College of Nursing

PhD Program

Student Handbook

2021-2022
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Purpose of Handbook
The purpose of this handbook is to provide current students with information about the PhD program at the University of Wisconsin-Milwaukee College of Nursing. In addition, all policies and procedures within the College of Nursing can be found on the Canvas site. The PhD Spot is found through CANVAS and is another resource where students can find forms, and other academic and program specific information.

Program revisions happen throughout the academic year. Those changes will be communicated to students through their panther UWM email and/or posted on Canvas. All forms can be found on the PhD Spot.

People Resources
Dr. Julie Snethen, PhD Program Director: E-mail: julia@uwm.edu Phone: 414-229-5505
Susan Wolff, Admin Program, Coordinate NFLP: E-mail: wolff3@uwm.edu Phone: 414-251-6386
Jennifer Daood, Senior Academic Student Affairs Advisor: E-mail: daood@uwm.edu Phone: 414-229-5474
Robin Jens, Assistant Dean of Student Services: E-mail: rjens@uwm.edu Phone: 414-229-2494
Lynn Helmke, Admin Support (Student Affairs Office): E-mail: helmke@uwm.edu Phone: 414-229-5047
Michael Walk, Office Manager (Scholarship Coordinator): E-mail: walk@uwm.edu Phone: 414-229-4341

Doctoral Nursing Student Organization (DNSO) Officers 2021-2022
- Mary Theisen, DNSO President, E-mail: schumake3@uwm.edu
- Audrey Roach, DNSO Vice President, E-mail: ajroach@uwm.edu
- Raghad Tawalbeh, DNSO Secretary, E-mail: tawalbe2@uwm.edu
- Ali Bahkali, DNSO Treasurer, E-mail: bahkali@uwm.edu
- Dr. Carol Klingbeil, DNSO Faculty Advisor, E-mail: klingbei@uwm.edu
Welcome to the College of Nursing at the University of Wisconsin-Milwaukee (UWM). We are focused on Building a Community of Scholars, and to achieve that goal, we first want is to make your experience here at UW-M and specifically within the College of Nursing, a rewarding and successful one. Building a Community of Scholars requires that the Doctor of Philosophy degree (PhD) in nursing science at UWM CON be a rigorous research-based program that prepares nurse scientists and scholars to advance the discipline of nursing in the 21st century. Students in the PhD program in nursing incorporate empirical research, scientific principles and theories to discover and disseminate new knowledge, building on existing knowledge, refining nursing science and advancing healthcare. PhD doctoral education is focused on advancing research, education, policy, and practice within the discipline of nursing and interdisciplinary contributions to science.

Our curriculum is designed to ensure the PhD student is engaged with a Community of Scholars, that enables each student to develop their expertise and abilities to successfully conduct independent and team science research. The PhD curriculum is integral to Building a Community of Scholars, as it provides a series of nursing and interdisciplinary courses, including: philosophy of nursing science, research methods, health policy, independent studies, seminars and research practicums. Students work closely with their major professor (MP), to develop an individualized formal plan of study, which is foundational to initiating the student’s dissertation and future program of research.

Doctoral students are major constituents and stakeholders at UWM College of Nursing, as pursuing a PhD degree requires a significant commitment of time, energy and resources. Students in the PhD program are encouraged to explore their academic interests to develop as a scientist, author, leader, scholar and educator within the discipline of nursing and the healthcare community. Faculty have extensive experience in educating and mentoring doctoral students and are committed to Building a Community of Scholars, so they are actively facilitating student success at the UWM College of Nursing. Students work with their Major Professors and faculty to enrich their academic experience by attending seminars, conferences, and writing workshops.

Pertinent information on the policies, procedures and requirements for the PhD program are incorporated into this student reference guide. Students in the PhD program need to familiarize themselves with the content of the handbook. The UWM Graduate School Student Bulletin provides general requirements applicable to all doctoral students enrolled at UWM. Students during their PhD program need to review and refer to the UWM Graduate School Student Bulletin. Questions related to the curriculum and student progression in the program, can be addressed by the graduate student academic advisor, major professor or Director of the PhD Program.

Students are encouraged to contact me if they have any questions, concerns, or just want to discuss their academic program. As you join us in Building a Community of Scholars, our goal is to ensure that you thrive within our community here at UWM and specifically within the College of Nursing.

Sincerely,
Julia A. Snethen, PhD, RN, FAAN
PhD Program Director and Professor,
University of Wisconsin-Milwaukee College of Nursing
julia@uwm.edu
COVID-19 Information for Students – UWM College of Nursing

The following guidelines are intended for students enrolled in academic programs offered within the College of Nursing. The safety of students and faculty within the College of Nursing is of the highest priority. Given that many of our students are also essential workers, every possible precaution will be taken to allow students and faculty to be as safe as possible while also providing the highest quality educational experience.

The UWM Emergency Operations Center Report is the main source of these guidelines. This report can be accessed here: COVID-19 Information Campus Updates

These guidelines are categorized as:

1) General guidelines,
2) Guidelines when inside Cunningham (UW-Milwaukee) or Tallent Halls (UW-Parkside), and
3) Guidelines when in class at off campus sites such as community agencies, schools, and health care facilities.

General Guidelines

- Wash hands with soap and water for at least 20 seconds. Keep a supply of hand sanitizer.
- Do not touch your eyes, nose, or mouth with unwashed hands.
- Wear a covering to cover both the mouth and nose when indoors and anytime 6 feet of distance cannot be maintained.
- Cover your cough or sneeze.
- Clean all high touch areas at home and school.
- Avoid crowded areas. Keep six feet of distance between yourself and others.
- Ask yourself the screening questions before going to class on campus or into clinical and community settings.

  COVID-19 Screening Questions
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Have you had these symptoms in this past time frame?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Symptom/Exposure</th>
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<tr>
<td></td>
<td></td>
<td>Fever or chills (100.4 F or greater)</td>
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<td></td>
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<td>Cough</td>
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<tr>
<td></td>
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<td>Shortness of breath or difficulty breathing</td>
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<td></td>
<td></td>
<td>Fatigue</td>
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<tr>
<td></td>
<td></td>
<td>Muscle or body aches</td>
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<td></td>
<td></td>
<td>Headache</td>
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<tr>
<td></td>
<td></td>
<td>New loss of taste or smell</td>
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<tr>
<td></td>
<td></td>
<td>Sore throat</td>
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<tr>
<td></td>
<td></td>
<td>Congestion or runny nose</td>
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<tr>
<td></td>
<td></td>
<td>Nausea or vomiting</td>
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</table>
Have you been in close contact with others through work, home or the community who have tested positive for COVID-19? (CDC, 2020)

- UWM students who have concerns about symptoms or potential exposure are encouraged to call Norris Health Center at (414) 229-4716 to speak with a medical professional who can provide additional guidance. [https://uwm.edu/norris/health-services/](https://uwm.edu/norris/health-services/)
- Nursing students taking courses at UW-Parkside with concerns about symptoms or potential exposure are encouraged to call UWP Student Health and Counseling Center (262)595-2366 to speak with a medical professional. [https://www.uwp.edu/live/services/studenthealth/](https://www.uwp.edu/live/services/studenthealth/)
- Communicate COVID-19 exposure or illness to your instructors as soon as possible. Instructors will work with the Program Director to develop a plan with the student.
- **Stay home if you are sick.**

**Guidelines When Inside Cunningham Hall**
- The covering of the mouth and nose (such as a cloth mask) is required within Cunningham Hall.
  - A mask may be removed when an individual is alone in their own office.
- It is extremely important, for infection control, that students do not wear to campus clothing that was worn in the hospital or other health care setting where direct patient care is provided.
  - Students who wear scrubs or white coats to campus are responsible for ensuring they are clean before arriving to campus. If you are unable to clean scrubs or white coats prior to coming to class, please change into clean street clothing before coming to campus. Talk to your advisor about any concerns.
- Students will be provided, are required to wear, personal protective equipment (PPE) when attending classes where social distance cannot be maintained (e.g., health assessment labs, psychomotor skills).
- Students and staff will monitor the flow of traffic to maintain six feet of distance when entering and exiting rooms.
- The College of Nursing has a “if you touch it, you clean it” policy during simulations and skills in the College of Nursing. This is an important teachable activity for nursing students to understand potential transmission, infection control and prevention.

**Guidelines When in Class at Off Campus Sites**
- Students will adhere to facility and unit specific requirements for symptom screening and PPE use.
- Students will follow any facility-based travel restrictions related to COVID-19.

Noncompliance will result in consequences including being denied entry to class, clinical, and implementation of the Professional Expectations of Students in Academic and Clinical Settings policy (CP 05-01-17B)

**Please note** that these guidelines are subject to changes as new information becomes available to remain aligned with federal, state, and local public health recommendations. Students will be notified directly of changes.
University of Wisconsin-Milwaukee
College of Nursing

Strategic Planning Document

Vision Statement
As an innovative academic community, the University of Wisconsin-Milwaukee College of Nursing faculty, staff, students, and alumni are renowned practitioners, scientists and leaders in creating bold and transformative solutions for advancing local, national and global health.

Core Values
As a diverse Community of Scholars that values academic discourse and debate in a climate of civility, we live our core values and create opportunities to understand the perspectives of all others.
Accountability Collaboration Creativity Diversity & Inclusion
Excellence Integrity Human Dignity Social Justice
We, the University of Wisconsin-Milwaukee College of Nursing community, demonstrate these core values in our learning, teaching, research, practice, and service.

Mission Statement
The University of Wisconsin-Milwaukee College of Nursing is a premier, urban, academic, collegial community that acts collaboratively with partners to:

- Prepare a diverse population of students to become science based, compassionate, leaders through innovative, quality, educational programs for all settings and levels of practice
- Conduct research and scholarship that advances science in nursing and health
- Address health through evidence-based practice and interprofessional collaboration
- Develop leaders who transform health care delivery and health policy.

Approved revisions on 3/14/2003
Approved revisions on 2/17/2012
Reaffirmed on 1/20/2017
Approved revisions on 11/16/2018
Funding Sources
Doctoral students in the College of Nursing are eligible to apply for many types of financial aid and scholarships. These include:

1. Graduate School Fellowships and Advanced Opportunity Program Fellowships
2. Teaching and Project Assistantships
3. Financial Aid-Loans
4. Graduate School Travel Award
5. Nurse Faculty Loan Forgiveness Program (NFLP)

1. Graduate School Fellowships
Fellowships are competitive and are based on scholarly achievement and promise. Attendance must be full-time for any of the Graduate School Fellowships. Fellowship applications can be picked up at the Graduate School or of the Graduate School website in late fall for the following academic year.

2. Teaching Assistants - A teaching assistant is appointed to teach a course(s) in the College of Nursing. Appointments are generally half-time or less and usually permit the student to carry a full load of graduate courses. The stipend varies according to the length and percentage of appointment.

Project Assistants - A project assistant is appointed to assist with a research, training, or other academic project that is not required as part of the person’s graduate degree program. These appointments are made by individual professors within the department.

3. Financial Aid Loans
Department of Financial Aid for more information about these types of opportunities.
finaid@uwm.edu - for general questions, to speak to an advisor and/or to make an appointment.

4. Graduate School Travel Awards
Presenting at national and international professional conferences, or performing or exhibiting original work, is an important part of the professional development of graduate students. Involvement in these activities is critical for establishing professional networks and contacts for collaborative research and can lead to future funding and employment opportunities. Students enrolled in UWM doctoral programs are eligible for awards from the Graduate School in support of travel expenses for presenting papers at national or international professional meetings or conferences, or for performing or exhibiting original work. The student's presentation must be officially recognized by the sponsoring organization. The limited funds available for travel support make this a highly competitive program.

5. Nurse Faculty Loan Forgiveness Program (NFLP)
The NFLP is aimed at nurses who want to earn their doctorate degree and teach full-time post-graduation. In exchange for teaching full-time for 5 years, 85% of the NFLP loan is forgiven. Each student must complete at least 6 credits of education-based courses from an approved course list while in their doctoral program. See the following pages for contact information and details.
Nurse Faculty Loan Program (NFLP)
Information You Need to Know

It is important that you clearly understand the terms and conditions of this federal, forgivable loan program. Please be aware of the following terms before accepting this loan:

• You must make a commitment to stay in the NFLP program for the duration of your academic program and graduate. You may only borrow money for 5 years.

• Doctoral students taking classes must be enrolled in six or more credits for at least two consecutive semesters each year that you apply for this program to be eligible for funding. Exceptions:
  ▪ PhD dissertators can enroll in 3 credits and still be eligible for funding.
  ▪ DNP students can enroll in 4 credits of clinical residency and still be eligible for funding.
  ▪ 1st semester of pre-lims/comps is eligible for funding.

• Although a leave of absence is allowed, it must be documented and approved prior to the leave.

• You must take a least two education courses from a list of approved courses. (Check with your advisor.)

• You must have a GPA of at least 3.0 or better

• You must be a U.S. citizen. Foreign students are not eligible for this program.

• Upon graduation, you will be expected to obtain full-time employment. “Full-time” employment is defined as full-time faculty/nurse educator at an accredited school/college of nursing OR ½ time faculty/nurse educator at an accredited school/college of nursing PLUS ½ time preceptor or clinical education position. You must serve in a “full-time” employment position for a consecutive four-year period to cancel the maximum amount which is 85% of the unpaid loan balance.

• Upon completion of each of the first, second and third year of full-time employment, 20% of the principal and interest on the unpaid loan balance may be cancelled. Upon completion of the fourth year of full-time employment, 25% of the unpaid loan balance may be cancelled. The remaining 15% unpaid loan balance will bear interest at a rate of 3%.

• You have 12 months from your graduation date to find employment as defined above. Repayment of your loan begins nine months after graduation. If employment verification is not submitted within the 12-month period, you will not be eligible for the NFLP loan cancellation provision.

• The loan interest rate is 3%. However, if you fail to complete the course of study or fulfill your obligation to obtain full-time employment as a nurse faculty following graduation from the program, your loan will bear interest on the unpaid balance at the prevailing market rate. (Historically these rates have averaged from about 10% to 15%.)
• You will need to sign a promissory note and a letter of your rights and responsibilities for each academic year (plus a separate summer note if applicable) that you borrow from the NFLP. And complete a NFLP Loan Commitment Letter prior to any loans being disbursed. Please read the terms carefully.

Please feel free to ask questions.

For additional information about disbursement of funds contact FinancialAid Lolita Edwards at 414-229-3752 or lpe@uwm.edu.

For questions about re-payment of loan (including submission of employment verification forms) contact Accounts Receivable at 414-229-4914. Ask to speak to specialist assigned to NFLP.

College of Nursing NFLP coordinator – Sue Wolff, (414) 251-6386 or wolff3@uwm.edu.
Request for Leave of Absence Form
Nurse Faculty Loan Forgiveness Program/NFLP

All doctoral nursing students in the NFLP program must be enrolled at the University for at least 6 credits each semester to remain eligible for NFLP funds. Doctoral nursing students are eligible to receive funds for up to 5 years. Students no longer eligible for funds must still be registered each semester for at least 1 credit to avoid entering repayment of their loan. Students not able to avoid this situation must have an approved leave of absence, therefore must complete this form prior to the leave.

DATE OF REQUEST: ____________________________

STUDENT NAME: ____________________________

UWM ID: ____________________________

UWM E-MAIL: ____________________________

I WOULD LIKE TO REQUEST A LEAVE OF ABSENCE FOR THE FOLLOWING TERM AND SEMESTER:

FALL: ____________________________ SPRING: ____________________________

I PLAN TO RETURN THE FOLLOWING TERM AND SEMESTER:

FALL: ____________________________ SPRING: ____________________________

JUSTIFICATION FOR LEAVE OF ABSENCE: You must provide a written statement justifying your request for leave of absence. Attach additional sheets as necessary.

Signature of Student: ____________________________ Date: ____________________________

Signature of Major Professor: ____________________________ Date: ____________________________

Approved by NFLP Coordinator: ____________________________

3/2020
PhD Milestones / Expectations

Preamble: Students are admitted to the PhD program with the expectation that they will complete their program of study in a timely fashion. The College of Nursing Faculty have determined that timely fashion connotes graduation no later than 7 years from semester of admission as this assures currency in the student’s area of expertise. In order to facilitate student realization of completion in a timely fashion, several milestones have been identified. These timelines are offered as a guide to faculty and students as a means of evaluating the timeliness of student progress. The expectation is that students should be progressing in an expeditious manner. Students not completing the PhD program within the 7-year timeframe, must file for College of Nursing Request for Exception. The Request for Exception form can be obtained from the PhD Spot online. During this time, the Major Professor followed by the Director of the PhD program will conduct a critical review of student progress, and if an approval is granted for extension, the student must create and submit a written plan of action identifying strategies to meet the milestones.

Time from enrollment to taking qualifying exam: Completed the 6 required core courses by the end of year 1 for full time students; by the end of year 2 for part time students.

Time from enrollment to taking comprehensive examinations: Complete required coursework by the end of the 3rd year of fulltime on-campus study; by the end of the 4th year of part-time on-campus study; and by the end of the 3rd year of study in the on-line option.

Time from end of course work to undertaking comprehensive examinations: Students should be able to take the comprehensive examination within one semester of completing course work. While some students may take more than one semester, the expectation is that this is a rare event. UWM Graduate School policy requires that comprehensive examinations be completed within five years of admission.

Time from successful completion of comprehensive examinations to dissertation proposal defense: Students should be able to defend their dissertation proposal within one semester after completing comprehensive examinations. While some students may take more than one semester, the expectation is that this is a rare event.

Time from holding dissertation proposal hearing to final dissertation defense: Students should be able to defend their final dissertation within four semesters of holding their proposal hearing and getting the proposal approved by the dissertation committee. While some students may take more than four semesters, the expectation is that this is a rare event.

Finally, irrespective of the dissertation format option chosen, all students are expected to complete all degree requirements within seven years of entering the program.

Approved by GPC 9-5-08, Revised & Approved by 4/21/17, Revised & Approved by GPC 09/07/18
Faculty Expectations for MNRS

You are expected to attend the Midwest Nursing Research Society annual conference every year that you are in doctoral study. Faculty members have found that attending MNRS serves several purposes:

- Gives you an opportunity to reconnect with classmates in person
- Gives you an opportunity to connect with faculty in person
- Provides an opportunity for you to interact with nurse scientists from the Midwest, as well as from other parts of the country
- Gives you the opportunity to interact with doctoral students from other programs
- Provides the opportunity to hear research presentations and to view research posters which can serve to guide your development

Next year’s research conference will be held on March 30 - April 2, 2022, in Schaumburg, IL. The theme for the MNRS conference is “Team Science: Advancing Culturally Responsive Research to Improve Health Outcomes”.

Review for the Protection of Human Subjects in Research

The University of Wisconsin - Milwaukee's Human Research Protection Program (HRPP) is the home of the Institutional Review Board (IRB) for the protection of human subjects. The IRB holds autonomous decision making when reviewing human subject research studies under the jurisdiction of the University of Wisconsin - Milwaukee. The mission of the IRB is to ensure the adequacy of the research plan, to minimize risks and to maximize the potential for benefit from human subjects’ who participate in research. The IRB’s decisions are based on the ethical principles in the Belmont Report, Declaration of Helsinki, Wisconsin State Laws, UWM Policies, and the Code of Federal Regulations. The IRB reviews research conducted by UWM faculty, staff, and students. The IRB is comprised of UWM faculty, staff, and community representatives.

You will find all policies, procedures and forms available on the internet using the website https://uwm.edu/irb/

Note:

CITI Training is required for all the PhD students in the program.

How do I complete CITI training?

1. Visit the CITI training website.
2. If you are already registered, either with a different institution or for the Graduate School’s Effort Reporting requirement, log in to your existing account. If your registration is with a different institution, you can add an affiliation to UWM (if applicable) from the Main Menu.
3. If you are not registered, create an account. Click “Register” on the right side of the screen. In the box for Organization Affiliation, enter “University of Wisconsin – Milwaukee” and select it from the list.
4. You will be prompted to choose either the Graduate School’s Effort Reporting Training or the IRB Human Subjects Training. Choose the IRB Training.
5. Choose the course option that best fits the type of research you plan to conduct (Biomedical, Social-Behavioral, or Biomedical & Social-Behavioral combined). Note: There is also a fourth course for IRB Members. Most researchers don’t need to complete this one, which contains all the modules from the courses above plus a few additional ones.
6. Complete the training. A score of at least 80% is required before a completion report will be issued.

If you have trouble logging in, contact citisupport@med.miami.edu or irbinfo@uwm.edu.
I. Conceptual Framework

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<th>Development of Nursing Knowledge</th>
<th>Application of Nursing Knowledge</th>
<th>Health-Systems and Social Policy</th>
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<tbody>
<tr>
<td>Nursing Science</td>
<td>Nursing Interventions</td>
<td>Nursing Context</td>
</tr>
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<td>We advance nursing science by developing and testing theory and interventions that enable nursing to make contributions to all aspects of health. We value collaborative and interdisciplinary models of practice. We value nursing models and interventions that emphasize the strength and resilience of the populations we serve.</td>
<td>We focus on individuals, families, groups, neighborhoods, and communities who are at risk for compromised physical, mental, and/or social well-being because of changes in health status, unmet health needs, lack of opportunities and resources for maximizing health, or health damaging environments.</td>
<td>We develop, implement, and evaluate health care delivery and policy initiatives designed to improve the health of urban populations. These efforts are grounded in a broad understanding of political, economic, and sociocultural factors, historical analyses, ethical practice, and advocacy. We value our College of Nursing’s expertise in community-based nurse directed health system.</td>
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In the PhD program in nursing at the University of Wisconsin - Milwaukee, students are prepared as scholars to conduct independent and collaborative research, to develop and test theory relevant to nursing, and to improve the quality of care by expanding the body of nursing knowledge. Scholars will be prepared to serve the urban community and improve the general accessibility and acceptability of health care.

The University of Wisconsin-Milwaukee is committed to an urban mission and prides itself on providing access and utilizing its resources to enhance the vitality of the community. The College of Nursing supports the mission of the University by responding to the health needs of individuals, families, groups, and populations in urban communities.

The faculty, staff, and students in the College of Nursing believe that Nursing has an explicit contract with the public to provide healthcare when needed and to promote and maintain the health of individuals and populations. To this end, the faculty and staff design and implement programs of research, education, and outreach that advance the University’s urban mission relative to health. To
fulfill its contract, the College of Nursing generates knowledge, develops nursing practice, and creates models that promote health and influence social policy. Two values held in the College of Nursing are a commitment to interdisciplinary collaboration and a focus on the strengths and resilience of the populations served.

The PhD Program ensures opportunities for students to influence health from an urban perspective. Research, teaching, and practice are directed toward enhancing the health of those who live and work in urban centers. The foundation for the academic program in nursing is comprised of three areas. These areas are development of nursing knowledge, the application of that knowledge, and the context of health systems and social policy. Graduates of the PhD program demonstrate mastery of a substantive area of inquiry and are prepared to continue lifelong scholarship.

II. Objectives

Upon completion of the PhD program the graduate will:

1. Design and conduct independent and collaborative research to advance science.
2. Develop and test nursing theory systematically.
3. Develop knowledge to advance the discipline of nursing.
4. Employ technology and information systems for the generation of knowledge.
5. Apply knowledge of policy to improve the quality of care provided to populations.
6. Demonstrate adherence to the principles of scientific integrity.

III. Curriculum

1. Each student plans with their faculty advisor a course of study that constitutes a unified program. The course of study is planned within the framework of the PhD program requirements and the student’s research interests and career goals. The major components include: Core courses (9 credits), Specialty Courses (6 core credits, 9 elective credits), Research Methods/Design Courses (22 credits) Dissertation (3 credits)

   Core Courses (9 credits)
   801  Foundations of Nursing Inquiry (3 cr.)
   802  The Science of Nursing (3 cr.)
   803  Health Policy (3 cr.)

   Specialty Courses (15 credits)
   820  Analysis of Nursing Phenomena (3 cr.)
   809  Integrative Studies (3 cr.)
   9  Elective credits
Research Methods/Design Courses (22 credits)
881 Measurement for Nursing Research (3 cr.)
882 Qualitative Approaches to Nursing Research (3 cr.)
883 Quantitative approaches to Nursing Research (3 cr.)
890 Issues in Scholarship (3 cr.)
899 Practicum in Nursing Research (4 cr.)
885 Advanced Quantitative Methods in Nursing (3 cr.) OR
886 Advanced Qualitative Methods in Nursing (3 cr.)
808 Multivariate Statistics (3 cr.)

Dissertation (3 credits)
997 PhD Doctoral Dissertation

2. All students must complete a minimum of 9 credits of specialty course work and fulfill the requirements for a Minor Option A (requires minor professor) or a Minor Option B in a specialty area (See the UWM Graduate School Bulletin). At least six specialty elective credits must be earned in departments outside the College of Nursing. Each course must be directly supportive of the student’s research and career goals. In some cases, the student may be required to take more than the minimum (8 credits) of minor credits in order to assure adequate preparation for conducting the proposed dissertation research.

3. The Practicum in Nursing Research credits are to be directed towards the development of research skills and should be completed while working as part of a faculty directed research team. Students may, with their major professor’s support, elect to complete 1-2 credits of research practicum engaging in pilot work to support development of the dissertation research.

4. All students must earn a minimum of 61 graduate credits beyond the bachelor’s degree. Of these, 12 credits included as part of the master’s degree may be counted toward the PhD. The UWM Graduate School requires that 31 graduate credits must be earned at UWM subsequent to obtaining PhD student status.

5. Students entering without a Master’s degree in Nursing must complete the Master’s core as a basis for PhD study prior to beginning PhD level course work. The Master’s core consists of:
   725 Evidence Based Practice in Healthcare I 3 credits
   728 Epidemiological Principles for Population Health 3 credits
   804 Healthcare Organization and Systems Leadership for Advanced Practice 3 credits
   735 Theoretical Foundations of Advanced Nursing Practice 3 credits

6. All students must meet the Graduate School residency requirement of a minimum of two consecutive semesters of full-time study (8 credits) or 6 or more graduate credits in three consecutive semesters (exclusion of summer sessions).
7. Students are reminded that 49 credits are the minimum post-master’s level credit requirement. Many students surpass the minimum to expand and enrich their program of study.

IV. Admission Requirements

An applicant who meets general UWM Graduate School requirements plus the following College requirements may be admitted in good standing to the PhD program in nursing:

1. A bachelor’s or master’s degree with a major in nursing or health related field from a professionally accredited or approved program.
2. A cumulative grade point average of 3.2 on a 4.0 scale for all previous graduate course work.
3. Completion of a graduate level statistics course be completed within the last 5 years with a grade of B or better.
4. A written statement prepared by the applicant of previous professional experience, personal career goals, research interests, motivation for PhD study, and educational objectives to be accomplished in the program.
5. Recommendations from at least three persons who have known the applicant in a professional capacity.
6. Two examples of original work that demonstrates the applicant’s academic potential.
7. A conversation with a faculty member is required as part of the application process. A telephone conversation or visual on-line (e.g. zoom, skype) video meeting may be used when travel is prohibitive.

V. Graduation Requirements

Requirements for awarding the PhD in Nursing include the following:

1. Completion of an approved course of study with a minimum cumulative grade point average of 3.0 on a 4.0 scale.
2. Passing the Qualifying Examination
3. Passing the written component of the Comprehensive Preliminary Examination.
4. Passing the oral component of the Comprehensive Preliminary Examination.
5. Successfully passing the dissertation proposal defense.
7. Completion of minimum UWM Graduate School requirements for the PhD degree, including residence and minor option A or B requirements.
VI. Progression Requirements

1. Students must earn a grade of B- in all required nursing courses as the minimum acceptable level of performance for progression in a graduate level program or certificate.

2. Students enrolled in the Doctor of Philosophy in Nursing Program must complete all requirements for the degree within seven years from the date of initial enrollment in the program. Further, students must complete all requirements for the degree within four years from the time of attainment of dissertator status.
Specialty Elective Courses

Specialty courses or “electives” are included in your plan of study to help you further your knowledge and research interests. You are responsible for finding courses that fit your specific academic needs with the guidance of your Major Professor. These courses can be taken at UW Milwaukee or at any other institution.

If courses are taken at UW Milwaukee, you will pay the total cost of the course. If you are a resident of Wisconsin, you will pay the resident fee. If you are not from Wisconsin, you will pay the non-resident fee. All fees are found on the UWM website: Fee Schedule.

Financial Aid Implications when taking Specialty Courses

If you take a specialty course at another campus and want the course to count in your credit load for a given semester, you may be eligible to be recognized as credit load at UWM. Completing a UW-Milwaukee Financial Aid Consortium Agreement you are able to have your credits count toward your cumulative credit load. This agreement states that you are receiving aid from only one institution. You will find the Consortium Agreement form on the UWM Financial Aid website.

Students who choose to take a non UWM course will pay out of pocket for the course (s). Colleges and universities that are proprietary (or privately owned) do not typically receive federal aid. Consequently, if you take a specialty course at a proprietary school i.e. Capella, Northcentral University, you are responsible for paying the cost for this course as it may not be covered through your financial aid package.

Students in the Online PhD Program are subject to graduate tuition set by UWM when they take a course outside the nursing PhD Online Curriculum (i.e., specialty theory course)
Student and Faculty Guidelines for the 899 Practicum in Nursing Research

**Student Responsibilities**

1. Identify desirable experience
2. Identify faculty member with compatible interest
3. Negotiate experience with faculty member
4. Determine number of credits needed—In the College of Nursing one hour of graduate credit means six hours of effort per week.
5. Prepare contract for the experience

**Faculty Responsibilities**

1. Discuss experience with student
2. Complete contract and forward to the Doctoral Program Director for final signature. A copy then gets placed in student’s file
3. Supervise student throughout the semester and file grade
4. Strive to provide experience with as much of the research process as possible
5. Complete Evaluation Summary of Practicum in Nursing Research and forward original to Student Affairs Office for student’s file.

**Examples of Acceptable Experiences**

1. The ideal experience would involve participation in all aspects of the research process and the decision-making involved.
2. In actuality, experiences may include emphasis on skill development in one or more of the following:
   a. Development of Research Design and Protocols: Includes problem identification, literature review, design decisions
   b. Implementation of Research Protocols: Observations, record review, interviews, questionnaire distribution, participation in human subjects considerations, agency negotiations, subject consent
   c. Data Management and Analysis
   d. Dissemination of Research Outcomes
Practicum in Nursing Research #: NURSING-899-_______  (Instructor Code No.)

Name of Student_________________________  Signature _____________
Name of Professor_______________________  Signature _____________
Semester/Year___________________________  Number of Credits _______

(Attach additional sheets if necessary)

Topic:

Objectives:

Methods:

Evaluation Plan and Expected Outcomes:

To be completed by the Graduate Programs Director:

Signature: _________________________________  

Graduate Programs Director

Make a copy for yourself, instructor, and forward original to Graduate Programs Director for final signature
Practicum in Nursing Research

Evaluation Summary

Directions: To be completed upon completion of the Practicum in Nursing Research course as stated below. Supervising professor should complete this form to evaluate student’s performance. A copy of this completed form should then be sent to Student Affairs office to be placed in student’s file.

Practicum in Nursing Research #: Nursing-899-__________________________
(Instructor Code No.)

Name of Student__________________________ Name of Professor ______________________

Semester/Year__________________________ Number of Credits ______________________

Evaluation/Summary of Practicum and Outcomes Achieved:
(To be filled out by the faculty member supervising the Practicum experience)

To be completed by the faculty member supervising the Practicum:

Grade Earned__________________________Signature of Professor ______________________

Date: ____________________

Make a copy, and forward original to Student Affairs office

GPC Doc. #11-03-95C, Rev. GPC 9/2/05, GPC Revised & approved 2/2/2007, GPC Retained & Reaffirmed 4-21-17, 9/7/18 GPC revised & approved, 9/21/18 CON approved,
Practicum in Nursing Research #: NURSING-899-_______

(Instructor Code No.)

Name of Student____________________________ Signature ________________

Name of Professor____________________________ Signature ________________

Semester/Year_____________________________ Number of Credits ________

(Attach additional sheets if necessary)

Topic:

Objectives:

Methods:

Evaluation Plan and Expected Outcomes:

To be completed by the Graduate Programs Director:

Signature: _______________________________________

Graduate Programs Director

Make a copy for yourself, instructor, and forward original to Graduate Programs Director for final signature
Practicum in Nursing Research

Evaluation Summary

Directions: To be completed upon completion of the Practicum in Nursing Research course as stated below. Supervising professor should complete this form to evaluate student’s performance. A copy of this completed form should then be sent to Student Affairs office to be placed in student’s file.

Practicum in Nursing Research #: Nursing-899-______________
(Instructor Code No.)

Name of Student________________________Name of Professor ______________________

Semester/Year____________________________Number of Credits ____________________

Evaluation/Summary of Practicum and Outcomes Achieved:
(To be filled out by the faculty member supervising the Practicum experience)

To be completed by the faculty member supervising the Practicum:

Grade Earned____________Signature of Professor ______________________

Date: __________________________

Make a copy, and forward original to Student Affairs office

GPC Doc. #11-03-95C, Rev. GPC 9/2/05, GPC Revised & approved 2/2/2007, GPC Retained & Reaffirmed 4-21-17, 9/7/18 GPC revised & approved, 9/21/18 CON approved,
897 Independent Study for PhD Students Guidelines

I. Overview:
Independent Study in Nursing for PhD students is an opportunity to pursue a topic or project with the guidance of a College of Nursing graduate faculty member. The student enrolled in an Independent Study is expected to assume primary responsibility for learning. The faculty member's role is to challenge and guide the student in intellectual efforts.

II. Procedure:

A. Prior to registration, mutual agreement is necessary between the student and the faculty member in terms of the topic, objectives, and evaluation for the Independent Study. The course plan must be appropriate for the content and credit (1-6 cr.).

1. Pursuant to Graduate Programs Committee action of September 20, 1977, it is determined that contact hour allocation per credit in graduate courses be on the basis of 1 contact hour per credit in lecture; 1 contact hour per credit in seminar; and 3 contact hours per credit in practicum.

2. The student is expected to:
   a. Identify the title of study
   b. State the objectives
   c. Outline the plan for action and evaluation
   d. Obtain the Application for Independent Study and obtain the faculty member's signature on the Faculty Member Agreement form and forward both original forms to the Director of the PhD Program.

3. Any clinical component must be cleared through the agency with the faculty member responsible for informing the Associate Dean for Academic Affairs to assure contractual and insurance coverage.

4. Credit earned in Independent Study applies to elective credit.

B. Student Responsibilities

1. The student is responsible for scheduling regular (e.g., bi-weekly or every 3 weeks) face-to-face or phone conferences with faculty as deemed appropriate by the faculty.

2. All work is expected to be completed within the semester. Independent Study that requires more than one semester to complete must be divided into two or more semesters. In such cases, a separate grade will be awarded for each semester's work.

3. Creative dissemination of completed work is encouraged such as presentation, publication, and colloquium.

4. The student completes a faculty evaluation form according to UWM College of Nursing departmental policy and procedures.

C. Faculty Responsibilities

1. The faculty approves the student's objectives, topic area, and evaluation plan.

2. The faculty assures quality learning experiences through the provision of
   a. Individual conference time
   b. Challenging questions, comments, and feedback
   c. Promoting critical thinking

3. The faculty prepares an Independent Study Evaluation Summary of the student's experiences and submits the grade in accord with UWM policy and procedures, to the Director of the PhD Program and a copy will be given to the Student Affairs Office for placement in the student's file.

Approved by the Doctoral Faculty - March 17, 1986
Revised by the Doctoral Faculty - May 13, 1986
Docs\dp002.86b
Revised & Approved by GPC 4/21/17
897 Independent Study Form

Name ____________________________________________ Student # ________________________________

# of credits assigned to study ______ Course # NURS- ______ / ______ Semester/Year ______________________

Graduate Students: PhD ☐ DNP ☐

Faculty Member Selected ________________________________________________________________

Did s/he agree to work with you? Yes ☐ No ☐

TITLE of Independent Study ___________________________________________________________

OBJECTIVES:

PLAN FOR MEETING THE OBJECTIVES (brief explanation):

EVALUATION PLAN (brief explanation):

Please discuss your plans for Independent Study with the faculty member you selected. When you and the faculty member have reached agreement and this form is complete, return with the Faculty Member Agreement form, to the Program Director. The original will be placed in your file.

To be completed by the Program Director:

Signature ____________________________________________ Date ____________________________

Program Director
Faculty Member Agreement

For Independent Study in NURS 897 / 

I have discussed the proposed independent study with ________________________________ and am willing to supervise this student’s work. We shall arrange for regular conferences and will submit an evaluation of this learning experience at the end of the semester.

__________________________ Date __________________________

Faculty member’s signature

Please forward this form with the Application for Independent Study to the Program Director of your program. The original will be placed in the student’s file.

To be completed by the Program Director:

Signature: ________________________________ Date: ________________________________

Program Director

26
Independent Study Evaluation Summary

**Directions:** To be completed upon completion of the Independent Study course as stated below. Supervising professor should complete the form below to evaluate student’s performance. A copy of this completed form should then be sent to the Student Affairs Office for placement in the student’s file.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Professor</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Number of Credits</th>
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</table>

**Evaluation/Summary of Independent Study** (to be filled out by the faculty member):

<table>
<thead>
<tr>
<th>Grade Earned</th>
<th>Signature of Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**To be completed by the faculty member:**

Grade Earned ___________________ Signature of Professor ___________________

Date _________________________

---

**Make a copy, and forward original to the Student Affairs Office**

GPC Doc. #11-05-03-95C
Rev. GPC September 2, 2005
Revised & approved by GPC2/2/2007
Retain & Reaffirmed by GPC4-21-17
PhD Advisory Process and Procedures

I. The Major Professor

Students are assigned a Major Professor upon acceptance into the program. The Major Professor is a vital link between the entering student and the doctoral program. The Major Professor helps orient the entering student to the school and the program, assists with clarification of goals, helps the student structure a meaningful and integrated learning experience, and monitors the student's progress in and adjustment to doctoral study.

At the end of the second semester of study, the Major Professor assists the student to complete the Formal Plan of Study form included in the Doctoral Student Handbook and on SharePoint. The Formal Plan of Study is submitted for approval to the PhD Program Director.

Specific responsibilities of the Major Professor are:

1. Interpret to the student the doctoral program design, requirements, and policies.
2. Assist the student in planning objectives for doctoral study.
3. Assist the student in developing an initial plan, as well as formal plan of study in accordance with program requirements and individual research interests.
4. Monitor student progress consistent with the initial plan of study.
5. Assist the student in identifying additional opportunities as appropriate for professional development including sources of research support or other financial assistance.
6. Provide ongoing support and assistance in professional development, including support for research funding applications and scholarships.
7. Serve as the Chairperson of the following student Committees:
   Preliminary Comprehensive Examination, and Dissertation including:
   a. Assisting the student in selecting committee members for the comprehensive examination and dissertation.
   b. Determining the student’s readiness to take the comprehensive examination.
   c. Assuring the student completes Graduate School milestones electronically
8. Serve as Chair of the student’s dissertation committee. The Major Professor assumes primary responsibility for guiding the student throughout the dissertation research process and completion of the dissertation, to include assistance with:

   a. Selecting and delimiting a research topic;
   b. Developing an appropriate theoretical rationale and research design;
   c. Developing a proposal for the research project (First 3 chapters)
   d. Carrying out the research as proposed and approved; and,
   e. Writing dissertation.

II. **Student Responsibilities with Respect to Advisement**

   In general, it is the student's responsibility to plan a program that is unified rationally with all parts contributing to a coherent program of study and research. Specifically, the student is responsible for:

   1. Communicating regularly with the Major Professor regarding progress, goals, and plans.
   2. Regularly seeking consultation from the Major Professor.
   3. Initiating contact with the faculty members whom s/he is considering as members of his/her Dissertation Advisory Committee.
   4. Selecting, with the approval of the Major Professor, members of his/her Dissertation Advisory Committee.
   5. Notifying the PhD Program Director of the proposed committee membership in writing.

III. **Change In Major Professor**

   It is possible that the Major Professor assigned upon admission to the PhD program may not be able to serve as Major Professor over time OR the student’s research focus may change. A change of Major Professor may be initiated by either the Major Professor or the student. When this occurs, the student is encouraged to meet with the PhD program director as well as other faculty members in order to become acquainted with and learn more about their research activities. The student must complete a “Request for Change in Major Professor” form and submit it to the PhD program director for approval. A change of membership on the Dissertation Committee must be recommended by the student, and approved by the Major Professor and the PhD Program Director.
IV. **Scope of Policy**

These policies are supplemental to those of the Graduate School and describe those policies in the College of Nursing Graduate Program which, in addition to all graduate school policies, apply to students in this program.
# INITIAL COURSE PLAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

## Year I
- **Summer Courses** Cr
- **Fall Courses** Cr
- **Spring Courses** Cr

## Year II
- **Summer Courses** Cr
- **Fall Courses** Cr
- **Spring Courses** Cr

## Year III
- **Summer Courses** Cr
- **Fall Courses** Cr
- **Spring Courses** Cr

## Year IV
- **Summer Courses** Cr
- **Fall Courses** Cr
- **Spring Courses** Cr

**Were there any special problems or issues identified?**

**Comments/Notes:**
Minor Emphasis:

Research Interest:

Career Goals:

Student Signature ___________________________ Date __________________

Major Professor Signature ___________________________ Date __________________

GPC Doc. 01-02-94
# On-campus PhD

## 3 Year Plan-Fall Start

### FALL

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 801 Foundations of Inquiry for Health</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NURS 802 Science of Nursing</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NURS 890 Issues in Scholarship</td>
<td>3 cr</td>
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</table>

### SPRING

<table>
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<tr>
<th>Year 1</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>NURS 808 Multivariate Statistics</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NURS 882 Qualitative Methods in Health Research</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NURS 883 Quantitative Methods in Health Research</td>
<td>3 cr</td>
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### SUMMER

<table>
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<tr>
<th>Year 1</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 881 Measurement in Health Research</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NURS 899 Research Practicum</td>
<td>2 cr</td>
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</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course</th>
<th>Credits</th>
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</thead>
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<tr>
<td></td>
<td>Choose one advanced methods course:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 885 Advanced Quantitative OR</td>
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</tr>
<tr>
<td></td>
<td>NURS 886 Advanced Qualitative</td>
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<tr>
<td></td>
<td>Specialty Course</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>NURS 899 Research Practicum</td>
<td>2 cr</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>NURS 897 Doctoral Independent Study</td>
<td>1 cr</td>
</tr>
<tr>
<td></td>
<td>(Comprehensive Exam)</td>
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<tr>
<td></td>
<td>*Note: The decision about when to take the *</td>
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</tr>
<tr>
<td></td>
<td>Comprehensive Exam needs approval by Major</td>
<td></td>
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<tr>
<td></td>
<td>Professor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*NURS 997 Dissertator</td>
<td>3 cr</td>
</tr>
<tr>
<td></td>
<td>*Note: The decision to register for summer/NURS 997 dissertator credits Major Professor.</td>
<td></td>
</tr>
</tbody>
</table>

* Completion of dissertation varies
<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 720 Biostatistics <em>(PRE-REQ)</em></td>
<td>3cr</td>
<td>NURS 808 Multivariate Statistics</td>
</tr>
<tr>
<td>NURS 801 Foundations of Inquiry for Health</td>
<td>3cr</td>
<td>NURS 882 Qualitative Methods in Health Research</td>
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<tr>
<td>NURS 802 Science of Nursing</td>
<td>3cr</td>
<td>NURS 883 Quantitative Methods in Health Research</td>
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<tr>
<td><strong>Year 2</strong></td>
<td>NURS 801 Foundations of Inquiry for Health</td>
<td>3cr</td>
</tr>
<tr>
<td><strong>Choose one advanced methods course:</strong></td>
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<td>3cr</td>
</tr>
<tr>
<td>NURS 885 Advanced Quantitative OR</td>
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<td>3cr</td>
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<td>Specialty Course</td>
<td>3cr</td>
<td>Specialty Course</td>
</tr>
<tr>
<td>Qualifying Exam</td>
<td>3cr</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>NURS 899 Research Practicum</td>
<td>3cr</td>
</tr>
<tr>
<td>NURS 897 Doctoral Independent Study (Comprehensive Exam)</td>
<td>1cr</td>
<td>*NURS 997 Dissertator</td>
</tr>
<tr>
<td>Specialty Course</td>
<td>1cr</td>
<td></td>
</tr>
</tbody>
</table>

* Completion of dissertation varies

* Note: The decision about when to take the Comprehensive Exam must have approval by Major Professor.
# On-campus PhD

## 4 Year Plan-Fall Start

<table>
<thead>
<tr>
<th>Year 1</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
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<tr>
<td></td>
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<td>Qualifying Exam</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
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<tbody>
<tr>
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<td>Choose one advanced methods course:</td>
<td>NURS 803 Health Policy</td>
<td>NURS 809 Integrative Studies</td>
</tr>
<tr>
<td></td>
<td>NURS 885 Advanced Quantitative OR</td>
<td>NURS 820 Analysis of Nursing Phenomena</td>
<td>Specialty Course</td>
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<td></td>
<td>NURS 886 Advanced Qualitative Specialty Course</td>
<td>Specialty Course</td>
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<td>NURS 899 Research Practicum</td>
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<td>NURS 897 Doctoral Independent Study (Comprehensive Exam)</td>
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<td>Note: The decision to register for summer Dissertator/NURS 997 credits must be approved by Major Professor.</td>
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* Completion of dissertation varies
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<tr>
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<tr>
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<td>NURS 883 Quantitative Methods in Health Research</td>
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<td>2</td>
<td>NURS 801 Foundations of Inquiry for Health</td>
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<tr>
<td></td>
<td>NURS 802 Science of Nursing</td>
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<td></td>
<td>NURS 890 Issues in Scholarship</td>
<td>3cr</td>
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<tr>
<td></td>
<td>NURS 803 Health Policy Specialty Course</td>
<td>3cr</td>
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<td>3cr</td>
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<tr>
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<td>NURS 899 Research Practicum</td>
<td>1 cr</td>
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<td>NURS 820 Analysis of Nursing Phenomena Specialty Course</td>
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* Completion of dissertation varies
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<th>SPRING</th>
<th>SUMMER</th>
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<td>Specialty Course</td>
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<td>1cr</td>
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<td>NURS 803 Health Policy</td>
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<td>NURS 885 Advanced Quantitative</td>
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<td></td>
<td>OR</td>
<td>3cr</td>
<td>3cr</td>
</tr>
<tr>
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<td>NURS 886 Advanced Qualitative</td>
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<td>(Comprehensive Exam)</td>
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<td>*Note: The decision to register for summer</td>
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<td>dissertator credits/ NURS 997 must be</td>
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<td>negotiated with Major Professor.</td>
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* Completion of dissertation varies
# On-Line PhD

## Course Plan

### SUMMER Start (Odd Year)

<table>
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<tbody>
<tr>
<td>NURS 802 Science of Nursing</td>
<td>NURS 822 Qualitative Methods in Health Research</td>
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<td>NURS 881 Quantitative Methods in Health Research</td>
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### FALL

<table>
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<th>Fall</th>
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<th>Summer</th>
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<tbody>
<tr>
<td>Choose one advanced methods course: NURS 885 Advanced Quantitative OR NURS 886 Advanced Qualitative Specialty Course</td>
<td>NURS 820 Analysis of Nursing Phenomena</td>
<td>(PhD students return to the UWM campus for 2 weeks)</td>
</tr>
<tr>
<td>NURS 899 Research Practicum</td>
<td>Specialty Course</td>
<td>NURS 803 Health Policy</td>
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<tr>
<td>NURS 889 Research Practicum</td>
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<td>NURS 809 Integrative Studies</td>
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### SPRING

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<td>*NURS 997 Dissertator</td>
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*Note: The decision about when to take the Comprehensive Exam needs approval by Major Professor.*

*Completion of dissertation varies*
# On-campus Bachelor to PhD

## 5 Year Plan-Fall Start

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<td>NURS 735 Theoretical Foundations of Advanced Nursing 3cr</td>
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<td>NURS 804 Healthcare Org. and Systems Leadership 3cr</td>
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<td>NURS 720 Biostatistics (PRE-REQ) 3cr</td>
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<td>Qualifying Exam 3cr</td>
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<td>NURS 801 Foundations of Inquiry for Health 3cr</td>
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<td>NURS 899 Research Practicum 2cr</td>
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<td>NURS 883 Quantitative Methods in Health Research 3cr</td>
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<td>NURS 885 Advanced Quantitative OR</td>
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<td>NURS 809 Integrative Studies Specialty Course 3cr</td>
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<td></td>
<td>NURS 899 Research Practicum 1cr</td>
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<tr>
<td><strong>Year 3</strong></td>
<td>NURS 897 Doctoral Independent Study (Comprehensive Exam) 1cr</td>
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<td>*Note: The decision to register for summer Dissertator/NURS 997 credits needs approval by Major Professor.</td>
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<td><strong>Year 4</strong></td>
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<td>*NURS 997 Dissertator 3cr</td>
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<tr>
<td><strong>Year 5</strong></td>
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</tbody>
</table>

* Completion of dissertation varies
## On-campus Bachelor to PhD
### 5 Year Plan-Spring Start

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<th>SUMMER</th>
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<td>NURS 728 Epidemiological Principles of Population Health</td>
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<td>NURS 735 Theoretical Foundations of Advanced Nursing</td>
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<td>NURS 808 Multivariate Statistics</td>
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<td>NURS 882 Qualitative Methods in Health Research</td>
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<td>1cr</td>
<td>NURS 883 Quantitative Methods in Health Research</td>
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<td>Qualifying Exam</td>
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<td>Choose one advanced methods course: NURS 885 Advanced Quantitative OR NURS 886 Advanced Qualitative Specialty Course</td>
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<td>NURS 897 Doctoral Independent Study (Comprehensive Exam)</td>
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<td>NURS 997 Dissertator</td>
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*Note: The decision about when to take the Comprehensive Exam needs approval by Major Professor.*
# On-campus Bachelor to PhD

6 Year Plan, Fall Start *(Part-Time)*

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<th>Year</th>
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<th>SUMMER</th>
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</table>
| **Year 1** | NURS 735 Theoretical Foundations of Advanced Nursing  
NURS 720 Biostatistics *(PRE-REQ)* | NURS 725 Evidenced Based Practice  
NURS 728 Epidemiological Principles of Population Health  
NURS 899 Research Practicum | 3cr  
3cr  
1cr |
| **Year 2** | NURS 804 Healthcare Org. and Systems Leadership, 3cr  
NURS 801 Foundations of Inquiry for Health | NURS 808 Multivariate Statistics  
NURS 883 Quantitative Methods in Health Research | 3cr  
3cr  
1cr |
| **Year 3** | NURS 802 Science of Nursing  
NURS 890 Issues in Scholarship Research Practicum | NURS 882 Qualitative Methods in Health Research  
Specialty Course  
NURS 899 Research Practicum | 3cr  
3cr  
1cr |
| **Year 4** | Choose one advanced methods course:  
NURS 885 Advanced Quantitative OR  
NURS 886 Advanced Qualitative Specialty Course | NURS 803 Health Policy  
NURS 820 Analysis of Nursing Phenomena | 3cr  
3cr  
1cr |
| **Year 5** | NURS 897 Doctoral Independent Study (Comprehensive Exam)  
*Note*: The decision about when to take the Comprehensive Exam needs approval by Major Professor. | NURS 997 Dissertator  
*Note*: The decision to register for summer Dissertator/NURS 997 credits needs approval by Major Professor. | 3cr  
3cr  
3cr |
| **Year 6** | *NURS 997 Dissertator* | *NURS 997 Dissertator* | 3cr  
3cr  
3cr |

* Completion of dissertation varies
# PhD Flow Chart

<table>
<thead>
<tr>
<th>Plan of Study</th>
<th>What</th>
<th>When</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>In consultation with Major Professor Complete Formal Plan of Study</td>
<td>Complete both Request for Major Professor and Formal Plan of Study forms (CON) with Major Professor See “The PhD Spot” Pathways, Course Plans,</td>
<td>End of 2nd semester or 16 credits</td>
<td>Submit completed form with MP signature to the PhD Program Director for Approval</td>
</tr>
<tr>
<td>Qualifying Exam</td>
<td></td>
<td>Upon completion of the following coursework: NURS 801; NURS 802; NURS 808; NURS 882; NURS 883; and NURS 890</td>
<td></td>
</tr>
<tr>
<td>Application for comprehensive exam; approval of committee membership</td>
<td>Obtain Pre lim Comprehensive Exam through the “Doctoral Online Milestones System.” See Graduate School Website or email College of Nursing Student Affairs Advisor for assistance at <a href="mailto:daood@uwm.edu">daood@uwm.edu</a></td>
<td>Nearly all coursework completed AND at the beginning of the semester when comps completed (≤ 3 credits)</td>
<td>Schedule date for written and oral exams by using scheduling room link found on “The PhDSpot” Must register for NURS 897 Independent Study with MP for 1 credit for the semester in which you are preparing to take comps. Meet with all members of your committee to discuss area of specialty</td>
</tr>
<tr>
<td>Comprehensive Exam: Written</td>
<td>Consult with your Chair and Committee members to set the date/time of your examination. MP will send out completed written exam to the committee members. Within 2 weeks of completion of written exam, committee members will notify MP of their vote on the written exam. MP will notify student within 2 weeks of the outcome of written exam. If the student successfully passes the written exam, student will move on to oral exam date (within 6 weeks of last day of written exam)</td>
<td>On Scheduled date</td>
<td>Tentatively schedule with committee members when planning to take written exam Major Professor enters outcome of comprehensive exam in Milestones PhD Program Director reviews and submits outcome to the Graduate School using milestones online system</td>
</tr>
<tr>
<td>Comprehensive Exam: Oral</td>
<td></td>
<td>Within 6 weeks of last day of written exam</td>
<td></td>
</tr>
<tr>
<td>Application for Dissertator Status</td>
<td></td>
<td>Comprehensive exam completed successfully</td>
<td></td>
</tr>
<tr>
<td>Doctoral Dissertation Proposal Hearing</td>
<td></td>
<td></td>
<td>After holding a successful proposal hearing, apply for Proposal Hearing through the “Doctoral Online Milestones.”</td>
</tr>
<tr>
<td>Register for 3 credits at dissertator rate:</td>
<td>Register 997 each semester until dissertation successfully defended</td>
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<tr>
<td>Application for Dissertation Defense and Graduation</td>
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<td>Defense posting</td>
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<tr>
<td>Signed Warrant returned by Major Professor</td>
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<tr>
<td>Submit Dissertation</td>
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</tbody>
</table>
| Graduation | | | }

**Graduation**

Order regalia and attend ceremonies:
- College of Nursing Pinning/Convocation (Saturday)
- University Commencement (Sunday)
University of Wisconsin – Milwaukee
College of Nursing

PhD Program: Steps in Developing and Submitting a Cogent and Appropriate Plan of Study

To help the student plan an individualized and appropriate plan of study, the following guidelines should be follow:

1. Students must select a minor area of specialization. Selection of a minor area of specialization is based primarily on the student’s research interests and consideration of the aim in which s/he will increase substantive knowledge. Minor Option A requires approval by the Minor Professor.

2. In general, students take core courses during their first semesters in the program. Electives should be chosen to support the area of specialization and research. Methods courses should not be listed under Specialty except in special cases further explained in the student’s accompanying narrative.

3. Planning by part-time students must be done carefully, taking into consideration the time needed to complete prerequisites for some courses. The time limits for completion of the program must be kept in mind.

4. Courses must be University—designated 700 level or above to be included in the program of study for the PhD. If only “lower level” courses are available, the student is urged to pursue an independent study or consider courses at another university. Students should consult the Graduate School for any inter-institutional agreements. Student should work closely with their major professor to identify and select appropriate courses that would assist in preparing and positioning them.

5. No more than six credits taken at UWM as a non-degree candidate may be applied to the PhD. The time allotment for the program will include the time used to earn these credits. No credits may be applied from outside UWM.

To help the student submit a plan of study, the following guidelines apply:

1. A proposed plan of study must be submitted for approval to the Director of the PhD program before the end of the student’s second semester of full-time study or the equivalent in credits of part-time study. The plan is prepared jointly by the student and the Major Professor. The plan should be submitted using the appropriate form (DF Doc. #006.85D) with an accompanying brief (one or two pages) statement of rationale prepared by the student. The purpose of the narrative statement is to support the formal plan of study with the student’s unique background and experiences. This narrative statement should include the following elements:
   • educational and professional experience background of the student;
• special qualities of the student, or particular experience relative to the proposed area of specialization.
• proposed area of specialization and plan of study including a rationale for the coursework including a summary of work completed as independent study or research practicum and identification of who supervised the work;
• proposed area of dissertation and rationale for the relationship between the coursework and the research area; and proposed Major Professor.
• As an addendum, attach the catalogue statements for any courses taken outside the College of Nursing. The Formal Plan of Study is reviewed by the Director of the PhD program,

2. The plan of study should be reviewed and updated each semester as needed by the student and the Major Professor. Substantive changes in the plan of study require an updated plan of study form be completed and submitted to the Director of the PhD Program for approval.
Formal Plan of Study

The formal plan of study is prepared by the student and Major Professor at the end of the student’s second semester of full-time study or the equivalent in credits. The formal plan is submitted to the PhD Program Director for review and approval. Upon approval, the plan is filed with the Student Affairs Office/Cunningham Hall 135 for placement in student’s file.

Student Name: __________________________ Date Started PhD Program: __________

Core (9 credits)
NURS 801 Foundations of Inquiry for Health Research (3 credits)
NURS 802 The Science of Nursing (3 credits)
NURS 803 Health Policy (3 credits)

Specialty (3 core credits, 6 elective credits) Provide a title and faculty supervisor for independent study or research practicum. Designate with an asterisk (*) any courses applied toward Minor Option A. At least six of the required elective credits must be earned in disciplines other than Nursing. A maximum of 6 credits may be devoted to coursework appropriate to anticipated professional roles. The remaining credits must contribute substantively to the planned dissertation research.

NURS 820 Analysis of Nursing Phenomenon (3 credits)
NURS 809 Integrative Studies (3 credits)

Specialty Credits (9 credits)

Methods & Design (22 credits) Provide title and faculty supervisor for research or independent study. Designate with an (*) any courses applies toward Minor Option A [Requiring Minor Professor]

NURS 881 Measurement in Health Research (3 credits)
NURS 882 Qualitative Methods in Health Research (3 credits)
NURS 883 Quantitative Methods in Health Research (3 credits)
NURS 890 Issues in Scholarship (3 credits)
NURS 808 Multivariate Statistics Course (3 credits)
NURS 899 Practicum in Nursing Research (4 credits) and Identify the Name of Faculty Member that agreed to work with you on the practicum

__________________________________________________________________________
Semester and year

__________________________________________________________________________
Semester and year

__________________________________________________________________________
Semester and year

Take either NURS 885 or NURS 886, depending on method used in research

NURS 885 Advanced Quantitative Methods (3 credits)

NURS 886 Advanced Qualitative Methods (3 credits)

Dissertation (minimum 3 credits)

__________________________________________________________________________
Semester and year

NURS 997 Doctoral Dissertation (3 credits each semester as dissessor)

__________________________________________________________________________
Semester and year

Proposed area of dissertation research: ________________________________________

Anticipated areas of expertise required of dissertation committee members: ________________

Minor Option Selected: ☐ A (requires minor professor) ☐ B

Anticipated Comprehensive Preliminary Examination: ____________________________ Semester and Year

Mandatory Completion Semester: ____________________________ Semester and Year

NOTE: A brief (1-2 page) narrative statement of rationale prepared by the student must be appended to this form before it is submitted to the PhD Program Director. See next page for an explanation of elements to be included in this narrative. (Be sure required signatures are present before submission of the Plan.)

Student Signature ____________________________ Date Plan Completed ____________________________

Major Professor Signature ____________________________ Minor Professor Signature (if Option A selected) ____________________________

PhD Program Director ____________________________ Date Plan Approved by Committee ____________________________
Checklist for Submitting Formal Plan of Study

1. Plan for core courses is identified.
   - Total number of credits equals a minimum of 9.
   - B. No methods courses are included except by special consideration as documented in the attached narrative.
   - C. All courses are 700 or above.
   - D. Any independent study or research practicum is titled and explained in the attached narrative.
   - E. Faculty who supervise independent study or research practicum is identified.
   - F. Courses toward Minor Option A, if selected, are designated by an asterisk.

2. Plan for specialty courses is identified.
   - Total number of credits equals a minimum of 22.
   - B. No specialty courses are included except by special consideration as documented in the attached narrative.
   - C. All courses are 700 or above (request for exception documented on Request for Exception College of Nursing).
   - D. Any independent study or research practicum is titled and explained in the attached narrative.
   - E. Faculty who supervised independent study or research practicum are identified.
   - F. Courses toward Minor Option A, if selected, are designated by an asterisk.

3. Plan for methods and design courses is identified.
   - Total number of credits equals a minimum of 22.
   - B. No specialty courses are included except by special consideration as documented in the attached narrative.
   - C. All courses are 700 or above.
   - D. Any independent study or research practicum is titled and explained in the attached narrative.
   - E. Faculty who supervise independent study or research practicum are identified.
   - F. Courses toward Minor Option A, if selected, are designated by an asterisk.

4. Doctoral Dissertation
   - A. The proposed research area is specified.
   - B. The minor option (A or B) is selected.

5. Signatures
   - A. Major Professor signed form.
   - B. Doctoral student signed form.
   - C. If Minor Option A was selected, the Minor Professor signed form.
   - D. A date is specified when the plan was completed.

6. The Narrative (use following items as headings)
   - A. Includes brief review of student's educational and professional background.
   - B. Includes brief description of special qualities or experience relative to area of specialization.
   - C. Includes indication of proposed area of specialization and brief rationale for coursework. If Minor Option A is selected, courses toward them are identified.
   - D. Includes proposed area of dissertation and a description of the relationship between it and the coursework.
   - E. Includes a brief rationale for choice of Major Professor.
   - F. Append catalogue statements for all courses taken outside the College of Nursing.
Request For Change in Major
Professor PhD Program

Student Name: ________________________________

Name of Current Major Professor: ________________________________

Name of New Major Professor: ________________________________

Rationale for Change in Major Professor: ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Current Major Professor: ________________________________ Date: __________

Signature

New Major Professor: ________________________________ Date: __________

Signature

Approved by PhD Program Director: ________________________________ Date: __________

Signature

After all signatures are secured, forward a copy to the Academic Advisor for Doctoral Students
Cunningham Hall 135

Previous doc # was GPC # 12-5-14, GPC Revised & Approved 5-5-17 to have separate form for DNP & PhD,
9/7/18 GPC revised & approved PhD page only, 9/21/18 CON approved
The purpose of this annual review is to give doctoral students a chance to document their progress toward the Ph.D. degree during the current academic year, professional progress, and at the same time gain experience in creating and maintaining their professional Curriculum Vitae (CV). This CV documentation form serves as the basis for an extended conversation (before April 1st) with their Major Professor about accomplishments and plans for meeting milestones identified in the PhD student handbook.

Directions: Students should:
- complete Section A before the meeting,
- submit the form to their Major Professor
- and make an appointment [in person, via telephone, zoom] to discuss their annual review

SECTION A (CV to be completed by the student)
Name & Credential
Position/Department
Organization
Address
City, State, Zip Code
Telephone number
e-mail

EDUCATIONAL PREPARATION (Formal Education)
University/College and City: Major: Degree:

EDUCATIONAL PREPARATION (Continuing Education)
Coursework completed: Titles Dates Grades
Electives: Titles Dates Grades
Conferences Attended: Organization/Titles Dates Locations

ACADEMIC AND PROFESSIONAL POSITIONS HELD
Position Dates

RESEARCH
Practicums Description Dates Funding Grades
Other Research Description Role Dates Funding

SCHOLARSHIP:
PUBLICATIONS (APA formatted reference)
PRESENTATIONS (APA formatted reference)
**TEACHING**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name of Course</th>
<th>Dates</th>
</tr>
</thead>
</table>

**SERVICE**

**PROFESSIONAL MEMBERSHIPS AND ACTIVITIES:**

<table>
<thead>
<tr>
<th>Names</th>
<th>Dates</th>
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</table>

**REVIEWER:**

<table>
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<tr>
<th>Journal</th>
<th>Dates</th>
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</table>

**OTHER:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Names</th>
<th>Dates</th>
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**HONORS AND AWARDS**

<table>
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<tr>
<th>Names</th>
<th>Dates</th>
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</table>

*******************************************************************************

**SECTION B (to be completed by the Major Professor)**

Major Professors should complete **Section B** of the form prior to meeting with the student. Both the student and the Major Professor should sign the form at the end of the conference. One copy of the signed form is kept by the student, one by the Major Professor, and one is sent to the Director of the PhD Program for review. Once reviewed, the document will go to the PhD Program Student Advisor to be placed in the student’s file.

Please comment about student’s accomplishments and areas for improvement and development.

Summary of Conference (to be completed by major professor and student):

**STATUS:**

- [ ] Progress Satisfactory
- [ ] Consultation Required
- [ ] PhD Plan for Progress Required (Attach form here)
- [ ] Review Required (Appointment needs to be scheduled with PhD Program Director)

<table>
<thead>
<tr>
<th>Signature of Student / Date</th>
<th>Signature of Major Professor / Date</th>
</tr>
</thead>
</table>

Revised by GPC 05/06/11, Retained & Reaffirmed by GPC 4-21-17, 9/7/18 GPC updated & approved, 9/21/18 CON approved, 4/3/20 GPC approved editorial updates, 2/5/21 GPC approved, 2/19/21 CON approved
The University of Wisconsin-Milwaukee  
College of Nursing  

GPC Committee Policy for the  
Administration of the Qualifying Exam (QE) for PhD Students  

Statement of Purpose  

The qualifying examination consists of the successful completion of a written exam. All PhD students will take a uniform QE to evaluate their readiness to progress in the PhD program. PhD student’s ability to think critically and analyze and synthesize content from the core areas of philosophical, theoretical, and scientific knowledge will be evaluated. This content is covered in 6 required courses:

- NURS 801: Foundations of Inquiry for Health (3 cr.)
- NURS 802: The Science of Nursing (3 cr.)
- NURS 808: Multivariate Statistics (3 cr.)
- NURS 882: Qualitative Methods in Health Research (3 cr.)
- NURS 883: Quantitative Methods in Health Research (3 cr.)
- NURS 890: Issues in Scholarship (3 cr.)

The examination process will be one in which students respond to a common set of examination questions that focus on broad doctoral course content, rather than on specific content of interest to individual students. Students can then apply knowledge related to their specific research interests in their response to the broad questions. This approach will promote consistency in the process used to assess students’ knowledge.
Committee Procedures and Guidelines for the Administration of the Qualifying Exam (QE) for PhD Students

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Qualifying Exam Committee (QEC) structure and responsibilities

The QEC is responsible for writing QE questions, administering the exam at the scheduled time (to be determined annually by the Graduate Programs Committee (GPC) in consultation with students), and evaluating student responses to exam questions using a grading rubric. A set of general instructions has also been developed for the QE and provided to the students.

Constitution of the Committee. The QEC is comprised of three College of Nursing faculty members meeting the following criteria: a) actively mentoring PhD students as a major professor; b) serving as a Major Professor on a PhD Committee; or c) actively engaged in the PhD Program (e.g., teaching, research practicums or independent studies).

The Director of the PhD program will solicit faculty volunteers whose names will be considered during a GPC meeting, and the QEC members will be selected by GPC from this pool. If there are insufficient volunteers, the Director of the PhD program will make personal appeals to individuals meeting the criteria. GPC will make the final decision on QEC membership.

- QEC members will serve staggered 3-year terms. The first year on the committee will provide an orientation to the QE process, the second year will be in a mentored leadership role, and the third year will be as chair of the QEC.
• The QEC will identify a member who will serve as Chair of the QEC. The name of the person will be communicated to the GPC and the PhD Program Director.

Qualifying Exam Structure

• The QE will be a written exam, offered at the end of each semester, in the interim between final exam week and the start of the next semester. All students must be registered during the semester in which the examination is taken, in accordance with the Graduate School Handbook.

• Each question (number to be determined by the QEC) will be constructed so that students must synthesize and integrate knowledge/content across required courses, and develop a logical, defensible argument.

• A grading rubric will be developed, reviewed and/or modified by the QEC prior to administration of each exam, and used to ensure consistent evaluation of exams across students. This grading rubric will be made available to students in advance of the exam.

• An individualized plan will be developed by the QEC, in collaboration with the PhD Program Director, for any student who encounters extenuating circumstances that would prevent him or her from taking the exam as scheduled.

Administration and Grading of the Qualifying Exam

Exams will be distributed on a weekday (Monday – Friday), as decided by QEC and in consultation with students. The QE will be made available through electronic e-mail. Students will have 48 hours from the time the QE is distributed to complete the examination and submit their responses. Responses to the QE will be sent to the Administration Programs Assistant, who will blind the responses of the students, so the QEC members will be “blinded” to the identities of students on exams they are reviewing.

• The QEC will have 2 weeks to grade and submit their responses (in writing via email) to the Director of the PhD program.

• At least 3 QEC faculty members or their designees will read each student’s response to questions and rate each as satisfactory or unsatisfactory. For the student to pass each question, the committee will agree that the majority of the student's responses for that question are rated as satisfactory.

• The QE will be scored on a pass/fail basis. Students who pass all QE questions will pass the QE. Students who fail one or more QE questions will fail the QE.

• Following the pass/fail decision of the faculty (QEC members or their designees) who reviewed each students QE will complete a PhD Student Performance on Qualifying Exam document. The evaluation document for each student will be turned in to the PhD Program Director.

• As soon as grading is complete, students and their primary advisor will be notified in writing of the exam outcome by the Director of the PhD program.
\textbullet{} If a student fails the QE, a complete copy of the final exam and reviewer comments will be given to the student and placed in the student’s file in the Student Affairs office. A copy will also be given to the major professor. The QEC will provide extensive comments that will serve as a guide to students to prepare for a re-take of the exam. During the first summer session ([Insert date]), a QEC faculty member will be available to students who did not pass the exam, on a limited “as needed” basis to clarify feedback provided by the QEC. (At the time students receive their exam results, the PhD Program Director will inform them of the name of the QEC faculty member.)

**Repeating the Qualifying Exam (Second QE)**

Students who fail the QE will repeat the exam prior to the beginning of the fall semester in August, immediately following the spring semester in which the initial QE is taken. However, students will be required to repeat only the question(s) that they fail. Students will have 48 hours to retake the second QE.

\textbullet{} Students who take a second QE will be informed of the second QE administration date when they are informed of the outcome of their performance on the initial QE. The second QE will be administered during the second 2 weeks of August. Students will not be required to register for summer session.

\textbullet{} Students who take a second QE will be allowed to enroll in courses during the summer semester only. Students must register but will not be able to enroll in courses in the fall semester until they pass the QE. The second QE will be graded by the same QEC, using the procedures outlined above. The QEC will have grading completed 1 week after the receipt of students’ exam response, and students’ final grade will be submitted in writing to the Director of the PhD program. Students and their major professors will be notified immediately in writing about their performance on the second QE by the Director of the PhD Program.

\textbullet{} Students who fail the second QE will be academically ineligible to continue in the PhD program. A complete copy of the final exam and reviewer comments will be given to the student and placed in the student’s file in the Student Affairs office. A copy will also be given to the major professor. Those students who seek reinstatement into the PhD program must follow the procedures in accordance with the Graduate School Handbook.
The overall process for the QEC is shown below:

1. **QE Following Final Exams Spring Semester** → **Pass** → **Continue**
   - **Fail # 1**
     - **Retake QE in August before fall semester begins** → **Fail # 2**
       - **Academically Ineligible to Continue**
Instructions for PhD Qualifying Examination

The Qualifying Examination will be emailed to you by [insert name] [insert time] on [insert date].

Your response to the questions should be submitted by email to [insert name and email address] not later than [insert time and date]. Use a single Microsoft Word document, with each page numbered. On the first page of the exam, place your name and the UWM Honor Pledge. Do NOT place your name on any other page. That page will be deleted by the Academic Program Assistant before the Qualifying Examination Committee receives your exam, so our review will be blinded.

Use a size 12 font, in either ARIAL or TIMES NEW ROMAN. Double-space your answers and use 1-inch margins. For each question, limit your response to approximately 5 – 7 pages, exclusive of citations. You should use appropriate citations in your answers; you can place references after each question, or at the end of the document. Citations should be in some semblance of APA format, but you are NOT being graded on strict adherence to that format.

You may use textbooks, publications, the Internet, and/or your class notes to assist you in preparing your exam. You may NOT discuss the exam with any other student or any faculty member.

If you become ill or there is an emergency and you are unable to complete the exam, contact [insert name] immediately. If you do not receive an email response from [insert name] within an hour, please contact the Director of the PhD program [insert email address].

Your response to all questions will be evaluated using the following criteria:

1. Does the response answer the question? Here, we are looking to determine whether your responses address the questions posed, including any related components of the question. When a question includes multiple components, focus on achieving an appropriate balance in your response to the components, so that attention to each component is adequate (without some areas getting too much or too little attention).

2. Does the response demonstrate synthesis across courses?

3. Is the response thoughtful? Your response should reflect an analysis and careful consideration of relevant issues so that it is obvious to readers how you reached your conclusions. For example, if you select one approach over another, we will expect to see a justification of your position. Your response should also read as if it received the appropriate time and attention, and not like it was written in haste.

4. Is the response logical, and is there logic in the presentation of your response? In other words, we will evaluate the flow of your response, and the “fit” between all parts of your response. For example, in a question about research design, we would expect there to be a “fit” between your research question(s), hypotheses, data collection procedures and analysis strategies.
(5) Is the response well organized, well written, and understandable? Effective written communication allows the reader to logically progress from sentence to sentence and section to section. Section headings to address sub-parts of the questions would be a helpful. Perfect English grammar is not required to effectively communicate, so do not let English language challenges undermine your confidence in answering the questions.
On my honor, I have neither given nor received unauthorized aid on this PhD Qualifying Examination.

_____________________________  _________________________
(signature of student)                (date)
The University of Wisconsin-Milwaukee
College of Nursing

PhD Program

Major Objectives of the Core Courses

NURS 801: Foundations of Inquiry for Health Research (3 cr.)
Study of historical evolution of contemporary nursing science in terms of important
philosophical and empirical antecedents, 3 cr. Prerequisite: Admission to doctoral program in
nursing or consent of instructor.

NURS 802: The Science of Nursing (3 cr.)
Study of nursing science through the practice of nursing, 3 cr. Prerequisite: Admission to
doctoral program in nursing, NURS 801, or consent of instructor.

NURS 808: Multivariate Statistics (3 cr.)
A study of commonly used multivariate statistical methods as well as their applications to
practical data analysis with emphasis on nursing and health care research. Prereq: Grad

NURS 882: Qualitative Methods in Health Research (3 cr.)
Diverse qualitative design and analysis strategies used in the study of nursing phenomena.
Emphasis will be to critique existing research and to plan future research, 3 cr. Prerequisite:
Admission to doctoral program in nursing or consent of instructor.

NURS 883: Quantitative Methods in Health Research (3 cr.)
Major quantitative designs and data management/analysis strategies used in clinical nursing
research. Emphasis will be to critique existing research and to plan future research, 3 cr.
Prerequisite: Admission to doctoral program in nursing or consent of instructor.

NURS 890: Issues in Scholarship (3 cr.)
Examination of issues and methods common across qualitative and quantitative clinical nursing
research as well as issues and methods inherent when approaches are combined, 3 cr.
Prerequisite: Consent of instructor.

12/6/19 GPC approved, 5/1/20 GPC approved
### Question 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Evaluation Criteria</th>
<th>Score/Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem statement &amp; argument for the study significance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1A. Assess the strengths and weaknesses of the claims the authors make regarding the significance of their study.</td>
<td></td>
<td>SATISFACTORY</td>
</tr>
<tr>
<td>1B. Identify 2 strengths and 2 weaknesses of the argument for the significance of the study.</td>
<td></td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td><strong>Theory and Design</strong></td>
<td></td>
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<tr>
<td>1C. Is theory an antecedent or an outcome of the study?</td>
<td></td>
<td>SATISFACTORY</td>
</tr>
<tr>
<td>1D. Is the placement of theory and the approach consistent?</td>
<td></td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>1E. How did the study build on existing concepts or theory?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Evaluation Criteria</td>
<td>Score/Comments</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Methods and Scientific Merit</strong></td>
<td></td>
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</tr>
<tr>
<td>1F. What are 2 strengths and 2 weaknesses of the methods used in the study?</td>
<td></td>
<td>SATISFACTORY</td>
</tr>
<tr>
<td>1G. What are the authors’ claims with regard to theoretical and practice relevance?</td>
<td></td>
<td>UNSATISFACTORY</td>
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<tr>
<td>1H. Assess the extent to which the authors’ conclusions are consistent with the results (i.e., determine and discuss whether the authors overstate the applicability of the results)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>OVERALL QUESTION 1</strong></td>
<td>SATISFACTORY</td>
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<tr>
<td>Question</td>
<td>Criteria</td>
<td>Score/Comments</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Overall Approach</strong></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>2A. Propose a research aim that could be pursued as an outcome of the study. How will the proposed aim build on and extend the original grounded theory?</td>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2B. For this aim, state a specific hypothesis or research question and explain how the hypothesis or question links to the results from the study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C. Identify 3 or 4 relevant variables. Explain if the variables are independent, dependent, mediator or moderator, depending on your research aim and research question.</td>
<td></td>
<td></td>
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<tr>
<td>2D. What is your rationale for selecting these variables?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Study Design</strong></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>2E. Propose a study design that is appropriate to address the proposed research aim.</td>
<td></td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
### Sample Selection

2F. Given your research aim and design, what would be an appropriate target sample and sampling plan (e.g., inclusion and exclusion criteria)?

2G. How will you determine the number of participants you will need? Describe the factors that have to be considered in order to determine the correct sample size.

### Data collection

2H. Given your study aim, what method(s) would you use to collect the data you need? Provide a rationale for your response.

### Data analysis

2I. What will be your approach to the statistical analysis of the research question? (You do not need to provide equations.)

2J. How will you decide whether your research aim/question was supported by this analysis?

<table>
<thead>
<tr>
<th>Question</th>
<th>Evaluation Criteria</th>
<th>Score/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Selection</strong></td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
</tr>
<tr>
<td>2F. Given your research aim and design, what would be an appropriate target sample and sampling plan (e.g., inclusion and exclusion criteria)?</td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
</tr>
<tr>
<td>2G. How will you determine the number of participants you will need? Describe the factors that have to be considered in order to determine the correct sample size.</td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
</tr>
<tr>
<td><strong>Data collection</strong></td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
</tr>
<tr>
<td>2H. Given your study aim, what method(s) would you use to collect the data you need? Provide a rationale for your response.</td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
</tr>
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<td><strong>Data analysis</strong></td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
</tr>
<tr>
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<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
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<tr>
<td>2J. How will you decide whether your research aim/question was supported by this analysis?</td>
<td></td>
<td>SATISFACTORY/UNSATISFACTORY</td>
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</table>
## Psychomotor Domain

<table>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Precision, Logic and Clarity</strong></td>
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<td></td>
</tr>
<tr>
<td>Responses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. answer each individual question.</td>
<td></td>
<td>SATISFACTORY</td>
</tr>
<tr>
<td>2. are organized and presented in a logical flow.</td>
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<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>3. are written clearly to communicate thoughts.</td>
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<tr>
<td><strong>Depth and Analytic Thinking</strong></td>
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<tr>
<td>Responses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. reflect critical thinking and analysis</td>
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<td>SATISFACTORY</td>
</tr>
<tr>
<td>2. reflect ability to communicate rationale and judgement</td>
<td></td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td></td>
<td></td>
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<tr>
<td>Responses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. follow format instructions with regard to font, spacing, page margins, page limit, referencing, APA format</td>
<td></td>
<td>SATISFACTORY</td>
</tr>
<tr>
<td><strong>OVERALL PSYCHOMOTOR DOMAIN</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SATISFACTORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td>Study Design:</td>
<td>Response provided a clear study design that is appropriate to address the proposed research aim.</td>
<td>Response provided a focused study design that is sufficient to address the proposed research aim.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Sample Selection:</td>
<td>Using research aim and design, determined appropriate target sample and sampling plan; appropriate number of participants needed; important factors to consider for correct sample size.</td>
<td>Using research aim and design, described sufficient target sample and sampling plan; number of participants needed; and some factors to be considered when identifying correct sample size.</td>
</tr>
<tr>
<td>Data Collection:</td>
<td>Respondent used the study aim to accurately describe method(s) for data collection, and provided a clear rationale for the response.</td>
<td>Respondent used the study aim to describe a focused method(s) for data collection; provided a sufficient rationale for the response.</td>
</tr>
<tr>
<td>Data Analysis:</td>
<td>Responses provided clear approach to the statistical analysis of the research question. Demonstrated knowledge of how to identify whether research aim/question was supported by the analysis.</td>
<td>Responses focused on appropriate approach to the statistical analysis of the research question. Demonstrated sufficient knowledge of how to identify whether research aim/question was supported by the analysis.</td>
</tr>
<tr>
<td>Precision, Logic, Clarity:</td>
<td>Responses clearly answered each individual question in an organized manner with a logical flow. Written clearly to communicate thoughts.</td>
<td>Responses focused on answering individual question in an appropriate manner with a logical flow. Written sufficiently to communicate thoughts.</td>
</tr>
<tr>
<td>Depth and Analytic Thinking:</td>
<td>Responses clearly demonstrated reflect critical thinking and analysis; reflect ability to effectively communicate rationale and judgement.</td>
<td>Responses demonstrated critical thinking and analysis; reflect ability to sufficiently communicate rationale and judgement</td>
</tr>
<tr>
<td>Format:</td>
<td>Responses are free of most errors in grammar, usage, and mechanics. A scholarly, thoughtful voice is used throughout. Exceptionally well-articulated.</td>
<td>Responses are free of most errors in grammar, usage, and mechanics. Responses are well articulated and focused. A scholarly voice is used throughout.</td>
</tr>
</tbody>
</table>
COMPREHENSIVE
EXAM/COMPS/ PRE LIMS
STUDENT & MAJOR PROFESSOR
CHECKLIST

1. PHD STUDENT
   - Ask Major Professor/MP which term you should plan on preparing and taking comprehensive exam (written and oral)
   - Must apply for comprehensive status at least 2 weeks prior to the start of the semester.
   - File Application for Comprehensive Exam: Log onto “Online Doctoral Milestones”. Choose Term and Year- Include the name of 4 committee members.
   - Complete the “Comprehensive Examination Action Plan” in conjunction with your Major Professor
   - Submit NURS 897/ Doctoral Independent Study-form (must include Major Professor signature)
   - Register via PAWS for NURS 897 for 1 credit (register for the section that corresponds with your program and the name of your Major Professor)
   - Use the Scheduling Event Link to schedule oral exam (need approval from MP)

2. MAJOR PROFESSOR/FACULTY ADVISOR
   - Milestone email prompts Major Professor to approve or deny student’s application
   - Log into Online Doctoral Milestones and enter year & term comps completed
   - Complete the “Self-Evaluation Comp Exam Form A-1”, “Student Performance Comp Exam Form A-2”, and “Student Achievement Comp Exam Form A-3”.
   - Complete NURS 897 Independent Study Evaluation Summary of student and return to Student Affairs Academic Advisor
   - Enter grade in PAWS by semester deadlines

All Forms are located in Canvas in the PhD Spot
Doctor of Philosophy (PhD) Comprehensive Exam

I. Purpose of the Comprehensive Preliminary Examination

This examination immediately precedes admission to candidacy for the PhD degree. Successful completion is required to achieve candidacy. The comprehensive examination is an integrative experience designed to validate the student's: (a) mastery of the content of the Doctor of Philosophy degree in nursing program curriculum and, (b) readiness to conduct independent research within the student's area of specialization as identified in the formal plan of study. Thus, the examination provides an opportunity for the student to demonstrate: (a) attainment of a depth of knowledge in both the nursing major and the specialty area; (b) ability to integrate the content of the specialty area within the broader context of nursing knowledge; and (c) the ability to select, apply, and evaluate the tools of scholarly inquiry in nursing (i.e., theory development, conceptualization, measurement, research methodology, and analysis techniques, policy analysis and (d) to ascertain the impact of the student’s area of research study on the health of the public.

II. Composition of Comprehensive Preliminary Examination Committee

This committee is comprised of the student’s Major Professor, serving as chair, and three other members of the graduate faculty. One of these members must be from outside the discipline of nursing and hold a graduate faculty appointment at the University of Wisconsin-Milwaukee in a department other than nursing. This committee will serve as the four initial members of the student’s dissertation committee.

III. Policies Regarding the Comprehensive Examination

A. Each student shall complete the comprehensive examination requirements after the completion of all required coursework, excluding dissertation credits, and upon the recommendation of the Major Professor. The application and process for taking the comprehensive examination is completed in accordance with the Graduate School Policies published in the UWM Student/Faculty Handbook) See url: http://www.graduateschool.uwm.edu/students/policies/

B. The Graduate Programs Committee has the ultimate responsibility for the development, administration, and evaluation of the comprehensive examination process. The faculty delegates to the PhD Program Director the responsibility to approve the student's examining committee which, in turn, is responsible for developing and administering the examination to the student in order to evaluate the student's performance.

C. The comprehensive examination is comprised of a written and oral component, taken in that sequence. The oral component may not be taken until the written component is completed successfully. Both written and oral components of the examination are graded as either pass or
fail, requiring a pass from a majority of the 4 committee members. Successful completion of the comprehensive examination requires a grade of pass on both the written and oral components.

D. Students must complete both components of the comprehensive examination successfully to achieve candidacy. The written component may be retaken only one time, and the format and content of the re-examinations will be determined by the examining committee. The student must retake the written exam (either in-house or 1 week take home) within six months of the initial failure. The oral component may be retaken only one time and the form and content of the oral reexamination will be determined by the examining committee. The student must retake the oral examination within three months of the initial failure. A student who fails the reexamination in either component of the comprehensive examination will be terminated from the PhD program.

E. The Major Professor is responsible for sharing the results of the written component of the exam with the student within 2 weeks of the completion and submission of the written exam. The oral exam must be scheduled within six weeks from the last date on which the written component of the comprehensive examination was taken/submitted. The outcome from the oral component of the comprehensive examination must be communicated to the student at the completion of the oral component of the comprehensive examination. The Major Professor is responsible for the communication of all outcomes of both components of the comprehensive examination and all other procedural communications appropriate to the comprehensive examination process. Such communications are forwarded to the PhD Program Director and Associate Dean for Academic Affairs as appropriate.

F. Students entering a PhD program must sit and pass the written and oral components of the comprehensive examination within 5 years of initial enrollment

IV. Process for Completion of Written Component

The major professor and committee members are responsible for developing clear instructions about the exam including the number of pages allotted per question. Clear instructions are to be given to the student on the exam. Thus, the student will not have an opportunity to ask questions related to how to address the questions as they proceed in taking the exam. The outcome of the written component of the exam must be communicated by the major professor to the student within two weeks from the last date on which the written component of the comprehensive examination was taken/submitted.

Take home option:
A 1-week take-home option for the written component of the comprehensive examination may be selected in agreement with the major professor of the student. For students selecting the take home format, the exam is completed using Microsoft word software and emailed as an attachment to their major professor within the allotted timeframe. Once the major professor receives the completed written exam, they are responsible for sending the submitted written exam out to all committee members and obtaining the decision of each faculty member on the written component of the exam.
In house option:
In agreement with the major professor, a student may also decide to take the PhD comprehensive qualifying exam in-house. In such a case, the major professor in consultation with the PhD Program Director, will work with a UWM College of Nursing Program Assistant to arrange for a room where the exam will be taken. The room will be equipped with a computer and printer for the student to use. At the discretion of the major professor and committee members, the student will be given a question(s) to complete during the morning and afternoon hours. Student is allowed to take bathroom breaks (preferably between questions and a lunch break). Exams on both days could run from 8am-4pm and/or from 9am-5pm. Because this is an in-house face-to-face mode, the student will not be allowed to bring books and articles to the exam room. Student may however, have a reference list with pertinent sources from which they may cite and reference.

Assessment and Evaluation of the Written Comprehensive Exam will be based on the following:

Responses to questions asked on the written component of the comprehensive exam will be evaluated on the following criteria. Students should keep these criteria in mind when answering each question.

Purpose: The extent to which the response addresses the question being asked.

Subject matter knowledge: The appropriateness and quality of the supporting evidence used in responding to the questions.

Depth and breadth of understanding: The degree to which the responses demonstrate an understanding of the topic. Responses must be communicated clearly enough to permit the committee members who read the responses to represent a valid judgment of a student’s knowledge and critical thinking skills. Responses should be the original work of the student, not copied or paraphrased from other work. Students must use proper and appropriate citations. The candidate should provide compressive answers to question in a narrative format. Knowledge and understanding cannot be displayed in a few short paragraphs; thus, it is important that students answer every question completely. Students should begin writing their response to each question with a well-written introduction and end with a cogent conclusion. Responses must demonstrate evidence of independent thinking, appropriate organization, critical analysis, and accuracy of documentation; being able clearly and logically to articulate their knowledge and skills gained over the years of course work in the PhD program in nursing.

V. Process for Completion of Oral Component

A. The oral component of the comprehensive examination is prepared and conducted by the student's examining committee upon successful completion of the written component of the examination. The oral exam component provides an opportunity for the student to articulate clearly, discuss and clarify for the committee areas on the written exam in which the committee may deemed as being incomplete and/or problematic.
B. The oral exam must be scheduled within six weeks from the last date on which the written component of the comprehensive examination was taken/submitted.

C. The oral examination will not exceed two hours in length of time. The oral examination is closed to the public and attended only by the members of the examining committee and the student.

VI. Faculty and Committee Evaluation of Comprehensive Exam

A. Immediately following completion of the oral component of the exam, the committee members will evaluate the examination process and the student’s performance on the exam.

B. The Major Professor is responsible for guiding discussion in evaluation of the examination and process and, with input from committee members, completes the Comprehensive Examination Evaluation: Evaluation of Student Performance on Examination (Form A-1); Evaluation of the Committee Process. (Form A-2) and Evaluation of Student Performance related to Achievement of Program Objectives, (Form A-3 The Major Professor forwards the original completed form to the PhD program Director. The major professor completes the online PhD milestone indicating the status of the outcome of the comprehensive exam.

VII. Procedure for Filing an Application to Take Comprehensive Preliminary Examination

A. Students who are at or near the completion of all required coursework and who have received the recommendation of their Major Professor to do so may initiate plans to take their Comprehensive Preliminary Examination. To do so they must file an "Application for PhD Preliminary Examination" no later than the third week of classes in the semester in which the preliminary examination is to be taken. To access the Preliminary form, go to the Graduate School website and use this url: http://www.graduateschool.uwm.edu/students/current/doctoral/#milestones Click on “Online Doctoral Milestones Systems”. You will need your panther login and password for access.

Note: Should the student not take the Comprehensive Exam in the indicated semester, a new application should be filed again.

B. The Graduate School PhD milestones process tracks for the student progression including the when the MP and Program Director, and Graduate School signs off granting approval to the student to sit for the exam.

C. Upon completion of the examination, the Major Professor, indicates the examination results on the milestones system and the. The Graduate Program Director serves as the "Authorized Program Representative" identified in the Application for the Doctoral Preliminary Examination and also must approve (electronically) the status on the milestones system.
Comprehensive Examination Action Plan

Name______________________________________Student # ____________________________

Semester/Year ______________________________

Completed NURS 809: NO_______ Yes_______Semester/Year ____________________________

Major Professor: ______________________________

**Action Plan:** All students should meet with their MPs to develop an “action plan” that specifies clearly areas that the student should focus on while preparing for the exams. Students need to schedule times to meet with their MPs biweekly, whether in person, zoom, or by phone.

**OBJECTIVES:**

**PLAN FOR MEETING THE OBJECTIVES** (brief explanation):

**EVALUATION PLAN** (brief explanation):

Please discuss your plans for the Comprehensive exam with the Major Professor. When you and the faculty member have reached an agreement and this form is complete, return to the Program Director. The original will be placed in your file.

To be completed by the Program Director:

Signature__________________________ Date _____________________________

Program Director

12/6/19 GPC approved as new procedure doc, 2/7/20 GPC approved updates
PhD Student Performance on Comprehensive Examination

Date of Examination: ________________________________

**Directions:** As part of the evaluation of the student’s qualifying exam performance, this form is to be completed by the examination committee immediately following the comprehensive exam. Please evaluate student performance on the exam as a whole using the following rubric. Under each heading, check the description that best fits the student’s performance in that area. At the bottom of the page, provide the committee’s decision about overall quality of exam performance indicating whether it was excellent, above average, adequate, or inadequate.

### Evaluation of Quality of the Product

<table>
<thead>
<tr>
<th>Evaluation Options</th>
<th>Clarity of Thought and Organization (check one)</th>
<th>Professional Presentation and Functional Skills (check one)</th>
<th>Extent to which the discussion was directed to knowledge of essential points in subject are (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Uses precise, skillful language. Constructs a strong argument with an organized sequence of ideas and key points described in depth and detail.</td>
<td>Responses are free of most errors in grammar, usage, and mechanics. A scholarly, thoughtful voice is used throughout. Exceptionally well-articulated.</td>
<td>Clearly demonstrates appropriate, relevant and timely insights from a variety of perspectives. Provides substantial support for ideas with well-chosen citations strategically placed.</td>
</tr>
<tr>
<td>Above Average</td>
<td>Makes moderate to strong connections among ideas. Covers most key points well. All parts of the questions are answered in an organized manner. Concepts are generally appropriately defined and used.</td>
<td>Responses are free of most errors in grammar, usage, and mechanics. Responses are well articulated and focused. A scholarly voice is used throughout.</td>
<td>Provides focused responses to the questions posed. Provides sufficient and appropriate support of ideas with relevant citations to the literature.</td>
</tr>
<tr>
<td>Adequate</td>
<td>Makes adequate connections among ideas. Key points are made. Most parts of the questions are answered. Critical ideas are generally developed. Organization is adequate, although select deficits may be noted.</td>
<td>Responses contain few errors in grammar, usage, and mechanics. Adequately articulated. Scholarly voice is evident in most of the responses.</td>
<td>Provides general responses to the questions posed. Insights are noted but somewhat inconsistent. Support from the literature is usually relevant, sufficient and integrated into the responses.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Connections among ideas are lacking. Few key points are made. Critical ideas are poorly developed, vague or very limited. Organization is unclear. Concepts are inappropriately defined and used. Questions are not answered.</td>
<td>Responses contain an abundance of errors in grammar, usage, and mechanics, resulting in the obscuring of meaning. Scholarly voice is lacking.</td>
<td>Vague or irrelevant responses to the questions posed. Support from the literature is not relevant, sufficient, or integrated into the responses.</td>
</tr>
</tbody>
</table>

**Overall Committee Decision:** _______Excellent _______Above Average_______Adequate _______Inadequate

(Upon completion, forward to PhD program director.)

Major Professor Signature: ____________________________________________
Form A-2

Student Name: ____________________________________________

Major Professor: __________________________________________
University of Wisconsin – Milwaukee
College of Nursing

PhD Committee Self-Evaluation of Comprehensive Examination Process

Date of Written Examination: ________________________________

Date of Oral Examination: ________________________________

Evaluation of comprehensive examination process: As part of continuous quality improvement, this form is to be completed by the dissertation committee immediately following the qualifying exam. Inadequate (Upon completion, forward to PhD program director.)

Directions: Please indicate whether the following criteria were met: (Check appropriate box)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee members assisted the student in being well-prepared for the comprehensive exam.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Committee member feedback about the quality of the written examination was provided to the major professor in a timely manner.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Committee decision about pass/fail on the written examination was communicated to the student within two weeks of completing written portion.</td>
<td></td>
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</tr>
<tr>
<td>Oral portion of the examination was completed within the stipulated timeframe (within 6 weeks of last date on which written examination was taken).</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Additional comments for program evaluation:
University of Wisconsin – Milwaukee  
College of Nursing  

PhD Comprehensive Examination Evaluation  
Student Achievement of the PhD Program Objectives: Form A-3  

Option ____________________________  Date of Examination: ____________________________  

Directions: Please evaluate student performance regarding achievement of program objectives in the following areas:

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the ability to develop a proposal to design and conduct independent and collaborative research to advance science.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Describe knowledge that is reflective of the critical examination and integration of theory</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Discussed the knowledge to advance the discipline of nursing.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Applied technology and information systems for the generation of knowledge.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Identified knowledge of policy required to improve the quality of care provided to populations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Demonstrated process of adherence to the principles of scientific integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Committee Decision: _____ Excellent  _____ Above Average  _____ Adequate  _____ Inadequate  

Committee: Please provide rationale for overall committee decision  
(Note: Upon completion please return to PhD Program Director)
University of Wisconsin-Milwaukee
College of Nursing

PhD Preliminary Comprehensive Exam

Name of Student: _______________________________

Committee Members

Semester/Year
Mode of Exam: Take Home 1-week format: [INSERT Start and Finish Dates]

Direction/Instruction: Complete all the following questions as a requirement for your doctoral comprehensive qualifying examination. You may use articles, books and resources you have compiled related to your area of study. Using Microsoft word, each question should be answered in a separate file doubled-spaced and the pages for each question should be numbered sequentially, using APA format. Complete each question within a page limit of [Insert page #] (excluding references). Each question has clear instructions on how to respond. You will not be able to ask questions of your major professor or your committee members during the exam to seek clarifications. Although this exam is in a take-home format, these questions should be answered by you without the assistance of anyone else.

Label each file (e.g., STUDENT NAME Comps Question 1). You may answer the questions in any order. Make sure to include the question you are addressing with the response that you provide. Please follow the American Psychological Association (APA) Manual formatting for your writing and ensure that all pages are numbered sequentially for each question. Please turn in your answers to me electronically, in Microsoft word files, as e-mail attachments no later than 5 PM on [SPECIFY DATE]. Completed exams should be sent to me by e-mail at: [INSERT E-MAIL].

Assessment of the Comprehensive Preliminary Exam will be based on the following:
Your questions are focused on the aspects of your program of study that address your specialty area, including: Proposed area of dissertation research: [INSERT PROPOSED AREA of DISSERTATION RESEARCH HERE]

Be sure that you respond to questions in a way that enables you to demonstrate your knowledge in these areas.

Responses will be evaluated on the following criteria. Students should keep these criteria in mind when answering each question.

Purpose: The extent to which the response addresses the question being asked.

Subject matter knowledge: The appropriateness and quality of the supporting evidence used in responding to the questions.
**Depth and breadth of understanding:** The degree to which the responses demonstrate an understanding of the topic. Responses must be communicated clearly to permit the committee members who read the responses to formulate a valid judgment of a student’s knowledge and critical thinking skills. Responses should be the original work of the student, not copied or paraphrased from other work. Use proper and appropriate citations. Begin your response to each question with a well-written introduction and end your response with a cogent conclusion.

You should provide comprehensive answers to each question in a narrative format (avoid direct quotes and use of bulleted). Knowledge and understanding cannot be displayed in a few short sentences and/paragraphs; thus, it is important that you answer every question completely.

**Begin writing your response to each question with a well-written introduction and end with a cogent conclusion.** Responses must demonstrate evidence of independent thinking, appropriate organization, critical analysis, and accuracy of documentation; being able clearly and logically to articulate your knowledge and skills gained over the years of course work in the PhD program in nursing.

12/6/19 GPC approved to become new procedure doc
Comprehensive Exam Project Option (COVER SHEET) Manuscript Option

Directions:
1. Go to The PhD Spot to complete this form in consultation with Major Professor and the examining committee.
2. Forward completed form to the PhD Program Director

Name: _____________________________________________________________

Describe Components of Comprehensive Project: ___________________________
________________________________________
________________________________________
________________________________________
________________________________________

Student Signature and Date ______________________________________________________________________

Major Professor and Date ______________________________________________________________________

Committee Member and Date _____________________________________________________________________

Committee Member and Date _____________________________________________________________________

PhD Program Director and Date __________________________________________________________________

dp006.86 Approved by Doctoral Faculty, November 3, 1986. Rev. Doctoral Faculty, March 2, 1987; March 19, 1990;
Rev. GPC, October 19, 1992; Rev. GPC, October 7, 1994;
Rev. and renamed (GPC Doc. #11-02-95) November 3, 1995.
Revised by GPC committee and approved September 2, 2005
Editoral changes 6-29-2006
Revised by GPC, incorporating GPC doc. # 11-01-95, approved 5/4/07
This examination immediately precedes admission to candidacy for the PhD degree. Successful completion is required to achieve candidacy. The comprehensive examination is an integrative experience designed to validate the student’s: (a) mastery of the content of the Doctor of Philosophy degree in nursing program curriculum and, (b) readiness to conduct independent research within the student’s area of specialization as identified in the formal plan of study. Thus, the examination provides an opportunity for the student to demonstrate: (a) attainment of a depth of knowledge in both the nursing major and the specialty area; (b) ability to integrate the content of the specialty area within the broader context of nursing knowledge; and (c) the ability to select, apply, and evaluate the tools of scholarly inquiry in nursing (i.e., theory development, conceptualization, measurement, research methodology, and analysis techniques, policy analysis and (d) to ascertain the impact of the student’s area of research study on the health of the public.

Assessment and Evaluation of the Comprehensive Exam Project will be based on the following:

Materials included in the Comprehensive Exam Project will be evaluated on the following criteria. Students should keep these criteria in mind when organizing and submitting their materials.

**Purpose:** The extent to which the materials provided reflects that students have demonstrated the depth of knowledge required to validate the student’s: (a) mastery of the content of the doctor of philosophy degree in nursing program curriculum and, (b) readiness to conduct independent research within the student's area of specialization as identified in the formal plan of study.

**Subject matter knowledge:** The examination provides an opportunity for the student to demonstrate through projects they have completed, both within the PhD program and in former professional roles: (a) attainment of a depth of knowledge in both the nursing major and the specialty area; (b) ability to integrate the content of the specialty area within the broader context of nursing knowledge; and (c) the ability to select, apply, and evaluate the tools of scholarly inquiry in nursing (i.e., theory development, conceptualization, measurement, research methodology, and analysis techniques, policy analysis and (d) to ascertain the impact of the student’s area of research study on the health of the public.

**Depth and breadth of understanding:** The degree to which the materials submitted demonstrate an understanding of the topic. Materials must be communicated clearly enough to permit the committee members who read the materials to represent a valid judgment of a student’s knowledge and critical thinking skills. Materials should be the original work of the student, not copied or paraphrased from other work. Students must use proper and appropriate citations. The candidate should provide materials that are compressive. Knowledge and understanding cannot be displayed in materials that are limited to one component of the exam, thus it is important that students’ materials reflect all 4 components of the comprehensive exam. Materials that are submitted must demonstrate evidence of independent thinking, appropriate organization, critical analysis, and accuracy of documentation; being able clearly and logically to articulate their knowledge and skills gained over the years of course work in the PhD program in nursing.
STUDENT & MAJOR PROFESSOR
Proposal CHECKLIST

1. PHD STUDENT
   - After student completes successful proposal hearing, Log onto “Online DoctoralMilestones”
   - Select Doctoral Dissertation Proposal Hearing form
   - Enter Hearing Date, Dissertation Title and the names of 4 of your committee members
   - Register for NURS 997 (choose the section that corresponds with program and the name of Major Professor)

2. MAJOR PROFESSOR
   - Milestone email prompts Major Professor to log into “Online DoctoralMilestones”
   - Click checkbox in milestones on the right to approve proposal hearing
   - Complete Proposal Performance Form
### PhD Proposal Hearing Evaluation Form

**PhD Student Performance on Proposal Hearing**

<table>
<thead>
<tr>
<th>Evaluation of Student Proposal Hearing Performance</th>
<th>Evaluation Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of Thought and Organization</strong></td>
<td></td>
</tr>
<tr>
<td>4 = Uses precise, skillful language within proposal document. Constructs a strong argument with an organized sequence of ideas and key points described in depth and detail.</td>
<td>4 = Excellent</td>
</tr>
<tr>
<td>3 = Makes moderate to strong connections among ideas in proposal. Covers most key points well. All parts of the questions are answered in an organized manner.</td>
<td>3 = Above Average</td>
</tr>
<tr>
<td>2 = Makes adequate connections among ideas within proposal. Key points are made. Most parts of the questions are answered. Critical ideas are generally developed. Organization is adequate, although select deficits may be noted.</td>
<td>2 = Adequate</td>
</tr>
<tr>
<td>1 = Connections among ideas are lacking within proposal. Few key points are made. Critical ideas are poorly developed, vague or very limited. Organization is unclear. Concepts are inappropriately defined and used. Questions are not answered.</td>
<td>1 = Inadequate</td>
</tr>
</tbody>
</table>

| **Professional Proposal Format**                  |                     |
| 4 = Proposal is free of most errors in grammar, usage, and mechanics. A scholarly, thoughtful voice is used throughout. Exceptionally well-articulated. | 4 = Excellent |
| 3 = Proposal is free of most errors in grammar, usage, and mechanics. Document is well articulated and focused. A scholarly voice is used throughout. | 3 = Above Average |
| 2 = Proposal contains few errors in grammar, usage, and mechanics. Adequately articulated. Scholarly voice is evident in most of the responses. | 2 = Adequate |
| 1 = Proposal contains an abundance of errors in grammar, usage, and mechanics, resulting in the obscuring of meaning. Scholarly voice is lacking. | 1 = Inadequate |

| **Extent to which proposal was directed to knowledge of essential points in subject area** |                     |
| 4 = Clearly demonstrates appropriate, relevant and timely insights from a variety of perspectives. Provides substantial support for ideas with well-chosen citations strategically placed. | 4 = Excellent |
| 3 = Provides focused responses to the questions posed. Provides sufficient and appropriate support of ideas with relevant citations to the literature. | 3 = Above Average |
| 2 = Provides general responses to the questions posed. Insights are noted but somewhat inconsistent. Support from the literature is usually relevant, sufficient and integrated into the responses. | 2 = Adequate |
| 1 = Vague or irrelevant responses to the questions posed. Support from the literature is not relevant, sufficient, or integrated into the responses. | 1 = Inadequate |

*4/8/2020*
APPENDIX D

University of Wisconsin-Milwaukee
College of Nursing

Graduate Appeals and Exceptions Subcommittee

GRADUATE STUDENT REQUEST FOR AN EXCEPTION

Name: ____________________________ Date: ____________________________

Email: ____________________________

Student No.: ______________________ Phone No.: ______________________

Requests for Exception must be submitted in writing within 10 calendar days of receiving a notice from the Program Director that their request needs a formal review.

Please answer the below questions (either directly in this form or in an attached document). Please also attach any relevant documentation.

1. Indicate the exception you are requesting:

2. Provide the substantiating reasons for your request:

3. List the remedy you are seeking:

4. Provide your rationale for the remedy sought:

5. Please provide any additional relevant information of which you would like the Subcommittee to be aware:

______________________________  ____________________________
Student Signature Date:

Return to: Chairperson, Graduate Appeals and Exceptions Subcommittee c/o Student Affairs Office, located in Cunningham Hall 135 UWM College of Nursing.
UNIVERSITY OF WISCONSIN-MILWAUKEE
College of Nursing

To comply with the State's Open Meeting Law, your desire for an open or closed session when your Request to Appeal is considered must be determined.

You have a right to be present at either an open or closed session. If you decide to be present, you may be asked some questions related to your appeal by Committee members. You will be given an opportunity to present material related to your request to appeal.

In a closed session, attendance at the meeting is limited to members of the Committee and the student whose appeal is being heard. Following presentation of the appeal, the student leaves and the Committee deliberates.

In an open session, attendance at the fact-finding portion of the meeting is not limited and is open to any interested persons.

Please check the appropriate answer, sign your name and return this form with your Request to Appeal.

+------------------------------------------------------------------------------------------------------------------+
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be present when my appeal is considered.</td>
<td></td>
</tr>
<tr>
<td>I request an open session at the meeting.</td>
<td></td>
</tr>
<tr>
<td>I request a closed session at the meeting.</td>
<td></td>
</tr>
<tr>
<td>Student's Signature</td>
<td></td>
</tr>
</tbody>
</table>

Date

Return to:
Chairperson, GPC Appeals/Exceptions Subcommittee
c/o Student Affairs Office
UW-Milwaukee
College of Nursing
P.O. Box 413
Milwaukee, WI 53201
Dissertation Policy

All PhD students complete a dissertation reflecting original work and their ability to conduct independent research. While the role of the major professor and the dissertation committee are well explicated in the Graduate Program Committee Document #11-03-95(1) E, this document explicates the dissertation options available to the PhD nursing student. The two options available are described below.

The choice of option is at the discretion of the student, in consultation with the major professor. The major professor explains the process involved with each option, including time required to meet requirements of each option. Based on this input, the student declares which option will be undertaken. The selection of an option occurs prior to development and approval of the dissertation proposal.

OPTION ONE: The traditional approach is the format that is most familiar to faculty. The student develops a dissertation that includes, at a minimum, five chapters. The number of chapters may vary based on the approach employed, and the direction of the dissertation committee. Format for the traditional approach is:

**Dissertation Proposal**
- Chapter 1 – Introduction to the study, including problem, significance, prevalence, purpose, possibly research questions
- Chapter 2 – Review of the literature
- Chapter 3 – Methods

**Final Dissertation**
- Chapter 1 – Introduction to the study, including problem, significance, prevalence, purpose, possibly research questions
- Chapter 2 – Review of the literature
- Chapter 3 – Methods
- Chapter 4 – Findings. Sometimes there are 2 chapters for findings
- Chapter 5 – Discussion of findings

OPTION TWO: The non-traditional approach is one in which at least 3 manuscripts of publishable quality are included with a first chapter that introduces the work and the focus and placement of the manuscripts and a final chapter that synthesizes the study and discusses how the manuscripts contribute to the discipline and science of nursing. All manuscripts must be of publishable quality and in full manuscript format; that is, the reference list and any tables or figures should follow the body of the manuscript and should not be placed in the appendix section of the dissertation. Identify the journal to which the manuscript is to be submitted, and indicate the status of the manuscript [to be submitted, submitted and in review, accepted or published]. Manuscripts may be prepared following journal guidelines. In some cases journal guidelines will adhere to APA standards, while in others they may not.
journal guidelines are different from APA, students may choose to structure their manuscripts following journal guidelines.

At least 1 of the required 3 manuscripts must be data-based. The other 2 manuscripts may include: a) critical review or synthesis of the literature, b) critical review of measurement instruments, c) practice manuscript, d) policy manuscript, e) manuscript about methodological innovation or methodological issue, and/or f) another data-based manuscript. Placement of the manuscripts in the dissertation should have a logical flow.
The format for the non-traditional approach is:

Dissertation Proposal
- Chapter 1 - Introduction to the problem, significance, prevalence, purpose, research questions, and methods. Describes how the manuscripts will be placed in the dissertation.
- Chapter 2 or manuscript of publishable quality. It is possible that one manuscript may not be sufficient to reflect the student’s understanding of issues that can be significant in terms of the study. In such a case, a student can choose to include a section that is more consistent with the traditional approach to writing a dissertation. Chapter 2 should include an introduction that explains how the chapter is organized.
- Chapter 3 – Methods. If a methodological manuscript is planned, then it may be part of this chapter.

NOTE: At least one manuscript of publishable quality must be included in the dissertation proposal. An outline of a manuscript IS NOT acceptable as part of the proposal.

Final Dissertation: Of critical importance is that the chapters flow logically, and that sufficient information is provided to showcase the student’s work.
- Chapter 1 - Introduction to the problem, significance, prevalence, purpose, research questions, and methods. Describes how the manuscripts are placed in the dissertation.
- Chapter 2 – publishable manuscript (s). Manuscript #1, and perhaps Manuscript #2. This chapter should include an introduction detailing how the chapter is organized. It is possible that one manuscript may not be sufficient to reflect the student’s understanding of issues that can be significant in terms of that study. In such a case, a student can choose to include a section that is more consistent with the traditional approach to writing a dissertation.
- Chapter 3: May need to be included in the final dissertation in order to do justice to the methods employed in the dissertation.
- Chapter 4: Manuscript #3 – this manuscript should include the report of primary findings. Additional information about the findings may need to be incorporated so that all of the analyses are reported in sufficient depth.
- Chapter 5 – Synthesis of the study including the contribution of the manuscripts to the field and of the implications for practice, policy, and future research. If a manuscript on policy or application to practice is included as part of Chapter 5, it should be logically placed.
The dissertation committee makes the determination about whether the manuscripts are of appropriate quality and character to be submitted for publication. Manuscripts **DO NOT** need to be submitted prior to the student’s graduation.

Approved by GPC 02-06-09, Revised by GPC 11-05-10, Revised by GPC 2-3-12, Revised by GPC 5-2-14 Retired Fac Doc # (14-05)135 in its original form, Reaffirmed & Retained current GPC # 02-06- 09C by GPC 3-3-17
Role of PhD Major Professor and Dissertation Committee

The dissertation is the report of an original research investigation carried out by the PhD candidate under the direction and supervision of the Major Professor. The dissertation must be the candidate's own work. Although it may be the result of research enterprises in which the candidate has collaborated with others (e.g., a secondary data analysis from a large dataset), it must be presented in the candidate's own style and a substantial portion must represent that person's own creative contribution.

The Dissertation Committee is the primary source of consultation for the student during all phases of the research process (conceptualization, collection and analysis of data, interpretation of findings) and completion of the written dissertation. The statements below constitute guidelines to assist the student and committee.

I. Dissertation Committee

A. Student can have no less than 4 faculty on their dissertation committee. The student's Major Professor serves as Chairperson of the Dissertation Committee which has minimum 4 voting members. Two members of the committee must be nurses in the College of Nursing. The committee must have at least 3 UWM graduate faculty members, including the major professor.

   1. Major Professor, UWM graduate faculty member in the College of Nursing
   2. 1 UWM graduate faculty member in the College of Nursing,
   3. 1 UWM graduate faculty member in the College of Nursing or at UWM
   4. 1 additional graduate faculty at UWM or at comparable institution (outside of nursing and the department)

   This committee guides the student through the Comprehensive Preliminary Examination process, dissertation proposal development, and completion of the dissertation.

B. Members of the committee are chosen on the basis of their expertise relevant to the student's research. The committee members (see 1-3 above) serve as the comprehensive committee and continue on the dissertation committee.

C. It is the responsibility of the Major Professor as chairperson of the Dissertation Committee to:

   1. Review the proposed research for scientific quality and provide advisory input to the student;
3. Record and communicate committee action to the student and to the PhD Program Director;
   i. Completion of dissertation proposal form. See the Graduate School website to access “Online Doctoral Milestones System, using this url: http://www.graduateschool.uwm.edu/students/current/doctoral/#milestones
   ii. Complete required Graduate School form for application for dissertation defense and graduation See the Doctoral Milestones System referenced above.
4. Recommend change in the membership of the committee as necessary;
5. Apprise the PhD Program Director of the composition of the committee and any changes that occur;
6. Submit the Graduate School Warrant form certifying the completion of the dissertation and successful dissertation defense to the PhD Program Director.

D. It is the responsibility of the Dissertation Committee to:

   1. Advise with respect to the research plans;
   2. Hold a dissertation proposal hearing and approve the dissertation proposal;
   3. Be available to the student regarding the research and dissertation;
   4. Read the dissertation and, when appropriate, designate the dissertation as complete and ready for an oral defense; and,
   5. Employ majority rule in the approval of the proposal and in the designation of the dissertation as complete.

II. Scope of Policy

These policies are supplemental to those of the UWM Graduate School. Policies of the College of Nursing PhD Program, in addition to all Graduate School policies, apply to all students in the nursing program.
PREP FOR DEFENSE
Student and Major Professor CHECKLIST

1. FORMAT DISSERTATION
   - See Dissertation Formatting. Important to check format even though you will likely have change/edits to make after defense. Know the format.
   - Email dissertation draft to check format: gs-doctoralservices@uwm.edu by formatting deadline

2. PHD DEFENSE (ORAL EXAM)
   - First gain approval from Major Professor to schedule a defense date
   - Schedule defense date that works for all committee members
   - Use Scheduling Link to schedule defense date that works for all members of your committee
   - Complete abstract (Major Professor approved abstract) and upload to scheduling link- two weeks prior to defense. See Sample Abstract:
   - Create a 20-minute presentation of your PhD Defense
     Note: At defense there is to be no food, no flowers and no recording at defense.

3. A SUCCESSFUL DEFENSE
   - Consult with Major Professor and then submit 3 items to the Graduate School by published deadlines.
     1. Submit Electronic submission of dissertation to ProQuest:
     2. Complete Dissertation Approval and Publishing Options Form -Consult with Major Professor
     3. Complete online Doctorate Survey

   Major Professor
   - Sign the Warrant when student completes defense indicating your vote
   - Each member of the committee must also sign the warrant. If members are not in person, ask each committee member to email you their vote. PhD Program Director must also sign off on the warrant
   - Submit complete warrant to either the PhD Program Director or Student Affairs Academic Advisor for graduation.
   - Complete Dissertation Student Performance Form

All forms are located in Canvas in the PhD Spot

6/2020
**UNIVERSITY OF WISCONSIN-MILWAUKEE**  
College of Nursing  
PhD Student Performance on Dissertation Defense

**Directions:** As part of the evaluation of the student’s dissertation defense performance, this form is to be completed by the dissertation committee immediately following the dissertation defense. Please evaluate student performance on the dissertation defense using the following rubric. Under each heading, check the description that best fits the student’s performance in that area. At the bottom of the page, provide the committee’s decision about overall quality of dissertation defense performance indicating whether it was excellent, above average, adequate, or inadequate.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>4 = Excellent</th>
<th>3 = Above Average</th>
<th>2 = Adequate</th>
<th>1 = Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Thought and Organization</td>
<td>Uses precise, skillful language within dissertation defense. Constructs a strong argument with an organized sequence of ideas and key points described in depth and detail.</td>
<td>Makes moderate to strong connections among ideas in dissertation defense. Covers most key points well. All parts of the questions are answered in an organized manner.</td>
<td>Makes adequate connections among ideas within dissertation defense. Key points are made. Most parts of the questions are answered. Critical ideas are generally developed. Organization is adequate, although select deficits may be noted.</td>
<td>Connections among ideas are lacking within dissertation defense. Few key points are made. Critical ideas are poorly developed, vague or very limited. Organization is unclear. Concepts are inappropriately defined and used. Questions are not answered.</td>
</tr>
<tr>
<td>Professional Dissertation Format</td>
<td>Dissertation is free of most errors in grammar, usage, and mechanics. A scholarly, thoughtful voice is used throughout. Exceptionally well-articulated.</td>
<td>Dissertation is free of most errors in grammar, usage, and mechanics. Document is well articulated and focused. A scholarly voice is used throughout.</td>
<td>Dissertation contains few errors in grammar, usage, and mechanics. Adequately articulated. Scholarly voice is evident in most of the responses.</td>
<td>Dissertation contains an abundance of errors in grammar, usage, and mechanics, resulting in the obscuring of meaning. Scholarly voice is lacking.</td>
</tr>
<tr>
<td>Extent to which proposal was directed to knowledge of essential points in subject area</td>
<td>Dissertation defense clearly demonstrates appropriate, relevant and timely insights from a variety of perspectives. Provides substantial support for ideas with well-chosen citations strategically placed.</td>
<td>Dissertation defense provides focused responses to the research questions posed. Provides sufficient and appropriate support of ideas with relevant citations to the literature.</td>
<td>Dissertation defense provides general responses to the research questions posed. Insights are noted but somewhat inconsistent. Support from the literature is usually relevant, sufficient and integrated into the responses.</td>
<td>Dissertation defense there are vague or irrelevant responses to the research questions posed. Support from the literature is not relevant, sufficient, or integrated into the responses.</td>
</tr>
</tbody>
</table>

Overall Committee Decision: [ ] Excellent [ ] Above Average [ ] Adequate [ ] Inadequate  
(Upon completion, forward to PhD program director.)

Major Professor Signature: ___________________________________________
Progression in Graduate Level Programs and Certificates in the UWM College of Nursing

Students must earn a grade of B- in all required nursing courses as the minimum acceptable level of performance for progression in a graduate level program or certificate. Any student receiving a grade below the minimum acceptable level will be reviewed by the College of Nursing Graduate Admissions and Progressions Subcommittee for a recommendation about continued progress in the program.

Once a student in the College of Nursing graduate program is enrolled in the sequence of clinical practicum courses it is expected that she/he will complete these courses in consecutive semesters. If a student steps out of the sequence of clinical courses and is absent for two or more semesters (excluding summer or UWinteriM sessions), she/he must reapply to re-enter the College of Nursing. The College of Nursing has the following requirements for a re-entering student:

- Cumulative graduate GPA of 3.0
- Approval of the College of Nursing Associate Dean for Academic Programs with recommendation from the Admissions and Progression Subcommittee of the College of Nursing Graduate Programs Committee

These requirements are in addition to UWM Graduate School Academic Rules and Procedures: Re-entering the Graduate School.
PhD Student Plan for Progress Form

Name_________________________ Student # ____________________________

Semester/Years in program________ Major Professor: ______________________

Action Plan: All students should meet with their MPs to develop an “action plan” that specifies clearly areas that the student should focus on as they plan for progress in the PhD program. Students need to schedule times to meet regularly with their MPs as part of their plan for progress.

OBJECTIVES FOR MAKING PROGRESS IN THE PHD PROGRAM:
1. 
2. 
3. 

PLAN FOR MEETING THE OBJECTIVES (brief explanation):
1. 
2. 
3. 

TIMELINE FOR MEETING THE OBJECTIVES FOR THE PLAN for PROGRESS (brief explanation):

Date: __________________________ Objectives: __________________________

Please discuss your plans for making progress in the PhD Program with the Major Professor. When you and the faculty member have reached an agreement and this form is complete, return to the Program Director. The original will be placed in your file.

To be completed by the Program Director:

____________________________________ Date _______________________________

Program Director Signature

2/7/20 GPC approved
Grading Scale

The grading scale for all undergraduate/graduate courses will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>87-90</td>
</tr>
<tr>
<td>B-</td>
<td>85-86</td>
</tr>
<tr>
<td>C+</td>
<td>83-84</td>
</tr>
<tr>
<td>C</td>
<td>79-82</td>
</tr>
<tr>
<td>C-</td>
<td>77-78</td>
</tr>
<tr>
<td>D+</td>
<td>75-76</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

Approved by UPC 11/12/99
Approved by GPC 12/10/99
Affirmed by GPC, 5/4/07
Affirmed by UPC, 5/4/07
Revised by UPC/GPC 5/6/11
Retained & Reaffirmed by GPC 5-5-17
University of Wisconsin-Milwaukee  
College of Nursing  

College of Nursing Graduate Appeals and Exceptions Subcommittee Charter

MEMBERSHIP: The College of Nursing ("CON") Graduate Appeals and Exceptions Subcommittee (the "Subcommittee") is comprised of three or more voting members from CON’s Graduate Programs Committee (GPC). The Subcommittee must include at least one tenure track faculty member from the Graduate Programs Committee.

The chair will be determined by the GPC, for purposes of running appeal-related meetings and handling related administrative functions. A CON Student Affairs Office representative will be assigned to assist the Subcommittee as needed with note taking, ensuring program procedures are followed accordingly, and recording votes; such person will not be a formal member of the Subcommittee nor will they have a vote.

When hearing appeals pursuant to (i) below and when such appeal involves a student in a particular graduate nursing program, if reasonably feasible, the Subcommittee will include a voting faculty member with knowledge of the specific area of study or nursing practice involving the specific appealing student [MN, DNP, PhD or MSP]; provided, however, that the Subcommittee is in no way required to include such member to proceed with hearing the appeal. The chair will attempt wherever possible, to have a voting member on each appeal hearing panel who has the necessary knowledge in the area of study of the specific appealing student.

MEETINGS: Meetings will to be held as necessary and as determined by the Subcommittee members.

FUNCTIONS: The Subcommittee is charged with:

(i) Hearing CON graduate students’ Step Two Appeals of academic decisions pursuant to the UWM Graduate School’s Academic Appeals Procedure (the “Appeals Procedure”); and
(ii) Reviewing individual CON graduate student requests for exceptions to CON rules and policies. A copy of the CON Request for Exception form is attached.

Attachments: Two additional attachments follow to guide the Subcommittee in its important work;

1) College of Nursing Procedure for CON Graduate Program Appeals
2) College of Nursing Procedure for Graduate Students Requesting Exceptions to CON Rules and Policies
College of Nursing Procedure for Graduate Program Appeals

The purpose of this procedure is to detail the process for hearing CON graduate students’ Appeals pursuant to the UWM Graduate School’s Academic Appeals Procedure (the “Appeals Procedure”). The Appeals Procedure is intended to apply to academic decisions (e.g. grades, outcome of preliminary exams, outcomes of capstone requirements, etc.). A separate Graduate School Procedure governs dismissal decisions. The Appeals Procedure can be found on the Graduate School’s website (currently at: https://uwm.edu/graduateschool/academic-appealsprocedure/) and consists of three steps.

Submitting a Step One Appeal
Within 30 working days of the action that prompted the appeal, the student appeals to the faculty member or faculty/staff body responsible for making the initial decision. This appeal must be made in writing, this could be in the form of a UWM e-mail, and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. The student should be referred to the student handbook for review of appropriate policy. If the decision is negative, the faculty member or body must always provide the student with a written statement of the reason for the adverse decision. (Graduate School Policy)

Submitting a Step Two Appeal
As detailed in the Appeals Procedure, if a Step One decision is not in the graduate student’s favor, the student may, within 10 working days of receiving the decision, appeal to this Subcommittee, which is the committee designated by CON’s graduate faculty to hear such appeals.

The appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. The graduate student should use the “Graduate Student Request for an Academic Appeal” form attached as Appendix A. As indicated, the appeal should be submitted to the committee via student affairs. Along with their appeal form, the graduate student should also submit any evidence that supports their appeal.

The Student Affairs Office representative will request that the relevant faculty member/body provide all Step-One Documentation (i.e. the Student’s Step One Appeal, any evidence considered at Step One, and any written Step One decision) or any other additional relevant information.

Recusal
As detailed in the Appeals Procedure, if a Subcommittee member was involved in making the Step One decision, they must recuse themselves from the Subcommittee. In such cases, the Graduate Programs Committee will appoint another one of its members to the Subcommittee.
according to established program appeals procedures. If necessary, the Associate Dean of Academic Affairs may also appoint a replacement Subcommittee member.

If either party believes that a member of the Subcommittee may have a conflict of interest that might unduly influence their decision-making, they should raise such concerns with the Subcommittee Chair in a timely manner and prior to any Step Two hearing. If the Subcommittee Chair is the subject of such concerns, either party should raise the matter with the Associate Dean for Academic Affairs. The Associate Dean of Academic Affairs will consult with the Subcommittee Chair and make a determination as to whether a conflict exists. In the event of such conflict, the above process to replace a member will be followed.

**Pre-Hearing Notifications**

The Subcommittee Chair will set a deadline prior to the hearing date by which the Parties will need to:

- Submit the names of their witnesses, if any, and a brief description of any issues and/or facts the proposed witness will speak to;
- In the case of the student, the name of their support person who will accompany them, if any;
- Any other relevant documents if they have not already done so.

Prior to the hearing date, the Student Affairs Office will provide each party with electronic copies of any relevant materials submitted by the other, as well as any information relating to witnesses and/or a support person. If requested hard copying is available in Student Affairs. The names of all the committee members scheduled to attend the hearing for the appeal will be made known in advance to all involved parties. All information will also be shared with the Program Director, the Student Affairs Representative, and the Subcommittee members.

A sample communication that the Subcommittee Chair may use to convey this information to the Parties (as well as open meetings related information discussed below) is attached as Appendix B. It is not required to be used and may be modified as appropriate by the Subcommittee Chair.

**Hearing Process**

The Subcommittee will set a date and time to hear the appeal and, where possible, will attempt to provide two-weeks’ notice of such date while taking into consideration other important deadlines such as registration for subsequent courses. The hearing will consist of two parts – an evidentiary portion and a deliberative portion.

The student and the relevant faculty member or a representative from the Step One body (the “Parties”) are encouraged to attend the evidentiary portion of the hearing. Other members of the Step One body, if applicable, may also attend if they wish to offer their perspective. In most evidentiary hearings, the Parties will each be given up to 20 minutes to explain their position to the Subcommittee and answer any questions from the Subcommittee. The Parties are permitted to remain for the entirety of the evidentiary portion of the meeting. The student will present first. Both Parties will be given an additional five minutes if they wish to add anything after the other presents. The Subcommittee may, in its sole discretion, modify any proscribed time limits.
The Parties may be permitted to present witnesses if it is clear that such witnesses have relevant knowledge specific to the appeal. If appropriate, the Subcommittee will allot time at the hearing to witnesses. Witnesses may be asked by the Subcommittee to remain outside of the hearing room until they are needed. The student is expected to speak for themselves and answer questions directly.

The student may also have a support person attend the hearing with them. The support person, if any, may not actively participate in the hearing.

The Subcommittee may invite the relevant Program Director to the hearing to answer any questions the Subcommittee may have. The Program Director may offer comment about the impact or plausibility of any suggested or requested solutions and raise any related report any accreditation, regulatory, or contractual concerns related to any suggested or requested solutions. The Subcommittee may also invite any other relevant individuals to the hearing if they think it would be helpful.

The Subcommittee may adjourn the evidentiary portion of the meeting in its discretion when it has concluded its fact-finding. In most cases, the Subcommittee will deliberate directly after the evidentiary portion but is not required to do so. In such case, the Parties, any witnesses and any support person, as well the Program Director will be asked to leave and the Subcommittee will begin the deliberative portion of its meeting.

Open Meetings - Evidentiary and Deliberative Portions of Meeting

The Subcommittee is subject to Wisconsin Open Meetings law. This applies to both the evidentiary portion of the hearing as well as the deliberative portion.

Evidentiary Portion

The Subcommittee is empowered to close the evidentiary portion of the meeting to the public pursuant to Wisconsin Statues §19.85(1)(f) if it is “considering financial, medical, social or personal histories or disciplinary data of specific persons…or the investigation of charges against specific persons…which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.”

The Subcommittee will make the ultimate decision whether to move into closed session for the evidentiary portion of the hearing; however, such committees often do so for student appeals to protect the reputational interests of the student as well as any educational records subject to FERPA. The student should be asked in advance whether they would like the evidentiary portion of the meeting to be held in open session, and the Subcommittee will take this into consideration when deciding whether to move into closed session or not. If the evidentiary portion of the meeting is held in open session, any member of the public may attend but may not participate.

Deliberative Portion

The Subcommittee will be the only individuals in the room during the deliberative portion of the hearing. The deliberative portion of the hearing may be held in closed session pursuant to
Wisconsin Statute §19.85(1)(a) if the Subcommittee is “deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before the governmental body.” A sample hearing script for use by the Subcommittee Chair is attached as Appendix C. This script may be modified as appropriate by the Subcommittee Chair.

Subcommittee Decision
The Subcommittee will provide a decision in writing to the Parties. This decision should clearly indicate if the appeal has been granted or denied. It should also provide the reasoning for the decision in order to assist the student in understanding the results and assist in any Step Three appeal. Prior to finalizing and issuing the Subcommittees’ decision, the Subcommittee Chair, or designee, will consult with the Program Director and the Associate Dean to ensure that the proposed decision is feasible from a programmatic and operational perspective and make any necessary adjustments.

The Subcommittee chair will consult with the Associate Dean for Academic Affairs related to any operational, workload, specific practice or contractual implications related to implementation of the decision of the subcommittee prior to final publication of the decision.

Students should not expect to receive an answer the day of the hearing.

If the decision is not in the student’s favor, it should also inform the student that they have 10 working days to file a Step Three appeal with the Graduate School and direct them to the Graduate School’s Appeal Request Form.
APPENDIX A

University of Wisconsin-Milwaukee
College of Nursing

Graduate Appeals and Exceptions Subcommittee

GRADUATE STUDENT REQUEST FOR A STEP TWO APPEAL

Name __________________________ Date __________________________

Email __________________________

Student No. __________________________ Phone No. __________________________

Step Two Appeals must be submitted in writing within 10 calendar days of receiving a Step One Decision. You must complete a Step One Appeal prior to submitting a Step Two Appeal.

If you wish to submit a Step Two Appeal, please answer the below questions (either directly in this form or in an attached document). Please also attach any relevant documentation.

1. Indicate the Academic Decision you are appealing:

2. Provide the substantiating reasons for your request:

3. List the remedy you are seeking:

4. Provide your rationale for the remedy sought:

5. Please provide any additional relevant information which you would like the Subcommittee to be aware of:

Student Signature __________________________ Date: __________________________

Return to: Chairperson, Graduate Appeals and Exceptions Subcommittee c/o Student Affairs Office, located in Cunningham Hall 135 UWM College of Nursing.

For Office Use Only: Date Received: __________________________
APPENDIX B

SAMPLE EMAIL/LETTER TO THE PARTIES RE HEARING

[To be sent to the Student, Faculty Member or the Step One body, with a copy to the Program Director, relevant ASO Representative, and Step Two Subcommittee Members]

Dear [STUDENT] & [FACULTY MEMBER] [STEP ONE BODY]:

I am writing regarding [STUDENT’S] request for a Step Two appeal pursuant to the UWM Graduate School’s Academic Appeals Procedure, which can be found at: https://uwm.edu/graduateschool/academic-appeals-procedure/. Specifically, [STUDENT] is appealing [INSERT BRIEF DESCRIPTION OF WHAT IS BEING APPEALED].

The Graduate Appeal and Exceptions Subcommittee of the College of Nursing’s Graduate Program Committee (the “Subcommittee”) is charged with hearing Step Two appeals. I am serving as Chair of the Subcommittee in connection with the above-mentioned appeal. To that end, I am writing to provide details about the hearing process.

Hearing Date: The hearing is scheduled to be held on [DATE], from [TIME FRAME] in [ROOM] of [BUILDING]. The hearing will consist of two parts – an evidentiary portion and a deliberative portion.

Information about the hearing process can be found in the Graduate Appeals and Exceptions Subcommittee’s Procedure for Handling Graduate Program Step Two Appeals, a copy of which is attached for your convenience. If you feel you need more than twenty minutes to prepare your response, please let me know by [INSERT]. By that date, you should also:

- Submit the names of your witnesses, if any, and a brief description of any issues and/or facts the proposed witness will speak to;
- In the case of the student, the name of their support person who will accompany them, if any;
- Any other relevant documents if they have not already done so.

The Subcommittee has also invited [INSERT NAME/TITLE] to the hearing to answer questions regarding [INSERT].

Hearing Materials

In advance of the hearing date, I will provide the Parties with copies of any relevant materials (electronically) submitted in connection with the appeal, including the student’s Step Two appeal, the Step One Documents, as well as any information relating to witnesses and/or a support person. All information will also be shared with the Program Director, the ASO Representative, and the Subcommittee members.
Open Meeting Determination:
The Step Two hearing is subject to Wisconsin Open Meetings Laws. The Subcommittee is empowered to close the evidentiary portion of the meeting to the public pursuant to Wisconsin Statute §19.85(1)(f) if it is “considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons…which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.” The Subcommittee will make the ultimate decision whether to move into closed session for the evidentiary portion of the hearing, however, such committees often do so for student appeals to protect the reputational interest of the student.

[STUDENT], if you would like the meeting to be held in open session, which means any member of the public may attend, it would be helpful for the Subcommittee to know this in advance to appropriately consider your request. To that end, if you wish the meeting to take place in open session, please let me know by [INSERT].

Conflict of Interest: [IF A CONFLICT: As Subcommittee Member [INSERT], participated in the Step One decision, they will recuse themselves from the Subcommittee for purposes of this appeal.] If you believe that a member of the Subcommittee has a conflict of interest that would unfairly bias them in deciding this appeal, please let me or Associate Dean [INSERT] know as soon as possible but no later than [INSERT] and we will consider your concerns.

If you have any questions about the hearing process, please feel free to contact me at [INSERT].

Sincerely,

Subcommittee Chair
APPENDIX C

SAMPLE HEARING OPEN MEETINGS SCRIPT

1. Call meeting to order: “This is a meeting of the College of Nursing Graduate Appeals and Exceptions Subcommittee, which hears CON’s graduate student’s Step Two Appeals of academic decisions pursuant to the Graduate School’s Academic Appeals Procedure. My name is [INSERT] and I am serving as the Chair of this hearing and ask that the other Subcommittee members introduce themselves.”

2. “The next item of business is a student appeal of an academic decision. The parties were asked in advance to let me know if they wanted the Subcommittee to consider holding the hearing in open session and I did not hear from them. If any party wishes the hearing to be held in open session, please let me know now and the Subcommittee will consider this request.” [If no one wants it open, proceed to Step 3. If any party wants it open, consider whether it will impact the reputational interests of any other parties including the student (if they are not requesting an open session) and any witnesses and proceed accordingly.]

3. “In light of the fact that we will be discussing FERPA-protected records, as well as the fact that some of the information implicates the reputational interests of the student involved, I believe it is appropriate to consider this student’s appeal in closed session.”

4. As such, as Chair of the Subcommittee, I ask for a motion to move into closed session pursuant to Wis. Stat. §19.85(1)(f), which allows a closed session to consider the personal histories or disciplinary data of specific persons…which discussed in public, would be likely to have a substantial adverse effects upon the reputation of any person referred to in such histories or data…. and Wis. Stat section 19.85(1)(a) which allows a closed session to deliberate concerning a case or hearing before that body.”

   • “Is there such a motion?” [A member of the Subcommittee should so move, and there must be a second.]
   • “Is there any additional discussion from any other Subcommittee member?” [Probably won’t be.]
   • Call the vote: “All those in favor signify by saying aye. All those opposed signify by saying nay. Any abstentions?”
   • Announce the vote: “Motion carried [NUMBER] ayes, [zero] nays, and [zero] abstentions. [If the vote is not unanimous, must do either a roll call vote or paper ballot. If the vote is unanimous, the minutes can simply reflect that the vote was unanimous.]
   • “This meeting is now closed in accordance with Wisconsin State Statutes. At this point, only the invitees of the Subcommittee can be in the room.”
5. If you move into closed session, you should now ask any witnesses or others not involved in the hearing to leave. You should instruct the student, faculty member and any other members of the Step One body to remain, along with the Program Director and SAO Representative.

6. If in closed session you should also remind the parties to keep information confidential: “In addition, this hearing being closed to the public in accordance with Wisconsin’s Open Meetings Law, we may also discuss student educational records that are protected by the Family Educational Rights and Privacy Act of 1974. This information is confidential in nature and, as such, events, statements and outcomes of this hearing are not to be discussed outside of this room.”

7. On-the-record attendance: “I will now ask all remaining individuals to introduce themselves on the record, as well as their role in the hearing.”

8. Hearing: You should now invite the student to provide their perspective and then allow the faculty member and/or representative(s) from the Step One body to share their perspective(s).

The Subcommittee can hear from witnesses, if any, and also ask questions of the Program Director and SAO Representative as well as the parties.

The parties should also be given approximately 5 minutes each before the end of the evidentiary portion of the meeting to present on anything additional to add.

9. Hearing close-out before the Subcommittee deliberates: “Thank you for your participation. I will now adjourn the evidentiary portion of today’s hearing and the parties are excused. The Subcommittee will now deliberate and anticipates sending the parties a written decision in approximately [INSERT].

10. Consider motion to move into closed session to deliberate:

“I will now entertain a motion to convene in closed session to deliberate concerning a student appeal of an academic decision consistent with Wisconsin Statute §19.85(1)(a), which permits a closed session if the for the purpose of “deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before the governmental body.”

“Is there a motion?” [Follow the above re the results of the motion.]
University of Wisconsin-Milwaukee
College of Nursing

Procedure for Graduate Students Requesting Exceptions to CON Rules and Policies

The purpose of this procedure is to detail the process for making and deciding CON graduate student requests for exceptions to CON rules and policies.

Informal Requests
CON Graduate Students seeking an exception to a CON rule or policy must first meet with their Student Affairs advisor who is responsible for notifying the Program Director of student’s request to seek an exception to a specific rule or policy. Upon notification of the request, the Program Director will then determine if this the request is within their scope of authority to approve or disapprove. If it is, the Program Director will decide whether to grant the exception. If it is not within their authority, the Program Director will inform the Student Affairs Office Representative that a formal request will be required.

Formal Requests
If the request for an exception cannot be resolved by Program Director, within 10 working days of being notified by the Program Director that they do not have authority to grant such exception, the student may make a formal request for an exception to the Graduate Programs Committee Subcommittee for Graduate Appeals and Exceptions. The request for exception must be made in writing using the CON Request for Exception Form attached as Appendix D. It should contain substantiating reasons for the request, a request for a specific exception, and a rationale for the exception sought. The student should include a plan to comply with rule or policy in a timely manner. The request cannot be materially different from the initial informal request. As indicated on the form, once completed, the student should submit their Request for Exception Form to the Student Affairs Office. In turn, the Student Affairs Office will forward the request to the Graduate Appeals Subcommittee members and Program Director for their review.

Review Process
Upon receipt of a complete CON Request for Exception form, the Subcommittee will set a date and time to hear the request and where possible, will attempt to provide two-weeks’ notice recognizing that delay may make the exception moot. Reviews will consist of two parts – an information gathering portion and a deliberative portion.

Information Gathering Portion:
Graduate Appeals and Exceptions Subcommittee members will meet with the requesting student to discuss the request and remedy sought. A representative of the Student Affairs’ Office and the student’s program Director may be present during the session to provide information as requested.

The Program Director may comment on the impact or plausibility of any suggested or requested solutions. The Program Director should also raise any accreditation, regulatory, or contractual concerns related to any suggested or requested solutions.
The Subcommittee may adjourn the information gathering portion of the meeting in its discretion when it has concluded its fact-finding. In most cases, the Subcommittee will deliberate directly after the evidentiary portion but is not required to do so. In such case, participants will be asked to leave, and the Subcommittee will begin the deliberative portion of its meeting.

**Open Meetings – Fact Gathering and Deliberative Portions of Meeting**
The Subcommittee is subject to Wisconsin Open Meetings law. This applies to both the fact gathering portion of the hearing as well as the deliberative portion.

**Fact Gathering Portion**
The Subcommittee is empowered to close the evidentiary portion of the meeting to the public pursuant to Wisconsin Statutes §19.85(1)(f) if it is “considering financial, medical, social or personal histories or disciplinary data of specific persons…or the investigation of charges against specific persons…which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.”

The Subcommittee will make the ultimate decision whether to move into closed session for the fact gathering portion of the hearing; however, such committees often do so for student appeals to protect the reputational interests of the student as well as any educational records subject to FERPA. The student should be asked in advance whether they would like the fact gathering portion of the meeting to be held in open session, and the Subcommittee will take this into consideration when deciding whether to move into closed session or not. If the fact gathering portion of the meeting is held in open session, any member of the public may attend but may not participate.

**Deliberative Portion**
The Subcommittee will be the only individuals in the room during the deliberative portion of the hearing. The deliberative portion of the hearing may be held in closed session pursuant to Wisconsin Statute §19.85(1)(a) if the Subcommittee is “deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before the governmental body.”

**Subcommittee Decision**
The Subcommittee will provide a decision in writing to the student and the Program Director, clearly indicating if the request for exception has been granted or denied.

The Subcommittee Chair will consult with the Associate Dean of Academic Affairs prior to issuing the Committee’s decision, as applicable, to determine if any proposed exceptions are consistent with CON past practice, and to determine any workload, budget, nursing practice, accreditation, or contractual implications of such exceptions.

The Subcommittee decision on a request for exception is final. Requests for exceptions cannot be further appealed.
APPENDIX D

University of Wisconsin-Milwaukee
College of Nursing

Graduate Appeals and Exceptions Subcommittee

GRADUATE STUDENT REQUEST FOR AN EXCEPTION

Name_________________________________________ Date __________________________

Email _______________________________________

Student No.____________________ Phone No. ________________

Requests for Exception must be submitted in writing within 10 calendar days of receiving a notice from the Program Director that their request needs a formal review.

Please answer the below questions (either directly in this form or in an attached document). Please also attach any relevant documentation.

1. Indicate the exception you are requesting:

2. Provide the substantiating reasons for your request:

3. List the remedy you are seeking:

4. Provide your rationale for the remedy sought:

5. Please provide any additional relevant information of which you would like the Subcommittee to be aware:

___________________________________Date:__________________________

Student Signature

Return to: Chairperson, Graduate Appeals and Exceptions Subcommittee c/o Student Affairs Office, located in Cunningham Hall 135 UWM College of Nursing.
UNIVERSITY OF WISCONSIN-MILWAUKEE

College of Nursing

To comply with the State's Open Meeting Law, your desire for an open or closed session when your Request to Appeal is considered must be determined.

You have a right to be present at either an open or closed session. If you decide to be present, you may be asked some questions related to your appeal by Committee members. You will be given an opportunity to present material related to your request to appeal.

In a closed session, attendance at the meeting is limited to members of the Committee and the student whose appeal is being heard. Following presentation of the appeal, the student leaves and the Committee deliberates.

In an open session, attendance at the fact-finding portion of the meeting is not limited and is open to any interested persons.

Please check the appropriate answer, sign you name and return this form with your Request to Appeal.

I will be present when my appeal is considered. YES NO

I request an open session at the meeting. YES NO

I request a closed session at the meeting. YES NO

Student's Signature ________________________________

Date ________________________________

Return to:
Chairperson, GPC Appeals/Exceptions Subcommittee
c/o Student Affairs Office
UW-Milwaukee
College of Nursing
P.O. Box 413
Milwaukee, WI 53201
Policy Pertinent to Undergraduate and Undergraduate/Graduate Courses: University-designated undergraduate courses may not be applied toward the PhD or DNP. University-designated undergraduate/graduate courses may not be applied toward the PhD or DNP.

Policy Regarding Students Auditing Courses: While special circumstances may require a student to audit a course, in general, doctoral students are not encouraged to audit courses. The rationale is that active participation in the learning assignment is not part of the auditing process. Further, faculty may refuse auditors in their classes. Though audit credits are counted in credit hours, they should not be listed in the student’s formal plan of study.

Policy Pertinent to Credits Taken as a Non-Degree Candidate: No more than twelve credits taken as a non-degree candidate at the University of Wisconsin-Milwaukee may be applied toward the doctoral degree. Doctoral core nursing courses may be taken by non-degree students only with the consent of the course faculty.

Policy on Time Limit for Program Completion: Students enrolled in the Doctor of Philosophy in Nursing Program or Doctor of Nursing Practice must complete all requirements for the degree within seven years from the date of initial enrollment in the program. Further, students must complete all requirements for the degree within four years from the time of attainment of dissertator status.

Grading Policy for Research/Dissertation Courses: All PhD students in research/dissertation courses will be assigned grades of S (satisfactory progress) or U (unsatisfactory progress). These are the only valid grades. Research course grades for doctoral students (S or U) are permanent and are not changed at the completion of the dissertation. The credits are added to the total required for the degree but are not calculated in the GPA.

Graduate Programs Committee Extra Credit Policy: No Extra credit is available for any graduate level courses. Points for any graduate course may not be over 100%.
Professional Expectations of Students in Academic and Clinical Settings Policy

A. All students in the College of Nursing programs (or taking program courses) are expected to demonstrate that they are prepared to practice nursing. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all nursing professionals should possess. Students will demonstrate patterns of professional behavior consistent with the UWM College of Nursing Core Values which include accountability, collaboration, human dignity, integrity and diversity.

Throughout this document there are references to “others”, which can include peers, faculty, staff, clients and their families.

1. General Requirements of UWM College of Nursing Students:

   a. Prepared and punctual attendance in all classes and clinical (includes skills lab and simulation) experiences.

   b. Complete assignments according to timelines designated by the course instructor and policies.

   c. Scholastic Integrity- Demonstrate honesty and integrity in one’s own work; giving credit for ideas and work of others; and providing proper citation of source materials.

   d. Communication Skills. The student:

      1) Demonstrates the written and in-person skills expected of a nursing professional and demonstrates the ability to comprehend information and communicate ideas and feelings in keeping with professionalism standards in order to convey content presented in the program and to adequately complete all assignments.

         a) Written communication: Demonstrates professional level skills in written English.

         b) In-Person Communication: Communicates effectively and professionally, expressing ideas and feelings clearly. Demonstrates willingness and an ability to listen to others.

         c) Inappropriate Communication: Refrains from inappropriate communication with others including written or electronic communications including text messaging, email, all forms of social media and in person.

\footnote{The Sustainable Peacebuilding Program will use the applicable parts of this policy. Please refer to the program handbook for more information.}
2. Personal and Professional Requirements

a. Synthesizes previously learned knowledge, new knowledge, and safety and quality principles into the care of all clients.

b. Maintains confidential information in keeping with HIPPA and the law.

c. Meets the needs of the client from a biological, psychological, sociological and cultural standpoint.

d. Practices within the guidelines set forth in the course syllabus, the UWM College of Nursing Student Handbook, and the rules and regulations of the health care agency or agencies that are the site(s) of the clinical practicum. Nursing students must practice within the boundaries of the Wisconsin Nurse Practice Act.

e. Practices according to a code of ethics and standards for safe and professional behavior. For nursing students this refers to two core professional documents from the American Nurses Association: The Code of Ethics for Nurses and the Nursing Scope and Standards of Practice.


g. Demonstrates consistency in the responsible preparation, documentation, communication, and promotion of continuity in the care of clients.

h. Demonstrates interpersonal skills that are required for successful nursing practice. These skills include the abilities to:
   1) seek, accept and act upon constructive feedback.
   2) participate thoughtfully in the self-evaluation process
   3) recognize own limitations and seek appropriate assistance
   4) respect individuals, families and community perspectives about health care.
   5) separate personal and professional issues in the classroom and in the clinical setting.
   6) work collegially with others in the classroom (individually or in groups) and within teams in the clinical setting in a manner that demonstrates civility and respect.
   7) act always for the benefit of clients by advocating for equitable care.

i. The student maintains professional relationships with others and does not abuse or bully others in physical, emotional, verbal, or sexual manner or otherwise cause physical or emotional harm.
j. The student demonstrates appropriate personal hygiene and dress for professional contexts.

3. Cultural and Social Attitudes and Behavior

a. Exhibits respect for people in all settings.

b. Understands and appreciates the value of diversity and looks beyond themselves in interactions with others; respect differences of race, gender, ethnicity, sexual orientation, religion, social class, national origin, and disability.

c. Works productively with their peers.

d. Speaks in a manner appropriate to the context of all settings.

e. Demonstrates positive social skills in professional and social interactions with others.

4. Social, Emotional, Cognitive and Physical Skills

a. Stress Management
   The student maintains the ability to manage life stressors through the use of appropriate self-care, demonstrating self-regulation.

b. Emotional, Physical and Cognitive Capabilities
   1) Uses sound judgment.
   2) Demonstrates the emotional, physical and mental health required to function effectively as a nursing student.
   3) Is not impaired by any substances (e.g. alcohol and drugs).
   4) Thinks critically about patient centered care, professional nursing practice and evidence-based practice.
   5) Demonstrate reflective practice.
   6) Is flexible, open to new ideas, and willing and able to modify their beliefs and practices based on in the classroom and clinical settings.

B. Student Review Process for Unprofessional Behavior

Students exhibiting unprofessional, unsafe, and/or disruptive behavior will be asked by faculty to leave the classroom or clinical setting and later referred for further assessment and intervention. This may include referral to the Dean of Students Office for possible disciplinary action per the UWS Chapter 17.

Additionally, academic misconduct (i.e. plagiarism, etc.) will be handled in accordance with UWM policies and procedures. These are specified in UWS Chapter 14 and the UWM implementation provisions of Faculty Document 1686. These provisions can be found at: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/
All students referred for review are expected to participate in the review process. These are elements of the process:

- At any time in the process, an instructor may consult with the Curriculum Coordinator or appropriate Program Director for assistance.
- There are three different levels of review that are not necessarily progressive in nature. (Informal, Level I, and Level II). Egregious violations may result in immediate Level II review.
- Instructors may consult the Curriculum Coordinator/Program Director if they are unsure of the appropriate level of review. The level of review depends on the nature, severity, and/or frequency of the incident or concern. An Informal review may be sufficient to address the problem with no further action required.
- A Level I review must include a remediation plan with expected behavioral indicators and re-evaluation dates. Documentation of outcomes of the plan by the instructor is required. A Level II review may include a remediation plan depending on the disposition of the case.
- A copy of all forms is provided to the student by the person conducting the review meeting and a copy is placed in the student’s program file by the Curriculum Coordinator or Program Director.
- Any behavior that is unsafe and endangers patients, staff or others can result in immediate removal from clinical or classroom settings and a Level II Review. Behavior that endangers the ongoing UWM partnership with a clinical site will result in immediate Level II Review.
- Reviews of students in pre-nursing courses (UG program) will be referred to the Program Director.
- If students refuse to participate in the review, it will proceed without the benefit of their input.

1. Informal Review

   An informal review involves an instructor and a student. When an instructor has minor concerns about a student meeting the professional expectations criteria, they will:

   a. Discuss the concerns directly with the student and seek to work with the student to resolve difficulties;
   b. Advise the appropriate Curriculum Coordinator or Program Director in order to identify potential patterns and issues related to the student;
   c. Document dates and content of meetings with the student using the review form, indicating that it is an Informal Review;
   d. Give the student a copy of the form and provide the Curriculum Coordinator or Program Director with a copy of the form for the student’s program file.
   e. Since there is no remediation plan with an Informal Review, the expectation is that the behavior(s) is resolved. If unresolved, the instructor should complete a Level I review.
2. **Formal Review: Level I**

When an instructor has more serious concerns about a student’s behavior, they will complete the Formal Review - Level I. Completed forms should be given to the appropriate Curriculum Coordinator or Program Director.

a. A three-way conference will be scheduled with the instructor, the student and the appropriate Curriculum Coordinator or Program Director. During this conference, the Level I and Remediation Plan will be reviewed. The nature and content of the remediation plan will depend on the specific situation, however, all remediation plans must:
   1) Be written using measurable, objective terms;
   2) Include a reasonable timeline;
   3) Be signed by all parties involved.

b. If a student fails to meet the requirements of the remediation plan by the date(s) indicated, the instructor will consult with the Curriculum Coordinator or Program Director to prepare a Level II review. If a student successfully completes a remediation plan, probationary/remedial status will be removed by the instructor who must provide documentation of resolution on the original remediation plan along with the date and signature. A copy of the remediation plan resolution will be given to the student and placed in the student’s file.

c. A remediation plan may continue for more than one semester, depending on the individual circumstances

d. Give the student a copy of the forms and provide the Curriculum Coordinator or Program Director with a copy of the forms for the student’s program file.

3. **Formal Review: Level II**

A formal Level II review is warranted in the following circumstances:
- A second incident or concern is reported for the same student:
- The student failed a remediation plan during the Level I Review;
- The incident or concern is serious.

a. A Level II review requires discussion among some or all of the following parties: instructor, appropriate Program Director, Associate Dean for Academic Affairs, and the Curriculum Coordinator (if applicable) to discuss the documentation and disposition of the review.

b. The disposition may include continuation in the program with or without further remediation, continuation in the program with removal from one or more courses and a remediation plan, or dismissal from the program.

c. A subsequent meeting will be held with the student and appropriate parties to:
   1) Interview the student
   2) Discuss the Level II review
3) Make determination regarding the student’s ability to continue in the program
4) Discuss the remediation plan, if applicable
5) Give the student a copy of the forms and provide the Curriculum Coordinator or Program Director with a copy of the forms for the student’s program file.

If the student requests an appeal and if it is appropriate, the Student Advisor assists the student in preparing the appropriate forms and determining logistics for an appeals meeting, directing students to the appropriate resources throughout the process.

The student is afforded due process throughout these proceedings. Following a Level II review, an appeal may be requested using the procedure established by the appropriate program committee (UPC or GPC) using a sub-committee for student appeals from the appropriate committee.
Professional Expectations of Students in Academic and Clinical Settings Policy Review Form

Student Name: ____________________________ Course number: ______________

Directions:

1. Indicate the Type of Review: Informal, Level I with Remediation, Level II with Remediation/Disposition.

2. Provide a succinct and objective description of the issue(s) and/or behavior(s).

3. Check the category subheadings from the Professional Expectations Policy document that apply to the issue or behavior described. Check all that apply.

- General Requirements
- Personal & Professional Requirements
- Cultural, Social Attitudes & Behavior
- Social, Emotional, Cognitive & Physical Skills

4. For each category checked above, identify the specific behavior(s) of concern from the policy.

5. Identify the specific course objectives the student is not meeting or is at high risk of not meeting due to the issue or behavior described. Link the objectives to the behavior(s) or issues described in #2 above.

6. Attach any additional relevant documentation.

7. Complete the Remediation Plan below for a Level I or Level II Review.
Remediation Plan
Level I and Level II Review Only

Directions:
1. Identify specific behavioral expectations that address the student issue or behavior (i.e., what behaviors do you expect to see the student demonstrate to resolve the issue).

2. Indicate the date(s) for reevaluation by the instructor for each behavioral expectation.

Remediation Reevaluation
1. Provide documentation of outcomes, either resolved or unresolved, with dates.

2. If unresolved, identify action plan which may include, extension, change or addition to the remediation plan with new dates and/or consultation with the Curriculum Coordinator and/or Program Director to determine appropriateness of a Level II review.

Please sign below for Informal, Level 1, and Level 2 Reviews

Student Signature indicates notification regarding concern(s) and remediation expectations (if applicable) and is not an indication of agreement.

Student Signature: ____________________________ Date: ______________

Instructor signature indicates that the student has been informed in writing of the concern(s) and of the Remediation Plan (for Level I or Level II Review only)

Instructor Signature: ____________________________ Date: ______________

Curriculum Coordinator Signature: ____________________________ Date: ______________

Program Director Signature: ____________________________ Date: ______________

Please provide the student with a copy of this form including the remediation plan (if applicable) Return the form and the Remediation Plan to the Program Director to be placed in the student’s file.
NOTE: The student may provide additional documentation if desired.
Level II Review Only

Disposition of Case

Following review of the evidence presented from previous professional expectations meetings and after interviewing the student in question and the instructor involved with this case, the following recommendation is made based on consultation with the Associate Dean for Academic Affairs:

☐ Student is allowed to proceed in program without further remediation plan.

☐ Student is allowed to proceed in the program with remediation plan.

☐ Student is allowed to proceed in the program but is removed from the following course(s)(add course number) with a remediation plan ________________

☐ Student is not allowed to proceed in the program and is being dismissed from the program effective immediately.

Student signature indicates notification regarding the decision and is not an indication of agreement.

Student Signature: _____________________________ Date: ____________

Program Director Signature: _____________________________ Date: ____________

Associate Dean for Academic Affairs Signature: _____________________________ Date: ____________

Please provide the student with a copy of this form including the remediation plan (if applicable) Return the form and the Remediation Plan to the Program Director to be placed in the student’s program file.
NOTE: The student may provide additional documentation if desired.

UPC & GPC approved to become new CP # 05-01-17, May 2017, 8/22/19 UPC approved updates, 8/23/19 GPC approved updates, 9/20/19 CON fac/staff approve & updated to CP # 05-01-17A, 3/6/20 UPC approved updates, 4/3/20 GPC approved, 4/17/20 CON approved
• Elicit and accurately document data including the health history and other information required to effectively evaluate a patient’s condition, needs, and preferences.

Integrate Knowledge for Clinical Judgment

• Measure, calculate, reason, analyze, and synthesize data related to patient diagnoses and treatments.
• Exercise proper judgment and complete responsibilities in a timely and accurate manner, according to the appropriate role (i.e., generalist or advanced practice).
• Synthesize information, problem solve, and think critically to judge the most appropriate course of action for patient care and safety.
• Seek help as needed and make appropriate, safe judgments regarding when a nursing task can or cannot be carried out alone.

Incorporate Professional Attitudes and Behaviors

• Maintain mature, sensitive, effective relationships with patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
• Exercise skills of diplomacy to advocate for patients in need.
• Demonstrate emotional stability to function under stress and adapt to changing environments inherent to the classroom and practice settings.

Demonstrate Professionalism

• Demonstrate concern for others, integrity, accountability, interest, and motivation in the professional nursing student role.
• Demonstrate intent and desire to follow the American Nurses Association (ANA)Scope and Standards of Practice and the ANA Code of Ethics for Nurses.

The above described technical standards apply to both undergraduate and graduate students in the UWM College of Nursing. Certain standards, however, may not be applicable to students enrolled in the Master’s of Sustainable Peacebuilding (MSP) Program, depending on the student’s course of study. MSP students are encouraged to communicate with their advisor to determine whether they must meet each of the above technical standards.

The UWM College of Nursing is committed to diversity and to attracting and educating students who will make the population of healthcare professionals representative of the national population. This commitment includes attracting and educating nurses with disabilities. Our core values--Collaboration, Accountability, Creativity, Diversity & Inclusion, Human Dignity, Integrity, Social Justice, and Excellence translate into our work with all students.

The UWM College of Nursing strives to ensure that access to its facilities, programs, and services are available to students with disabilities and provides reasonable accommodations to students with disabilities. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to participate in all College of Nursing student activities.
The University of Wisconsin-Milwaukee (UWM) College of Nursing has a responsibility to educate competent nurses to care for their patients. In support of this responsibility, the College has identified the following technical standards, which are the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe health care. To matriculate (enroll), the student must be able to meet all of these technical standards, with or without reasonable accommodations. Enrolled students must satisfactorily demonstrate these standards, with or without reasonable accommodations, for progression through the program:

**Acquire Fundamental Information**

- Acquire information from demonstrations and experiences in nursing courses, such as lecture, group, and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval).
- Identify information presented in images from paper, slides, videos, and transparencies.
- Recognize and assess changes in patient mood, activity, cognition, verbal, and non-verbal communication.

**Use and Interpret Data and Information**

- Use and interpret data and information from assessment techniques/maneuvers, such as those involved in assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.
- Use and interpret data and information related to physiologic phenomena generated from diagnostic tools (i.e., sphygmomanometer, otoscope, ophthalmoscope) during a comprehensive examination of a patient.

**Use Basic Motor Skills**

- Possess psychomotor skills necessary to provide holistic nursing care and perform or assist with procedures, treatments, and medication administration.
- Practice in a safe manner and appropriately provide care in emergencies, including life support procedures and universal precautions to prevent contamination and infection.

**Demonstrate Appropriate Communication Skills**

- Communicate accurately, effectively, and sensitively with patients and families.
- Communicate effectively with faculty, preceptors, and all members of the health care team during practica and other learning experiences.
Students who, after review of these technical standards, determine that they require accommodation to fully engage in an undergraduate or graduate program should contact UWM’s Accessibility Resource Center (ARC) to confidentially discuss their accommodation needs. Decisions regarding reasonable accommodation are determined on a case-by-case basis, taking into consideration each student’s disability-related needs, disability documentation, and program requirements. While the College of Nursing will make every effort to work with students with disabilities to accommodate their disability-related needs, the College is not required to provide accommodations that fundamentally alter or waive essential program requirements. Given the clinical nature of our programs additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

**Accessibility Resource Center Main Office**

Phone: (414) 229-6287  
VP: (414) 937-5875  
Email: archelp@uwm.edu

**Street Address**
Mitchell Hall, Room 112  
3203 N. Downer Ave  
Milwaukee, WI 53211

Note: The term “patient” in this document includes the individual patient or client as well as their families. It also includes patient or client groups and populations.

Adapted with permission from:

Technology Use and Electronic Media Policy

Electronic communications as well as online social media platforms allow UWM nursing students to engage in both professional and personal conversations. The ability to connect, collaborate, and communicate with the learning community is important for professional growth. The goal of this policy is to protect both UWM nursing students as well as the College of Nursing by providing standards of conduct which must be followed when nursing students use social media platforms.

Social media platforms are technology and online spaces for integrating and sharing user-generated content that allow individuals to engage in conversations with others and to participate in content creation. Examples of social media platforms include, but are not limited to, Facebook, Myspace, Twitter, LinkedIn, YouTube, Flickr, blogs and e-mail.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. It’s important to remember that all content contributed on online platforms becomes immediately searchable and is immediately shared. This content may leave the contributing individual’s control forever and may be traced back to the individual after long periods of time.

Standards for Online Professional or Personal Activity: The below technology use and social media standards apply to all students affiliated with the College of Nursing:

1. **Protect confidential information!** Students must follow University and UW System policies and procedures and state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws.

   Nursing students are prohibited from publishing or otherwise disclosing any confidential information including patient health information without first obtaining written authorized consent from the patient, written permission from the clinical agency’s designated officer, and written permission from the College of Nursing clinical instructor. This includes, but is not limited to, patient records, conversations, photographs of clients, and/or videos. Do not post any information about your clinical rotations or clients in any online forum or webpage.

2. **Maintain academic integrity!** A variety of web-based technologies are used to facilitate and evaluate your learning. In order to provide a fair evaluation for all students, do not share any details of competency evaluation scenarios and/or course examinations including test questions with other students. Do not post any performance evaluation or simulation scenario videos in any online forum or webpage. Failure to maintain this confidentiality standard will be considered cheating.
3. **Do not speak on behalf of UWM or the College of Nursing!** In your communications, you need to ensure that it is clear that you are not speaking for UWM, and what you say represents your own individual personal views and opinions and not necessarily the views and opinions of UWM. Whenever you identify yourself on social media and/or the web as a UWM nursing student or use a UWM email address, your postings and personal web pages may be viewed by your colleagues, clinical agencies, and even clients/patients.

4. **Use good judgment!** As a UWM nursing student, you are preparing for a career providing services to the public. The College and future employers hold you to a high standard of behavior. Ensure that any content associated with you is consistent with your professional goals.

5. **Be civil and respectful!** Civility is an important component of online communication. There is great value in sharing and communicating one’s opinion. The College of Nursing is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Don't be afraid to be yourself, but respect others. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory.

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Failure to abide by this policy, other University and UW System policies and procedures, including UWM’s Acceptable Computer Use Policy, state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws could lead to discipline or other adverse action.

☐ I acknowledge that I have read this document and will abide by these standards.

__________________________  ____________________________
Print Name  Signature  Date

UPC & GPC retired fac doc # (11-09)130 in its original form,
Reaffirmed & approved to become new Curricular Policy CP # 05-05-17, May 2017
(Methods of attendance: Until further notice, only choose Video Conference, or Conference Call for each attendee. The other options will still be in the drop down, but they are not valid right now.)
- As you’ll see when you go to schedule, when it comes to committee members, you list your Major Professor/Project Advisor first within ‘Name #1’ and then the rest of the committee members after that person.

4) If you are scheduling a final PhD/DNP Defense please note ‘Step 4’ within the link. Regarding abstracts: Your Major Professor/Project Advisor will likely let you know that the body of your abstract should be no more than 250-300 words, and as mentioned, it needs to be approved by them before uploading. These need to be uploaded at least 2 weeks before your defense so that the scheduler can use the body of the abstract within a defense flyer that gets emailed out announcing your defense:

As of 03/19/2020: Please ignore the ‘Arrival Time’ and ‘Files’ instructions while all is being held remotely.

Please do be sure, if this is a final DNP/PhD Defense, to have your abstract uploaded here after being approved by your NP/FA. - Thank you. :)

Step 4: Please Read Before Clicking the Submit Button

- Arrival Time: Please arrive 30 minutes before the start of your defense.
- Files: Email your final presentation to your UWM email account as well as save it on a USB drive. Remember to bring this USB drive with you on the day of your presentation.
- Abstracts: For DNP and PhD defenses, a copy of your abstract, as approved by your major professor/faculty advisor must be uploaded to the Abstract Library on this site. All files should be “Word” files and use the following naming convention: yourlastname_abstract.docx

Submit

5) Once you finish and click ‘Submit’, the scheduler is notified and then works on sending

6) The PhD/DNP candidate will be contacted by one of our staff prior to your event to schedule a date/time to test/be sure your Teams set up is ready before your event. PLEASE read the instructions as to what you’ll need, and download Teams as soon as you can.

7) Committee meetings are more of a rare event, but if these need to happen, they will be held via Teams as well. If you’re told to schedule a committee meeting, please email: sharps@uwm.edu with the following details:

- Email addresses of all committee members that need to attend the meeting.
- The date & time range of the meeting (from & to, so 10am – 11am for example)

*** Once scheduled, if you need to cancel your event, or change the date/time, please send a separate/new email: sharps@uwm.edu with the details. ***
If you’ll be presenting a PowerPoint, it’s highly recommended that you download the desktop version of Teams to help ensure full functionality. Here’s how:

**UWM faculty/staff members and students**: Please download the desktop version by following these steps (If you had previously downloaded Teams a different way and do not seem to have full functionality and/or have issues, you may want to uninstall Teams & re-download following these instructions):

**Faculty**

1 – go to uwm.edu
2 – go to either ‘Current Students’ or ‘Faculty/Staff’ and click ‘Office 365’

**Students**

1 – go to uwm.edu
2 – go to either ‘Current Students’ or ‘Faculty/Staff’ and click ‘Office 365’
1 - Click ‘Teams’ to open it

1 – Click the icon in the lower left corner to begin the desktop app download.

a) Once the download has completed, double click on the installation package. *(If you are not shown the installation package which is an .exe file, please go to the ‘Downloads’ file on your computer, look for ‘Teams_windows_x64.exe’ or something similar with the date/time you downloaded this file next to it, double click it and this should start the installation for you.)*

b) If you are prompted, click Run

c) This will finish installing the Teams app on your device.

d) Once the installation is complete, Teams will launch.

e) Enter in your full UWM email address and password.

f) Authenticate with your desired Duo security method. *(This last step does not apply to students rightnow.)*
WRITING EDITORS
Do you have trouble writing papers or expressing your thoughts clearly? The following editors could be consulted to work with you during your writing. For example, they could assist you to state your thoughts more clearly, improve your language and grammatical abilities or integrate your thoughts by helping you improved papers, projects and better long-term writing skills. They will not write the papers for you. Students should contact editors for further information about fees associated with this service.

Please note: These individuals have no affiliations with the University of Wisconsin-Milwaukee.

Mel Bromberg
Phone: (414) 218-2672
E-mail: mel@watershedint.com

Carolyn Washburne
Phone: (414) 961-1779
E-mail: ckw44@wi.rr.com

Pat Walsh
Phone: 414 732-9278
E-mail: patwalshwc@gmail.com

Edit Online Services

Grammarly -Online Proofreader program
https://www.grammarly.com/proofreading

Proofreading Pal
https://proofreadingpal.com/

UWM Writing Center
<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th>AREAS OF INTEREST</th>
<th>METHODS USED</th>
</tr>
</thead>
</table>
| Alexa Anderson                  | • Military Behavior Health  
• Addictive Behaviors focus being Tobacco Use                                                                                                                                                        |                                                                                                    |
| PhD, MA Assistant Professor     |                                                                                                                                                    |                                                                                                    |
| andersoa@uw.edu                 |                                                                                                                                                                                                                  |                                                                                                    |
| Melissa Brown                   | • Health Behavior in Chronic and Acute Illnesses populations with a focus being self-management & self-regulation  
• NCLEX Preparation and Anxiety                                                                                                                                                                   |                                                                                                    |
| PhD MSN RN, CNE Clinical Assistant Professor Interim Undergraduate Program Director |                                                                                                                                                    |                                                                                                    |
| (414)-229-5315 brown233@uw.edu  |                                                                                                                                                                                                                  |                                                                                                    |
| Freddy Cao                      | • Neural pathways controlling bodytemperature and blood pressure  
• Endocrine secretion in response to a variety of stresses                                                                                                                                               |                                                                                                    |
| MD PhD Clinical Associate Professor |                                                                                                                                                                                                             |                                                                                                    |
| (414) 229-6198 fcao@uw.edu       |                                                                                                                                                                                                                  |                                                                                                    |
| *Jennifer Doering               | • Maternal health  
• Postpartum fatigue & depression  
• Postpartum nursing  
• Mothering and feminism; Motherhood ideology  
• Rogerian science  
• Self-transcendence                                                                                                                                                                   | • Qualitative-Grounded theory                                                                 |
| PhD RN Associate Professor & Associate Dean for Academic Affairs |                                                                                                                                                    |                                                                                                    |
| (414) 229-5098 doering@uw.edu    |                                                                                                                                                                                                                  |                                                                                                    |
| *Anne Dressel                   | • Global Health  
• Social Determinants of Health among Vulnerable Populations  
  • Food Security  
  • Housing  
  • Environmental Health  
• Cultural Competency/CulturalHumility Education  
• CBPR(Community-Based Participatory Research)  
• Mixed Methods  
  • Includes inductive and deductive qualitative analysis  
• Translational Science  
• Research sites  
  • Milwaukee  
  • Ecuador  
  • Kenya  
• Malawi                                                                                                                                                                                       |                                                                                                    |
| PhD CFPH MLIS MA Assistant Professor & Director, Center for Global Health Equity |                                                                                                                                                    |                                                                                                    |
| (414) 229-3995 banda@uw.edu     |                                                                                                                                                                                                                  |                                                                                                    |
| *Timothy Ehlinger               | • Ecological Risk Assessment and Sustainable Development Planning  
• Aquatic & Restoration Ecology  
• Fisheries Biology                                                                                                                                                                                        |                                                                                                    |
<p>| PhD Associate Professor &amp; William Collins Kohler Director of the Masters of Sustainable Peacebuilding Program |                                                                                                                                                    |                                                                                                    |
| (414) 229-4358 <a href="mailto:ehlinger@uw.edu">ehlinger@uw.edu</a>   |                                                                                                                                                                                                                  |                                                                                                    |</p>
<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th>AREAS OF INTEREST</th>
<th>METHODS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Julie L. Ellis</td>
<td>Gerontological Nursing, Health Disparities, Faith based Nursing, Cultural Competence</td>
<td>Quantitative, Focus Groups, Multiple Regression, Community Based Participatory Research</td>
</tr>
<tr>
<td>PhD RN GCNS-BC&lt;br&gt;Assistant Professor</td>
<td>(414) 229-3986&lt;br&gt;<a href="mailto:jellis@uwm.edu">jellis@uwm.edu</a></td>
<td></td>
</tr>
<tr>
<td>*Jeanne Erickson</td>
<td>Cancer-related symptom management in adolescents and young adults, Interprofessional education Practice related to oncology and end-of-life care</td>
<td>Phenomenological qualitative methods and thematic analysis, Collaborative behaviors objective assessment tools (CBOATs)</td>
</tr>
<tr>
<td>PhD RN&lt;br&gt;Associate Professor</td>
<td>(414) 229-6920&lt;br&gt;<a href="mailto:ericksoj@uwm.edu">ericksoj@uwm.edu</a></td>
<td></td>
</tr>
<tr>
<td>Kaboni Gondwe</td>
<td>Perinatal emotional/psychological distress, Mother-infant interactions, Preterm birth, Perinatal substance abuse, Health disparities affecting maternal and child health, Maternal and child health outcomes, Global health, Theory development for provision of care in low-income countries, Transcultural care</td>
<td>Quantitative research, Mixed methods, Longitudinal methods, Observational methods</td>
</tr>
<tr>
<td>PhD RN&lt;br&gt;Assistant Professor</td>
<td>(414) 229-5466&lt;br&gt;<a href="mailto:gondwe@uwm.edu">gondwe@uwm.edu</a></td>
<td></td>
</tr>
<tr>
<td>Sandeep Gopalakrishnan</td>
<td>Pathophysiology, Use of near-infrared photons in the treatment of retinal degeneration using animal models of retinitis pigmentosa, Role of autoregulation in cerebral blood flow</td>
<td>Biochemical Laboratory Methods, Biologic Laboratory Methods</td>
</tr>
<tr>
<td>PhD&lt;br&gt;Clinical Assistant Professor &amp; Director, Biobehavioral Research Laboratory</td>
<td>(414) 229-2841&lt;br&gt;<a href="mailto:sandeep@uwm.edu">sandeep@uwm.edu</a></td>
<td></td>
</tr>
<tr>
<td>*Seok Hyun (Joshua) Gwon</td>
<td>Electronic cigarette use among adolescents/young adults, Health risk behavior, Public health nurse workforce and health outcomes, Population health, Epidemiology</td>
<td>Quantitative methods, Interdisciplinary approach</td>
</tr>
<tr>
<td>PhD RN&lt;br&gt;Assistant Professor</td>
<td>(414) 229-6462&lt;br&gt;<a href="mailto:gwon@uwm.edu">gwon@uwm.edu</a></td>
<td></td>
</tr>
<tr>
<td>Jeana Holt</td>
<td>Nurse-led care in under-served populations, Doctor of NursingPractice/Family nurse practitioner practice, Team-based science, Patient-facing informatics and technology, Patient engagement and experience, Primary care research, Population health Omaha System</td>
<td>Mixed methods, Community-engaged health research, Implementation science, Outcomes research</td>
</tr>
<tr>
<td>DNP RN FNP-BC APNP&lt;br&gt;Clinical Assistant Professor</td>
<td>(414) 229-6768&lt;br&gt;<a href="mailto:jmholt@uwm.edu">jmholt@uwm.edu</a></td>
<td></td>
</tr>
<tr>
<td>*Teresa Johnson</td>
<td>Term and pre-term infants; fetal/ infant growth, Infant anthropometrical measurements, Breastfeeding mother-infant dyad support, Evidenced based practice protocols in neonatal care, Fetal and infant morbidity and mortality, Breastfeeding and work issues</td>
<td>Quantitative methods, Reliability of physical measures, Outcome research, Program evaluation</td>
</tr>
<tr>
<td>PhD RN&lt;br&gt;Professor</td>
<td>(414) 229-6231&lt;br&gt;<a href="mailto:tsj@uwm.edu">tsj@uwm.edu</a></td>
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<tr>
<td>FACULTY NAME</td>
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<tr>
<td>*Peninnah Kako</td>
<td>• HIV/AIDS and women</td>
<td>• Qualitative research</td>
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<tr>
<td>PhD RN FNP-BC APNP</td>
<td>• Health needs evaluation</td>
<td>• Multistage narrative inquiry</td>
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<tr>
<td>Associate Professor</td>
<td>• International research (Sub-Saharan Africa)</td>
<td>• International collaborative research</td>
</tr>
<tr>
<td>(414) 229-6238</td>
<td>• Vulnerable populations</td>
<td>Multilingual approaches to interviews</td>
</tr>
<tr>
<td><a href="mailto:pmkako@uwm.edu">pmkako@uwm.edu</a></td>
<td>• Rural and urban comparative research</td>
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<td>• Multicultural research</td>
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<tr>
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<td>Multilingual approaches to interviews</td>
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<tr>
<td>*Jennifer Kibicho</td>
<td>• Health Economics</td>
<td>Econometrics</td>
</tr>
<tr>
<td>PhD CPA(K)</td>
<td>• Economic analyses of health care costs, prescription drug cost drivers, cost containment policies, and the cost of providing care to persons living with HIV/AIDS</td>
<td>Health system financial analysis</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>• Pharmacy-mediated medication adherence interventions in diverse real-world pharmacy settings</td>
<td>Health care cost – benefit analysis</td>
</tr>
<tr>
<td>(414) 229-2596</td>
<td>• Global health, including evaluations of structural-level interventions that address poverty, gender-based violence, and other structural factors that place individuals at elevated risk for HIV infection in sub-Saharan Africa</td>
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<tr>
<td><a href="mailto:kibicho@uwm.edu">kibicho@uwm.edu</a></td>
<td></td>
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<tr>
<td>Carol Klingbeil</td>
<td>• Health literacy interventions</td>
<td>Focus groups</td>
</tr>
<tr>
<td>DNP RN CPNP-PC</td>
<td>• Consumer health and informatics</td>
<td>Program evaluation</td>
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<tr>
<td>(414) 229-5545</td>
<td>• Patient Family Education</td>
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<tr>
<td><a href="mailto:klingbei@uwm.edu">klingbei@uwm.edu</a></td>
<td>• Transitions in care: Discharge</td>
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<td>• Lifespan Growth and Development</td>
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<td>• Evidence Based Practice</td>
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<td>• Transition to Practice</td>
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<tr>
<td>*Kim Litwack</td>
<td>• Per anesthesia Care</td>
<td>Survey</td>
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<tr>
<td>PhD RN FAAN APNP</td>
<td>• Primary Care</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>Professor &amp; Dean</td>
<td>• Nurse Practitioners</td>
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<tr>
<td>(414) 229-4189</td>
<td>• Pain management</td>
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<tr>
<td><a href="mailto:litwack@uwm.edu">litwack@uwm.edu</a></td>
<td></td>
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<tr>
<td>Paula Lucey</td>
<td>• Leadership and career redefinition</td>
<td>Qualitative Survey</td>
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<td>PhD</td>
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<tr>
<td>Clinical Assistant Professor</td>
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<td>and MN Program Director</td>
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<td>(414) 745-3292</td>
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<tr>
<td><a href="mailto:palrn@uwm.edu">palrn@uwm.edu</a></td>
<td></td>
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<tr>
<td>Natalie McAndrew</td>
<td>• Ethical conflict and moral distress</td>
<td>Qualitative Content Analysis</td>
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<td>PhD RN</td>
<td>• Nurse ethical decision-making</td>
<td>Grounded Theory</td>
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<tr>
<td>Assistant Professor</td>
<td>• End-of-life decisions</td>
<td>Quantitative Analysis</td>
</tr>
<tr>
<td>(414) 229-5701</td>
<td>• Nursing family care and family engagement</td>
<td>Mixed Method Approaches</td>
</tr>
<tr>
<td><a href="mailto:Mcandre3@uwm.edu">Mcandre3@uwm.edu</a></td>
<td>• Family-centered care</td>
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<td>• Family responses during critical illness</td>
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<td>• Integration of palliative and hospice care in the Intensive Care Unit</td>
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<tr>
<td>FACULTY NAME</td>
<td>AREAS OF INTEREST</td>
<td>METHODS USED</td>
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<tr>
<td>*Lucy Mkandawire-Valhmu</td>
<td>• Women's health in low-income communities in Milwaukee and in the South East Africa region</td>
<td>• Feminist theory</td>
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<tr>
<td>PhD RN</td>
<td>• Community engagement</td>
<td>• Qualitative research</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td>• Critical ethnography</td>
</tr>
<tr>
<td>(414) 229-6098</td>
<td></td>
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<tr>
<td><a href="mailto:mkandawi@uwm.edu">mkandawi@uwm.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Morgan</td>
<td>• Gerontology: family caregivers of persons with dementia</td>
<td>• Quantitative research</td>
</tr>
<tr>
<td>PhD RN</td>
<td>• Cultural diversity</td>
<td>• Qualitative narrative analysis</td>
</tr>
<tr>
<td>Director, Nursing Learning</td>
<td>• Health and health care disparities</td>
<td>• N-Vivo</td>
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<tr>
<td>Resource Center &amp; Clinical</td>
<td>• Lesbian, gay, bisexual and transgender health</td>
<td>• Focus groups</td>
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<tr>
<td>Associate Professor</td>
<td>• Online teaching</td>
<td></td>
</tr>
<tr>
<td>(414) 229-4173</td>
<td>• Grant start-up and management</td>
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</tr>
<tr>
<td><a href="mailto:smorgan@uwm.edu">smorgan@uwm.edu</a></td>
<td>• Clinical Simulation</td>
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<tr>
<td>Hyunkyoung Oh</td>
<td>• Self-Management for chronic conditions</td>
<td>• Quantitative data analysis</td>
</tr>
<tr>
<td>PhD RN</td>
<td>• Older adults with multiple chronic conditions</td>
<td>• Mixed method and thematic analysis</td>
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<tr>
<td>Assistant Professor</td>
<td>• Nursing outcome measurements</td>
<td>• