

Status: PENDING

PROGRAM REQUEST
Nursing-NURSING-PH

Last Updated: Myers, Dena Elizabeth
03/14/2011

Fiscal Unit/Academic Org	Nursing - D1700
Administering College/Academic Group	Nursing
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Nursing
Proposed Program/Plan Name	Nursing-NURSING-PH
Program/Plan Code Abbreviation	NURSING-PH
Current Degree Title	Doctor of Philosophy

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		75	50.0	50	0.0
Required credit hours offered by the unit	Minimum	48	32.0	34	2.0
	Maximum	48	32.0	34	2.0
Required credit hours offered outside of the unit	Minimum	18	12.0	12	0.0
	Maximum	18	12.0	12	0.0
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Synthesizes knowledge from nursing and other disciplines to develop and test theory related to health
 - Conducts research that builds nursing science.
 - Communicates the results of theory development and research.
 - Provides leadership in the area of health promotion, disease prevention and the advancement of clinical science through the development and application of new knowledge.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Evaluation of a body of work produced by the student

- Portfolio evaluation of student work

Direct assessment methods specifically applicable to graduate programs

- Candidacy exams
- Research proposals written and grants awarded
- Thesis/dissertation oral defense and/or other oral presentation
- Thesis/dissertation (written document)
- Publications
- Other: Preliminary exam

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey
- Alumni survey
- Employer feedback or survey
- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Peer review of program
- External program review
- Curriculum or syllabus review
- Comparison or benchmarking

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- CoN letter to OAA.pdf: Letter for College of Nursing
(Letter from the College to OAA. Owner: Polivka,Barbara Jaszczuk)
- Nursing PhD program.pdf: PhD Program Rationale
(Program Rationale Statement. Owner: Polivka,Barbara Jaszczuk)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Polivka,Barbara Jaszczuk	03/04/2011 05:15 PM	Submitted for Approval
Approved	Polivka,Barbara Jaszczuk	03/04/2011 05:15 PM	Unit Approval
Revision Requested	Cody,Sandra Jane	03/09/2011 09:21 AM	SubCollege Approval
Submitted	Cody,Sandra Jane	03/09/2011 09:22 AM	Submitted for Approval
Revision Requested	Polivka,Barbara Jaszczuk	03/09/2011 10:30 AM	Unit Approval
Submitted	Polivka,Barbara Jaszczuk	03/09/2011 10:43 AM	Submitted for Approval
Approved	Polivka,Barbara Jaszczuk	03/09/2011 02:10 PM	Unit Approval
Approved	Bernhard,Linda Anne	03/09/2011 02:43 PM	SubCollege Approval
Revision Requested	Cody,Sandra Jane	03/09/2011 04:23 PM	College Approval
Submitted	Cody,Sandra Jane	03/09/2011 04:47 PM	Submitted for Approval
Revision Requested	Polivka,Barbara Jaszczuk	03/10/2011 04:38 PM	Unit Approval
Submitted	Polivka,Barbara Jaszczuk	03/10/2011 04:41 PM	Submitted for Approval
Approved	Polivka,Barbara Jaszczuk	03/10/2011 04:42 PM	Unit Approval
Approved	Bernhard,Linda Anne	03/10/2011 04:56 PM	SubCollege Approval
Approved	Ahijevych,Karen Louise	03/10/2011 08:13 PM	College Approval
Approved	Myers,Dena Elizabeth	03/14/2011 03:30 PM	GradSchool Approval
Pending Approval	Soave,Melissa A	03/14/2011 03:30 PM	CAA Approval



January 12, 2011

Dr. Randy Smith, Vice Provost
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Dear Dr. Smith:

On behalf of the faculty of the College of Nursing, we are pleased to submit these semester conversion proposals. The College of Nursing currently administers the programs listed below; all are being converted to semesters.

