluating interventions and programs to address health promotion/disease prevention efforts
4. Demonstrate leadership for the delivery of ethical, safe, cost-effective, high quality health care through expert collaboration, consultation, analysis, and administration
5. Develop quality programs designed to improve health care of individuals, populations, or society through the use of multidisciplinary teams
6. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from clinical information
7. Formulate strategies for the development of institutional, local, or national health policy.

(University of Cincinnati, OBR Program Proposal, Approved 5/2010)
## DNP Semester Curriculum Full Time Schema

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
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<tr>
<td>NDNP 9006 Essentials of Research Methods for Evidence Based Practice (4)</td>
<td>NDNP 9020 Application of Advanced Clinical Reasoning (4)</td>
<td>NURS8014 Epidemiologic Methods in Healthcare (3)</td>
<td>NDNP 9040 DNP Capstone (2)</td>
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<tr>
<td>NURS 8004 Biostatistics for Evidence-Based Practice (3)</td>
<td>NDNP 9030 Planning, Management &amp; Evaluation of Programs and Projects (4)</td>
<td>NDNP 8010 Finance and Economics of Health Care (3)</td>
<td>NDNP 9010 Healthcare Policy for the Doctoral Prepared Nurse (3)</td>
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<td>NDNP 9015 Quality Improvement and Patient Safety (3)</td>
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<tr>
<td>NDNP 8001 DNP Role Seminar (3)</td>
<td>NDNP 9025 DNP Practicum 1 (3)</td>
<td>NDNP 9035 DNP Practicum 2 (3)</td>
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Total credit hours: 12  
Total credit hours: 14  
Total credit hours: 9  
Total credit hours: 11

Total practicum hours: 168  
Total practicum hours: 168  
Total practicum hours: 168  
Total practicum hours: 504

Total semester hours: 46

Approved 10/2013
## DNP Semester Curriculum Part Time Schema

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<td>NDNP 9001 Informatics for DNP Practice (2)</td>
<td>NDNP 9015 Quality Improvement and Patient Safety (3)</td>
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<td>NDNP 8010 Finance and Economics of Health Care (3)</td>
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<td>NURS 8014 Epidemiologic Methods in Healthcare (3)</td>
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<tr>
<td>NDNP 9035 DNP Practicum 2 (3)</td>
<td>NDNP xxx DNP Capstone Seminar (3)</td>
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<tr>
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<td>NDNP 9038 DNP Practicum 3 (3)</td>
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<td>Total Credit hours: 6</td>
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<tr>
<td>Program total practicum hours: 504</td>
<td>Program total semester hours: 46</td>
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Approved 10/2013
Course Descriptions and Learning Outcomes

COURSE TITLE: NDNP8001
DNP Role Seminar
CREDIT HOURS: Three (3) graduate semester credit hours
CONTACT HOURS: Three (3) didactic hours per week
PRE/CO-REQUISITES: None
COURSE DESCRIPTION: The focus of this seminar course is on transitioning to the role of clinical scholar. Emphasis is placed on developing an awareness and understanding of the essential knowledge and skills essential to implementation of the DNP role.

1. Describe the role of the DNP in improving clinical and systems outcomes
2. Explore theoretical foundations and current thinking about the leadership role in clinical scholarship
3. Analyze the core leadership concepts and their implementation in healthcare organizations
4. Analyze the dynamic interrelationships among leader behaviors and organizational elements, such as design, culture and effectiveness
5. Examine criteria for DNP roles and research
6. Analyze exemplars of the idealized clinical scholar.

COURSE TITLE: NDNP8010
Finance and Economics of Healthcare
CREDIT HOURS: Three (3) graduate semester credit hours
CONTACT HOURS: Three (3) didactic hours per week
PRE/CO-REQUISITES: None
COURSE DESCRIPTION: This course explores healthcare finance and economics from the perspective of health care providers and non-financial managers of health services. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed with emphasis on strategies to promote and sustain the financial viability of healthcare.

1. Examine the impact of the health care reimbursement system, reimbursement processes, and models of health care practices on the fiscal viability of health care services.
2. Use basic accounting and finance concepts and practices in the development and management of a budget.
3. Analyze strategies for predicting costs, facilitating productivity, and achieving quality outcomes within health care settings.
4. Employ cost benefit and variance analysis in planning and monitoring a budget.

5. Apply strategies for optimizing reimbursement through compliant billing and coding.

COURSE TITLE: **NURS8014**  
**Epidemiology Methods in Healthcare**

CREDIT HOURS: Three (3) graduate semester credit hours  
CONTACT HOURS: Three (3) didactic hours per week  
PRE/CO-REQUISITES: None  
COURSE DESCRIPTION: The focus of this course is the application of epidemiological principles to improve practice and outcomes in clients and healthcare delivery systems. Students apply epidemiologic methodology relative to the measurement and control of a specific disease, injury, or event.

1. Analyze the etiology of healthcare problems (i.e., disease, injury, or event) within a framework of causality.

2. Evaluate epidemiologic methods used to measure morbidity, mortality, and risk in populations and systems.

3. Interpret epidemiologic data to determine trends and plan interventions.

4. Determine concepts of effects, sources of error and bias in the analysis of epidemiologic methods

COURSE TITLE: **NDNP9001**  
**Informatics for DNP Practice**

CREDIT HOURS: Two (2) graduate semester credit hours  
CONTACT HOURS: Two (2) didactic hours per week  
PRE/CO-REQUISITES: None  
COURSE DESCRIPTION: This course assists DNP students acquire the knowledge and skills essential for using data from information systems/technologies to evaluate and improve health care. A foundation is provided for the appraisal of health information systems in various settings. Consideration is given to how those systems can be employed to maximize the quality of health care. Informatics tools for data extraction, organization, and interpretation are compared. Evaluation of information sources is examined. Communication and dissemination of findings through various informatics tools are discussed.

1. Illustrate contributions of informatics to the process of scholarly inquiry and evidence based practice.

2. Critically appraise elements necessary to select, implement and evaluate health information systems for usefulness in quality of care.
| COURSE TITLE: | NDNP9004  
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<td>PRE/CO-REQUISITES:</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td>The focus of this course is the understanding of biostatistics for application to nursing and evidence-based practice. Emphasis is placed on the interpretation of and appraisal of data analyses for the selection and use of best evidence for making practical conclusions about empirical data.</td>
</tr>
<tr>
<td>1.</td>
<td>Demonstrate how concepts of biostatistics are used in the literature, nursing research and evidence-based practice.</td>
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<tr>
<td>2.</td>
<td>Select appropriate statistical methods in situations of evidence-based practice.</td>
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<tr>
<td>3.</td>
<td>Interpret results of data analysis and statistical tables in a variety of contexts.</td>
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<tr>
<td>4.</td>
<td>Appraise the rigor of data analyses in relation to the findings in selected research and quality improvement science articles.</td>
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<td>5.</td>
<td>Analyze a dataset using appropriate statistical methods in situations of evidence-based practice.</td>
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<tr>
<td>6.</td>
<td>Distinguish between statistical and clinical significance.</td>
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| COURSE TITLE: | NDNP9006  
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<tr>
<td>CREDIT HOURS:</td>
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<td>PRE/CO-REQUISITES:</td>
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<td>COURSE DESCRIPTION:</td>
<td>This course focuses on the essentials of the research process to facilitate students’ ability to knowledgeably and effectively find, appraise, and apply scientific findings to nursing practice. Students access credible sources using a systematic approach, evaluate the quality of research findings, discuss methods of translating and integrating findings into nursing practice, and evaluate outcomes.</td>
</tr>
</tbody>
</table>
1. Access research findings relevant to clinical practice using advanced search methods.
2. Appraise the quality of research evidence specific to the treatment and management of health care.
3. Analyze evidence summaries as the foundation for clinical practice guidelines.
4. Describe methods of translating and integrating scientific evidence into health care settings.
5. Examine the endpoints derived from the integration of scientific findings into practice.

COURSE TITLE: NDNP9010
Healthcare Policy for the Doctoral Prepared Nurse
CREDIT HOURS: Three (3) graduate semester credit hours
CONTACT HOURS: Three (3) didactic hours per week
PRE/CO-REQUISITES: None
COURSE DESCRIPTION:
This course focuses on the role of the doctoral prepared nurse in relation to policy, practice, and research. The impact of policy on health care, particularly access, delivery, financing, and regulation, will be investigated. Nursing roles in policy development, political activism, and health policy research will be assessed. The ability to critically analyze the policy process and to engage in that process competently will be addressed.

1. Analyze health policy and related issues from various stakeholder perspectives.
2. Evaluate the influence of policy makers in impacting health care delivery and outcomes at institutional, local, state, regional, national, and/or international levels.
3. Assess the role of advocate in addressing social justice, ethical decision making, access and equity within health care.
4. Examine the influence of nursing research in developing health policy
5. Develop positions on health care policy issues.
6. Generate plans to educate others regarding nursing, health policy, and patient care outcomes.

COURSE TITLE: NDNP 9015
Quality Improvement and Patient Safety
CREDIT HOURS: Three (3) graduate semester credits
CONTACT HOURS: Three (3) didactic hours per week
PRE/CO-REQUISITES: Scientific Basis for Clinical Reasoning; DNP Role Seminar
COURSE DESCRIPTION:

This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within an organization.

1. Evaluate different models for quality improvement and risk assessment and quality outcomes.
2. Employ principles of business, finance, economics and health policy to develop initiatives that will improve the quality of healthcare outcomes.
3. Critically apply micro-systems theory for the evaluation of quality improvement and patient safety initiatives.
4. Analyze the cost-effectiveness of practice and system wide initiatives accounting for risk and improvement of health care outcomes.
5. Demonstrate effective communication and leadership in quality improvement and patient safety initiatives in a health care system.

COURSE TITLE:  
NDNP 9020
Application of Advanced Clinical Reasoning

CREDIT HOURS:  
Four (4) graduate semester credits

CONTACT HOURS:  
Four (4) didactic hours per week

PRE/CO-REQUISITES:  
Scientific Basis for Clinical Reasoning; DNP Role Seminar

COURSE DESCRIPTION:

This course focuses on the translation and integration of theory and scientific evidence to support clinical reasoning in nursing practice. Each student develops practice approaches to address a health issue.

1. Integrate theory, knowledge, and scientific evidence into the process of clinical reasoning.
2. Explain the contribution that information systems make to support the science of nursing.
3. Utilize clinical reasoning in translating evidence into standards and guidelines.
4. Apply systems thinking in the implementation and evaluation of a practice innovation.
5. Design practice innovations based on a selected model of evidence-based practice.

COURSE TITLE:  
NDNP 9025
DNP Practicum 1

CREDIT HOURS:  
Three (3) graduate semester credit hours

CONTACT HOURS:  
Twelve (12) clinical hours per week
PRE/CO-REQUISITES: Scientific Basis for Clinical Reasoning; Application of Advanced Clinical Reasoning; Quality Improvement and Patient Safety; DNP Role Seminar

COURSE DESCRIPTION: This practicum is the first of three sequential courses in the DNP program. This practicum focuses on the comprehensive and systematic assessment of healthcare problems in complex situations. Diverse and culturally sensitive approaches are used in developing an awareness of the role of the nurse leader.

1. Integrate principles of evidence-based practice and appropriate theoretical frameworks into the nurse leader role as the foundation for the assessment of a healthcare problem.
2. Conduct an analysis of a healthcare problem for the purpose of improving systems of care and health outcomes.
3. Interpret the results of problem analysis to ascertain the primary determinants that contribute to achievement of optimal outcomes.
4. Model the leadership behaviors needed to conduct assessment of healthcare problems.
5. Analyze the process of assessment and analysis of a healthcare problem utilizing principles of evidence-based practice and appropriate theoretical frameworks.
6. Engage in critical reflection regarding the components of the professional role of the nurse leader.

COURSE TITLE: NDNP9030
Planning, Management & Evaluation of Programs & Projects

CREDIT HOURS: Four (4) graduate semester credits
CONTACT HOURS: Four (4) didactic hours per week
PRE/CO-REQUISITES: DNP Role Seminar; Application of Advanced Clinical Reasoning; Quality Improvement and Patient Safety

COURSE DESCRIPTION: This course focuses on the acquisition of knowledge and skills necessary for assessment, design, implementation and evaluation of effective health programs and projects. Emphasis is placed on the use of health programs and projects to improve systems of care and health outcome and the evaluation of these systems.

1. Integrate principles of evidence-based practice and appropriate theoretical frameworks as the foundation for designing, planning, implementation, management and evaluation of effective programs and projects.
2. Demonstrate accountability in the responsible use of resources in all phases of health programs and projects.
3. Design outcome-driven methods and processes for evaluation of programs and projects.
4. Apply scientific measurement principles to the identification, collection, measurement, and interpretation of evaluation data.
COURSE TITLE: NDNP 9035  
DNP Practicum 2  
CREDIT HOURS: Three (3) graduate semester credit hours  
CONTACT HOURS: Twelve (12) clinical hours per week  
PRE/CO-REQUISITES: Scientific Basis for Clinical Reasoning; DNP Role Seminar; Application of Advanced Clinical Reasoning; Quality Improvement and Patient Safety; Finance and Economics of Healthcare; Planning, Management & Evaluation of Programs and Projects; DNP Practicum 1  

COURSE DESCRIPTION: This practicum is the second of three sequential courses in the DNP program. This practicum focuses on the design of evidence-based interventions to address a healthcare problem. The nurse leader’s role in fostering effective relationships in systems of care is explored.

