THE OHIO STATE UNIVERSITY
HONORS AND SCHOLARS CENTER

Office of Undergraduate Education

Office of Academic Enrichment

220 West 12th Avenue
Columbus, OH 43210

614-292-3135 Phone
614-292-6135 Fax

September 17, 2026

Dr. Randy Smith
Vice Provost
Office of Academic Affairs
University Square South
15 E. 15th Avenue
Columbus, OH 43201

Dear Randy:

We are pleased to provide you with a proposal (attached) for a revision of the College of Nursing Honors Program Requirements.

In May 2026, the College of Nursing reviewed and approved this proposed revision to the Nursing Honors Program. On September 11, 2026 the Honors & Scholars Faculty Advisory Committee, which is the oversight committee that reviews and approves all proposed honors courses and programs, also approved the proposal.

We specifically want to point out a few notable features in this proposal:

- Revision of several courses to strengthen student learning and experience
- Improved curriculum scaffolding and course alignment for greater clarity, coherence and student success
- Addition of two honors embedded course to strengthen skill development and better align with program milestones

We are excited to work with the College of Nursing as they embark on their journey by providing their students with this Honors opportunity. Please feel free to contact us if you have any questions.

Sincerely,

Ola Ahlqvist, PhD
Associate Vice Provost, Academic Enrichment
Executive Director, University Honors & Scholars Center

Julie Humbel-Courtney, EdD
Program Director, Honors

Cc: Karen Rose, PhD, RN, FGSA, FNAP, FAAN, Dean, College of Nursing

Bachelor of Science in Nursing

Undergraduate Honors Research Program Revision

The Ohio State University College of Nursing

Link to Proposal Guidelines - CAA

Items needed – Appendix B

Bachelor of Science in Nursing
Undergraduate Honors Research Program Revision

1. Introduction

The traditional Bachelor of Science in Nursing (BSN) prepares students for entry level nursing practice as Registered Nurses. The Undergraduate Honors Research Program has been an option for traditional BSN students since at least the 1990s. This program offers high-achieving students an enriched academic experience that includes close mentorship by a faculty member. The traditional BSN program provides an opportunity to participate in the Undergraduate Honors Research Program through a competitive process with 5 semesters of full-time study. The Honors Subcommittee faculty members performed a gap analysis on the honors curriculum and recognized that changes were needed based on feedback from students and faculty. Changes to the timing of applications to the College of Nursing Undergraduate Honors Research Program have been made to better align with updates to the traditional BSN curriculum and the addition of both fall and spring clinical starts. Moving honors admission to the fall semester, with a spring program start, ensures that all students, regardless of clinical start, have equal access to the program and follow a consistent curriculum plan. All honors students will now take the Evidence-Based Practice (EBP) course, and the former Research Methods course content will be integrated into the honors seminars to strengthen both EBP and research foundations.

The honors subcommittee proposed that the following changes would allow for:

1) enhanced student exploration of nursing science and research pathways in the CON
2) reduced redundancy of content in honors nursing seminars
3) aligned course content with honors program products and outcomes
4) a scaffolded approach to nursing science and the research process for undergraduate honors research program students that includes knowledge and skills acquisition, as well as scholarly dissemination of research work.

2. Background

The current delivery of the College of Nursing Undergraduate Honors Research Program has been well established for several years without a full review of potential gaps and stakeholder feedback given the changes in the current healthcare system and research landscape. Based on the review of gaps and stakeholder feedback, no changes are being proposed to the overall program framework or objectives. Instead, changes to individual honors courses are proposed to better meet the program's objectives.

The current program objectives are:

- Demonstrate academic excellence through sustained high performance in rigorous coursework and honors seminars.
- Conduct research with a faculty research mentor that contributes to the nursing discipline, culminating in a scholarly thesis.
- Engage in professional development through mentorship, seminars, and participation in scholarly events.
- Exhibit leadership and innovation in nursing science and scholarship.
- Communicate effectively in academic, clinical, and research contexts.

The current student and faculty mentor expectations will remain the same:

Student Expectations
• Maintain a minimum OSU GPA of 3.4 throughout the program.
• Complete all required honors coursework
• Meet academic milestones and deadlines as set by the faculty mentor and the Honors Subcommittee.
• Engage actively 3-4 hours a week with the mentor and communicate progress regularly.
• Develop and complete a research thesis under the guidance of a faculty mentor.
• Publicly defend the research thesis (i.e., Denman, Undergraduate Research Festival).
• Upload completed research thesis to the Knowledge Bank before graduation.
• Participate in scholarly events (e.g., MNRS Conference) if selected, and other opportunities as directed by faculty mentor.
• Uphold professional standards in all academic and research activities.
• Inform the Honors Director and faculty mentor of the decision to withdraw from the program and complete the required exit process.

Faculty Mentor Expectations
• Provide consistent guidance throughout the student's research project and thesis development.
• Help students develop research goals, timelines, and milestones.
• Encourage professional development and critical thinking in research and practice.
• Offers opportunity for engagement not to exceed student expectation for engagement of 3-4 hours per week.

3. Comparative data

OSU Data
The standard minimum GPA requirement for Ohio State University's general honors programs is a 3.4 cumulative GPA. A 3.4 cumulative GPA must be maintained throughout the program.
Some programs at OSU require a 3.4 cumulative GPA, while some colleges do have higher requirements.
Architecture Honors Program: Requires a 3.4 GPA to apply, and students must maintain a 3.4 GPA throughout their undergraduate studies.
Fisher College of Business Honors: Incoming first-year students with a 3.75 cumulative GPA are invited to apply in the spring.
Education and Human Ecology Honors Program: Current students with at least a 3.5 cumulative GPA are eligible to apply.
College of Pharmacy Honors Program: Requires students to maintain a 3.5 GPA or higher.
Public Health Honors: Requires a 3.4 cumulative GPA for students to be eligible to apply and maintain status.
Health and Rehab Sciences: Requires students to maintain a 3.4 GPA or higher.

Peer Institutions
Across Big Ten schools and selected benchmark institutions, undergraduate nursing honors programs typically admit high-achieving students (often around a 3.5 GPA) in the sophomore year, pair them with faculty mentors, and require a multi-semester sequence of honors coursework culminating in a thesis or substantial scholarly project with public dissemination (e.g., Michigan's honors seminars and independent project, Emory's four-semester BSN Honors experience with a thesis and formal presentation, and Pitt's BSN-H curriculum and thesis pathways jointly awarded with the university honors college). These programs consistently emphasize advanced engagement with nursing science, leadership, and preparation for graduate study or specialized roles, with benefits such as priority registration, access to honors housing or communities, and structured mentoring networks. At Penn and Johns Hopkins, nursing

students can participate in campuswide or school-based honors experiences (e.g., Penn's Benjamin Franklin Scholars–Nursing track with intensive liberal arts seminars and e-portfolio, and Hopkins' Policy Honors Program focusing on systems-level policy analysis and mentorship), which enrich nursing majors through interdisciplinary or policy-focused scholarship rather than a solely discipline-specific BSN honors curriculum

At Ohio State, the College of Nursing's Undergraduate Honors Research Program aligns closely with these peer models by reserving honors for a select cohort of BSN students who work directly with faculty to complete a mentored research project and thesis, but it is distinctive in that every student in the program graduates with "Honors Research Distinction in Nursing," which is the highest undergraduate distinction awarded by the university. This structure places OSU alongside institutions like Michigan, Pitt, and Emory in rigor and scholarly expectation while providing a guaranteed research-distinction outcome for all program completers, which can be particularly compelling for students targeting competitive graduate programs and research-intensive careers. Undergraduate honors research programs benefit nursing students by deepening their understanding of nursing science and evidence-based practice, strengthening skills in critical appraisal, academic writing, and dissemination, and offering close mentorship and professional socialization that support transition into leadership roles, graduate education, and advanced practice. Nursing students report enhanced learning, clearer career trajectories, and strong faculty relationships as key gains from participation in an undergraduate honors research program.

4. Stakeholder feedback

Several listening sessions with honors students, honors program faculty mentors, and faculty who teach in the honors program seminars, as well as a full faculty discussion, were held early in Autumn 2025. Feedback gathered during these opportunities, as well as results of a survey of CON faculty, guided the proposed changes to better align the curriculum with desired program outcomes. The Honors Subcommittee reviewed the entire program and prepared an initial draft for preliminary discussion and to gain feedback from CON Faculty on 12/10/25 and to UGS on 12/11/25. Feedback from CON Faculty and UGS members led to further revision of course names to better indicate the theory, methods, and skills to be covered in the required Honors seminars. The proposed revised curriculum was approved by UGS on 12/18/25 (8 yes, 0 no) and by the CON Faculty on 1/14/26 (87 yes, 8 no).

Feedback from current and former Undergraduate Honors Research Program students reflected several common concerns about the current Honors Program structure and learning experience. Many students reported uncertainty regarding program goals, expectations, and key milestones, noting that clearer communication and guidance would strengthen their progress. Several students described research projects that did not align with their personal interests or career goals, which affected engagement and perceived value. Additionally, some viewed seminar content as repetitive or disconnected from their research experiences, limiting its usefulness in advancing their projects. Students also expressed frustration with inconsistent faculty mentor availability and feedback, emphasizing the need for more structured support and timely communication throughout the research and thesis process.

Results of the faculty survey demonstrated that the current Undergraduate Honors Research Program had notable strengths, including strong faculty motivation rooted in professional values and a shared commitment to shaping the future of nursing. Many faculty expressed deep satisfaction in mentoring Undergraduate Honors Research Program students, sharing their research, and fostering student growth. Faculty also reported positive student engagement, highlighting that highly motivated students gain research knowledge and practical skills through active participation in projects. Despite workload challenges, there remained a high number of faculty willingness to mentor, particularly when supported by clear expectations and opportunities for co-mentorship.