- Undergraduate Programs:
 - BS in Nursing
 - Traditional option
 - RN to BSN option
- Graduate Programs:
 - Masters Programs
 - Adult Clinical Nurse Specialist specialty
 - Adult Nurse Practitioner specialty
 - Adult Acute Care Nurse Practitioner specialty
 - Family Nurse Practitioner specialty
 - Clinical Nurse Leader specialty
 - Dual Women's Health and Nurse-Midwifery specialty
 - Nurse-Midwifery specialty
 - Neonatal Nurse Practitioner specialty
 - Nursing and Health Systems Management specialty
 - Nursing Administration sub-specialty
 - Public Health Nursing sub-specialty
 - Nursing Science specialty
 - Pediatric Nurse Practitioner specialty
 - Pediatric Acute Care specialty
 - Adult Psychiatric and Mental Health Nurse Practitioner and Clinical Nurse Specialist specialty
 - Child and Adolescent Psychiatric and Mental Health specialty
 - Women's Health Nurse Practitioner specialty
 - PhD in nursing
 - Doctor of Nursing Practice (DNP)
- Graduate minor in Integrated Determinants of Health

The Baccalaureate and Master's programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation was obtained in 2009 for 10 years. The DNP program began admitting students in 2008. In November 2010 we had a very positive DNP accreditation visit; we anticipate formal approval by October 2011. The pre-licensure programs (traditional undergraduate and graduate entry pre-licensure programs) are also approved by the Ohio Board of Nursing (2007 to 2012). All nursing curricula in the college meet the American Association of Colleges of Nursing (AACN) Essentials for Nursing Education.

AACN Essentials exist for Baccalaureate, Master's, and Doctoral Education for Advanced Nursing Practice (DNP) programs (<http://www.aacn.nche.edu/Education/essentials.htm>). In addition, the AACN approved *Essentials for Research-Focused Doctoral Programs in Nursing* guide our PhD program (<http://www.aacn.nche.edu/Education/pdf/PhDposition.pdf>).

The baccalaureate program has an option for traditional undergraduate students and another for students who are licensed registered nurses (RN to BSN). In the traditional option, students are admitted after completion of prerequisite courses, typically at the beginning of the sophomore year. Students are admitted to the RN to BSN option after completing all prerequisite courses.

The master's program offers several options for students. These include the traditional masters and the graduate entry options. Students in the traditional master's option are registered nurses who primarily have a baccalaureate degree in nursing. Students in the graduate entry option enter with the minimum of a baccalaureate degree in another discipline and pursue a master's degree in nursing. Graduate entry students complete a pre-RN licensure accelerated plan of study that parallels the traditional baccalaureate plan. All students in the master's program pursue specialization in one of the graduate specialties (e.g., adult health nurse practitioner, pediatric nurse practitioner, family nurse practitioner, neonatal nurse practitioner, woman's health nurse practitioner, nurse-midwifery, psychiatric mental health nursing, and nursing and health systems management).

The DNP program prepares graduates to provide leadership and excellence in nursing practice, including direct patient care and areas that support the delivery of clinical practice, such as administration, education, and health policy. DNP students are all post-master's students.

The PhD program prepares nurse scientists who can advance the knowledge base for nursing practice through research and scholarly activities and promote the delivery of quality health care through leadership in practice and education. Students in the PhD program are either post-master's or BS to PhD students.

The semester curricula were developed with careful thought and input from College of Nursing faculty, students, and staff. The quarter to semester (Q2S) conversion process began in autumn 2009 when six Q2S workgroups were formed to review existing quarter-based curricula and develop semester-based curricula. The workgroups were chaired by a College of Nursing faculty member and included five to eight faculty members. Each workgroup included faculty who were both familiar with the existing curricula and those that were less familiar (had not specifically taught in that program). This mix of faculty provided an opportunity for diverse and new perspectives. Each workgroup also included a staff member from the college's student affairs office.

The six workgroups were:

1. Traditional undergraduate
2. RN to BSN
3. Masters Core
4. Graduate Entry pre-licensure
5. PhD
6. DNP (Doctor of Nursing Practice)

Q2S workgroups met every two weeks throughout the 2009-2010 academic year. Initially, each workgroup developed a curriculum map of the existing quarter-based program, reviewed program goals, course objectives, and the AACN Essentials for nursing education documents (Baccalaureate, Masters, & DNP). The workgroups also explored curricula from other similar institutions.

Workgroup minutes and documents produced were posted on a college Carmen Semester Conversion web site accessible to all college faculty and staff. Workgroups also reported regularly to faculty at faculty meetings, Undergraduate/Graduate Studies committee meetings, and at faculty forums. Student input was obtained via student representatives on the graduate studies committee (n=4), the undergraduate studies committee (n=3), the PhD sub-committee (n=1), and the DNP sub-committee (n=2) as well as via an electronic survey of undergraduate students, and focus groups with graduate entry students. Input was obtained from OSU Medical Center representatives attending the undergraduate studies committee meeting and from adjunct faculty.