1. Integrate principles of evidence-based practice and appropriate theoretical frameworks in constructing interventions to address the healthcare problem.
2. Develop a comprehensive approach to positively improve outcomes related to a healthcare problem.
3. Model the leadership behaviors needed to foster interprofessional and intraprofessional relationships in systems of care.
4. Analyze the development of evidence-based interventions to positively address a healthcare problem.
5. Engage in critical reflection regarding the leadership behaviors essential to developing positive interprofessional and intraprofessional relationships.

COURSE TITLE: NDNP 9038  
DNP Practicum 3  
CREDIT HOURS: Three (3) graduate semester credit hours  
CONTACT HOURS: Twelve (12) clinical hours per week  
PRE/CO-REQUISITES: Scientific Basis for Clinical Reasoning; DNP Role Seminar; Application of Advanced Clinical Reasoning; Quality Improvement and Patient Safety; Finance and Economics of Healthcare; Planning, Management and Evaluation of Programs and Projects; DNP Practicum 1 and 2  

COURSE DESCRIPTION: This practicum is the third of the sequential courses in the DNP program. The focus of this practicum is the planning, implementation and relevant evaluation of evidence-based interventions to address a healthcare problem. The nurse leader’s role in guiding and mentoring others in the selection of evidence-based interventions is explored.

1. Integrate principles of evidence-based practice and appropriate theoretical frameworks in planning, implementing, managing and evaluating interventions to address a healthcare problem.
2. Implement a comprehensive approach to planning, managing and evaluating projects and programs to positively affect healthcare outcomes.
3. Analyze the planning, implementation, management and evaluation of evidence-based interventions to address the healthcare problem.

4. Model the leadership behaviors needed to guide & mentor others.

5. Engage in critical reflection regarding the leader behaviors essential to guiding and mentoring others.

COURSE TITLE: NDNP9040  
DNP Capstone: Synthesis of the Leadership Role

CREDIT HOURS: Five (5) graduate semester credits  
CONTACT HOURS: Five (5) didactic hours per week

PRE/CO-REQUISITES: Scientific Basis for Clinical Reasoning; DNP Role Seminar; Application of Advanced Clinical Reasoning; Quality Improvement and Patient Safety; Finance and Economics of Healthcare; Planning, Management and Evaluation of Programs and Projects; DNP Practicum 1 and 2

COURSE DESCRIPTION: This capstone course focuses on synthesis of the leadership role for improving practice and outcomes in client systems and care delivery. These leadership skills are demonstrated in the capstone project which focuses on the translation of theory, knowledge, and evidence for the advancement of nursing practice.

1. Integrate theory, knowledge, and scientific evidence into leadership processes.

2. Demonstrate mastery of knowledge and skills necessary to develop and strengthen professional interpersonal and intergroup relationships in health systems.

3. Develop strategies for applying mentoring and coaching models to enhance role implementation of health professionals.

4. Exhibit critical thinking skills and effective communication skills in implementing the leadership role.

5. Apply entrepreneurial principles and models to the development, implementation, and management of health care practice.

6. Demonstrate an appreciation for service as a leader in organizations and associations.

7. Engage in the scholarly dissemination of evidence-based practice findings.
DNP Progression Policy

There are two doctoral degrees awarded under the graduate program at the University of Cincinnati College of Nursing (CON) leading to either a Doctorate in Nursing Practice Degree (DNP) or a Doctor of Philosophy (PhD). Both the PhD and the DNP component of the CON graduate program at the CON follow the requirements of the University of Cincinnati Graduate School (UCGS) and the CON for progression and maintenance of good academic status as well as those specific to each of the programs.

Maintaining Student Status

Maintenance of full or part time status as a graduate student and requesting reinstatement follows the UCGS policies and procedures (http://www.grad.uc.edu/doctoral-credit-hour-requirements.aspx). Students who do not meet the UCGS requirement of 1 credit hour per academic year may request reinstatement following the UCGS policy (see http://www.grad.uc.edu/reinstatements-readmission-LOA-dismissal.aspx).

Maintaining Satisfactory Progress Towards Degree

All DNP students must maintain satisfactory progress towards degree per Graduate School, College of Nursing, and DNP program policies.

Time to Degree

All DNP students must complete all requirements within five (5) years from the date of matriculation into the degree program. Since the DNP is a practice doctorate, students pursuing a DNP are not required to achieve candidacy. Time to degree includes completion of course work and a capstone experience.

Required Credit Hours

Per the UCGS, doctoral students must complete a minimum number of credits to meet UCGS and programmatic requirements. Per UCGS, the required number of last credit hours must be completed under the direction of University of Cincinnati graduate faculty.

DNP post MSN students must complete the minimum number of graduate credits beyond a master’s degree required by the UCGS, including the required number of credit hours related to the capstone experience.

Doctoral degree requirements are 90 semester hours with 45 completed in the Master’s Program therefore requiring students to complete 45 semester hours for degree.

1. 45 semester credits in selected MSN specialty area
2. 45 semester credits in DNP required courses
3. Number of credits required by the UCGS related to the capstone experience

Documentation of Progress

Per UCGS policy, all DNP students are required to complete:

1. A written assessment of performance at the end of their first year
2. An annual Academic Progress Report or some other form of formal evaluation of progress throughout each student’s program.
Advisors should monitor student progress for successful progress through coursework and completion of the capstone experience. Students not making reasonable progress in their program as determined by their advisor will receive a written warning from the Director of the DNP component of the CON graduate program. Students who have received a written warning of lack of satisfactory progress towards degree:

1. Will meet with their advisor and obtain a description and timeline of objectives and activities that must be met to maintain satisfactory progress towards degree. This may include taking additional coursework or repeating courses as a condition of maintaining their status in the DNP component of the CON graduate program.
2. If objectives and activities are not met according to the established timeline, the director of the DNP component of the CON graduate program will send a written warning to the student and academic advisor that the student is at risk for imminent dismissal. A copy of this formal written warning should be placed in the student’s program file.
3. A student who fails to meet the agreed upon objectives and activities in three academic terms will become eligible for dismissal from the DNP component of the CON graduate program

Probation

A DNP student will be placed on probation when he/she meets any of the criteria for probation for doctoral study at the CON as listed below. The process for DNP students who meet the criteria for probation will follow the CON policies and procedures related to probation.

Criteria for probation for DNP students:

1. Failure to maintain a cumulative GPA of 3.0 or better
2. Failure to earn a B- or better in a required DNP course
3. Failure to earn a C or better in an elective course
4. Failure to adhere to the University’s Student Code of Conduct

Dismissal

Dismissal means that a student is permanently excluded from the College of Nursing. A notation of dismissal is posted on the student’s permanent University and College record. A student dismissed from the College of Nursing may be eligible for admission to another college of the university. For any doctoral student that meets criteria for dismissal, the process will follow the UC College of Nursing policies and procedures related to dismissal and request for reconsideration.

Causes for dismissal for DNP students:

1. Failure to meet the terms of provisional admission.
2. Failure to earn a grade of B- or above when repeating a required DNP course.
3. Meeting the criteria for probation a second time.
4. Meeting the criteria for probation or suspension following a previous suspension and readmission.
5. Failure to make satisfactory progress toward the degree as determined by the faculty advisor and the director of the program (see documentation of progress section).
Requirements for Graduation

Requirements for graduation from the DNP component of the CON graduate program follow the UCGS policies and procedures.

Applying for Graduation

One term prior to the term in which a student anticipates graduating the student should:
- Confer with their program, Office of Student Affairs Staff
- Consult the Graduate School website for graduation application deadlines and commencement information
- Students must complete the official online Application to Graduate by the deadline for the semester in which they expect to graduate. Deadlines are firm and failure to meet them will delay students’ graduation. A fee is assessed when filing an application for graduation.  

Requirements for Graduation

1. Successful completion of all required course work and credit hours.
2. Successful completion of capstone experience. DNP Students must meet the UCGS and CON requirements for completion of a capstone experience prior to graduation. Please refer to CON policy and procedure related to the DNP capstone experience.

Confirmation that Graduation Requirements are met:

1. The transcript of each graduation candidate is reviewed by the Dean of the College or appointed designee who certifies to the Graduate School that the graduating student has met all College requirements.
2. The certification process assesses that the University's minimum requirement for the Doctor of Nursing Practice degree, per UCGS and CON policies and procedures, are met.
3. The Graduate School certifies to the Registrar’s Office that the student has met the requirements of the Graduate School.
4. Following certification the Registrar’s Office posts confirmation of graduation in the student’s records and generates the diploma.
DNP Scholarly Project Process

Overview

A hallmark of the practice doctorate is the successful completion of a capstone project demonstrating the synthesis of the student’s experiences. The capstone project embraces the synthesis of both coursework and practice application, a deliverable product reviewed and evaluated by a faculty mentor/advisor and capstone project committee. Dissemination modes are a public defense and the preparation of an article for publication in a peer-reviewed journal. The nature of the capstone projects will vary. Projects are related to advanced practice in the nursing specialty and benefit a group, population, or community rather than an individual patient. Projects most often evolve from practice and may be done in partnership with another entity, e.g., clinical agency, health department, government agency, community group. Types of capstone projects may include: quality improvement initiatives; implementation and evaluation of evidence-based practice guidelines; policy analysis; the design and use of databases to retrieve information for decision-making, planning, evaluation; the design and evaluation of new models of care; designing and evaluating health care programs.

DNP students identify an inquiry within their practice area at the time of their applications. During the first semester students work with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the problem/need. The inquiry will be further defined during the four integrative application courses with the guidance of the advisor/committee chair and committee members. A design appropriate to the purpose of the inquiry will be developed based on the evaluation of the evidence, needs assessment, overall project goals, outcomes, and process objectives. During the course of the program, the project will be implemented integrating economic, political, ethical and legal factors as appropriate. Evaluation of the process and outcomes of implementation and dissemination of findings complete the capstone project process.

Students work closely with their capstone project committee, under the direction of the committee chair, who most likely is the student’s advisor. The committee chair is engaged in all aspects of the process.

Scholarly Project committee

After identifying the project topic, a Scholarly Project committee is appointed with the guidance of the advisor and the DNP Program Director as necessary. Each committee must have at least two members inclusive of the chair, one of which is faculty of the University of Cincinnati and hold doctoral degrees in their areas of expertise. Students can select one member from outside the University. Each student will identify a faculty member from the College of Nursing to serve as chair. The committee chair will assume the role of academic advisor for the remainder of the student’s tenure. The chair is selected matching the capstone interest and/or method of inquiry identified by the student. Students will identify their committee chair and members by the end of Practicum I. The chair will help the student identify potential committee members within the School of Nursing. Once the committee is identified, the student must complete the Scholarly Project committee Appointment Request form, obtaining appropriate signatures. The original form is forwarded to the DNP Program Director. If the chair or other
committee member is unable to continue working with the student, the student will coordinate with the DNP Program Director regarding an action plan. Changes in the committee must be submitted in writing to the DNP Program Director and a new form completed. The Scholarly Project committee is responsible for the following activities:

The Scholarly Project committee is responsible for the following activities:
- Guiding the student in the development of the capstone project
- Critiquing the readiness of the project proposal for presentation
- Mentoring the student during the implementation and evaluation phases of the project
- Evaluating the student’s performance on both the proposal and final project presentations through formal defense.

The chair of the committee will evaluate all written work and will guide the student’s final DNP seminar course. It is not the responsibility of the other committee members to thorough critique or edit written work. Their expertise is to be used in formation of ideas, mentoring through DNP process steps and evaluation of the Capstone project as a whole.

Committee Meetings

The progression of the DNP student throughout the project process is monitored by the committee during meetings at least twice per practicum course, either in person or via any virtual method. The student is responsible for scheduling these meetings and advised to document the agenda, actions, and target dates. This documentation will be included in the student’s portfolio under ‘Project’ and completion of documentation is required for the student’s practicum courses.

Practicum Courses

Students complete three practicum courses, which offer mentored opportunities to identify, develop, implement, evaluate and disseminate the independent, analytical capstone project. Each course assumes the synthesis of knowledge gleaned from subsequent/concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student’s individual objectives may transition into a subsequent practicum course reflecting the student’s progress with the project in collaboration with the committee chair and course faculty. Throughout these three courses, the student is expected to complete a minimum of 500 hours in an area related to their practice inquiry. It’s important to remember that these are practicum/project courses, not didactic. The courses are project focused and consistent from start to finish. Practicum assignments will be handled through Evernote as accessible there to the faculty, committee chair and program director.

Each practicum should include:

1. Hours documentation
   - Using numbers
   - Submitted at end of practicum course via Evernote
2. No fewer than 2 committee meetings:
   - Meetings should be spaced through the semester appropriately; students must conduct one meeting prior to midterm and one prior to end of term
   - Documentation of meetings
   - Meetings have set agendas
   - Meeting will document progress and next steps
   - Meeting will be attended by student and chair, at minimum; if remaining committee members are unavailable, minutes must be distributed to those members

3. Timeline development
   - Initial timeline will be developed in Practicum I
   - Timeline will be updated at the beginning of each subsequent term
   - Timeline will reflect all aspects of the students project and process (PD exemplar)
   - Timeline will be developed by the student and reviewed for input with student’s capstone committee
   - Timeline needs to be made available to all members of the committee upon revision

4. Electronic portfolio submission documenting DNP program work and achievement of competencies.

   Practicum I
   - Identification and refining of topic of interest
   - Submission of Scholarly Project committee Appointment Request form
   - Course specific assignments: citi training, project proposal, project proposal defense and IRB determination via E-PaS

   Practicum II
   - Implementation phase of capstone project
   - Course specific assignments: dissemination plan

   Practicum III and Capstone Seminar
   - Successful completion of final paper
   - Successful defense of capstone project
   - Submit signed DNP Scholarly Project Defense Evaluation Form to the DNP Program Director

Submission of approved final paper to the DNP office must be completed within 7 days of expected graduation.