Areas identified for improvement included a need for clearer communication, more defined program expectations, and better alignment between student interests and available research opportunities. Faculty highlighted time constraints, workload burdens, and the challenges of guiding students through the thesis process as significant barriers. Some noted mismatches between student motivation and research engagement, with the thesis requirement often described as overly demanding or misaligned with student readiness.

Faculty recommendations focused on enhancing program structure and resources, such as providing templates, written guidance, and improved communication from program leaders. Additional priorities include refining student selection and support processes, promoting experiential learning and research literacy, and balancing program structure with flexibility to accommodate diverse student goals and mentoring capacities.

A full timeline of events and communication with stakeholders may be found in the Work Plan and Implementation Timetable located in Appendix A.

5. Assessment and gap analysis

The program assessment and gap analysis of the Undergraduate Honors Research Program curriculum was conducted collaboratively by the Program Director and members of the Honors Subcommittee. The team systematically examined existing courses, program objectives, and milestones to identify gaps and areas for improvement. Proposed revisions were developed based on an analysis of milestone completion data and feedback from both students and faculty. To enhance program coherence and clarity, scaffolding of key concepts was integrated to ensure better alignment across courses and more effective communication of topics.

6. Proposed Changes

Proposed program credits will stay the same as the current program, at 15 credit hours toward the 18 credit hours required for graduation with Honors. Students will continue to be required to take 3 elective credits outside of the CON to reach the 18 required credits. Revisions to the Undergraduate Honors Research Program curriculum include the elimination of two courses, updating remaining current courses with revised course titles, descriptions, and objectives that better align with program milestones, and the addition of honors-embedded versions of two existing College of Nursing courses that are focused on enhanced skills acquisition and development that are not currently included in the program.

Considering the elimination of courses and the addition of new honors-embedded courses with associated credits, the proposed program revisions are calculated below the 50% program change threshold for the BSN program in its entirety (see Table 1 and Appendix A).

The Undergraduate Honors Research Program is aligned with the AACN The Essentials: Core Competencies for Professional Nursing Education (2021), specifically Domain I: Knowledge for Nursing Practice that requires the application of theory and research-based knowledge from nursing, arts, and sciences to understand the human experience and Domain III: Scholarship for Evidence-Based Practice that emphasizes the ability to translate, integrate, and apply research into practice.

Summary of Program Curriculum Changes

1) Elimination of Honors Seminar I in Autumn and the Research Methods Course in Spring of The Sophomore Year.
2) All honors students will take the EBP course with non-honors students in the Sophomore Year.
3) Honors students will take the honors-embedded MCR 4480 and MCR 4460 as required courses.

4) Content from the eliminated research methods course will be incorporated into three Scaffolded honors courses in Spring of Sophomore Year and Autumn and Spring of Junior Year.
5) Senior honors seminar courses will focus on development of scholarly writing and Dissemination of research.
6) Honors students will be expected to provide evidence of regular work with them mentor.

Table 1. Full Comparison Chart of Current and Revised Program Components

Current **15 credit hours**	**Revision** **15 credit hours**	Notes:
Nursing 2890.01H Sophomore Honors Seminar I Discussion of topics relevant to academic, professional, and personal development in nursing.	Proposed to be eliminated	Students will be admitted to the College of Nursing Undergraduate Honors Research Program during the Autumn Semester to begin in the Spring Semester of Sophomore Year.
Nursing 2890.02H Sophomore Honors Seminar II Discussion of topics relevant to academic, professional, and personal development in nursing (Current) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Discuss personal values and their relationship to successful mentor/protégé relationships. 2. Discuss the role of service in a professional career. 3. Identify research programs of College of Nursing faculty. 4. Discuss the theoretical underpinnings of research and practice. 5. Discuss the relationship between research and practice in nursing. 6. Develop an Honor's portfolio. 7. Collaborate with a faculty mentor to develop a plan to complete honors requirements for thesis and related activities.	Nursing 2891 H Introduction to Research Principles Discussion of topics relevant to scientific inquiry and professional engagement to establish a foundation for the honors project. (New) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Differentiate key components and steps of the scientific method. 2. Compare and contrast research designs and methods for data collection. 3. Implement practices to support a successful mentor/mentee relationship. 4. Explain their role and expectations within their mentor's team. 5. Discuss the role of service and leadership in a professional nursing career.	Changes proposed to the course title, description, and objectives to align with project milestones.

	6. Explore potential areas of interest for their honors project.	
Nursing 2781H Research Methods Introduction to information literacy, nursing research methods, evidence-based practice, the linkages between those areas, and how they influence professional nursing practice through direct involvement in the research process.	Proposed to be eliminated	Course topics will be integrated throughout the honors courses, thus eliminating the need for a separate course.
Nursing 3890.01H Junior Honors Seminar I Discussion of topics relevant to research and the senior thesis proposal. (Current) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Review of exemplars of leadership in nursing and nursing research. 2. Discuss issues relevant to conducting research. 3. Identify an area of interest in nursing and develop a plan for in-depth study. 4. Conduct a thorough literature search using relevant electronic databases. 5. Develop a thesis/project proposal. 6. Summarize the ethical issues involved in research. 7. Discuss mentoring and collaborative relationships within a research team.	Nursing 3891.01H Evaluating Scientific Evidence Discussion of topics relevant to locating, evaluating, and synthesizing scientific evidence. (New) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Apply strategies to locate, evaluate, and synthesize peer-reviewed literature. 2. Assess the quality and rigor of research studies using established criteria. 3. Identify gaps in the literature to justify a research question. 4. Create an honors project plan.	Changes proposed to the course title, description, and objectives to align with project milestones.
Nursing 3890.02H Junior Honors Seminar II	Nursing 3891.02H Research Methods and Measurement	Changes proposed to the course title, description, and objectives to align with project milestones.

Discussion of topics relevant to research and the senior thesis proposal. (Current) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Review of exemplars of leadership in nursing and nursing research. 2. Discuss issues relevant to conducting research. 3. Identify an area of interest in nursing and develop a plan for in-depth study. 4. Conduct a thorough literature search using relevant electronic databases. 5. Develop a thesis/project proposal. 6. Summarize the ethical issues involved in research. 7. Discuss mentoring and collaborative relationships within a research team.	Discussion of topics relevant to data collection, measurement, and basic data analysis to strengthen scientific rigor. (New) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Explain considerations for selecting data collection methods and instruments. 2. Explain key considerations for measurement, including validity and reliability. 3. Apply introductory techniques for data organization, analysis, and interpretation. 4. Refine and implement the honors project plan.	
	MCR 4480 (proposed to be added as honors-embedded) Clinical Trials from Concept to Launch This course will provide an overview of clinical trials for medical product development from the development of a study protocol, regulatory approvals, planning, and launch. Students will learn project management approaches to various study launch activities including site qualification, site initiation, product management, and participant recruitment planning. Leadership, teamwork, and communication skillsets will be emphasized.	Proposed addition of honors-embedded version of existing course focused on enhanced skills acquisition and development.
	MCR 4460 (proposed to be added as honor-embedded)	Proposed addition of honors-embedded version of existing course focused on enhanced

	clinical Trial Data Management and Monitoring In this course, students will develop skillsets in applying good clinical practice guidelines for data management, quality monitoring, and adverse event tracking for ongoing clinical trials.	skills acquisition and development.
Nursing 4890.01H Senior Honors Seminar I Discussion of topics relevant to research and the senior thesis proposal and professional development in nursing. (Current) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Explore preparation for career development in professional nursing. 2. Evaluate characteristics of leadership within professional nursing. 3. Summarize results from data collection according to research questions or hypotheses. 4. Analyze the meaning of research findings with respect to limitations of the research, previous research, and theoretical framework. 5. Identify the implications of research findings with respect to nursing practice, further research, and health care policy. 6. Disseminate research findings through a professional presentation.	Nursing 4891.01H Scholarly Writing Discussion of topics relevant to scholarly writing for effective research communication. (New) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Apply scientific writing principles to organize and present information clearly. 2. Explain and apply the principles of academic integrity in scholarly work. 3. Design clear, concise scientific abstracts that accurately reflect research content and adhere to professional standards. 4. Incorporate feedback to improve clarity, coherence, and rigor in writing. 5. Refine and implement the honors project plan.	Changes proposed to course title, description, and objectives to align with project milestones.
Nursing 4890.02 H Senior Honors Seminar II	Nursing 4891.02 H Research Dissemination	Changes proposed to course title, description, and objectives to align with project milestones.

Discussion of topics relevant to research and the senior thesis proposal and professional development in nursing. (Current) Course Learning Outcomes: Upon completion of the course, the student will be able to: 1. Explore preparation for career development in professional nursing. 2. Evaluate characteristics of leadership within professional nursing. 3. Summarize results from data collection according to research questions or hypotheses. 4. Analyze the meaning of research findings with respect to limitations of the research, previous research, and theoretical framework. 5. Identify the implications of research findings with respect to nursing practice, further research, and health care policy. 6. Disseminate research findings through a professional presentation.	Discussion of topics relevant to presenting and disseminating scholarly findings. (New) Course Learning Objectives: Upon completion of the course, the student will be able to: 1. Interpret and present findings, including implications for practice and policy. 2. Apply principles of effective visual communication to design a professional research poster. 3. Demonstrate strategies for delivering a clear and organized oral presentation of scholarly work. 4. Revise, finalize, and submit thesis according to program standards. 5. Reflect on scholarly development and identify opportunities for future research engagement.	