Draft curricula were developed by each Q2S workgroup by spring 2010. Once the draft curricula were vetted with faculty, course design teams were formed for each new semester-based course. All college faculty were appointed to at least one course design team. Each team was comprised of three to six faculty members. The course design teams developed draft syllabi that included: course description, course objectives, and course content. These draft syllabi were then submitted to the appropriate Q2S workgroup for comments and feedback. This process continued until the Q2S workgroup approved each course. Once each course was approved by the Q2S workgroup it was forwarded to the appropriate college curriculum committee (Undergraduate Studies Committee or Graduate Studies Committee) for review and approval.

In addition to the Q2S workgroups and the course design teams described above, directors of the Master's specialty programs regularly met to discuss the curricula for semester-based graduate specialties. Faculty from each specialty developed semester-based curricula for their specialty courses. These courses and programs were submitted to the Graduate Studies Committee for approval.

During autumn 2010 and winter 2011 each program curriculum and all semester courses were presented to the full faculty and approved by college faculty during a faculty meeting.

Many of the college baccalaureate, master's and DNP courses include direct clinical experiences to allow students to develop and refine the knowledge and skills they need to manage care. Clinical experiences are considered as laboratory experiences per Faculty Rule 335-8-24(A)(3). In the current quarter-based system, the college has used a 3:1 or a 4:1 ratio for clinical hours per quarter credit hours. In the semester-based system we will adhere to a 3:1 system for all undergraduate and graduate clinical courses (Faculty Rule 335-8-24(A)(3)). Therefore, semester credit hours for courses that include a clinical experience include a didactic component and a clinical component. Credit hours for the didactic component were calculated using 750 minutes per semester credit hour; credit hours for clinical experiences were calculated using 2,250 minutes per semester credit hour.

Based on the university's course numbering system guidelines, we have developed a course numbering system for college courses. The numbering system allows for courses in the same content area, but offered at different levels to have the same last 3 digits (e.g., Health Assessment for sophomore undergraduate students = 2410; Advanced Health Assessment for graduate students = 7410). Refer to attachment for specifics.

The faculty in the College of Nursing is committed to assuring progress toward graduation will not be delayed by the conversion to semesters (this applies to students currently meeting program requirements under normal conditions and without delays due to atypical circumstances such as illness, incompletes, or failure in prior course work). For a number of our programs, we are bound by our accrediting bodies to ensure that our program offerings under the semester system will be, at the very least, of equal quality as is currently. We assure students that they will be provided with information and experience necessary to be successful in program completion. Our

approach for advising students at all levels will be first and foremost, to maintain open dialogue with our students via the college's student web and student newsletter. At the undergraduate level, advisors will work with individual students to assure that both courses within nursing as well as courses needed to fulfill elective requirements are met. Advisement for the RN to BSN students will continue to be the responsibility of the program director and the academic advisor. At the graduate level, faculty will continue to work with advisees for individual program planning.

The transition policy is based on the following principles:

- Each semester requirement may be met by either taking an appropriate semester course or by completing an equivalent in a quarter course such that all accreditation requirements are met.
- Excess credit hours in nursing courses will not be substituted to fulfill required elective credits.
- Quarter clinical clock hours will be counted towards the total required hours in graduate specialties necessary for certification.

We recommend that the College of Nursing proposals for semester-based baccalaureate, masters, and doctoral programs in nursing be approved.

Sincerely,



Elizabeth R. Lenz, Ph.D., R.N., F.A.A.N.
Dean and Professor



Karen Ahijevych, Ph.D., R.N., F.A.A.N.
Associate Dean for Academic Affairs
and Professor

College of Nursing Course Numbering System			
1st Digit			
1	Freshman/Pre-nursing		
2	Sophomore		
3	Junior		
4	Senior		
5	Undergrad & Graduate dual credit		
6	GE pre-licensure		
7	MS		
8	PhD		
8	DNP (NP - Nursing Practice)		
2nd, 3rd, 4th Digits			
100-109	Introductory	400-409	Leadership/Management/Finance
110-190	Electives	410-419	Health Assessment
191 * repeatable	Internships	420-429	Life span development
193 * repeatable	Individual studies	430-439	Culture, Global awareness
194 * repeatable	Group studies	440-449	Theoretical foundations
		450-459	Pathophysiology
200-209	Acute Care - Adult	460-469	Communication
210-219	Acute Care - Pediatric	470-479	Pharmacology
220-229	Adult	480-489	Quality improvement/assurance
230-239	Clinical Nurse Leader	490-499	Health promotion
240-249	Community/Public Health	500-509	Policy
250-259	Nursing & Health Systems Mngmt	510-519	Ethics
260-269	Family	520-529	Informatics
270-279	Medical Surgical	530-539	Instructional strategies
280-289	Nurse-Midwifery/Obstetrics	540-549	Gerontology
290-299	Women's Health		
300-309	Neonatal	780-795;796 *	EBP/Research, courses about
310-319	Nursing Science	797 *	Study at a foreign institution
320-329	Oncology	798 *	Study tour
330-339	Pediatric	880-888;889*	Interdepartmental seminars
340-349	Psych Mental Health - Adult	890-898; 899 * repeatable	Seminars, Colloquia
350-359	Psych Mental Health - Child	980-997;998 * repeatable	Research
367 *	GEC 2nd writing course	999 * repeatable	Research Dissertation/Thesis
Decimals	Apply to MS/DNP clinicals	Suffixes	
XXXX.01	1st clinical in sequence	H	Honors
XXXX.02	2nd clinical in sequence	S	Service Learning
XXXX.03	3rd clinical in sequence		
XXXX.04	4th clinical in sequence		
XXXX.09	All RN-BSN courses		

*University special course number designation

**PhD Program
College of Nursing
Rationale for Program Changes**

Students enter the PhD program in nursing either having completed a master's degree in a clinical area or after the completion of a bachelor's program in nursing. If the student completes the BS to PhD program in addition to the PhD program as described below they must complete coursework in a master's specialty area. This is described below.

The proposed program changes to the PhD program in nursing are minimal (Table 1). The focus of the program continues to be on the study of health/disease within a multilevel framework that encompasses the biological, behavioral and social influences on health. Students choose research in the area of symptom biology and management, health promotion and risk reduction, and/or women/infant health. The curriculum was last updated in 2001. The proposed program changes within the PhD courses include:

- Nursing foundational core for the PhD has been reworked from a 3-quarter series to a 2-semester series (*N901, N915, N916* is reworked into two courses: *N8440, N8441 Scientific Underpinnings for Nursing Science I, II*)
- Four course series of research design and methods courses reworked to be offered over 3 semesters. These courses were *N902.01 Qualitative Methods in Nursing Science, N912 Introduction to Methods of Nursing Science, N914 Principles of Measurement in Health Related Sciences, and N917.01/N917.02 Seminars in Determinants of Health*. The new course sequence is 3 semesters and covers the same content. The new course numbers are: *N8780 & N8781, N8782 Research Methods I, II, and III*.
- The coursework in the area of scientific communication has been reformatted into 3 courses that are specifically designed to address the subject areas of manuscript writing (*N8460*), grantsmanship (*N8461*), and writing for multiple audiences (*N8462*). In the quarter based curriculum this content was sprinkled throughout a series of professional seminars (*N900* seminar series over 6 quarters). In addition these seminars addressed other issues, including professional development issues pertaining to faculty positions and working as nursing scientists within large tertiary hospitals. This content is now included in a professional leadership seminar taken during the spring semester of the second year (*N8400*) and a series of seminars taken post-candidacy (*N8890*).
- We maintain the requirement for an academic year of graduate statistics. The credit hours in statistics of 9 quarter hours are now changed to 6 semester hours.
- We maintain the requirement of coursework in a cognate area. The credit hours for the cognate courses remain the same (10 cr. hrs). Currently the requirement is for 15 quarter credit hours of cognate.