**Project Progression**

Students are expected to meet the requirements for completing the capstone project in conjunction with the practicum courses. These three courses provide a mechanism for formal grading of progress through the capstone project. If extenuating circumstances prevent the student from meeting the expectations for completion of the project during the final semester, the
A student receiving an incomplete will need to enroll the following semester in an independent study. The student must receive a grade of B in the independent study in order to progress.

**Institutional Review Board (IRB)**

All capstone projects require approval from the University of Cincinnati and/or the UC Medical Center Institutional Review Board (IRB) prior to the implementation of the project. In order to protect human subjects, IRB approval is indicated. Because dissemination of findings from the project is an expectation of the DNP program graduate, IRB approval is required as well. IRB at the University of Cincinnati is accomplished through the E-PaS online system.

Completion of the Human Research Curriculum (CITI –Collaborative Institutional Training Initiative) is required prior to the submission of the online application. This web-based training is available on the UC IRB web site: http://researchcompliance.uc.edu/irb/. The CITI training is usually completed in conjunction with practicum courses. The IRB application is submitted only after the chair and committee have formally approved the student’s project proposal and the chair has reviewed and approved the application. A copy of the letter of approval must be submitted to the chair before implementation of the project. Additional IRB approvals and CITI training may be required from the agency or institution in which the project will be implemented. The student needs to ascertain this requirement prior to the submission of the UC IRB.

**Scholarly Project Evaluations**

To graduate from the DNP program, the student must successfully defend the project proposal as well as the final project during enrollment in the practicum sequence.

**Project Proposal**

Students collaborate with their chair and committee on the development of the written proposal. Requirements for the written proposal are reviewed during the practicum one. Once the proposal is finalized and reviewed by the committee chair, the student delivers a 20-30 minute oral presentation using Power Point, or other media, to their committee describing the key components of their project proposal. The presentation may be at the College of Nursing or using distance technology. The student is responsible for scheduling this defense after coordinating with the chair and other committee members. The DNP student must pass the proposal defense in order to meet course requirements and progress in the program. A written evaluation with recommendations as appropriate will be given to the student at the completion of the defense. All members of the committee will sign the Approval of DNP Scholarly Project Proposal form. A copy must be submitted to the DNP Program Director. If a student fails to pass the defense, a plan for remediation and second proposal defense will be developed by the committee, the DNP Program Director, and the student. Failure to successfully pass the second proposal defense will result in failure of the course.
Final Project Defense

The DNP student must successfully complete the Scholarly Project Defense to be eligible for graduation. The oral presentation using Power Point, or other media, may take place at the College of Nursing or via synchronous conferencing. The defense will be open to the public. All committee members are expected to be in attendance. Practice mentors and stakeholders are encouraged to attend.

All presentations must be scheduled ahead of time in coordination with the chair, committee members and the DNP program director. The defense will be facilitated by the committee chair. The student will make a thirty-minute presentation of his/her project, after which the chair will open the floor for questions/discussion from the committee and audience. Following questions and discussion, the audience will be excused and the committee may pose additional questions about the project to the student. The student is then excused while committee members deliberate on the outcome of the defense. A written evaluation with recommendations as appropriate will be provided to the student. All members of the committee will sign the DNP Scholarly Project Defense Evaluation Form. A copy must be submitted to the DNP Program Director. If a student fails to pass the defense, a plan for remediation will be developed by the committee, the DNP program director and the student. Failure to pass the second defense will result in dismissal. The project must be successfully defended at least two weeks prior to semester end for the student to be eligible for graduation. Once the committee has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper.

Format for Written Scholarly Project Paper

The DNP capstone project will come full circle as the student develops a manuscript based on their project. Using the IRB and/or DNP Capstone committee approved project outlines, students will write up their project findings. Students will choose an appropriate journal based on their project. Once selected, students will write the manuscript according to the requirements of the journal. The organization and content of the final paper will vary according to the project as well as the journal selected and recommendations of the chair and committee members. Journal selection and the writing process will be covered throughout the DNP course work and a timeline for writing will be established between the student and the committee chair.
Appendix A

NONPF
Nurse Practitioners Core Competencies
April 2011
Amended 2012

1) Scientific Foundation Competencies
   A) Critically analyzes data and evidence for improving advanced nursing practice
   B) Integrates knowledge from the humanities and sciences within the context of nursing science
   C) Translates research and other forms of knowledge to improve practice processes and outcomes
   D) Develops new practice approaches based on the integration of research, theory, and practice knowledge

2) Leadership Competencies
   A) Assumes complex and advanced leadership roles to initiate and guide change
   B) Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care
   C) Demonstrates leadership that uses critical and reflective thinking
   D) Advocates for improved access, quality and cost effective health care
   E) Advances practice through the development and implementation of innovations incorporating principles of change
   F) Communicates practice knowledge effectively both orally and in writing
   G) Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus

3) Quality Competencies
   A) Uses best available evidence to continuously improve quality of clinical practice
   B) Evaluates the relationships among access, cost, quality, and safety and their influence on health care
   C) Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care
   D) Applies skills in peer review to promote a culture of excellence
   E) Anticipates variations in practice and is proactive in implementing interventions to ensure quality

4) Practice Inquiry Competencies
   A) Provides leadership in the translation of new knowledge into practice
   B) Generates knowledge from clinical practice to improve practice and patient outcomes
   C) Applies clinical investigative skills to improve health outcomes
   D) Leads practice inquiry, individually or in partnership with others
   E) Disseminates evidence from inquiry to diverse audiences using multiple modalities
   F) Analyzes clinical guidelines for individualized application into practice

5) Technology and Information Literacy Competencies
   A) Integrates appropriate technologies for knowledge management to improve health care
   B) Translates technical and scientific health information appropriate for various users’ needs
      a. Assess the patient’s and caregiver’s educational needs to provide effective, personalized health care
b. Coaches the patient and caregiver for positive behavioral change
C) Demonstrates information literacy skills in complex decision making
D) Contributes to the design of clinical information systems that promote safe, quality and cost effective care
E) Uses technology systems that capture data on variables for the evaluation of nursing care

6) Policy Competencies
A) Demonstrates an understanding of the interdependence of policy and practice
B) Advocates for ethical policies that promote access, equity, quality and cost
C) Analyzes ethical, legal and social factors influencing policy development
D) Contributes in the development of health policy
E) Evaluates the impact of globalization on health care policy development

7) Health Delivery System Competencies
A) Applies knowledge of organizational practices and complex systems to improve health care delivery
B) Effects health care change using broad based skills including negotiating, consensus-building, and partnering
C) Minimizes risk to patients and providers at the individual and systems level
D) Facilitates the development of health care systems that address the needs of culturally diverse populations, providers and other stakeholders
E) Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment
F) Analyzes organizational structure, functions and resources to improve the delivery of care
G) Collaborates in planning for transitions across the continuum of care

8) Ethics Competencies
A) Integrates ethical principles in decision making
B) Evaluates the ethical consequences of decisions
C) Applies ethically sound solutions to complex issues related to individuals, populations and systems of care

9) Independent Practice Competencies
A) Functions as a licensed independent practitioner
B) Demonstrates the highest level of accountability for professional practice
C) Practices independently managing previously diagnosed and undiagnosed patients
   a) Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care
   b) Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings
   c) Employs screening and diagnostic strategies in the development of diagnoses
   d) Prescribes medications within scope of practice
   e) Manages the health/illness status of patients and families over time
D) Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making
   a) Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration
   b) Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect
c) Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care

d) Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care
Appendix B
Examples of Capstone Projects

I. Translating research into practice
   A. Quality Improvement Analysis related to Patient Care and Outcomes
   B. Development of Evidence Based Practice Guidelines
   C. Analysis of Organization, State or National Policy and the Development, Implementation or Revision of Policy
   D. Development and/or Evaluation of Care Models or Patient Care Programs to address health promotion and/or disease prevention
   E. Analysis and/or Development of Informational Technology for the purpose of Planning the Enhancement and/or Evaluating Patient Care and Outcomes
   F. Analysis of Financial Cost/Benefit of Care Models for the purpose of Improving Cost Savings with the utilization of specific Care Models
   G. Joint Inter-professional collaboration with PhD researchers to implement current research

II. Evaluate Interventions, or Innovations in Care Techniques
   A. Obtain Baseline Date related to a Specific Health Care Problem and Design an Evidence Based Interventional Plan and Evaluation Process
   B. Collaborate with other APNPs or inter-disciplinary colleagues to compare/evaluate group interventions
   C. Analyze Data on a Significant Health Care problems and the Effectiveness of Treatments With Recommendations for Change
   D. Evaluate the management of patients with Mental Health Disorders and develop an Evidence Based treatment management program
   E. Evaluate Peer-led Support Groups and Measure Outcomes
   F. Evaluate Pain Control within Palliative Care Models and Measure Outcomes
   G. Promote Patient Safety with the Implementation of Medication Administration program and Measure Outcomes
   H. Evaluate Home Care Interventions and Compare Patient Satisfaction Between Physicians and APRNS

III. Health Promotion & Community Health
   A. Compare Strategies for Health Promotion/Disease Prevention Within Community Health Departments
   B. Evaluate Trends and Patient Satisfaction With Patient Visits and the Effects of Outreach Programs
   C. Launch Inter-professional Collaborative Health Promotion Programs Within a Vulnerable Community Population and Evaluate Outcomes
   D. Compare and Contrast Patient Monitoring Tools or Screening Programs and Evaluate their Effectiveness, Cost Savings and/or Outcomes
   E. Evaluate Community Resources and Program Responses to Community Disasters
   F. Develop and Evaluate Transition Protocols to Promote Continuity of Care Across Care Settings

IV. Policy-Related Scholarly Projects
   A. Evaluate and/or Compare Extended Care Facility Policies for the treatment of Chronic Pain and compare with National Guidelines
   B. Evaluate High Risk Patient Populations and Develop Plans for Risk Reduction related to Policy Changes
C. Evaluate Employer Policies Regarding Employee Health and Potential Cost Savings of New Policies
D. Evaluate and/or Develop Evidence-based Policies related to High Risk Populations Within the NICU

V. Integration of Technology in Care and Informatics Related Projects
A. Create a Database for Monitoring Childhood Injuries In Urgent Care Settings and Evaluate the Outcomes
B. Develop and/or Evaluate Informational Technology’s Impact on Care Related to Patient’s Transfer of Care
C. Develop and/or Evaluate protocols that integrate Technology in Patient Assessments Within An Urgent Care Settings
Section 3.

Doctor of Philosophy (PhD) Specific Policies
Welcome Letter

Welcome to the PhD program! You are embarking upon a challenging and rewarding journey. The PhD is the research-focused doctoral degree that prepares nurses to conduct research independently and as a part of interdisciplinary teams. Graduates are prepared to study phenomena relevant to the health of the public and the discipline of nursing. According to the American Association of Colleges of Nursing (2010), the role of the PhD graduate is three-fold: (1) to develop the science, (2) to steward the discipline, and (3) to educate the next generation.

The PhD program is individualized for each student based upon the student’s selected area of research. Core courses in scientific methods, nursing inquiry, and synthesis of knowledge provide the foundation for study. All PhD students take coursework that enables them to gain specific knowledge and expertise in their phenomena of interest, and research methodology. To achieve this expertise, students take elective courses within the college as well as interdisciplinary courses in other colleges at the University. Students will also develop and enhance their research skills by working with senior scientists on their funded research projects. All students are assigned an advisor who helps guide them through their program of study.

Students are recommended for the PhD when they have developed and demonstrated intellectual maturity and have met the objectives and requirements of their program of study. A degree is not granted on the basis of a predetermined number of credits alone. The successful completion of a preliminary examination (after first year of study), a defense of the dissertation proposal, and the dissertation are major milestones in the program and are required for graduation.

Students pursuing doctoral study are supported in their research endeavors by the College of Nursing Institute for Nursing Research, Scholarship, and Innovation. Students also have opportunities to serve as graduate research assistants through the Institute. In addition, students are encouraged to present their scholarly works at conferences, interact with visiting scholars, engage in scholarly dialogue with faculty and other students in research interest groups, and submit manuscripts to peer-reviewed, high-impact professional journals.

Graduates of our PhD program are leaders across the globe in the advancement of nursing science. The knowledge gained and shared, as well as the collegial relationships formed can be the springboard for a rewarding career in nursing science. We invite you to take advantage of the many resources available to you to make this a fulfilling life experience. We look forward to working with you and wish you much success in this exciting endeavor.

Donna Shambley-Ebron, PhD, RN

Reference

COLLEGE OF NURSING
PhD PROGRAM

MISSION

Develop leaders who advance nursing science for the transformation of global health.

VISION

To be recognized as a world leader in advancing nursing science

PROGRAM OBJECTIVES

1. Synthesize the nature, organization and theoretical aspects of nursing’s body of knowledge.

2. Synthesize knowledge from nursing, the relevant sciences and other disciplines as a basis for identifying, testing, and validating nursing knowledge.

3. Advance the science of nursing through rigorous research.

4. Provide leadership in the profession and within health care delivery systems through the advancement of nursing science.
PhD Nursing Curriculum for Full Time Students

1st Level Objectives

1. Discuss the relationship between varied philosophical and theoretical perspectives and the selection of research designs and methods.
2. Synthesize knowledge based on a critical appraisal of the literature related to a phenomenon of interest to nursing science.
3. Demonstrate an understanding of rigor across research designs to investigate a phenomenon of interest in nursing science.
4. Demonstrate an understanding of the historical, political, economic, and ethical contexts in which theory and research enhance individual and population-based health.

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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<td>Professional Seminar I (3 credits)</td>
<td>Professional Seminar II (3 credits)</td>
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<td>Nursing Inquiry I (3 credits)</td>
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<td>Introduction to Quantitative Methods (3 credits)</td>
<td>Introduction to Qualitative Methods (3 credits)</td>
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<tr>
<td>Multivariate Statistics I (3 credits)</td>
<td>Multivariate Statistics II (3 credits)</td>
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2nd Level Objectives

1. Apply research ethics to a phenomenon of interest.
2. Clearly articulate a phenomenon of interest.
3. State theoretical foundations for study of phenomenon of interest.
4. Define methods used that are relevant to investigate phenomenon of interest.
5. Articulate components and linkages among parts of a research proposal in a defensible manner.
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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Advanced Methods/Advanced Design (3 credits)</td>
<td>Health Policy and Ethical Issues in Nursing Science (3 credits)</td>
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<td>Concentration course (3 credits)</td>
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<td>Elective course (3 credits)</td>
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<td><strong>12 credits</strong></td>
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**3rd Level Objectives**

1. Synthesize the nature, organization and theoretical aspects of nursing’s body of knowledge.

2. Synthesize knowledge from nursing, the relevant sciences and other disciplines as a basis for identifying, testing, and validating nursing knowledge.

3. Identify, design, conduct, analyze, interpret and communicate findings from research.

4. Provide leadership in the profession and within health care delivery systems through the advancement of nursing science.

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<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Scheduled with Committee</th>
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<tr>
<td>Proposal Seminar (2 credits) or Dissertation Seminar (1 credit) Dissertation (7 credits)</td>
<td>Dissertation Seminar (1 credit) Dissertation (7 credits)</td>
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<td><strong>2 or 8 credits</strong></td>
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### Year 1

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<td>29NURS941 Nursing Inquiry II (4 credits)</td>
<td>29NURS942 Nursing Inquiry III (5 credits)</td>
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<td>29NURS955 Proposal Seminar (3 credits)</td>
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<td>Advanced design or advanced methods course (3 credits)</td>
<td>29NURS980 Health Services/Health Policy (3 credits)</td>
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<td>Dissertation Seminar (1 credit)</td>
<td>Dissertation Seminar (1 credit)</td>
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<td>Dissertation (10 credits)</td>
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<td>11 credits</td>
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## University of Cincinnati

### College of Nursing

### PhD Courses/ Descriptions/ Learning Outcomes

<table>
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<th>Course</th>
<th>Credit Hours</th>
<th>Course Description</th>
<th>Student Learning Outcomes</th>
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<tr>
<td><strong>Professional Seminar I</strong></td>
<td>3 credits – 2 seminar/ 1 research practicum</td>
<td>This is the first course in a two-course sequence designed to socialize the student into the roles and responsibilities of a PhD prepared nurse scientist. Students develop specific beginning competencies necessary to engage in a career as an independent nurse scientist.</td>
<td>1. Integrate social, political, ethical, and practice standards into the roles and responsibilities of a PhD prepared nurse scientist.</td>
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<tr>
<td><strong>NPHD 9001</strong></td>
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<td>2. Critique research articles and proposals using defined criteria.</td>
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<td>3. Construct meaningful and persuasive verbal and written arguments and justification for scholarly inquiry.</td>
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<td>4. Describe the knowledge and skills necessary to become an independent nurse scientist.</td>
</tr>
<tr>
<td><strong>Professional Seminar II</strong></td>
<td>3 credits – 1 seminar/ 2 research practica</td>
<td>This course, the second in a two-course sequence, is designed to further socialize students into the roles and responsibilities of an independent nurse researcher. Students further develop their knowledge and skills associated with the research process, increase their ability to write persuasively pertaining to phenomenon of</td>
<td>1. Refine essential knowledge and skills for conducting independent research.</td>
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<tr>
<td><strong>NPHD 9002</strong></td>
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<td>2. Articulate arguments and justification in the development of scholarly works.</td>
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<td>3. Synthesize knowledge as a basis for exploring phenomena of interest to nursing.</td>
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interest, and submit scholarly works including publications, presentations, and grant proposals.

| **Inquiry 1**  
| **NPHD 9005** | 4 credits | A seminar focusing on the theoretical and research dynamics of nursing inquiry and the philosophical underpinnings of science as a basis for understanding the development of knowledge. | 1. Examine the nature and domain of nursing knowledge and nursing’s unique perspective.  
2. Describe the relationship among philosophy, theory, research, and practice.  
3. Analyze the historical and social bases of science for the development of nursing scholarship, theory, and inquiry.  
4. Explore the strategies and processes applicable to theory development.  
5. Initiate a beginning discussion on the use of research methodologies as avenues for the further development of nursing inquiry.  
6. Demonstrate an understanding of a defined phenomenon of interest to nursing, including its theoretical and research underpinnings.  
7. Explore contemporary theories of relevance to}
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<th>Description</th>
<th>Objectives</th>
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| **Inquiry II**          | 5 credits | A seminar that offers students the opportunity to apply the processes of nursing inquiry to the exploration of phenomena and contemporary theories of interest to nursing. Students integrate varied philosophical, theoretical, and methodological perspectives in designing dynamic approaches for the advancement of science in nursing. | 1. Discuss the relationship between varied scientific, philosophical and theoretical perspectives and the selection of research designs and methods.  
2. Identify research strategies that support the development of theory and knowledge related to a specific phenomenon of interest.  
3. Develop measurement or interpretive strategies to study a specific phenomenon of interest.  
4. Design methods of inquiry to investigate a phenomenon of interest to nursing science.  
6. Produce a scholarly product that integrates theoretical thinking and research methods. |
| **Introduction to Quantitative Methods** | 3 credits | This is a seminar in which students focus on quantitative research designs. In this seminar, students discuss varied approaches to examining nursing phenomena and identify appropriate designs for the research questions. | 1. Formulate appropriate quantitative research questions/hypotheses to examine phenomena of concern to nursing.  
2. Determine the appropriate research design for answering specified research questions. |
Methods to operationalize variables are explored. Sampling and data collection strategies are analyzed and compared. Emphasis is placed on the development of scientific rigor in the research process as well as the ethical and professional standards for the conduct and reporting of research.

| Introduction to Qualitative Methods NPHD 9012 | 3 credits | This course focuses on qualitative research relevant to the study of human phenomena of concern to nurses and provides an introduction to the assumptions, concepts, characteristics, and language of qualitative research. Philosophical Underpinnings for qualitative paradigms and research methods are presented that support the study of human phenomena. Published research serves as the basis for evaluating qualitative research methods.

1. Evaluate the unique contributions of qualitative inquiry made to a discipline’s knowledge base.

2. Examine the major types of qualitative research.

3. Demonstrate basic skills necessary to engage in qualitative research as a novice researcher.

4. Evaluate the trustworthiness of qualitative inquiry according to standards congruent with an interpretivist paradigm.

5. Analyze exemplars of qualitative research.

| Health Policy and Ethical Issues in Nursing Science NPHD 9009 | 2 credits | This seminar focuses on analysis of ethical issues and social, public and health

1. Analyze selected evolving nursing and health care issues in their historical, political,
<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Objectives</th>
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| Multivariate Statistics I                  | 3 credits| 1. Differentiate the General Linear, Generalized Linear, and Generalized Additive models from one another  
2. Demonstrate how to establish a database for analyzing selected models.  
3. Test for the assumptions required for selected statistical tests.  
4. Demonstrate the proper use and interpretation of selected statistical tests. |
| Multivariate Statistics II                 | 3 credits| 1. Apply the elements of power analysis to sample size estimation.  
2. Explain the components of structural equation models and the standard components used to graph or illustrate SEM models. |
| **Proposal Seminar**  
| **NPHD 9030** | 2 credits | This course facilitates the development of a dissertation proposal in a mentored environment. Students explore methods of inquiry in the area of their phenomenon of concern with particular attention to the research problem, theoretical foundations, research methods, and data management and analysis. Students are guided in the application of the fundamentals of scientific writing and critical analyses of the literature. | 1. Consolidate elements of the proposed dissertation research including the phenomenon of concern, relevance to nursing science, theoretical foundations of the study, and the methods used for scholarly inquiry.  
2. Articulate the components and linkages among the parts of a research proposal.  
3. Critically examine methodological alternatives that will address the problem related to the phenomenon of concern.  
4. Develop a dissertation proposal. |
| **Dissertation Seminar**  
| **NPHD9035** | 1 credit | The dissertation seminar runs concurrently with dissertation credit hours. In this seminar, all students who are working on their dissertation will come together on a regular basis to discuss progress, exchange experiences conducting independent research, explore present and future funding opportunities for dissertation and dissertation-related research. | 1. Exchange experiences conducting independent research.  
2. Explore present and future funding opportunities for dissertation and dissertation-related research.  
3. Successful defense of the dissertation research. |
problems, and lessons learned in order to progress in a timely manner through the dissertation process. The seminar is led by a senior scientist with significant experience with dissertation advisement.

<p>| | | |</p>
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</thead>
</table>

DSE/ 2014
Policy for Part-Time Study

The following factors should be taken into consideration when planning Part-time study in the PhD program:

1. Students must meet the University Graduate program residency requirement. This requires that prior to admission to doctoral candidacy; all doctoral students shall complete a residency requirement by enrolling in ten graduate credit hours (12 if funded by a Graduate Assistantship) per term in each of two semesters (including summer) during a span of four consecutive semesters.
2. Students may take courses in their area of concentration (12 hours) at any time during the program regardless of preliminary exam status.
3. Students should take Pro Sem course in the first year of study in order to be successfully socialized into doctoral study.
4. The first year core courses are designed to be completed in no more than two sequential calendar years. If the first year courses take longer than two years to complete, the ability to successfully complete the preliminary examination may be diminished. Students must petition the PhD program for an exception to this rule.
5. Nursing Inquiry I and II are designed to be taken with or after ProSeminar I and II.
6. Nursing Inquiry II is designed to be taken with or before Qualitative Methods.

Taking into account these factors, the following schema is appropriate for most students:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Professional Seminar I</td>
<td>Professional Seminar II</td>
</tr>
<tr>
<td></td>
<td>Nursing Inquiry I</td>
<td>Nursing Inquiry II</td>
</tr>
<tr>
<td>Year 2</td>
<td>Introduction to Quantitative Methods</td>
<td>Introduction to Qualitative Methods</td>
</tr>
<tr>
<td></td>
<td>Multivariate Statistics I</td>
<td>Multivariate Statistics II</td>
</tr>
<tr>
<td></td>
<td>Preliminary Examination (Summer Semester)</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Advanced design/methods course</td>
<td>Proposal Seminar</td>
</tr>
<tr>
<td></td>
<td>Concentration course</td>
<td>Health Policy</td>
</tr>
<tr>
<td></td>
<td>Elective course</td>
<td>[additional Elective or Concentration course if desired]</td>
</tr>
<tr>
<td>Year 4</td>
<td>Proposal Seminar</td>
<td>Proposal Seminar</td>
</tr>
<tr>
<td></td>
<td>Concentration course</td>
<td>[additional Elective or Concentration courses if desired]</td>
</tr>
<tr>
<td></td>
<td>Concentration course</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Dissertation Seminar</td>
<td>Dissertation Seminar</td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

PhD Candidacy Examination (scheduled with Committee)
### BSN to PhD Sample Schema

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS8002 Theoretical Basis for Clinical Reasoning (3)</td>
<td>NURS8008 Healthcare Policy (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS8006 Research (3) or equivalent research course (3)</td>
<td>Graduate level courses in focused interest area (9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 8004 Biostatistics (3) or an equivalent graduate statistics course (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate level course in focused interest area (3)</td>
<td><strong>TOTAL CREDITS 12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS 12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NPHD 9001C Pro-Seminar I (3)</td>
<td>NPHD 9002C Pro-Seminar II</td>
<td>Preliminary Examination</td>
</tr>
<tr>
<td></td>
<td>NPHD 9005 Nursing Inquiry I (3)</td>
<td>NPHD 9006 Nursing Inquiry II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NPHD 9010 Quantitative Methods (3)</td>
<td>NPHD 9012 Qualitative Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multivariate Statistics I (3)</td>
<td>Multivariate Statistics II (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS 12</strong></td>
<td><strong>TOTAL 12</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Advanced Methods/ Advanced Design (3)</td>
<td>NPHD 9009 Health Policy and Ethical Issues (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Courses (6)</td>
<td>NPHD 9030 Proposal Seminar (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (3)</td>
<td>Concentration Courses (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Concentration Course (3)</td>
<td>**Concentration Course (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS 15</strong></td>
<td><strong>TOTAL CREDITS 11</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>NPHD 9030 Proposal Seminar OR (2)</td>
<td>NPHD 9035 Dissertation seminar (1)</td>
<td>TOTAL- 90 CREDIT HOURS</td>
</tr>
<tr>
<td></td>
<td>NPHD9035 Dissertation Seminar (1)</td>
<td>NPHD 9090 Dissertation (7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NPHD 9090 Dissertation (7)</td>
<td><strong>TOTAL CREDITS 8</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL CREDITS 8</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Post BSN students must take graduate level courses to complete the 30 graduate semester credit hours required by the Graduate College. Twelve hours of required coursework must be taken as outlined in the schema as well as at least 12 hours in a focused area of graduate study as recommended by the student's faculty advisor in year one.

**The remaining 6 hours may be taken while taking PhD courses. Focused graduate courses may include no more than 6 hours of independent study, directed study or research practica.