7. Assessment

Assessment of program and student learning outcomes will continue to draw on multiple established measures. Honors assessment prioritizes students' developmental growth over polished products, emphasizes thoughtful reflection on experiences rather than performance alone, and values a cohesive narrative that connects learning across assignments. Currently, students complete evaluations of instruction for all honors courses, which are used to improve individual course design and delivery. Students must also complete 18 credit hours of honors-quality coursework (15 within the College of Nursing and 3 elective credits), publicly defend their project at a university-level research forum such as the Denman or the Undergraduate Spring Research Festival, and submit their thesis to The Ohio State University Knowledge Bank before graduation. Building on these foundations, we plan to incorporate additional program-level assessments such as standardized rubrics for thesis and defense, periodic review of student artifacts (e.g., proposals, posters, presentations) mapped to learning outcomes, surveys on preparation for graduate study or research-intensive roles, and structured feedback from faculty mentors to comprehensively evaluate honors student learning and overall program effectiveness.

Other direct assessment measures include annual program assessment and direct evaluation of learning objectives in courses.

Other indirect measures include the number of applications to the program, the number of admissions to the program, student retention and completion rates, and student GPAs.

8. Transition Plan

All current students will continue in the version of the Undergraduate Honors Research Program they were admitted to. As the revised Honors Program is implemented, students currently enrolled will continue to progress under the curriculum they were originally admitted to. However, due to the seminar-style format of the honors courses, which are designed to foster discussion of diverse, research-relevant topics, students in the existing program will also benefit from enhancements introduced through the revised curriculum. This approach ensures continuity while allowing all students to experience the value of ongoing program improvements. The first admission cycle for the revised Undergraduate Honors Research Program will be Autumn 2026, with the first cohort of students in the revised curriculum starting in Spring 2027.

AY 2026-2027

Seniors - No changes.
Juniors – Will have junior seminars as usual. Seminar topics will focus on research skill acquisition and development.
Sophomores – Will begin the new Undergraduate Honors Research Program curriculum in Spring 2027.

AY 2027-2028

Seniors – Will have senior seminars as usual. Topics will focus on writing and research dissemination.
Sophomores and Juniors will be on the new curriculum.

Appendix A

Work Plan and Implementation Timetable

Work Plan and Implementation Timetable

Date	Activity
8/19/25	Honors Subcommittee Meeting – Discussions began regarding approach for Undergraduate Honors Research Program curriculum revision.
8/2025-9/2025	Current student feedback sought regarding Undergraduate Honors Research Program
9/15-9/19/25	Faculty Survey Open for Undergraduate Honors Research Program Feedback
10/20/25	Honors Subcommittee Meeting – Undergraduate Honors Research Program outcomes defined and backward design employed to address curriculum revision.
10/30/25	Undergraduate Studies Committee notified that Undergraduate Honors Research Program curriculum revisions were in progress through Honors Subcommittee.
11/4/25	Honors Subcommittee Meeting – All Undergraduate Honors Research Program course objectives revised
11/14/25	Undergraduate Studies Committee updated that Undergraduate Honors Research Program revisions were still ongoing
11/17/25	Honors Subcommittee Meeting – All Undergraduate Honors Research Program course descriptions and objectives reviewed
12/10/25	Undergraduate Honors Research Program revision presented to Full College of Nursing Faculty as a discussion item to gain feedback.
12/11/25	Undergraduate Honors Research Program revision presented to Undergraduate Studies Committee. Revisions needed based on feedback from Full Faculty and UGS members. Vote delayed.
12/15/25	Honors Subcommittee Meeting – Feedback from Full Faculty and UGS addressed in course title changes and further revisions of course objectives.
12/18/25	Revised Undergraduate Honors Research Program Curriculum package resent to UGS members for email voting. Approved (8 yes, 0 no).
1/14/26	Revised Undergraduate Honors Research Program Curriculum package presented to Full Faculty for further discussion and voting. Approved (87 yes, 8 no).

APPENDIX B

Current BSN Curriculum Plan

Proposed Fall Clinical Start BSN Curriculum Plan

Proposed Spring Clinical Start BSN Curriculum Plan

Current BSN vs. BSN Honors Sample 4-year Curriculum

Year 1 (Freshman)	
Fall	**Spring**
• N1100 Nursing Survey (1) • Chemistry Prerequisite (5) • Biology Prerequisite (4) • Psychology Prerequisite (3) • General Education Launch Seminar (1) • General Education Course (Estimated 3) **BSN 17 Credits**	• English Composition Prerequisite (3) • Human Anatomy Prerequisite (4) • Human Physiology Prerequisite (3) • Sociology Prerequisite (3) • General Education Course (Estimated 3) **BSN 16 Credits**
Year 2 (Sophomore)	
Fall	**Spring**
• N2200 Art of Professional Nursing I (2) • N2271 Foundational Knowledge for Nursing Practice I (4) • N2451 Nursing Pathophysiology & Pharmacology I (3) • N2500 Introduction to Social Justice & Health Policy (1) • N5115 MINDSTRONG (1) • MICRO 4010 Foundations of Microbiology and Human Health (3) • **N2890.01H Sophomore Honors Seminar I (2)** **BSN 14 Credits** vs. **Honors 16 Credits**	• N2201 Art of Professional Nursing II (2) • N2272 Foundational Knowledge for Nursing Practice II (4) • N2452 Nursing Pathophysiology & Pharmacology II (3) • N2500 Foundational Principles of EBP and Nursing Science (2) • **N2781H Honors Research Methods (3)** • HUMNNTR 2200 Nutrition for Health Professionals (2) • **N2890.02H Sophomore Honors Seminar II (2)** **BSN 13 Credits** vs. **Honors 16 Credits**
Year 3 (Junior)	
Fall	**Spring**
• N3271 Nursing Care of Adults and Older Adults I (4) • N3280 Nursing Care of Women/Fam. during Repro. Transitions (4) • N3460 Motivational Interviewing (1) • General Education Course (Estimated 3) • Elective Support Course (3) • **N3890.01H Junior Honors Seminar I (2)** **BSN 15 Credits** vs. **Honors 17 Credits**	• N3272 Nursing Care of Adults and Older Adults II (4) • N3260 Nursing Care of Children and their Families (4) • N3780 EB Nursing Care for Patients in Palliative and EOL Care (2) • N3240 Population Health Local to Global (3) • General Education Course (3) • **N3890.02H Junior Honors Seminar II (2)** **BSN 16 Credits** vs. **Honors 18 Credits**
Year 4 (Senior)	
Fall	**Spring**
• N4241 Syn. of Det. of Health to address Pop. Health Outcomes (4) • N4341 Nurs. Clin. Judg. in Care of Psych/Mental Health Cond. (4) • N4401 Innov. Strat. in Leadership and Systems-based Practice (2) • General Education Course (Estimated 3) • Elective Support Course (3) • **N4890.01H Senior Honors Seminar I (2)** **BSN 16 Credits** vs. **Honors 18 Credits**	• N4402 Syn. of Nurs. Practice/Patient Care in Complex HC Sys. (2) • N4520 Util. of Info./HC Tech. to Drive Decision Making in Nurs. (1) • N4590 Practicum for the Util. of Nursing Clinical Judgment (6) • N4310 Science of Wellness and Self-care (1) • STAT 1350 Elementary Statistics (3) • General Education Reflection (1) • **N4890.01H Senior Honors Seminar II (2)** **BSN 14 Credits** vs. **Honors 16 Credits**

***BSN Student; *BSN Honors Student**

Proposed Revision BSN vs. BSN Honors Sample 4-year Curriculum Fall Clinical Start (CLEAN)

Year 1 (Freshman)	
Fall	**Spring**
• N1100 Nursing Survey (1) • Chemistry Prerequisite (5) • Biology Prerequisite (4) • Psychology Prerequisite (3) • General Education Launch Seminar (1) • General Education Course (Estimated 3) **BSN 17 Credits**	• English Composition Prerequisite (3) • Human Anatomy Prerequisite (4) • Human Physiology Prerequisite (3) • Sociology Prerequisite (3) • General Education Course (Estimated 3) **BSN 16 Credits**
Year 2 (Sophomore)	
Fall	**Spring**
• N2200 Art of Professional Nursing I (2) • N2271 Foundational Knowledge for Nursing Practice I (4) • N2451 Nursing Pathophysiology & Pharmacology I (3) • N2500 Introduction to Social Justice & Health Policy (1) • N5115 MINDSTRONG (1) • MICRO 4010 Foundations of Microbiology and Human Health (3) • N2910 Exploration of Nursing Science and Scholarly Inquiry (1) Elective **BSN 14 [15] Credits**	• N2201 Art of Professional Nursing II (2) • N2272 Foundational Knowledge for Nursing Practice II (4) • N2452 Nursing Pathophysiology & Pharmacology II (3) • N2500 Foundational Principles of EBP and Nursing Science (2) • HUMNNTR 2200 Nutrition for Health Professionals (2) • **N2891H Introduction to Research Principles (2)** **BSN 13 Credits** vs. **Honors 15 Credits**
Year 3 (Junior)	
Fall	**Spring**
• N3271 Nursing Care of Adults and Older Adults I (4) • N3280 Nursing Care of Women/Fam. during Repro. Transitions (4) • N3460 Motivational Interviewing (1) • General Education Course (Estimated 3) • *Elective Support Course (for non-honors students) (3)* • **MCR 4480 Clinical Trials from Concept to Launch (3)** • **N3891.01H Evaluating Scientific Evidence (1)** **BSN 15 Credits** vs. **Honors 16 Credits**	• N3272 Nursing Care of Adults and Older Adults II (4) • N3260 Nursing Care of Children and their Families (4) • N3780 EB Nursing Care for Patients in Palliative and EOL Care (2) • N3240 Population Health Local to Global (3) • *General Education Course (for non- honors students) (3)* • **MCR 4460 Clinical Trial Data Management and Monitoring (4)** • **N3891.02H Research Methods and Measurement (1)** **BSN 16 Credits** vs. **Honors 18 Credits**
Year 4 (Senior)	
Fall	**Spring**
• N4241 Syn. of Det. of Health to address Pop. Health Outcomes (4) • N4341 Nurs. Clin. Judg. in Care of Psych/Mental Health Cond. (4) • N4401 Innov. Strat. in Leadership and Systems-based Practice (2) • *Elective support course (for non-honors students) (Estimated 3)* • General Education Course (Estimated 3) • General Education Course (honors only) (Estimated 3) • **N4891.01H Scholarly Writing (2)** **BSN 16 Credits** vs. **Honors 18 Credits**	• N4402 Syn. of Nurs. Practice/Patient Care in Complex HC Sys. (2) • N4520 Util. of Info./HC Tech. to Drive Decision Making in Nurs. (1) • N4590 Practicum for the Util. of Nursing Clinical Judgment (6) • N4310 Science of Wellness and Self-care (1) • STAT 1350 Elementary Statistics (3) • General Education Reflection (1) • **N4891.02H Research Dissemination (2)** **BSN 14 Credits** vs. **Honors 16 Credits**

***BSN Student; *BSN Honors Student 15 honors credits from nursing honors (will need 3 hours of honors electives credit to fulfill 18-hour program requirement)**

Includes 5 general education courses (2 in freshman year, 3 after matriculation) for all students. Non-honors students take two elective courses after matriculation.

Proposed Revision BSN vs. BSN Honors Sample 4-year Curriculum Spring Clinical Start (BSN 2) (CLEAN)

Year 1 (Freshman)	
Fall	**Spring**
• N1100 Nursing Survey (1) • Chemistry Prerequisite (5) • Biology Prerequisite (4) • Psychology Prerequisite (3) • General Education Launch Seminar (1) • General Education Course (3) **BSN 17 Credits**	• English Composition Prerequisite (3) • Human Anatomy Prerequisite (4) • Human Physiology Prerequisite (3) • Sociology Prerequisite (3) • General Education Course (3) **BSN 16 Credits**
Year 2 (Sophomore)	
Fall	**Spring**
• N2500 Introduction to Social Justice & Health Policy (1) • N5115 MINDSTRONG (1) • MICRO 4010 Foundations of Microbiology and Human Health (3) • General Education Course (3) • General Education Course (3) • N2782 Foundational Principles of EBP (2) • STAT 1350 Elementary Statistics (3) • **N2910 Exploration of Nursing Science and Scholarly Inquiry (1) Elective** **BSN 16 [17] Credits**	• N2200 Art of Professional Nursing I (2) • N2271 Foundational Knowledge for Nursing Practice I (4) • N2451 Nursing Pathophysiology & Pharmacology I (3) • N3780 EB Nursing Care for Patients in Palliative and EOL Care (2) • HUMNNTR 2200 Nutrition for Health Professionals (2) • *Elective Support Course (for non-honors students- OR SENIOR YEAR) (3)* • **N2891H Introduction to Research Principles (2)** **BSN 13-16 Credits** vs. **Honors 15 Credits**
Year 3 (Junior)	
Fall	**Spring**
• N2201 Art of Professional Nursing II (2) • N2272 Foundational Knowledge for Nursing Practice II (4) • N2452 Nursing Pathophysiology & Pharmacology II (3) • N3460 Motivational Interviewing (1) • N3260 Nursing Care of Children and their Families (4) • **MCR 4480 Clinical Trials from Concept to Launch (3)** • **N3891.01H Evaluating Scientific Evidence (1)** **BSN 14 Credits** vs. **Honors 18 Credits**	• N3271 Nursing Care of Adults and Older Adults I (4) • N3280 Nursing Care of Women/Fam. during Repro. Transitions (4) • N3240 Population Health Local to Global (3) • N4520 Util. of Info./HC Tech. to Drive Decision Making in Nurs. (1) • *Elective Support Course (for non-honors students) (3)* • **MCR 4460 Clinical Trial Data Management and Monitoring (4)** • **N3891.02H Research Methods and Measurement (1)** **BSN 15 Credits** vs. **Honors 17 Credits**
Year 4 (Senior)	
Fall	**Spring**
• N3272 Nursing Care of Adults and Older Adults II (4) • N4241 Syn. of Det. of Health to address Pop. Health Outcomes (4) • N4401 Innov. Strat. in Leadership and Systems-based Practice (2) • N4310 Science of Wellness and Self-care (1) • General Education Course (3) • **N4891.01H Scholarly Writing (2)** **BSN 14 Credits** vs. **Honors 16 Credits**	• N4341 Nurs. Clin. Judg. in Care of Psych/Mental Health Cond. (4) • N4402 Syn. of Nurs. Practice/Patient Care in Complex HC Sys. (2) • N4590 Practicum for the Util. of Nursing Clinical Judgment (6) • General Education Reflection (1) • *Elective Support Course (for non-honors students- if not done in sophomore year) (3)* • **N4891.02H Research Dissemination (2)** **BSN 13-16 Credits** vs. **Honors 15 Credits**

***BSN Student; *BSN Honors Student 15 honors credits from nursing honors (will need 3 hours of honors electives credit to fulfill 18-hour program requirement)**

Includes 5 general education courses (2 in freshman year, 3 after matriculation) for all students. Non-honors students take two elective courses after matriculation.

Appendix C

Proposed Revisions to Course Titles, Course Descriptions, and Course Objectives

~~**THE OHIO STATE UNIVERSITY**~~
~~**COLLEGE OF NURSING**~~
~~**Nursing 2890.02 H Sophomore Honors Seminar I**~~
~~**Autumn Semester/Full Term**~~
~~**2 Credit hour (Theory)**~~
~~**25 Clock Hours**~~

Propose to eliminate this course. All sophomores will be able to take the elective course, Exploration of Nursing Science and Scholarly Inquiry, in the AU semester, where these outcomes will be covered for all students.

~~Course Format/Delivery Method: This is an in-person seminar class.~~
~~Course Description: Discussion of topics relevant to academic, professional, and personal development in nursing.~~

~~The AACN Essentials for Entry-Level Professional Nursing Education were used to guide course development.~~

~~Prerequisites: Honors standing and Soph standing in Nursing.~~

~~Course Learning Outcomes:~~
~~Upon completion of the course, the student will be able to:~~
~~1. Discuss personal values and their relationship to successful mentor/protégé relationships~~
~~2. Discuss the role of service in a professional career~~
~~3. Identify research programs of College of Nursing faculty~~
~~4. Discuss the theoretical underpinnings of research and practice~~
~~5. Discuss the relationship between research and practice in nursing~~
~~6. Develop an Honors portfolio~~
~~7. Collaborate with a faculty mentor to discuss research~~

~~THE OHIO STATE UNIVERSITY~~
~~COLLEGE OF NURSING~~

Nursing 2891 H ~~Sophomore Honors Seminar I~~
Introduction to Research Principles
Spring Semester/Full Term
2 Credit hour (Lecture)
25 Clock Hours

Prerequisites: Honors standing, or permission of instructor.

Course Format: This is an in-person theory-based~~seminar~~ course.

Course Description: Discussion of topics relevant to scientific inquiry ~~academic, professional,~~ and professional engagement~~personal development in nursing~~ to establish a foundation for the honors project.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course. standing~~, and 2890.01H;~~ or permission of instructor.

(New) Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Differentiate key components and steps of the scientific method.
2. Compare and contrast research designs and methods for data collection.
3. Implement practices to support a successful mentor/mentee relationship.
4. Explain their role and expectations within their mentor's team.
5. Discuss the role of service and leadership in a professional nursing career.
6. Explore potential areas of interest for their honors project.

(Current) Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Discuss personal values and their relationship to successful mentor/protégé relationships.
2. Discuss the role of service in a professional career.
3. Identify research programs of College of Nursing faculty.
4. Discuss the theoretical underpinnings of research and practice.
5. Discuss the relationship between research and practice in nursing.
6. Develop an Honor's portfolio.
7. Collaborate with a faculty mentor to develop a plan to complete honors requirements for thesis and related activities.

Course Topics:
1. Understanding the scientific method
2. Generating testable research questions and hypotheses

3. Overview of research paradigms
4. Selecting a research design
5. Ethical conduct of research and human subjects protection
6. Building effective mentor/mentee relationships
7. Understanding role in a research team
8. The nurse as scholar and leader
9. Service in nursing

~~**THE OHIO STATE UNIVERSITY**~~
~~**COLLEGE OF NURSING**~~
~~**Nursing 2781H Research Methods**~~
~~**Spring Semester/ Full Term**~~
~~**3 Credit hours (Lecture)**~~
~~**37.5 Clock Hours**~~

Propose to eliminate this course. All concepts will be covered in Junior Honors Seminars. All students will take EBP class.

~~Course Format: In person~~
~~Course Description: Introduction to information literacy, nursing research methods, evidence-based practice, the linkages between these areas and how they influence professional nursing practice through direct involvement in the research process.~~

~~The AACN Essentials of Baccalaureate Education for Professional Nursing Practice were used to guide course development. AACN Essentials III, VI, VIII are met in this course.~~

~~Prerequisite: Honors standing, and Soph standing in Nursing.~~

~~Course Learning Outcomes~~
~~Upon completion of the course, the student will be able to:~~
~~1. Diferentiate key components and steps of evidence-based practice and research.~~
~~2. Identify ethical issues relevant to the research process.~~
~~3. Distinguish methods for searching and retrieving peer-reviewed evidence.~~
~~4. Describe quantitative and qualitative methods on which to build the scientific basis of nursing.~~
~~5. Apply techniques for analyzing and interpreting quantitative and qualitative data.~~
~~6. Appraise research studies and findings for quality evidence.~~

~~THE OHIO STATE UNIVERSITY~~
~~COLLEGE OF NURSING~~

Nursing 3891.01 H ~~Junior Honors Seminar I~~
Evaluating Scientific Evidence
Autumn Semester/ Full Term
12 ~~Credit hour~~ (Lecture)
12.5~~25~~ Clock Hours

Prerequisites: Honors standing and 2891H; or permission of instructor.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Description: Discussion of topics relevant to ~~research and the senior thesis proposal.~~locating, evaluating, and synthesizing scientific evidence.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

(New) Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Apply strategies to locate, evaluate, and synthesize peer-reviewed literature.
2. Assess the quality and rigor of research studies using established criteria.
3. Identify gaps in the literature to justify a research question.
~~1.~~4. Create an honors project plan.

(Current) Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Review exemplars of leadership in nursing and nursing research.
2. Discuss issues relevant to conducting research.
3. Identify an area of interest in nursing and develop a plan for in-depth study.
4. Conduct a thorough literature search using relevant electronic databases.
5. Develop a thesis/project proposal.
6. Summarize the ethical issues involved in research.
7. Discuss mentoring and collaborative relationships within a research team.

Course Topics:

1. Finding and organizing the evidence
2. Critical appraisal of research
3. Synthesizing the literature
4. Identifying gaps and framing research questions
5. Drafting key components of an honors project plan

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
Nursing 3891.02 H ~~Junior Honors Seminar II~~
Research Methods and Measurement
Spring Semester/ Full Term
1~~2~~ Credit hour (Lecture)
12.5~~25~~ Clock Hours

Prerequisites: Honors standing, and 3891.01H; or permission of instructor.
Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Description: Discussion of topics relevant to ~~research and the senior thesis proposal.~~data collection, measurement, and basic data analysis to strengthen scientific rigor.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

(New) Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Explain considerations for selecting data collection methods and instruments.
2. Explain key considerations for measurement, including validity and reliability.
3. Apply introductory techniques for data organization, analysis, and interpretation.
~~1.~~4. Refine and implement the honors project plan.

(Current) Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Review exemplars of leadership in nursing and nursing research.
2. Discuss issues relevant to conducting research.
3. Identify an area of interest in nursing and develop a plan for in-depth study.
4. Conduct a thorough literature search using relevant electronic databases.
5. Develop a thesis/project proposal.
6. Summarize the ethical issues involved in research.
7. Discuss mentoring and collaborative relationships within a research team.

Course Topics:
1. Choosing the right data collection method
2. Instrument design and selection
3. Ethical and practical considerations in data collection, such as informed consent, participant burden, and data management
4. Introduction to measurement theory
5. Assessing validity and reliability
6. Organizing data for analysis
7. Descriptive statistics and basic visualization

8. Linking analysis to research questions and literature
9. Refining the research question and methods

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
Nursing 4891.01 H ~~Senior Honors Seminar I~~Scholarly Writing
Autumn Semester/ Full Term
2 Credit hour (Lecture)
25 Clock Hours

Prerequisites: Honors standing, and 3891.02H; or permission of instructor.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Description: Discussion of topics relevant to research and the senior thesis proposal~~ and professional development in nursing.~~ scholarly writing for efective research communication.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

(New) Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Apply scientific writing principles to organize and present information clearly.
2. Explain and apply the principles of academic integrity in scholarly work.
3. Design clear, concise scientific abstracts that accurately reflect research content and adhere to professional standards.
4. Incorporate feedback to improve clarity, coherence, and rigor in writing.
~~1.5.~~ Refine and implement the honors project plan.

(Current) Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Explore preparation for career development in professional nursing.
2. Evaluate characteristics of leadership within professional nursing.
3. Summarize results from data collection according to research questions or hypotheses.
4. Analyze the meaning of research findings with respect to limitations of the research, previous research, and theoretical framework.
5. Identify implications of research findings with respect to nursing practice, further research, and health care policy.
6. Disseminate research findings through a professional presentation.

Course Topics:
1. Foundations of scientific writing
2. Academic integrity and scholarly ethics
3. Crafting effective scientific abstracts

4. Revising for clarity, coherence, and rigor
5. Peer Review
6. Writing the honors project plan
7. Professional communication and dissemination

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
Nursing 4891.02 H ~~Senior Honors Seminar II~~Research Dissemination
Spring Semester/ Full Term
2 Credit hour (Lecture)
25 Clock Hours

Prerequisite: Honors standing, and 4891.01H; or permission of instructor. Not open to students with credit for 520.01H, 520.02H, or 520.03H.?

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Description: Discussion of topics relevant to ~~research and the senior thesis proposal and professional development in nursing.pr~~esenting and disseminating scholarly findings.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

(New) Course Learning Objectives:

Upon completion of the course, the student will be able to:

1. Interpret and present findings, including implications for practice and policy.
2. Apply principles of efective visual communication to design a professional research poster.
3. Demonstrate strategies for delivering a clear and organized oral presentation of scholarly work.
4. Revise, finalize, and submit thesis according to program standards.
~~1.~~5. Reflect on scholarly development and identify opportunities for future research engagement.

(Current) Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Explore preparation for career development in professional nursing.
2. Evaluate characteristics of leadership within professional nursing.
3. Summarize results from data collection according to research questions or hypotheses.
4. Analyze the meaning of research findings with respect to limitations of the research, previous research, and theoretical framework.
5. Identify implications of research findings with respect to nursing practice, further research, and health care policy.
6. Disseminate research findings through a professional presentation.

Course Topics:

1. Interpreting and presenting findings
2. Visual communication and poster design
3. Oral presentation skills for scholars
4. Finalizing and submitting the thesis
5. Scholarly identity and future engagement

APPENDIX D

Undergraduate Honors Research Distinction Program
Semester Checklist

Undergraduate Honors Research Distinction Program

Semester Checklist (aligned with program outcomes)

Sophomore Spring (SP)

- [ ] Maintain OSU GPA ≥ 3.4
- [ ] Honors seminar 1(Establishing a foundation for the honors project)
- [ ] Attend orientation with Honors Director
- [ ] Establish relationship with assigned faculty mentor
- [ ] Identify area of research interest in collaboration with mentor
- [ ] Log 3–4 hours/week in mentor meetings or research preparation
- [ ] Complete Benchmark Survey
- [ ] Begin developing Honors ePortfolio
- [ ] Semester Milestone: Submit a broad project idea by First Friday in May

Junior Autumn (AU)

- [ ] Maintain OSU GPA ≥ 3.4
- [ ] Honors seminar 2 (locating, evaluating, and synthesizing scientific evidence)
- [ ] MCR 4480
- [ ] Develop and refine research proposal with mentor
- [ ] Continue 3–4 hours/week with mentor
- [ ] Complete Benchmark Survey
- [ ] Semester Milestone: Submit project plan by First Friday in December

Junior Spring (SP)

- [ ] Maintain OSU GPA ≥ 3.4
- [ ] Honors seminar 3 (principles of data collection, measurement, and interpretation)

- [ ] MCR 4460
- [ ] Implement research proposal with mentor
- [ ] Maintain 3–4 hours/week with mentor
- [ ] Complete Benchmark Survey
- [ ] Semester Milestone: Submit project status report by First Friday in May

Senior Autumn (AU)

- [ ] Maintain OSU GPA ≥ 3.4
- [ ] Honors seminar 4 (scholarly writing and scientific communication)
- [ ] Finish implementation of research proposal with mentor
- [ ] Prepare abstract for MNRS competition/research presentation (e.g., Denman, URF)
- [ ] Continue 3–4 hours/week with mentor
- [ ] Complete Benchmark Survey
- [ ] Semester Milestone: Research Abstract; Submit project status report by First Friday in December

🔶 Senior Spring (SP)

- [ ] Maintain OSU GPA ≥ 3.4
- [ ] Honors seminar 5 (presenting and disseminating scholarly findings)
- [ ] Continue 3–4 hours/week with mentor until graduation
- [ ] Attend MNRS, if selected
- [ ] Defend thesis publicly (Denman or Undergraduate Research Festival)
- [ ] Share thesis and receive feedback from second reviewer
- [ ] Submit final evaluation and reflection
- [ ] Semester Milestone: Research poster and presentation; Thesis completion and upload to the Knowledge Bank before graduation

APPENDIX E

Undergraduate Honors Research Program
Outcomes and Expectations

Undergraduate Honors Research Program
Outcomes and Expectations

Program Outcomes

- Demonstrate academic excellence through sustained high performance in rigorous coursework and honors seminars.
- Conduct research with a faculty research mentor that contributes to the nursing discipline, culminating in a scholarly thesis.
- Engage in professional development through mentorship, seminars, and participation in scholarly events.
- Exhibit leadership and innovation in nursing science and scholarship.
- Communicate effectively in academic, clinical, and research contexts.

Student Expectations

- Maintain a minimum OSU GPA of 3.4 throughout the program.
- Complete all required honors coursework
- Meet academic milestones and deadlines as set by the faculty mentor and the Honors Subcommittee.
- Engage actively 3-4 hours a week with the mentor and communicate progress regularly.
- Develop and complete a research thesis under the guidance of a faculty mentor.
- Publicly defend the research thesis (e.g. Denman, Undergraduate Research Festival).
- Upload completed research thesis to the Knowledge Bank before graduation.
- Participate in scholarly events (e.g. MNRS Conference) if selected, and other opportunities as directed by faculty mentor.
- Uphold professional standards in all academic and research activities.
- Inform the Honors Director and faculty mentor of the decision to withdraw from the program and complete the required exit process.

Faculty Mentor Expectations

- Provide consistent guidance throughout the student's research project and thesis development.
- Help students develop research goals, timelines, and milestones.
- Encourage professional development and critical thinking in research and practice.
- Offers opportunity for engagement not to exceed student expectation for engagement of 3-4 hours per week.

- Support student development in scholarly activities.
- Provide consistent guidance, feedback, and support to facilitate the completion of a high-quality, ethical, and scholarly research thesis within the established timeline.
- Model ethical research practices and academic integrity.
- Monitor student progress and communicate concerns to the Honors Director.
- Consider continued mentorship if a student is dismissed from the program but seeks to complete research distinction.