Sem Course #	Semester Course Title	Sem. Cr. Hrs.	Quarter Course #	Quarter equivalent course(s)	Qtr. Cr. Hrs.
8440, 8441	Scientific Underpinnings of Nursing Science I & II	3,3	901, 915, 916	Theoretical Foundations of Nursing Science Psychobiobehavioral Phenomena Underlying Determinants of Health Status Psychosocial Mechanisms Underlying Determinants of Health Disparities	5,5,5
8460	Scientific Communication I	1	900	Pro Seminar in Nursing	6
8461	Scientific Communication II	1			
8462	Scientific Communication III	3	904	Theory Synthesis in Nursing Science	3
8400	Leadership for Nurse Scientists	1	900	Pro Seminar in Nursing	
8780, 8781, 8782	Research Methods I, II, III	3,3, 4	902.01, 912, 914, 917.01/ 917.02	Qualitative Methods of Nursing Science Introduction to Methods of Nursing Science Principles of Measurement in Health Related Sciences Seminars in Determinants of Health	5,5,5, 5
8980	Research Residency I & II	3,3	893	Individual Studies in Nursing	variable
8999	Dissertation Hours	variable	999	Research in Nursing (independent studies—research)	variable
8890	Professional Issues in Nursing	0.5-2 (repeatable)	999	Research in Nursing (post-candidacy seminar)	1-3

Table 2. Sample Curriculum Plan: PhD Program for applicants with MS

<u>Autumn Semester—Year 1</u> N8440 Scientific Underpinnings of Nursing Science I (3 credits) N8780 Research Methods I (3 credits) Statistics I (3 credits) N8460 Scientific Communication I (1 credit) Total Credits: 10 credits	<u>Spring Semester—Year 1</u> N8441 Scientific Underpinnings of Nursing Science II (3 credits) N8781 Research Methods II (3 credits) Statistics II (3 credits) N8461 Scientific Communication II (1 credit) Total Credits: 10 credits
<u>Autumn Semester—Year 2</u> N8782 Research Methods III (4 credits) N8980 Research Residency I (3 credits) Cognate I (5 credits) Total Credits: 12 credits	<u>Spring Semester—Year 2</u> N8980 Research Residency II (3 credits) N8462 Scientific Communication III (3 hours) N8400 Leadership for Nurse Scientists (1 credit) Cognate II (5 credits) Total Credits: 12 credits
<u>Autumn Semester—Year 3</u> N8890 Professional Issues in Nursing (0.5 credit) N8999 Dissertation (1 credit) Total Credits: 1.5 credits	<u>Spring Semester—Year 3</u> N8890 Professional Issues in Nursing(0.5 credit) N8999 Dissertation (1 credit) Total Credits: 1.5 credits
<u>Autumn Semester—Year 4</u> N8890 Professional Issues in Nursing (0.5 credit) N8999 Dissertation (1 credit) Total Credits: 1.5 credits	<u>Spring Semester—Year 4</u> N8890 Professional Issues in Nursing (0.5 credit) N8999 Dissertation (1 credit) Total Credits: 1.5 credits

Transition Plan

Because PhD students essentially take a year-long series of courses the transition to semesters will be relatively seamless. Students who enroll full-time in autumn 2011 will complete the nursing science core (*N901*, *N915*, & *N916*), statistics, and research design and methods series (*N912*, *N914*) within the quarter system. In 2012, students will complete the research residency and cognates within the semester system. Four bridge courses will need to be offered during the 2012-2013 academic year as semester courses.

- *N917.01* and *N917.02* are currently 5 hour quarter based courses that will be offered autumn semester 2012 as a 3 semester credit hour bridge course with the same content and objectives. There are two sections to the *N917* with parallel objectives—the *N8917.01* version focuses on methods in studying psycho-bio-behavioral determinants and *N8917.02* focuses on methods in studying psychosocial determinants. Students are required to take one of the *N917* sections. Depending on student demand, one or both of the *N8917* sections will be offered autumn 2012.
- *N904* is currently a 3 hour quarter course and will be offered spring semester 2013 as *N8904*, a 2 semester credit hour bridge course with the same content and objectives
- *N902.01* is currently a 5 hour quarter course and will be offered summer 2012 as *N8902*, a 3 semester credit hour bridge course with the same content and objectives.
- *N900* is currently a 1 hour quarter course required each quarter of the second year (total 3 hours); it will be offered spring semester 2013 as *N8900* as a 2 semester credit hour bridge course with the same content and objectives.

Table 3. Transition Plan for students starting PhD program in Autumn 2011

Autumn 2011		Winter 2012		Spring 2012		Summer Session 2012	
Course #	Cr. Hr	Course #	Cr. Hr	Course #	Cr. Hr	Course #	Cr. Hr
N901	5	N915	5	N916	5	N8902.01	3
N900	1	N912	5	N914	5		
Statistics	3-5	N900	1	N900	1		
		Statistics	3-5	Statistics	3-5		
Autumn 2012		Spring 2013					
Course #	Cr. Hr	Course #	Cr. Hr				
N8917.01 or N8917.02	3	N8904	2				
N8980	3	N8980	3				
Cognate I	5	Cognate II	5				
		N8900	2				
Autumn 2013		Spring 2014					
Course #	Cr. Hr	Course #	Cr. Hr				
N8890	0.5	N8890	0.5				
N8999	1	N8999	1				
Autumn 2014		Spring 2015					
Course #	Cr. Hr	Course #	Cr. Hr				
N8890	0.5	N8890	0.5				
N8999	1	N8999	1				

BS to PhD Option

For students entering the PhD program without a master’s degree there will be 2 accelerated options in the semester based curriculum. These programs are accelerated in that selected course requirements within the master’s specialty are met with coursework from the PhD program. The two accelerated program options are: (1) completing the BS to PhD with a Nursing Science (NS) specialty; or (2) completing the BS to PhD with a Clinical Nurse Leader (CNL) specialty. These programs of study are shown below.

This is a change from the current delivery of these programs in that students currently can “accelerate” within any of the master’s specialties. In the semester model, students can continue to choose other master’s specialty options (e.g., Pediatric Nurse Practitioner; Family Nurse Practitioner) but in those cases their program of study would require them to complete the master’s specialty coursework and then complete the PhD coursework. This is necessitated by changes in the master’s coursework, as required by the accreditation requirements of *American Association of Colleges of Nursing* and the advanced nursing certifying organizations. Some of the coursework in the PhD program may meet some of these master’s requirements but this will be considered on an individual basis by the Graduate Studies Committee.

Table 1. PhD Sample Plan of Study--Post Baccalaureate to PhD (with CNL specialty)

	Autumn Semester	Spring Semester	Summer Session
Year 1	N7450 Pathophysiology of Altered Health States (5 credits)* N8440 Scientific Underpinnings I (3 credits) N8460 Scientific Communication I (1 credit) Total: 9 credits	N8441 Scientific Underpinnings II (3 credits) N7490 Health Promotion and Disease Prevention (2 credits)* N8461 Scientific Communication II (1 credit) N7480 Quality Improvement (2 credits)* N7520 Graduate Informatics (2 credits)* Total: 10 credits	
Year 2	N8780 Research Methods I (3 credits) Statistics I (3 credits) N7470 Advanced Pharmacology in Nursing (4 credits)* Total: 10 credits	N8781 Research Methods II (3 credits) Statistics II (3 credits) N7410 Advanced Health Assessment (3 credits)* Total: 9 credits	N7238.01 Introduction to CNL Practice (5 hours)*
Year 3	N8782 Research Methods III (4 credits) N7238.02 Transition to CNL Practice (8 credits)* Total: 12 credits	Cognate I (5 credits) Cognate II (5 credits) Total: 10 credits	
Year 4	N8980 Research Residency I (3 credits) Total: 3 credits	N8980 Research Residency II (3 credits) N8400 Leadership for Nurse Scientists (1 credit) N8462 Scientific Communication III (3 credits) Total: 7 credits	
Year 5	N8890 Professional Issues in Nursing (0.5 credits) N8999 Dissertation: (1 credit) Total: 1.5 credits	N8890 Professional Issues in Nursing (0.5 credits) N8999 Dissertation: (1 credit) Total: 1.5 credits	
Year 6	N8890 Professional Issues in Nursing(0.5 credits) N8999 Dissertation: (1 credit) Total: 1.5 credits	N8890 Professional Issues in Nursing (0.5 credits) N8999 Dissertation: (1 credit) Total: 1.5 credits	

Total credit hours required for degree is 80 hours; *Denotes 31 hours from the CNL Curriculum

Table 2. Other required courses for CNL specialty met through PhD equivalent coursework

CNL Course	PhD Course
N7400 Leadership in Advanced Nursing Care	N8400 Leadership for Nurse Scientists
N7440 Scientific Thought in Nursing	N8440 Scientific Underpinnings I
N7500 Nursing in the American Health Care System	N8441 Scientific Underpinnings II
N7780 Evidence Based Nursing Scholarship	N8780, 8781, 8782 Research Methods I, II, III

**Table 3. PhD Sample Plan of Study--Post Baccalaureate to PhD
(with Nursing Science specialty option)**

	Autumn Semester	Spring Semester	Summer Session
Year 1	N8440 Scientific Underpinnings I (3 credits) N8780 Research Methods I (3 credits)* Statistics 1 (3 credits) VisSc 7960: Ethics in Research (2 credits)* N8460 Scientific Communication I (1 credit) Total: 12 credits	N8441 Scientific Underpinnings II (3 credits) N8781 Research Methods II (3 credits)* Statistics 2 (3 credits) N8461 Scientific Communication II (1 credit) Total: 10 credits	N7310:Foundations for making the link between practice, theory & research (3 hours)* Nursing Elective (3 credits)** Total: 6 hours
Year 2	N8782Research Methods III (4 credits) Cognate I (5 credits) Nursing Elective (3 credits)** Nursing Elective (2 credits)** Total 15 credits	Cognate II (5 credits) PH7412: Principles and procedures for human clinical trials (3 credits)* PH6413.01: Basic principles in clinical and translational science (2 credits) Total: 10 credits	Elective (3 credits) Total 3 credits
Year 3	Elective (3 credits) Elective (2-3 credits) N8980 Research Residency I (3 credits) Total: 8-9 credits	Elective (3 credits) N8400 Leadership for Nurse Scientists (1 credit) N8462 Scientific Communication III (3 credits) N8980 Research Residency II (3 credits) Total: 10 credits	
Year 4	N8890 Professional Issues in Nursing (0.5 credits) N8999 Dissertation (1 credit) Total: 1.5 credits	N8990 Professional Issues in Nursing (0.5 credits) N8999 Dissertation (1 credit) Total: 1.5	
Year 5	N8990 Professional Issues in Nursing (0.5 credits) N8999 Dissertation (1 credit) Total: 1.5 credits	N8990 Professional Issues in Nursing(0.5 credits) N8999 Dissertation (1 credit) Total: 1.5 credits	

Total credit hours required for degree is 80 hours; *Denotes 24 hours from the NS Curriculum plus 9 hours of electives** within the NS curriculum. Nursing Elective hours will be used to develop depth of knowledge with a selected clinical population/specialty.

Table 4. Other required courses for Nursing Science specialty met through PhD equivalent coursework

NS Courses	PhD Courses
Intermediate statistics & PH Epi 6410 Principles of epidemiology	N8780, 8781, 8781 Research Methods I,II,III and two semester statistics series

Transition Plan for BS-PhD Students

Students enrolled in the BS to PhD follow and complete the PhD plan of study as outlined above in the PhD plan of study for the MS to PhD student. As such the transition plan for MS-PhD program applies to students enrolling in the BS to PhD program in fall quarter 2011. The coursework drawn from the master’s specialty program follows the transition plan as outlined for the Nursing Science (NS) specialty and those NS majors completing the BS to PhD with a Clinical Nurse Leader (CNL) specialty (See MS Program Rationale for specifics).

Table 5. PhD Program Curriculum Plan

Required Courses (offered in the unit)	Program Learning Goals (Program Outcomes)*			
	Goal 1	Goal 2	Goal 3	Goal 4
N8440 Scientific Underpinnings of Nursing Science I	B		B	
N8441 Scientific Underpinnings of Nursing Science II	I		B	
N8460 Scientific Communication I			B	
N8461 Scientific Communication II			I	
N8462 Scientific Communication III	A		A	
N8780 Research Methods I	I			
N8781 Research Methods II	I			
N8782 Research Methods III	A	B		
N8400 Leadership for Nurse Scientists	I	A		B
N8980 Research Residency I	A	A		
N8980 Research Residency II	A	A		
N8999 Dissertation Research Hours		A	A	
N8890 Professional Issues in Nursing				I/A
Required Courses (offered outside of the unit)				
Statistics (2 consecutive semesters of graduate statistics)		B		
Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)				
Cognates (2 to 3 courses in one area building depth in scientific area)		I,A		

Program Goals*

1. Synthesizes knowledge from nursing and other disciplines to develop and test theory related to health.
2. Conducts research that builds nursing science.
3. Communicates the results of theory development and research.
4. Provides leadership in the area of health promotion, disease prevention and the advancement of clinical science through the development and application of new knowledge.

Key:

B=Beginning; I=Intermediate; A=Advanced