DSE/2013
PhD Progression Policy

The PhD program follows the requirements of the University of Cincinnati Graduate School (UCGS) and the College of Nursing for progression and maintenance of good academic status as well as certain requirements that are specific to the PhD program. The UCGS will supersede CON policies when policies are in conflict.

Maintaining Student Status

Maintenance of full or part time status as a graduate student and requesting reinstatement follows the UCGS policies and procedures (http://www.grad.uc.edu/doctoral-credit-hour-requirements.aspx). Students who do not meet the UCGS requirement of 1 credit hour per academic year may request reinstatement following the UCGS policy (see http://www.grad.uc.edu/reinstatements-readmission-LOA-dismissal.aspx).

Maintaining Satisfactory Progress Towards Degree

All PhD students must maintain satisfactory progress towards degree per Graduate School, College of Nursing, and PhD program policies.

Residency Requirement

Prior to admission to doctoral candidacy, all doctoral students shall complete a residency requirement by enrolling in ten graduate credit hours (12 if funded by a Graduate Assistantship) per term in each of two semesters (including summer) during a span of four consecutive semesters.

Time to Degree

According to the UGS, all students must complete the requirements for the doctoral degree within 9 years after matriculation in the program. According to program guidelines, students have up to 5 years pre-candidacy, and up to 4 years post-candidacy.

Students must apply to the Graduate School for an extension of time to degree if extenuating circumstances prohibit them from completing requirements in the required timeframe. Students who cannot meet either the pre-candidacy or post-candidacy timeframe must petition the PhD program director for an extension.

Required Credit Hours

Post MSN students must complete 60 hours of graduate credits, including required dissertation hours. Post BSN students must complete 30 additional graduate credits in a focused area of graduate study.

Documentation of Progress

According to the Graduate School policy, all PhD students are required to complete a written assessment of performance at the end of the first year of study and an annual progression report. The faculty advisor will monitor the student for successful progress through coursework, preliminary examinations, candidacy, and dissertation work.
Failure to Progress

A student not making reasonable progress in his or her program as determined by the faculty advisor will receive written notification of such from the PhD program director. The student will be required to meet with the academic advisor to develop a description and timeline of objectives and activities that must be met to maintain satisfactory progress towards degree. This may include taking additional course work or repeating courses as a condition of maintaining their status in the program.

If objectives and activities are not met according to the established timeline, the program director will send a written warning to the student of the risk for dismissal from the program. A copy of this warning will be sent to the faculty advisor and will be placed in the student’s file.

A student who fails to meet the agreed upon objectives and activities in two semesters will be referred to the Student Affairs council to be considered for dismissal from the program.

Probation

A doctoral student will be placed on probation by meeting any one or more of the criteria listed below:

1. Failure to maintain a minimum cumulative GPA of 3.0
2. Failure to earn a B- or better in a required PhD course
3. Failure to earn a C or better in an elective or concentration course
4. Failure to adhere to the University’s Student Code of Conduct

Dismissal

Dismissal means that a student is permanently excluded from enrolling in any of the programs in the College of Nursing. A student who is dismissed from the College of Nursing may be eligible for admission to another college of the university. The process for dismissal will follow the UC College of Nursing policies and procedures related to dismissal. The following are the criteria for dismissal from the PhD program:

1. Failure to meet the terms of provisional admission
2. Failure to achieve a grade of B- or above when repeating a required PhD course.
3. Meeting the criteria for probation a second time.
4. Meeting the criteria for probation following a readmission.
5. Failure to make satisfactory progress toward the degree as determined by the faculty advisor and the program director. (See section on Documentation of Progress).
6. Failure to pass the preliminary examination on the 2nd attempt.
7. Failure to pass the candidacy requirements on the 2nd attempt.

Graduation

Requirements for graduation include (1) successful completion of all required course work and credit hours and (2) successful completion of the dissertation. The UCGS Policies and Procedures for graduation can be found on the University of Cincinnati Graduate School webpage.
**Procedure for Graduation**

One semester prior to anticipated graduation, the student should:
1. Consult the Graduate School webpage regarding dissertation requirements.
2. Confer with the Student Affairs Office graduate coordinator.
3. Consult the Graduate School webpage for graduation application deadlines and commencement information.
4. Complete the official online Application to Graduate by the deadline and pay the appropriate fee.

**Confirmation that Graduation Requirements Have Been Met**

1. The program director reviews the student record for satisfactory completion of all requirements, completes the certification process, and submits to the Graduate School.
2. The Graduate School certifies requirements and submits to the Office of the Registrar.
3. The Office of the Registrar posts confirmation of graduation in the student record and generates the diploma.
Preliminary Examination Guidelines

Purpose of the Preliminary Examination

The preliminary examination is an evaluation method administered at the completion of the PhD foundational courses.* The purpose of the examination is to determine whether students have achieved the first level objectives as an initial indicator of successful progression in the doctoral program. The first level objectives are as follows:

1. Discuss the relationship between varied philosophical and theoretical perspectives and the selection of research designs and methods.
2. Synthesize knowledge based on a critical appraisal of the literature related to a phenomenon of interest to nursing science.
3. Demonstrate an understanding of rigor across research designs to investigate a phenomenon of interest to nursing science.
4. Demonstrate an understanding of the historical, political, economic, and ethical contexts in which theory and research enhance individual and population-based health.

Timing and Setting of the Preliminary Examination

The preliminary examination is administered on campus in the computer laboratory annually within three weeks after the end of Spring semester. The examination is scheduled over a two-day period that includes a three-hour morning session and a three-hour afternoon session on day one and a three-hour morning session on day two.

Preliminary Examination Composition

The preliminary examination is comprised of essay-style questions requiring cogent responses written in a scholarly manner. No oral examination is included.

Preliminary Examination Results

Students who successfully complete the preliminary examination on the first administration progress to the second level of coursework

Students who do not successfully complete the examination on the first administration do not progress to the second level of coursework. These students may, with permission of the PhD program director, enroll in cognate courses; however, these students may not enroll in advanced study of any Year 1 course such as Advanced Qualitative Methods. These students may retake the full examination one time. Prior to retaking the examination, the student will be assigned a designated advisor (not necessarily the student’s assigned advisor) by the PhD program director. The student is required to contact the designated advisor and must contract with that advisor to institute a plan of study that addresses identified deficiencies. The examination is offered the end of the Fall semester.

Students who do not successfully complete the examination on the second attempt are recommended for dismissal (congruent with the College of Nursing Admission and Progression Policies and Procedures).
Preliminary Examination Committee

Composition

The Preliminary Examination Committee is comprised of five (5) doctorally-prepared (research-focused) faculty who regularly attend the PhD Program Committee meetings and are elected by the PhD Program Committee. Two (2) of the five (5) committee members must have taught foundation courses* within the past two academic years.

Term of Service

The term of service is two years commencing in August the year of the election. Terms are staggered such that three members are elected in the odd-numbered years and two in the even-numbered years. Vacancies are filled by election of an eligible faculty who completes the unexpired term.

Responsibilities

The responsibilities of the Preliminary Examination Committee are:

1. Schedule, prepare, administer, and evaluate the preliminary examination.
2. Inform PhD students of the purpose, examination guidelines, and general content.
3. Provide students with practice questions in preparation for the examination.
4. Communicate the examination results to students, advisors, and PhD Program Director.
5. Schedule, prepare, administer, and evaluate examination retakes.
7. Recommend preliminary examination guidelines revisions, as needed, to the PhD Program Committee.
8. Prepare an annual committee report and submit to the PhD Program Director and PhD Program Committee.

Student Preparation

Initial Announcement

Upon admission to the PhD Program, all students will be informed that a Preliminary Examination is administered after the completion of the foundational courses.

Orientation to the Preliminary Examination Guidelines

An orientation will be offered in January of each year for students who are eligible to take the preliminary examination that same year. The orientation will include an overview of the examination, the distribution of practice questions, and a question and answer session. Group discussion sessions may be provided between January and the exam date as determined by the Preliminary Examination Committee.

Procedures During the Preliminary Examination

Students will not be permitted to bring resources such as notes, textbooks or articles to the exam. Students will be allowed to bring a one-page double-spaced reference list on each exam day. Use of electronic resources will not be permitted during the exam. Students will be required to use APA formatting including Times New Roman 12 point font and 1 inch margins. Each response will be a maximum of three (3) pages excluding the title and reference page. Although a formal reference page will not be required, references must be cited and listed on a reference page. A dictionary and one APA Publication Manual will be available in the examination room for students taking the exam to use. Special
accommodations differing from those offered to all students will require documentation from UC Disability Services. Earplugs may be used; however, other noise-cancelling devices require documentation from UC Disability Services.

**Evaluation of Preliminary Examinations**

The quality of the responses to the questions are evaluated based on (a) demonstrated competence of achievement of the first level objectives, (b) cognition at or above the level of Analysis on Bloom’s taxonomy, (c) accuracy, (d) completeness, (e) logical progression of thought, (f) clarity of expression, (g) correct use of grammar, (h) minimal spelling errors, and (i) use of APA formatting. Each response must be evaluated as Satisfactory for successful completion of the preliminary examination.

**Timeline for Preliminary Examination**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>Within three weeks of the end of the academic year</td>
</tr>
<tr>
<td>Notification of results</td>
<td>10 business days following day two of the examination</td>
</tr>
<tr>
<td>Retake preparation</td>
<td>June through November</td>
</tr>
<tr>
<td>Retake administration</td>
<td>The end of Fall semester</td>
</tr>
<tr>
<td>Notification of retake results</td>
<td>10 business days following day two of the examination</td>
</tr>
</tbody>
</table>
### Foundational Courses

<table>
<thead>
<tr>
<th>Semester-based Courses (beginning August 2012)</th>
<th>Quarter-based Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPHD9001C Professional Seminar I</td>
<td>29NURS950 Pro Seminar I</td>
</tr>
<tr>
<td>NPHD9002C Professional Seminar II</td>
<td>29NURS949 Pro-Seminar II</td>
</tr>
<tr>
<td></td>
<td>29NURS952 Pro Seminar III</td>
</tr>
<tr>
<td>NPHD9005 Nursing Inquiry I</td>
<td>29NURS940 Nursing Inquiry I</td>
</tr>
<tr>
<td>NPHD9006 Nursing Inquiry II</td>
<td>29NURS941 Nursing Inquiry II</td>
</tr>
<tr>
<td></td>
<td>29NURS942 Nursing Inquiry III</td>
</tr>
<tr>
<td>NPHD9010 Introduction to Quantitative Methods</td>
<td>29NURS973 Introduction to Quantitative Methods</td>
</tr>
<tr>
<td>NPHD9012 Introduction to Qualitative Methods</td>
<td>29NURS948 Introduction to Qualitative Methods</td>
</tr>
<tr>
<td>NPHD9014 Multivariate Statistics I</td>
<td>29NURS982 Advanced Multivariate Analysis I</td>
</tr>
<tr>
<td>NPHD9015 Multivariate Statistics II</td>
<td>29NURS983 Advanced Multivariate Analysis II</td>
</tr>
<tr>
<td></td>
<td>29NURS984 Advanced Multivariate Analysis III</td>
</tr>
</tbody>
</table>
Policy for Petitioning to Defer the Preliminary Examination

The preliminary examination will be administered upon the completion of all first year core courses. For part-time students, this will not occur until after year two (see preliminary examination policy and part-time schema).

The preliminary exam may only be deferred for extenuating circumstances on the part of the student, e.g. student’s illness, or illness or death of an immediate family member.

A student needing to defer the examination will send a written request to the PhD program director stating the reason for the request with supporting documentation if appropriate or requested by the program director. The program director will send a written response to the student by e-mail.

If approved, the student must make arrangements to sit for the examination with the chairperson of the preliminary examination committee. The examination must be taken and passed before the student will be permitted to progress to 2nd year courses.
Procedure for Candidacy Examination

Purpose

The purpose of the doctoral candidacy examination is to demonstrate the student’s ability to synthesize scientific knowledge and use appropriate methods for undertaking independent research.

Doctoral Candidacy Examination

The doctoral candidacy examination will be administered by the student’s doctoral dissertation committee. The examination will be in the form of an oral defense of the student’s dissertation proposal, in an open forum. The audience for the defense will consist of the dissertation chair and committee, and faculty and PhD students of the College of Nursing.

Requirements for Taking the Doctoral Candidacy Examination

1. Good academic standing
2. Successful completion of required coursework, including at least 9 semester hours (or equivalent quarter hours) of coursework in an area of concentration, and 3 semester hours (or equivalent quarter hours) of elective coursework
3. Successful completion of the preliminary examination
4. Formation of a doctoral dissertation committee (approved by UC Graduate Studies)
5. Approval by chair of the doctoral dissertation committee
6. Fulfillment of the residency requirement
7. Time to candidacy requirement as specified in the Graduate Student Handbook has been met.

Pre-Defense Procedure

1. Following approval by the chairperson, the student will distribute the completed proposal to all members of the committee no later than 2 weeks before the defense.
2. The dissertation chairperson will secure a room for the defense.
3. Two weeks prior to the scheduled defense, the student must notify the PhD program director of the time and location of the defense. An abstract must be submitted to the program director.
4. The program director will generate an invitation to faculty and PhD students.

Proposal Defense Procedure

1. The chairperson convenes the meeting and introduces the student and the committee members.
2. The student will give an oral presentation lasting no longer than 20 minutes.
3. Following the presentation, the audience will be invited to ask questions of the student. The question and answer period will be limited to 15 minutes.
4. The audience will be excused following the question and answer period.
5. The student will then defend the proposal by responding to questions from the committee.
6. After the committee is satisfied that all questions have been answered, the student will be excused from the room while the committee deliberates.
7. The decision to pass or not pass a student on the candidacy examination will be made by a majority vote of the dissertation committee members. In case of a tie decision to pass/not pass, the dissertation chair will break the vote.
8. After deliberation, the committee will call the student in and report the outcome of the deliberation.
9. Upon successful defense, the chair and committee will sign the Advancement to Candidacy form and submit it to the Program Director.
The student may repeat the candidacy examination once. If a student is not successful, s/he may, but is not required to reassemble a new dissertation committee for the second candidacy examination.

The decision of the dissertation committee to pass the student on the candidacy examination does not constitute an acceptance of the dissertation proposal. Revisions may be required based on the assessment by the committee.
Dissertation Policies and Procedures

Eligibility Requirements

A student is eligible to enroll in dissertation credits after meeting all course requirements, passing the preliminary examination, forming and obtaining approval of the dissertation committee, and passing the candidacy exam which is the defense of the dissertation proposal.

The Dissertation Committee

The dissertation committee has a minimum of three and no more than five members and must be composed of a minimum of three full-time doctorally-prepared faculty members at UC.

1. The chair must be a member of the college of nursing faculty with a research-focused doctoral degree.
2. A second committee member must be a college of nursing faculty.
3. At least one committee member must hold their faculty appointment outside of the college of nursing.

Faculty with emeritus status may remain on the committee if they were members when the proposal was accepted and were full-time tenured graduate faculty. A faculty member originally on a student’s committee who leaves UC to take an academic position elsewhere may also continue to serve on the student’s committee if both the faculty member and the student agree to continue the relationship. However, neither an emeritus nor a faculty member from another institution may serve as the chair of the committee. (UC Graduate Handbook, p. 52).

A faculty member or appropriate professional practitioner who has special expertise in a dissertation topic, but is not otherwise eligible to sit on the committee, may be added to the dissertation committee (as a 4th or 5th committee member) if he or she is nominated by the candidate and approved by both the chairperson of the dissertation committee, the PhD program director of the college, and the Associate Dean of the Graduate School. Such a person would serve as a full voting member of the dissertation committee without compensation from either the university or the candidate.

The student is responsible for obtaining the signatures of the chairperson and committee members on the Dissertation Committee Approval Form (UC Graduate School website). The completed form is then submitted to the PhD program director for review, approval, and routing to the CON Senior Associate Dean of Student Affairs and to the Associate Dean of the Graduate School for approval. When the processing is completed, the Associate Dean of the Graduate School will notify the student and student’s dissertation committee chair of the results.

Responsibilities of the Dissertation Committee Chair

The responsibilities of the dissertation chairperson are as follows:

- Verification that requirements for advancement to candidacy have been met
- Overall management of the dissertation process
- Keeps a record of student progress according to agreed upon time frame
- Calls meetings of the dissertation committee as needed
- Conducts dissertation meetings and bring points of dissension to a vote, and enable the student to get a clear direction on how to resolve the issue.
- Reviews dissertation drafts and gives feedback to student
Schedules and announces the oral defense of the completed dissertation

Reviews corrections of the document made after the defense before the student submits it electronically to the Graduate School.

Responsibilities of the Dissertation Committee Member

The dissertation committee members will:

- Respond to requests for assistance from the student or chairperson.
- Critically review dissertation drafts and offer suggestions as relevant for revision.
- Assist the chairperson in determining the acceptance of the document as having met the dissertation requirement.

The Dissertation

The dissertation must be focused on a phenomenon of concern to nursing. The results of the dissertation should contribute to the body of nursing knowledge and the development of nursing science. The dissertation process is composed of four major facets: (1) writing the proposal, (2) conducting the research, (3) writing the dissertation, and (4) defending the dissertation.

The Proposal

The dissertation proposal serves as a guide that describes the research problem, including the rationale for the study, a synthesis of the literature, methods of investigation, and analysis. The proposal also serves as a contract between the student and committee members. The proposal is submitted to the dissertation committee and is approved in the form of a defense. Once it is approved, the student may proceed with submitting the proposal to the appropriate University of Cincinnati Institutional Review Board (IRB) for review. Materials for the IRB process and procedure for review of human subjects are available at http://researchcompliance.uc.edu/irb/. Following committee and IRB approval of the proposal, the student may conduct the study.

Dissertation Format

The dissertation document shall be organized in the format appropriate to the topic and design of the research conducted by the candidate. The traditional dissertation format contains, but is not limited to: an introduction, review of literature, methods, results, and discussion. The dissertation manuscript option requires a minimum of three related manuscripts that are published or ready for peer-reviewed journal submission (at least one being data-based). All manuscripts must reflect portions of the dissertation study and not be versions of papers that have been submitted to meet course requirements. The series of manuscripts should reflect all essential elements of the dissertation study as approved by the dissertation committee.

The chairperson and the student together will make the decision on the format to be used. All scholarly writing is to follow the guidelines/format found in the latest edition of the American Psychological Association (APA) manual. For students using the manuscript option, the writing guidelines used for the journal to which the manuscripts are submitted may be used.

Writing the Dissertation

Writing of the dissertation is an iterative process that involves submission and re-submission of draft documents to the committee chairperson for feedback and advice on preparation of the next draft. When
the chair and student agree that a draft is ready for sharing with other members of the committee, each member is provided a copy of the latest draft. A minimum of two weeks should be allowed for committee members to read drafts before scheduling a committee meeting. All drafts should be typewritten and properly referenced.

The committee meets as often as necessary to discuss the final drafts and to counsel the student on any additional steps that may need to be taken prior to their approval.

**Pre-Defense Meeting**

Prior to the final defense, each candidate must schedule a required pre-defense meeting with the entire committee. The purpose of this meeting is to discuss with the student any changes to the dissertation that must occur prior to the defense, and to ensure that the candidate is prepared to move forward. At the satisfactory completion of this meeting, the candidate or chair must submit the Pre-Dissertation Defense Approval form with all signatures to the PhD Program Director.

The oral defense is scheduled following the dissertation committee approval of the written document(s) and after the pre-defense meeting has been held.

**The Oral Defense**

The oral defense is a public presentation of the study, presented to a group composed of the dissertation committee and interested individuals from the university, health care agencies, and the general public. The student is expected to respond to questions from the dissertation committee and the attendees as a part of satisfactory oral defense of the dissertation.

The oral defense of the dissertation is scheduled after approval by the student’s committee.

The student is required to schedule and post the oral defense with the Graduate School at [http://www.grad.uc.edu/gradAnn/default.aspx](http://www.grad.uc.edu/gradAnn/default.aspx) at least two weeks prior to the anticipated defense date. In addition, two weeks prior to the scheduled defense, the candidate will submit an abstract of the dissertation, a short biosketch, and a recent photograph to the PhD program director, for an email announcement of the defense within the College of Nursing.

During the defense, the candidate presents his or her research to the audience and answers questions posed by the committee. After the committee members have completed their questioning, other members of the audience may ask questions or make comments. At the conclusion of the defense, the committee or the candidate will withdraw while the committee makes a decision on the acceptability of the dissertation and its defense. All of the voting members of the dissertation committee must approve the dissertation.

Following the defense, the student will make any modifications to the document as recommended by the dissertation committee. The chair will obtain signatures of the committee on the committee approval form.

Following successful oral defense and approval of the final dissertation document, the candidate must submit the electronic dissertation and the committee approval form by following the most current detailed instructions found at [http://www.grad.uc.edu/graduation.aspx](http://www.grad.uc.edu/graduation.aspx).
Use of a moderator

An outside moderator is not required but may be assigned by the Dean, upon the request of the candidate, the dissertation chair, or the Senior Associate Dean. Moderators should be members of the all-University Graduate Faculty from outside of the College of Nursing. The duties of the moderator are limited to observing the oral defense of the dissertation and reporting in writing to the Dean on the academic propriety of the proceedings.
Policy for Advising Post-BSN PhD Students

The following policies should be considered when advising post-BSN PhD students:

1. Students may be admitted to the PhD Program in the College of Nursing post-MSN or post-BSN.
2. The University Graduate college requires 90 semester credit hours (or quarter credit hour equivalent) of graduate work beyond the Bachelor’s degree for the PhD.
3. For students entering the College of Nursing PhD program post-MSN, 30 semester credit hours are usually awarded toward the 90 semester credit hours of graduate study mandated by the University Graduate College.

Given these prior policies, advising post-BSN doctoral students is as follows:

1. For students entering with graduate credits, the PhD program director and the student’s PhD program advisor will evaluate the number of previous graduate credit hours that can be awarded. This is accomplished by evaluating the student’s area of interest and phenomenon of concern.
2. For students entering with no graduate credits, the student must complete 90 graduate semester credit hours, which will include the 60 graduate credit hours required by the PhD program.
3. For students entering with a BSN and no graduate credits, the following graduate 12 credit hours are required during the first year of PhD study:
   a. 3 graduate semester credit hours in research methods (a general course)
   b. 3 graduate semester credit hours in intermediate statistics
   c. 3 graduate semester credit hours in theory/evidence based practice (e.g., Scientific or Theoretical Basis for Clinical Reasoning).
   d. 3 graduate semester credit hours in Health Policy/Health Systems
4. Students entering the doctoral program post-BSN must take at least 12 semester hours in a focused area of graduate study (that is, these courses should be related in a significant way). These areas may include, but are not limited to:
   - Administration, organization, management
   - Advanced practice
   - Environmental health
   - Epidemiology
   - Genetics
   - Health promotion/risk reduction
   - Improving health outcomes
   - International health
   - Focused area in psychology, sociology, anthropology (e.g. health disparities, cultural studies, women’s studies, social psychology
   - Nurse educator
   - Organization and management
   - Population-focused care
   - Research Methodology and design
   - Statistics or biostatistics
   - Any other area that is related to or has implications for developing nursing science
5. Post BSN students should take graduate level courses to complete the 30 graduate semester credit hours required by the Graduate College. These courses can be in any of the above areas, and may include independent studies, directed studies, or research practica as approved by their PhD program advisor.
6. Post-BSN students should complete one year of full-time study (minimum of 20 credit hours) in graduate work prior to entering PhD level courses, with not more than 6 credits of independent studies, directed studies, or research practica.
Section 4.

Appendices
Strategic Map

THROUGH CREATIVE LEVERAGING OF TECHNOLOGY, THE CN WILL LEAD THE TRANSFORMATION OF HEALTH CARE IN PARTNERSHIP INFORMED BY THE PEOPLE WE SERVE.

**Goals**

1. Improve quality and effectiveness of academic programs while committing to innovative, evidence-based and agile curricula and research.
2. Integrate emerging technologies throughout curriculum as appropriate to facilitate an optimal learning experience.
3. Provide an educational experience that is aligned with learning outcomes that prepare students for professional practice.
4. Strengthen student, faculty, and staff success by enhancing services, evaluations, controls, systems, infrastructure, and selection and retention of a diverse college community.
5. Strengthen and integrate the Academic Health Careers University and institutional community to increase inter-professional collaboration and education.

**Strategies**

1. Expand research portfolio depth and strengths in focus areas: translational, translational research, and informatics.
2. Promote a collegial research and scholarship culture that supports sustained quality and rigor.
3. Strengthen research and scholarship support mechanism including teaching professional development and mentorship planning.
4. Maximize student research and scholarship through mentorship.

**Strategic Priorities**

1. Use measurable criteria to evaluate the effectiveness across goals.
2. Develop targeted partnerships.
3. Exploit technology—improve the application of technology resources—strengthen technology and expand effective use.
4. Promote diversity and inclusion.
INRS Proposal Submittal Procedure

PROCEDURAL GUIDE FOR PROPOSAL SUBMITTALS

Whom do I contact if I want to submit a grant proposal?  
When do I contact them?  
What do I do?

The Institute for Nursing Research & Scholarship (INRS) and the Business Office provide assistance for any faculty, staff or students who apply for research, instructional or programmatic funding. Please refer to the following guidance as you start the proposal planning process.

<table>
<thead>
<tr>
<th>If you want to…</th>
<th>Then you need to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• submit a proposal for a specific funding opportunity</td>
<td>• notify the Associate Dean for Research a minimum of 9 weeks prior to the agency’s deadline to schedule a preparatory meeting *</td>
</tr>
<tr>
<td>• submit a proposal/have an idea but do not have a specific funding opportunity</td>
<td>• contact the Associate Dean for Research and Research Associate to request a funding opportunity search and/or assistance in idea/proposal development</td>
</tr>
</tbody>
</table>

*Please see specific procedure in the following document: Procedure for PhD students submitting a proposal for funding.

What services are provided?  
Who does what?

Proposal preparation and submission services are provided for all proposals that are funded by organizations outside the College of Nursing, when the Associate Dean for Research is given a minimum of 9 weeks’ notice for full (PI) submissions and 2 weeks’ notice for subcontract (Co-I) submissions. The following describes the procedure for grant submittals.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Investigator (PI)</td>
<td>• Notifies Associate Dean of Research and Research Associate of intention to submit</td>
</tr>
<tr>
<td>Research Associate (RA; Tiffany)</td>
<td>• Collects basic grant information from PI</td>
</tr>
</tbody>
</table>
| Grants Administrator (GA; Jasmine) | • Prepares “Pieces and Parts” timeline*  
  • Schedules meeting with PI, Associate Dean, RA, Grants Administrator and Accountant |
| PI, RA, GA, Accountant, ADR | • Meet to discuss submittal procedure and needed information |
| PI | • Prepares all written sections of the grant application |
| RA | • Assists with proposal development, outlining, writing and editing if requested by PI (within the timeline listed in the “Pieces and Parts”) |
| Associate Dean for Research (ADR; Donna) | • Assists with proposal development, review and editing and provides oversight |
| GA | • Assists with contracts and letters of support  
  • Fills out applications/forms  
  • Collects all applications pieces  
  • Sends PI “Pieces and Parts” updates |
| Accountant (Rachel) | • Prepares budget |
| GA | • Provides PI with copies of all application sections prior to submittal |
| PI | • Reviews all application materials |
**What is the time frame for grant submittals?**

Why do we have to have final drafts completed more than two weeks prior to the agency due dates?

Proposals take many months to write, revise and review. Ideally, proposals should be started a minimum of three months in advance of the agency due date. The INRS requests notification of an intent to submit nine weeks prior to the agency due date. In order to ensure completion of the tasks listed in the table above, INRS and Business Office personnel have the following timetable (in working days, where “0” is the agency due date):

<table>
<thead>
<tr>
<th>Deadlines (non-Federal and electronic submittals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All application sections due</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadlines (Federal OR paper submittals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All application sections due</td>
</tr>
</tbody>
</table>

**What happens when my grant is awarded?**

Congratulations! To set up your grant award, there’s a lot of “behind the scenes” action for the INRS and Business Office. Remember, we’re here to help you manage your award, so please come talk to us!

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
</table>
| PI  | • Completes IRB, provides IRB documentation to Program Coordinator (Sheila)  
     | • Notifies and sends GA the Notice of Grant Award on date of notification |
| GA  | • Notifies relevant UC employees of award notice  
     | • Reviews award notice for compliance requirements |
| Accountant | • Sets up grant accounts |
| PI, GA, Accountant | • Meet within one week of award notification to discuss post-award procedures, timelines |
| PI  | • Requests expenditures from GA |
| GA  | • Performs ordering/charges from grant account  
     | • Reviews expenditures for compliance |
| Accountant | • Balances financial accounts  
              | • Sends out monthly ledgers |
| PI  | • Completes all aspects of the grant  
     | • Reviews monthly ledgers (and discusses with Accountant, if needed)  
     | • Completes narrative reports (except financial) |
| GA  | • Submits narrative reports |
| SRS | • Completes final financial report |
Procedure for PhD Students Submitting a Proposal for Funding

1. Student identifies potential funding opportunity through the monthly dissertation funding newsletter distributed by the Institute for Nursing Research and Scholarship (INRS) or from their own self-initiated funding search.

2. Student reviews the funding opportunity announcement.

3. Student contacts their academic advisor and/or research advisor to indicate their interest in submitting an application in response to the funding opportunity announcement.

4. The student schedules a meeting with the INRS (including the grant writer, grant administrator, and Associate Dean for Research and Translation) and their academic and/or research advisor to discuss the funding opportunity announcement guidelines (including mentoring requirements) and review the INRS procedures for grant submissions (see prior document in this handbook).

5. The academic and/or research advisor assists the student in identifying an appropriate mentor. Internal resources such as the Center for Clinical and Translational Science and Training (CCTST) may be leveraged to identify mentors. Link to CCTST: http://cctst.uc.edu

6. Student meets with 1 or 2 potential mentors to determine fit.
   
   -If mentor is outside the College of Nursing, student will work with academic and/or research advisor to coordinate with mentor.

7. Student must complete a Mentor Agreement Form that includes the signature of the academic and/or research advisor and the mentor.

8. The Mentor Agreement Form must be submitted to the Associate Dean for Research and Translation and the Director of the PhD Program for documentation.

9. Student will schedule a meeting with INRS, academic and/or research advisor and mentor to move forward with grant submission process.
Mentor Agreement Form

Student Name:_________________________________________________

Academic Advisor:______________________________________________

Research Advisor:_______________________________________________

Mentor:________________________________________________________

Mentor College/
Department Affiliation:____________________________________________

Funding Source:__________________________________________________

Funding Program Name:____________________________________________

Project Title:_____________________________________________________

Brief summary of project and relevant expertise of mentor (no more than 100 words)

_________________________________________        _____________            _______________________     ___________
Student Signature   Date  Academic Advisor Signature        Date

_________________________________________        _____________             _______________________    ____________
Mentor Signature                                      Date                  Research Advisor Signature           Date
College of Nursing, University of Cincinnati  
DNP Program  
Annual Student Evaluation of Progress

Doctoral Student Name: __________________________
Academic Year: ___________________________ Date: ____________________
Doctoral Advisor: __________________________
Scholarly Project Chair: ______________________

Part 1: Course work and curriculum requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biostatistics for Evidence Based Practice</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Basis for Clinical Reasoning</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Epidemiology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Health Care Policy</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td><strong>DNP SPECIALTY COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DNP Role Seminar</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Informatics</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications of Advanced Clinical Reasoning</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Improvement and Patient Safety</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum 1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning, Management and Evaluation</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Finance and Economics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum 2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Practicum 3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified area of concentration: __________________________

85
<table>
<thead>
<tr>
<th>Program Requirement</th>
<th>Date</th>
<th>Outcome</th>
<th>Date</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Project Committee Selection</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Scholarly Project Proposal Defense</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Scholarly Project Final Defense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Narrative summary of progress and student accomplishments (the doctoral student completes)

1. In approximately 300 words, describe your progress toward identifying the focus for your scholarly project and the work you are completing towards this project.

2. What additional activities would be helpful to you to support your plan of study?

3. What successes, disappointments, or difficulties have you had during the current academic year. How might you and your advisor work together to promote your success and resolve your concerns?

4. What are your objectives for the next academic year?

5. If you were a student last year, please evaluate your objectives from last year.

Part 3: Narrative evaluation (completed by the doctoral advisor or dissertation chair)

1. Summarize the doctoral student’s progress relative to the objectives and overall program plan. State any major obstacles to progress.

2. Appraisal of overall progress. Please circle the appropriate response and provide written specifics
1 = Unsatisfactory  
2 = Needs Improvement  
3 = Meets Expectations  
4 = Exceeds Expectations  
5 = Outstanding

Comments:

I recommend that:

(1) The doctoral student should continue in the program with registration of courses during the next academic year

(2) A decision about progression needs to be forwarded to the Student Affairs Council for the following reasons:
   a) Failure to complete required course work
   b) Failure to progress on dissertation
   c) Other: (explain)

(3) The doctoral student should be terminated and records forwarded to the Student Affairs Council for the following reason(s):

__________________________________________________________________________    ________________________________________________________________________
Doctoral Student                          Date

__________________________________________________________________________    ________________________________________________________________________
Doctoral Advisor                         Date
SCHOLARLY PROJECT COMMITTEE APPOINTMENT REQUEST

Name of Student: _____________________________________________________

Project Title:  _____________________________________________________

Committee Membership Composition:

Student:

________________________________________________________
Printed Name     Signature   Date

Committee:

________________________________________________________
Printed Name, Chair    Signature   Date

________________________________________________________
Printed Name     Signature   Date

________________________________________________________
Printed Name     Signature   Date

________________________________________________________
Printed Name     Signature   Date

DNP Program Director:

Melissa Willmarth, DNP, CNM, ARNP

________________________________________________________
Printed Name     Signature   Date

Revised 06/14
Name of Student: _____________________________________________________

Date and Time: _____________________________________________________

Project Title: _____________________________________________________

Evaluation:  
Approved  ☐  Approved with minor recommendations ☐  Not approved ☐

Remarks: ______________________________________________________________________________

Student: ______________________________________________________________________________

Printed Name     Signature   Date

Committee:

Printed Name, Chair     Signature   Date

Printed Name     Signature   Date

Printed Name     Signature   Date

Printed Name     Signature   Date

Printed Name     Signature   Date

DNP Program Director:

Melissa Willmarth, DNP, CNM, ARNP

Printed Name     Signature   Date

Revised 06/14
UC College of Nursing
Doctor of Nursing Practice Program

DNP SCHOLARLY PROJECT DEFENSE EVALUATION FORM

Name of Student: _____________________________________________________

Date and Time: _____________________________________________________

Project Title:  _____________________________________________________

Evaluation:  Approved ☐  Approved with minor recommendations ☐  Not approved ☐

Remarks:
____________________________________________________________________________

Student:
____________________________________________________________________________

Printed Name     Signature   Date

Committee:

Printed Name, Chair    Signature   Date
____________________________________________________________________________

Printed Name     Signature   Date
____________________________________________________________________________

Printed Name     Signature   Date
____________________________________________________________________________

Printed Name     Signature   Date
____________________________________________________________________________

DNP Program Director:

Melissa Willmarth, DNP, CNM, ARNP_______________________________________

Revised 06/14
College of Nursing, University of Cincinnati  
PhD Program  
Annual Student Evaluation of Progress and Program Plan (Post BSN Students)

Doctoral Student Name: __________________ Date of entry __________________

Academic Year: __________________ Date: __________________

Doctoral Advisor: __________________

Dissertation Chair: __________________

Focused area for master’s level graduate study: ______________________________________

### Part 1: Course work and curriculum requirements

<table>
<thead>
<tr>
<th>Required Master’s level Core Courses (12 hours)</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Term Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>29NURS807/NURS8002 Theoretical Basis for Health Promotion, Risk Reduction &amp; Health Planning</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NURS809/NURS8006 Research</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>29NURS8004 or equivalent Statistics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>NURS8008 Healthcare Policy</td>
<td>3</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Graduate level courses in focused area of interest (18 hours)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Term Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPHD9001 Professional Seminar I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPHD9002 Professional Seminar II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>NPHD9005 Nursing Inquiry I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPHD9006 Nursing Inquiry II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NPHD9010 Introduction to Quantitative Methods</td>
<td>3</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>29NURS948</td>
<td>Introduction to Qualitative Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NPHD9012</td>
<td>Introduction to Qualitative Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NPHD9014</td>
<td>Multivariate Statistics I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NPHD9015</td>
<td>Multivariate Statistics II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NPHD90xx</td>
<td>Preliminary Examination</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NPHD9009</td>
<td>Health Policy and Ethical Issues in Nursing Science</td>
<td>3</td>
<td></td>
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<tr>
<td>Advanced Research Methods Course (Insert Course Number)*</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Research Design Course (Insert course number)*</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>29NPHD9030</td>
<td>Proposal Seminar</td>
<td>2</td>
<td></td>
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<tr>
<td>29NPHD90xx</td>
<td>Candidacy Examination</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29NURSxxx:</td>
<td>Dissertation Seminar (1 credit each quarter after reaching candidacy)</td>
<td></td>
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</tr>
<tr>
<td>29NPHD9035</td>
<td>Dissertation Seminar</td>
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<tr>
<td>29NPHD9090</td>
<td>Dissertation</td>
<td></td>
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<tr>
<td>29NPHD90xx</td>
<td>Dissertation Defense</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

Identified area of concentration: _______________________________________________________

Total of 12 semester hours of area of concentration (9) and electives (3) are needed.

<table>
<thead>
<tr>
<th>Courses in area of concentration, Independent Studies, and Research Practica (list one course per line)*</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Term Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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Part 2: Narrative summary of progress and student accomplishments (the doctoral student completes)

6. In approximately 300 words, describe your progress toward identifying the focus for your dissertation and how your area of concentration and electives support this focus. If appropriate, describe progress you have made in forming a dissertation committee.

7. What additional activities would be helpful to you to support your plan of study?

8. What successes, disappointments, or difficulties have you had during the current academic year. How might you and your advisor work together to promote your success and resolve your concerns?

9. What are your objectives for the next academic year?

10. If you were a student last year, please evaluate your objectives from last year.

11. Please report on your scholarly activities during this past academic year:
Part 3: Narrative evaluation (completed by the doctoral advisor or dissertation chair)

3. Summarize the doctoral student’s progress relative to the objectives and overall program plan. State any major obstacles to progress. If there have been delays in progress is an extension needed? and should an extension be given?

4. Provide a brief report on whether or not the doctoral student is in good academic standing according to College of Nursing procedures. Include:
   a. skills that require the student’s attention
   b. suggested actions to remedy deficits
   c. milestones reached
   d. deadlines that have been agreed upon by student and advisor.
   e. specific advice given to the student to assist the student in meeting objectives

5. Appraisal of overall progress. Please circle the appropriate response and provide written specifics

1 = Unsatisfactory
2 = Needs Improvement
3 = Meets Expectations
4 = Exceeds Expectations
5 = Outstanding
Comments:

I recommend that:

(1) The doctoral student should continue in the program with registration of courses during the next academic year

(2) A decision about progression needs to be forwarded to the Student Affairs Council for the following reasons:
   a) Failure to complete required course work
   b) Failure to progress on dissertation
   c) Other: (explain)

(3) The doctoral student should be terminated and records forwarded to the Student Affairs Council for the following reason(s):

________________________________________________________________________
Doctoral Student/Candidate                                         Date

________________________________________________________________________
Doctoral Advisor or Dissertation Chair                             Date
College of Nursing, University of Cincinnati  
PhD Program  
Annual Student Evaluation of Progress (Post MSN Students)

Doctoral Student Name: __________________________ Date of entry: _____________________________

Academic Year: ___________________________ Date: ________________________________

Doctoral Advisor: __________________________

Dissertation Chair: __________________________

Part 1: Course work and curriculum requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Term Taken</th>
<th>Comments</th>
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</thead>
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<tr>
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<td>29NPHD9009 Health Policy and Ethical Issues in Nursing Science</td>
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</tbody>
</table>

Identified area of concentration: ___________________________________________

Total of 12 semester hours of area of concentration (9) and electives (3) are needed.

<table>
<thead>
<tr>
<th>Courses in area of concentration, Independent Studies, and Research Practica (list one course per line)*</th>
<th>Credits</th>
<th>Term Planned</th>
<th>Term Taken</th>
</tr>
</thead>
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</table>

97
Part 2: Narrative summary of progress and student accomplishments (the doctoral student completes)

12. In approximately 300 words, describe your progress toward identifying the focus for your dissertation and how your area of concentration and electives support this focus. If appropriate, describe progress you have made in forming a dissertation committee.

13. What additional activities would be helpful to you to support your plan of study?

14. What successes, disappointments, or difficulties have you had during the current academic year. How might you and your advisor work together to promote your success and resolve your concerns?

15. What are your objectives for the next academic year?

16. If you were a student last year, please evaluate your objectives from last year.

17. Please report on your scholarly activities during this past academic year:
Publications

Scholarly presentations

Honors and/or awards

Conferences attended

Scholarships and/or assistantships

Part 3: Narrative evaluation (completed by the doctoral advisor or dissertation chair)

6. Summarize the doctoral student’s progress relative to the objectives and overall program plan. State any major obstacles to progress. If there have been delays in progress is an extension needed? and should an extension be given?

7. Provide a brief report on whether or not the doctoral student is in good academic standing according to College of Nursing procedures. Include:
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   b. suggested actions to remedy deficits
   c. milestones reached
   d. deadlines that have been agreed upon by student and advisor.
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   1 = Unsatisfactory
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   3 = Meets Expectations
   4 = Exceeds Expectations
   5 = Outstanding

   Comments:
I recommend that:

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   a) Failure to complete required course work
   b) Failure to progress on dissertation
   c) Other: (explain)

(3) The doctoral student should be terminated and records forwarded to the Student Affairs Council for the following reason(s):

_____________________________________  ____________________________
Doctoral Student/Candidate    Date

_____________________________________  ____________________________
Doctoral Advisor or Dissertation Chair    Date
University of Cincinnati
College of Nursing
PhD Program

Dissertation Committee Approval Form

Student’s Name_________________________________ M#____________________________________________

Signature______________________________________ Date__________________________________________

The dissertation committee shall consist of a minimum of three and no more than five members, all
doctorally prepared, the majority of whom must be full-time faculty members at UC with professorial
rank (tenure-track full, assistant, and associate professors). The chairperson must be a member of the
College of Nursing faculty. One member must be external to the College of Nursing.

Dissertation Committee:

Printed Name /College/ Signature / Date

Chair:____________________       Date_________

Signature:_________________

Member:__________________  Department______________  Date__________

Signature:_________________

Member:__________________  Department______________  Date__________

Signature:_________________

Member:__________________  Department______________  Date__________

Signature:_________________

PhD Program Director:______________________________  Date:_____________

Associate Dean:_____________________________  Date:_____________

Dean:___________________________________________  Date:_____________

Note: CHANGES IN COMMITTEE. In the event that changes in committee composition need to occur, the person initiating the
committee change should notify all concerned in writing so that replacement(s) can be made without undue interruption of the
process. The Change in Dissertation committee form with the appropriate signatures must be submitted to the PhD Program
Director.

cc: _____Student’s electronic file   _____PhD Program Director

_____ Student   _____Dissertation committee chair
OFFICIAL NOTIFICATION OF DOCTORAL COMMITTEE CHANGE

To: Office of Research and Advanced Studies
   ML 627

From: ______________________________  ______________________________
      Program Director  Department

Student Name ______________________________

Please make the following addendum to the above named students’ committee:

REMOVE

______________________________  ______________________________
       Name  Signature

______________________________
       Name  Signature

ADD

______________________________  ______________________________
       Name  Signature

______________________________
       Name  Signature

Doctoral Chair
Approval

______________________________  ______________________________
       Name  Signature
Change of Committee Chair Form

To: Office of Research and Advanced Studies
    ML 627

From: ______________________________  ______________________________
      Program Director  Department

Student Name ________________________________

Please make the following addendum to the above named students’ committee:

NEW CHAIR ________________________________  ______________________________
          Name  Signature

OLD CHAIR ________________________________  ______________________________
           Name  Signature
University of Cincinnati
College of Nursing
Office of Academic Affairs

Advancement to Doctoral Candidacy Progress Form

STUDENT’S NAME: ______________________ M# ______________________

CANDIDACY EXAMINATION PREREQUISITES:

Documentation of Readiness: (to be completed by Academic Advisor /Chair, Candidacy Exam Panel)

____ Course Work Completed  ____ Required Courses “B-” or better
____ Cumulative GPA 3.00  ____ Residency Requirement Completed

Academic Advisor ___________________________________________ Date ___________
_____________________________ Signature

APPROVAL OF ADVANCEMENT TO CANDIDACY:

Results of Candidacy Examination:

Date Taken: __________ Results: __________________

Doctoral Candidacy Examination Panel:

Signatures: Print full name and sign:

Chair: ___________________ Date __________
Member ________________ Dept. __________ Date __________
Member ________________ Dept. __________ Date __________
Member ________________ Dept. __________ Date __________
Member ________________ Dept. __________ Date __________

PhD Program Director ___________________________________________ Date __________
Associate Dean _______________________________________________ Date __________

cc: ____ Student File (original)
____ Student
____ Panel Chair
____ OSA Program Coordinator
____ Director PhD Program

Revised 12/13 dse
Pre-Dissertation Defense Approval Form

Student Name_______________________           M#____________________________

This form certifies that all members of the student’s dissertation committee have thoroughly reviewed the submitted proposal, engaged in rigorous dialogue with the student, and hereby grant permission for the above-named student to proceed to dissertation defense.

Date of meeting_______________

Signatures:
Member:______________________________ print   ____________________sign    date:__________
Member:______________________________ print   ____________________sign    date:__________
Member:______________________________ print   ____________________sign    date:__________
Member:______________________________ print   ____________________sign    date:__________
Member:______________________________ print   ____________________sign    date:__________
Dissertation chair:_______________________print______________________ sign  date:__________

Document with all signatures must be submitted to the PhD program director before dissertation defense is scheduled.

Approved by PhD program committee2/13
University of Cincinnati
College of Nursing
PhD Program

Dissertation Document and Oral Defense Approval Form

STUDENT’S NAME: ____________________________________ M# _________________________

DISSERTATION DOCUMENT APPROVED: Date: _____________________

DISSERTATION FINAL ORAL DEFENSE:

_____ Passed
_____ Not Passed

DISSERTATION COMMITTEE SIGNATURES:

Chair ________________________________________ Date ___________

Member _____________________________________ Dept. _____________ Date ___________

Member _____________________________________ Dept. _____________ Date ___________

Member _____________________________________ Dept. _____________ Date ___________

Member _____________________________________ Dept. _____________ Date ___________

cc: _____ Student Affairs
    _____ Student File (original)
    _____ Student
    _____ PhD Program Director

Revised 8/14 dse
Purpose

The purpose of the Deets Dissertation Fund is to provide support to doctoral students who are ready to conduct their dissertation and in need of financial assistance to conduct the study. The oversight of an award from the Deets Dissertation Fund is through the College of Nursing’s Research/Scholarly Activities Council (Council).

Submission Date: September 30 annually by 5 p.m. EST
Award Date: November annually

Timeline

- April Funding announcement released
- September 30, 5 pm Proposals due
- Mid October Council makes proposal recommendations
- Late October Summary of Council review submitted electronically to Principal Investigator (PI)
- Late October Final Council award recommendations made to the Dean
- Early November Dean notifies PI of final award decision
- May 1 Brief progress report due to Council Chair (e.g., budget update, status of data collection)
- May 1 the following year Evidence that manuscript based on study has been submitted for publication and arrangements have been made for scholarly presentation at the UC College of Nursing

Submission and Award Requirements

1. The Principal Investigator (PI) must be a PhD candidate at the College of Nursing by the time that this grant is awarded.

2. The money must be used for a dissertation research project.

3. The dissertation proposal must have been submitted for funding and either not funded or received insufficient funding.

4. The study site/agency must have given permission for the study to be conducted.

5. The award amount will vary depending upon the scope of the dissertation research proposal. The budget for a proposal cannot exceed a total of $500.

6. The award may be expended across a two-year period. All funds must be used within the two year award period. The award letter will stipulate the end date of the award. Any funds not used by that time will be forfeited with no exceptions.

7. Unused funds cannot be reallocated for any use to other funded or unfunded grants or projects.
8. Funds will be released following documentation of UC Institutional Review Board (IRB) approval, or exemption, or IRB decision that the IRB review is not needed.

9. A manuscript based on the study must be submitted for publication to a refereed journal within 30 months of award notification.

10. The dissertation research must be presented in a scholarly format at the UC College of Nursing within 30 months of award notification.

11. Funds can be used for instruments, laboratory analyses, travel specific to the research (i.e., data collection), and postage and copying expenses. Strong budget justification needs to be submitted for software requests. The Institute for Nursing Research and Scholarship and the Business Office are available for consultation on allowable expenses.

12. Consultation cost for a non-UC faculty or staff may not exceed $500 (e.g., biostatistician).

13. Funds may not be used to support student, faculty, or secretarial salaries. Nor may funds be used for personnel, data entry (e.g., student worker, transcriptionist), or equipment.

14. A typed, brief annual report from the PI summarizing the progress of the dissertation research is due to the Research/Scholarly Activities Council Chair on the anniversary of the award.
Format

1. **Format guidelines:** Investigators may use single spacing, no less than 11 point size.

   a. **Face Page:** Title with 56 characters or less including spaces, PI’s name and contact information; names, ranks, and departments of the dissertation committee members; PIs do not need to use the PHS 398 face sheet format.
   b. **Abstract:** 300 words or less
   c. **Biosketches:** Modular-format NIH biosketch for the PI only. Assistance with NIH biosketch formatting is available through the Institute for Nursing Research and Scholarship (INRS).
   d. **Letter of Financial Need:** A letter (1-page maximum) signed by the PI indicating why the award is required to complete the dissertation research.
   e. **Budget & Justification:** Provide a detailed budget with dollars requested and justification for how the funds will be spent. If the PI has received other funds to support the study, s/he should designate which expenses will be charged to which award.
   f. **Dissertation Chair Letter of Support:** Provide a letter (1-page maximum) signed by the dissertation chair indicating that the PI will be a PhD candidate at the time of the award receipt.
   g. **Study Site/Agency Letter of Support:** Provide a letter signed by an authorized person from the study site/agency indicating permission for the study to be conducted at the study site/agency. If no study site/agency will be used, provide a short statement indicating this.

Process

1. One electronic copy of the proposal (face page, abstract, PI biosketch, letter of financial need, budget and budget justification, dissertation letter of support, and study site/agency letter of support) are submitted to the Program Manager, Institute for Nursing Research and Scholarship, (INRS@uc.edu) by the submission date and time for distribution and review by the Research/Scholarly Activities Council. No extensions will be granted beyond the posted deadline.

2. The Research/Scholarly Activities Council, with additional invited reviewers as needed, will review and score proposals using the Research/Scholarly Activities Council Selection Criteria (see next page) with consideration that the proposal is for PhD dissertation work.

3. The Chair of the Research/Scholarly Activities Council will notify the applicant and dissertation chair by email of the Research/Scholarly Activities Council’s recommendation to the Dean.

4. The Chair of the Research/Scholarly Activities Council will send forth the Council’s final recommendation to the Dean.

5. The Chair of the Research/Scholarly Activities Council will provide the applicant with a written summary of the Research/Scholarly Activities Council’s review comments and the Research/Scholarly Activities Council’s recommendation to the Dean.

6. The Dean makes all final funding decisions and directly notifies each awardee of the decision.

Selection and Review Criteria

The Council will use the following scoring methods established by the Research/Scholarly Activities Council with consideration that the proposal is for PhD dissertation work.
1. **Significance (15%)**: Does this study address an important problem? If the aims of the application are achieved, how will scientific knowledge be advanced? What will be the effect of this study on the concepts or methods that drive this field?

2. **Approach (35%)**: Considering that the work is a PhD dissertation study, are the conceptual framework, design, methods, analyses and budget adequately developed, well-integrated, and appropriate to the aims of the project?

3. **Innovation (15%)**: Considering that the work is a PhD dissertation study, does the project employ novel concepts, approaches, or methods? Are the aims original and innovative? Does the project challenge existing paradigms or develop new methodologies or technologies?

4. **Investigator (35%)**: Is the investigator well-suited and ready to carry out the research upon award receipt? Has the PI ensured access to the study site/agency to conduct the study? Does the personal letter of financial need warrant the requested funding? Does the letter of support from the dissertation chair indicate that the PI is eligible for the award?

5. **Overall Evaluation**: Reviewers will briefly summarize the most important points of the critique, addressing the strengths and weaknesses of the application in terms of the five review criteria, recommend their level of enthusiasm (very high, high, average, low, very low) for the proposal reflecting the overall impact of the project on the field, weighting the review criteria, as is appropriate for each application, and make a comment regarding the acceptability of changes necessary in the budget requested.

Proposals will be rated on a scale from 1 to 9 as depicted below. Proposals rated 5 or higher are generally not funded.

1. Exceptionally strong with essentially no weaknesses (Exceptional)
2. Extremely strong with negligible weaknesses (Outstanding)
3. Very strong with only some minor weaknesses (Excellent)
4. Strong but with numerous minor weaknesses (Very Good)
5. Strong but with at least one moderate weakness (Good)
6. Some strengths but also some moderate weaknesses (Satisfactory)
7. Some strengths but with at least one major weakness (Fair)
8. A few strengths and a few major weaknesses (Marginal)
9. Very few strengths and numerous major weaknesses (Poor)