UNDERGRADUATE NURSING HONORS PROGRAM

COLLEGE OF NURSING | THE OHIO STATE UNIVERSITY

The intent of this document is to provide a clean copy of OAA-required elements for the proposed courses (i.e., course name, format, description, prerequisites, learning outcomes, course topics) and the additional details requested by University Honors and Scholars (i.e., activities and assessments we anticipate being used to meet the learning objectives). To do so, we've drawn from comparative data, stakeholder feedback, and years of experience teaching and mentoring nursing honors students to identify five cross-cutting strategies that we believe are instrumental to a high-level, scaffolded experience in this context: 1) Interactive Lectures with Structured Learning Activities, 2) Iterative Presentations, 3) Guided Reflective Writing, 4) Mentor-led Research Immersions, and 5) Substantiated Works with Deliberate Scaffolding. We also anticipate that the faculty teaching the courses will further enhance and refine the experience as they carefully develop and finalize each course.

To inform your review, we've also provided a summary of how the courses align with the expectations of University Honors and Scholars per their "Honors Course Proposal Rubric Reviewer" (last revised on 8/28/24). ***Regarding Item #7 (articulation of difference between honors course and non-honors course/course at the same level)***, please note that no non-Honors equivalents exist at the same level; these courses are explicitly designed as Nursing Honors courses, with an emphasis on higher-order analytical thinking, high-impact research experiences, close faculty mentoring, and a scaffolded sequence of substantiated scholarly work that extends beyond the scope and expectations of standard undergraduate coursework. ***Regarding Item #8 (rationale for honors course)***, please note that all courses are offered exclusively as Nursing Honors courses because they are intentionally designed to support nursing honors students through a rigorous, longitudinal, and scaffolded research experience, emphasizing critical thinking, high-impact practices, iterative skill development, and sustained faculty mentorship in preparation for graduation with Honors Research Distinction. ***Regarding Item #9 (class size and format)***, please note that all courses are intentionally designed to foster sustained discussion, active peer engagement, and close interaction with the faculty teaching each course and faculty mentors and their teams, creating an environment that supports high-impact learning, iterative feedback, and meaningful mentorship consistent with Honors-level expectations.

List of Courses being Reviewed:

- COURSE #1: Nursing 2891H Introduction to Research Principles (Sophomores)
- COURSE #2: Nursing 3891.01H Evaluating Scientific Evidence (Juniors)
- COURSE #3: Nursing 3891.02H Research Methods and Measurement (Juniors)
- COURSE #4: Nursing 4891.01H Scholarly Writing (Seniors)
- COURSE #5: Nursing 4891.02H Research Dissemination (Seniors)

COURSE #1

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING
Nursing 2891H Introduction to Research Principles | Spring Semester/Full Term
2 Credit hours (Lecture), 25 Clock Hours

Prerequisites: Honors standing; or permission of instructor.

Course Description: Discussion of topics relevant to scientific inquiry and professional engagement to establish a foundation for the honors project.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:
Upon completion of the course, the student will be able to:
1. Differentiate key components and steps of the scientific method.
2. Compare and contrast research designs and methods for data collection.
3. Implement practices to support a successful mentor/mentee relationship.
4. Explain their role and expectations within their mentor's team.
5. Discuss the role of service and leadership in a professional nursing career.
6. Explore potential areas of interest for their honors project.

Course Topics:
1. Understanding the scientific method
2. Generating testable research questions and hypotheses
3. Overview of research paradigms
4. Selecting a research design
5. Ethical conduct of research and human subjects protection
6. Building effective mentor/mentee relationships
7. Understanding role in a research team
8. The nurse as scholar and leader
9. Service in nursing

Anticipated Activities and Assessments:	Alignment with Honors & Scholars Expectations:
Cross-cutting Strategy: Interactive Lectures with Structured Learning Activities	
Students participate in faculty-facilitated interactive lectures with small-group learning activities (e.g., ethics case studies) that require application of course content (e.g., human subjects protections, justice as applied to research recruitment) to higher-level thinking around real-world research scenarios (e.g., leading and documenting the informed consent process).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, experiences with diversity) 4. Communication Skills (written/oral/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Iterative Demonstration/Presentation	
Students deliver iterative demonstrations/presentations throughout the course (e.g., outlining the core elements of a research design used by their mentor, evaluating the strengths and weaknesses of a key method employed by their mentor) that synthesize course content (e.g., research paradigms, designs, methods) with real-world research practices (e.g., research protocols and standard operating procedures), incorporating feedback and growing in their higher order thinking.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, opportunities for reflection, demonstration/presentation, experiences with diversity) 4. Communication Skills (oral/visual/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Guided Reflective Writing	
Students complete guided reflective writing throughout the semester connecting course concepts (e.g., roles, expectations, team dynamics) to their real-world experiences working with their peers, mentor, and other research professionals (e.g., clarifying mentored research expectations). Reflections prompt students to assess growth around thinking and skills (e.g., facilitators/barriers to successful mentor/ mentee relationships) and connect their learning and substantiated works to topics within and beyond the discipline (e.g., service and leadership in professional nursing and interdisciplinary collaborations).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, real-world application, opportunities for reflection, experiences with diversity) 3. Substantiated Works (connection through reflection) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Mentor-led Research Immersions	
Students directly apply course content (e.g., roles and expectations within a research team) to higher-order thinking (e.g., establishing, documenting, and refining expectations) within the context of mentor-led research immersions (approximately three hours/week). Research immersions serve as the foundation for strong, sustained mentor-mentee relationships that connect student substantiated works (e.g., generating testable research questions and hypotheses) with real-world applications (e.g., the mentor's population and problem focus) and to key topics affecting the discipline and beyond (e.g., critically considering scientific priorities).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, experiences with diversity) 3. Substantiated Works (connection through application) 4. Communication Skills (disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Substantiated Works with Deliberate Scaffolding	
Students produce substantiated works (e.g., a written research question, hypotheses, and rationale) toward the culminating goals of the Honors Program: a high-quality written thesis and oral defense complemented by a professional presentation. Deliberate scaffolding of substantiated works within the honors course progression provides the longitudinal structure necessary to optimize students' ability to grow in their higher-order thinking, intellectual, interpersonal, and cognitive skills, and incorporate frequent feedback, and produce final products of high quality.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, frequent feedback, opportunities for reflection, experiences with diversity) 3. Substantiated Works (process and produce) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition

COURSE #2

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING
Nursing 3890.01H Evaluating Scientific Evidence | Autumn Semester/Full Term
1 Credit hour (Lecture), 12.5 Clock Hours

Prerequisites: Honors standing and 2891H; or permission of instructor.

Course Description: Discussion of topics relevant to locating, evaluating, and synthesizing scientific evidence.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:
Upon completion of the course, the student will be able to:
1. Apply strategies to locate, evaluate, and synthesize peer-reviewed literature.
2. Assess the quality and rigor of research studies using established criteria.
3. Identify gaps in the literature to justify a research question.
4. Create an honors project plan.

Course Topics:
1. Finding and organizing the evidence
2. Critical appraisal of research
3. Synthesizing the literature
4. Identifying gaps and framing research questions
5. Drafting key components of an honors project plan

Anticipated Activities and Assessments:	Alignment with Honors & Scholars Expectations:
Cross-cutting Strategy: Interactive Lectures with Structured Learning Activities	
Students participate in faculty-facilitated interactive lectures with small-group learning activities (e.g., designing and refining database search strategies for an assigned research question) that require application of course content (e.g., finding and organizing evidence) to higher-level thinking around real-world research scenarios (e.g., synthesizing the literature).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, experiences with diversity) 4. Communication Skills (disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Iterative Demonstration/Presentation	
Students deliver iterative demonstrations/presentations throughout the course (e.g., critical appraisal of peer reviewed research related to their research question) that synthesize course content (e.g., assessing the quality and rigor of research using established criteria) with real-world research practices (e.g., identifying gaps and framing research questions), incorporating feedback and growing in their higher order thinking.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, opportunities for reflection, demonstration/presentation, experiences with diversity) 4. Communication Skills (oral/visual/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Guided Reflective Writing	
Students complete guided reflective writing throughout the semester connecting course concepts (e.g., identifying gaps in the literature) to their real-world experiences working with their peers, mentor, and other research professionals (e.g., alignment with active projects). Reflections prompt students to assess growth around thinking and skills (e.g., framing research questions) and connect their learning and substantiated works to topics within and beyond the discipline (e.g., leading in the health sciences).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, real-world application, opportunities for reflection, experiences with diversity) 3. Substantiated Works (connection through reflection) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Mentor-led Research Immersions	
Students directly apply course content (e.g., finding and organizing the evidence) to higher-order thinking (e.g., refining the research question and hypotheses) within the context of mentor-led research immersions (approximately three hours/week). Research immersions serve as the foundation for strong, sustained mentor-mentee relationships that connect student substantiated works (e.g., generating the honors project plan) with real-world applications (e.g., the mentor's ongoing research) and to key topics affecting the discipline and beyond (e.g., critically considering the rigor of existing literature).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, experiences with diversity) 3. Substantiated Works (connection through application) 4. Communication Skills (disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Substantiated Works with Deliberate Scaffolding	
Students produce substantiated works (e.g., a written product summarizing the quality and rigor of existing literature and outlining the gap that the honors thesis aims to fill) toward the culminating goals of the Honors Program: a high-quality written thesis and oral defense complemented by a professional presentation. Deliberate scaffolding of substantiated works within the honors course progression provides the longitudinal	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, frequent feedback, opportunities for reflection, experiences with diversity) 3. Substantiated Works (process and produce) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills

structure necessary to optimize students' ability to grow in their higher-order thinking, intellectual, interpersonal, and cognitive skills, and incorporate frequent feedback, and produce final products of high quality.	6. Reflective Thinking/Metacognition

COURSE #3

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING
Nursing 3890.02H Research Methods and Measurement | Spring Semester/Full Term
1 Credit hour (Lecture), 12.5 Clock Hours

Prerequisites: Honors standing and 3891.01H; or permission of instructor.

Course Description: Discussion of topics relevant to data collection, measurement, and basic data analysis to strengthen scientific rigor.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:
1. Explain considerations for selecting data collection methods and instruments.
2. Explain key considerations for measurement, including validity and reliability.
3. Apply introductory techniques for data organization, analysis, and interpretation.
4. Refine and implement the honors project plan.

Course Topics:
1. Choosing the right data collection method
2. Instrument design and selection
3. Ethical and practical considerations in data collection, such as informed consent, participant burden, and data management
4. Introduction to measurement theory
5. Assessing validity and reliability
6. Organizing data for analysis
7. Descriptive statistics and basic visualization
8. Linking analysis to research questions and literature
9. Refining the research question and methods

Anticipated Activities and Assessments:	Alignment with Honors & Scholars Expectations:
Cross-cutting Strategy: Interactive Lectures with Structured Learning Activities	
Students participate in faculty-facilitated interactive lectures with small-group learning activities (e.g., evaluating the strengths and limitations of commonly used instruments for data collection in nursing research) that require application of course content (e.g., validity and reliability) to higher-level thinking around real-world research scenarios (e.g., operationalizing a variable, protocolizing a chosen measure).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, experiences with diversity) 4. Communication Skills (written/oral/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Iterative Demonstration/Presentation	
Students deliver iterative demonstrations/presentations throughout the course (e.g., summarize and evaluate an instrument used by their mentor) that synthesize course content (e.g., explaining key considerations for measurement) with real-world research practices (e.g., identifying implications for data analysis and interpretation), incorporating feedback and growing in their higher order thinking.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, opportunities for reflection, demonstration/presentation, experiences with diversity) 4. Communication Skills (oral/visual/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Guided Reflective Writing	
Students complete guided reflective writing throughout the semester connecting course concepts (e.g., organizing data for analysis) to their real-world experiences working with their peers, mentor, and other research professionals (e.g., databases used). Reflections prompt students to assess growth around thinking and skills (e.g., interpreting research findings) and	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, real-world application, opportunities for reflection, experiences with diversity) 3. Substantiated Works (connection through reflection) 4. Communication Skills (written/metacognitive)

connect their learning and substantiated works to topics within and beyond the discipline (e.g., appraising research findings according to study strengths and limitations).	5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Mentor-led Research Immersions	
Students directly apply course content (e.g., measurement) to higher-order thinking (e.g., applying secondary data analysis to ask and answer compelling research questions) within the context of mentor-led research immersions (approximately three hours/week). Research immersions serve as the foundation for strong, sustained mentor-mentee relationships that connect student substantiated works (e.g., refining the research question and methods) with real-world applications (e.g., the mentor's ongoing research) and to key topics affecting the discipline and beyond (e.g., the factors upon which the interpretation of research findings depend).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, experiences with diversity) 3. Substantiated Works (connection through application) 4. Communication Skills (disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Substantiated Works with Deliberate Scaffolding	
Students produce substantiated works (e.g., a written product outlining proposed data collection methods, measurement considerations, and analytical approach) toward the culminating goals of the Honors Program: a high-quality written thesis and oral defense complemented by a professional presentation. Deliberate scaffolding of substantiated works within the honors course progression provides the longitudinal structure necessary to optimize students' ability to grow in their higher-order thinking, intellectual, interpersonal, and cognitive skills, and incorporate frequent feedback, and produce final products of high quality.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, frequent feedback, opportunities for reflection, experiences with diversity) 3. Substantiated Works (process and produce) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition

COURSE #4

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING
Nursing 4890.01H Scholarly Writing | Autumn Semester/Full Term
2 Credit hours (Lecture), 25 Clock Hours

Prerequisites: Honors standing and 3891.02H; or permission of instructor.

Course Description: Discussion of topics relevant to scholarly writing for effective research communication.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:
Upon completion of the course, the student will be able to:
1. Apply scientific writing principles to organize and present information clearly.
2. Explain and apply the principles of academic integrity in scholarly work.
3. Design clear, concise scientific abstracts that accurately reflect research content and adhere to professional standards.
4. Incorporate feedback to improve clarity, coherence, and rigor in writing.
5. Refine and implement the honors project plan.

Course Topics:
1. Foundations of scientific writing
2. Academic integrity and scholarly ethics
3. Crafting effective scientific abstracts
4. Revising for clarity, coherence, and rigor
5. Peer Review
6. Writing the honors project plan
7. Professional communication and dissemination

Anticipated Activities and Assessments:	Alignment with Honors & Scholars Expectations:
Cross-cutting Strategy: Interactive Lectures with Structured Learning Activities	
Students participate in faculty-facilitated interactive lectures with small-group learning activities (e.g., structured peer review of written substantiated works) that require application of course content (e.g., incorporate feedback to improve clarity, coherence, and rigor in writing) to higher-level thinking around	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, experiences with diversity) 4. Communication Skills (written/disciplinary/professional)

real-world research scenarios (e.g., fielding and incorporating feedback from interdisciplinary collaborators).	5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Iterative Demonstration/ Presentation	
Students deliver iterative demonstrations/presentations throughout the course (e.g., on the status of their written honors thesis, focusing on clarity of the research question, alignment with methods and measurement, and progress toward the final scholarly product) that synthesize course content (e.g., foundations of scientific writing, principles of academic integrity) with real-world research practices (e.g., producing manuscripts of publishable quality), incorporating feedback and growing in their higher order thinking.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, opportunities for reflection, demonstration/presentation, experiences with diversity) 4. Communication Skills (oral/visual/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Guided Reflective Writing	
Students complete guided reflective writing throughout the semester connecting course concepts (e.g., academic integrity, scholarly writing principles, peer review) to their real-world experiences working with their peers, mentor, and other research professionals (e.g., lab-wide manuscript planning, authorship considerations). Reflections prompt students to assess growth around thinking and skills (e.g., leading scholarly initiatives) and connect their learning and substantiated works to topics within and beyond the discipline (e.g., working collaboratively across disciplines to produce high-quality written products).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, real-world application, opportunities for reflection, experiences with diversity) 3. Substantiated Works (connection through reflection) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Mentor-led Research Immersions	
Students directly apply course content (e.g., revising for clarity, coherence, and rigor) to higher-order thinking (e.g., translating experiential learning into tangle deliverables) within the context of mentor-led research immersions (approximately three hours/week). Research immersions serve as the foundation for strong, sustained mentor-mentee relationships that connect student substantiated works (e.g., the scientific abstract, the written thesis) with real-world applications (e.g., the mentor's ongoing research) and to key topics affecting the discipline and beyond (e.g., the importance of rigor and transparency to scientific writing and the knowledge base).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, experiences with diversity) 3. Substantiated Works (connection through application) 4. Communication Skills (disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Substantiated Works with Deliberate Scaffolding	
Students produce substantiated works (e.g., a scientific abstract for submission to a professional organization, a building draft of the written thesis) toward the culminating goals of the Honors Program: a high-quality written thesis and oral defense complemented by a professional presentation. Deliberate scaffolding of substantiated works within the honors course progression provides the longitudinal structure necessary to optimize students' ability to grow in their higher-order thinking, intellectual, interpersonal, and cognitive skills, and incorporate frequent feedback, and produce final products of high quality.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, frequent feedback, opportunities for reflection, experiences with diversity) 3. Substantiated Works (process and produce) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition

COURSE #5

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING
Nursing 4890.02H Research Dissemination | Spring Semester/Full Term
2 Credit hours (Lecture), 25 Clock Hours

Prerequisites: Honors standing and 4891.01H; or permission of instructor.

Course Description: Discussion of topics relevant to presenting and disseminating scholarly findings.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Interpret and present findings, including implications for practice and policy.
2. Apply principles of effective visual communication to design a professional research poster.
3. Demonstrate strategies for delivering a clear and organized oral presentation of scholarly work.
4. Revise, finalize, and submit thesis according to program standards.
5. Reflect on scholarly development and identify opportunities for future research engagement.

Course Topics:
1. Interpreting and presenting findings
2. Visual communication and poster design
3. Oral presentation skills for scholars
4. Finalizing and submitting the thesis
5. Scholarly identify and future engagement

Anticipated Activities and Assessments:	Alignment with Honors & Scholars Expectations:
Cross-cutting Strategy: Interactive Lectures with Structured Learning Activities	
Students participate in faculty-facilitated interactive lectures with small-group learning activities (e.g., structured peer review of scientific posters) that require application of course content (e.g., interpret and present findings, apply principles of effective visual communication) to higher-level thinking around real-world research scenarios (e.g., oral presentation skills for scholars).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, experiences with diversity) 4. Communication Skills (written/oral/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Iterative Demonstration/ Presentation	
Students deliver iterative demonstrations/presentations throughout the course (e.g., guided build toward the final oral presentation) that synthesize course content (e.g., delivering a clear and organized oral presentation) with real-world research practices (e.g., engaging with professional societies by presenting scholarly work), incorporating feedback and growing in their higher order thinking.	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, opportunities for reflection, demonstration/presentation, experiences with diversity) 4. Communication Skills (oral/visual/disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Guided Reflective Writing	
Students complete guided reflective writing throughout the semester connecting course concepts (e.g., revise, finalize, and submit thesis) to their real-world experiences working with their peers, mentor, and other research professionals (e.g., their evolving perceptions of scholarly identify). Reflections prompt students to assess growth around thinking and skills (e.g., incrementally advancing substantiated works through multiple forms of dissemination) and connect their learning and substantiated works to topics within and beyond the discipline (e.g., incrementally advancing a program of research).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, real-world application, opportunities for reflection, experiences with diversity) 3. Substantiated Works (connection through reflection) 4. Communication Skills (written/metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Mentor-led Research Immersions	
Students directly apply course content (e.g., interpreting and presenting findings) to higher-order thinking (e.g., refining scholarly products) within the context of mentor-led research immersions (approximately three hours/week). Research immersions serve as the foundation for strong, sustained mentor-mentee relationships that connect student substantiated works (e.g., a professional research poster and presentation, a final written thesis) with real-world applications (e.g., the mentor's ongoing research) and to key topics affecting the discipline and beyond (e.g., the process of professional discourse to advance lines of inquiry).	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, interaction/collaboration, real-world application, frequent feedback, experiences with diversity) 3. Substantiated Works (connection through application) 4. Communication Skills (disciplinary/professional) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition
Cross-cutting Strategy: Substantiated Works with Deliberate Scaffolding	
Students produce substantiated works (e.g., a professional research poster and presentation, the final written thesis) toward the culminating goals of the Honors Program: a high-quality written thesis and oral defense complemented by a professional presentation. Deliberate scaffolding of substantiated works within the honors course progression provides the longitudinal structure necessary to optimize students' ability to grow in their higher-order thinking,	1. Critical Thinking/Analytical Skills 2. HIP Principles/Characteristics (high-performance expectations, time/effort, frequent feedback, opportunities for reflection, experiences with diversity) 3. Substantiated Works (process and produce) 4. Communication Skills (written/oral/disciplinary/professional/ metacognitive) 5. Intellectual/Interpersonal/Cognitive Skills 6. Reflective Thinking/Metacognition

intellectual, interpersonal, and cognitive skills, and incorporate frequent feedback, and produce final products of high quality.	

THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

Nursing 2891 H Introduction to Research Principles

Spring Semester/Full Term

2 Credit hours (Lecture) 25 Clock Hours

Prerequisites: Honors standing or permission of instructor.

Course Description: Discussion of topics relevant to scientific inquiry and professional engagement to establish a foundation for the honors project.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Differentiate key components and steps of the scientific method.
2. Compare and contrast research designs and methods for data collection.
3. Implement practices to support a successful mentor/mentee relationship.
4. Explain their role and expectations within their mentor's team.
5. Discuss the role of service and leadership in a professional nursing career.
6. Explore potential areas of interest for their honors project.

Course Topics:

1. Understanding the scientific method
2. Generating testable research questions and hypotheses
3. Overview of research paradigms
4. Selecting a research design
5. Ethical conduct of research and human subjects protection
6. Building effective mentor/mentee relationships
7. Understanding role in a research team
8. The nurse as scholar and leader
9. Service in nursing

Graded-Assignment Details:

Student performance will be evaluated using presentations, activities, and reflection papers.

Guiding Principles for Honors Assessment:

Growth over polish.
Reflection greater than performance.
Narrative coherence over isolated assignments.

THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

Nursing 3891.01 H Evaluating Scientific Evidence

Autumn Semester/ Full Term

1 Credit hour (Lecture) 12.5 Clock Hours

Prerequisites: Honors standing and 2891H; or permission of instructor.

Course Description: Discussion of topics relevant to locating, evaluating, and synthesizing scientific evidence.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Apply strategies to locate, evaluate, and synthesize peer-reviewed literature.
2. Assess the quality and rigor of research studies using established criteria.
3. Identify gaps in the literature to justify a research question.
4. Create an honors project plan.

Course Topics:

1. Finding and organizing the evidence
2. Critical appraisal of research
3. Synthesizing the literature
4. Identifying gaps and framing research questions
5. Drafting key components of an honors project plan

Graded-Assignment Details:

Student performance will be evaluated using presentations, activities, and reflection papers.

Guiding Principles for Honors Assessment:

Growth over polish.
Reflection greater than performance.
Narrative coherence over isolated assignments.

THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

Nursing 3891.02 H Research Methods and Measurement

Spring Semester/ Full Term

1 Credit hour (Lecture) 12.5 Clock Hours

Prerequisites: Honors standing and 3891.01H; or permission of instructor.

Course Description: Discussion of topics relevant to data collection, measurement, and basic data analysis to strengthen scientific rigor.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Explain considerations for selecting data collection methods and instruments.
2. Explain key considerations for measurement, including validity and reliability.
3. Apply introductory techniques for data organization, analysis, and interpretation.
4. Refine and implement the honors project plan.

Course Topics:

1. Choosing the right data collection method
2. Instrument design and selection
3. Ethical and practical considerations in data collection, such as informed consent, participant burden, and data management
4. Introduction to measurement theory
5. Assessing validity and reliability
6. Organizing data for analysis
7. Descriptive statistics and basic visualization
8. Linking analysis to research questions and literature
9. Refining the research question and methods

Graded-Assignment Details:

Student performance will be evaluated using presentations, activities, and reflection papers.

Guiding Principles for Honors Assessment:

Growth over polish.
Reflection greater than performance.
Narrative coherence over isolated assignments.

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
Nursing 4891.01 H Scholarly Writing
Autumn Semester/ Full Term
2 Credit hours (Lecture) 25 Clock Hours

.

Prerequisites: Honors standing and 3891.02H; or permission of instructor.

Course Description: Discussion of topics relevant to scholarly writing for effective research communication.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Outcomes:
Upon completion of the course, the student will be able to:

1. Apply scientific writing principles to organize and present information clearly.
2. Explain and apply the principles of academic integrity in scholarly work.
3. Design clear, concise scientific abstracts that accurately reflect research content
   and adhere to professional standards.
4. Incorporate feedback to improve clarity, coherence, and rigor in writing.
5. Refine and implement the honors project plan.

Course Topics:

1. Foundations of scientific writing
2. Academic integrity and scholarly ethics
3. Crafting effective scientific abstracts
4. Revising for clarity, coherence, and rigor
5. Peer Review
6. Writing the honors project plan
7. Professional communication and dissemination

Graded-Assignment Details:
Student performance will be evaluated using presentations, activities, and reflection papers.

Guiding Principles for Honors Assessment:
Growth over polish.
Reflection greater than performance.
Narrative coherence over isolated assignments.

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
Nursing 4891.02 H Research Dissemination
Spring Semester/ Full Term
2 Credit hours (Lecture) 25 Clock Hours

Prerequisite: Honors standing, and 4891.01H; or permission of instructor.

Course Description: Discussion of topics relevant to presenting and disseminating scholarly findings.

The AACN Essentials: Core Competencies for Professional Nursing Education (2021) were used to guide course development. Domains 4, 9, and 10 are met through this course.

Course Format: This in-person honors seminar uses a discussion- and reflection-based format that places students at the center of the learning process. Rather than traditional lectures, class meetings focus on conversation, critical questioning, and reflective practice.

Course Learning Objectives:

Upon completion of the course, the student will be able to:

1. Interpret and present findings, including implications for practice and policy.
2. Apply principles of effective visual communication to design a professional research poster.
3. Demonstrate strategies for delivering a clear and organized oral presentation of scholarly work.
4. Revise, finalize, and submit thesis according to program standards.
5. Reflect on scholarly development and identify opportunities for future research engagement.

Course Topics:

1. Interpreting and presenting findings
2. Visual communication and poster design
3. Oral presentation skills for scholars
4. Finalizing and submitting the thesis
5. Scholarly identity and future engagement

Guiding Principles for Honors Assessment:

Growth over polish.
Reflection greater than performance.
Narrative coherence over isolated assignments.

College of Nursing BSN Honors Research Program Expectations Mapped to the Honors Standards

The College of Nursing BSN Honors Research Program meets and exceeds the University Honors Standards through a comprehensive, scaffolded honors experience that integrates rigorous honors-quality coursework, sustained faculty-mentored research, experiential learning, professional development, and scholarly dissemination.

Students complete 18 honors credits (15 within the program and 3 additional honors-quality electives), maintain a minimum 3.4 GPA, and engage in a multi-semester sequence of honors seminars and honors-embedded courses that progressively build research knowledge, leadership, communication, and evidence-based practice skills. Consistent experiential learning is achieved through ongoing participation in faculty research teams, regular engagement with their faculty mentor, and completion of an independent research project culminating in a thesis. Students publicly disseminate their work through a thesis defense and university research forum presentations, submit their completed thesis to the Knowledge Bank, and reflect on their scholarly growth through honors coursework, professional development activities, and final research dissemination experiences. Collectively, these curricular and co-curricular components ensure that graduates fulfill the University Honors Standards while earning the university's highest undergraduate distinction, Honors Research Distinction in Nursing.

Direct mapping to University Honors Standards:

University Honors Standards	College of Nursing Program Expectations
First-Year Honors Survey or Honors Modules in Survey	Students are admitted through a competitive process and oriented to honors expectations, mentorship, leadership, and scholarly engagement beginning in the sophomore year. Students take a seminar-style honors course in each of 5 semesters.
18+ Credit Hours of Honors-quality Coursework	Students complete 18 honors credits, including 15 credits of nursing honors coursework and 3 additional honors-quality elective credits.
Consistent Experiential Learning culminating in Honors Thesis or thesis equivalent	Students participate in sustained faculty-mentored research, engage regularly with research teams, and complete an original honors thesis.
Compilation of Honors ePortfolio	Students do not currently complete an Honors ePortfolio, but we are moving

	toward that goal. Program artifacts, including reflections, proposals, presentations, posters, and the final thesis submitted to the Knowledge Bank, provide evidence of progressive scholarly development and achievement.
Honors Reflection or Honors Module in Capstone	Student reflection is built into each of the 5 seminars. Senior seminars further emphasize scholarly writing, dissemination, reflection on scholarly development, and future research engagement, culminating in project and thesis completion and defense.
Minimum Honors GPA	Students must maintain a cumulative GPA of 3.4 throughout the program.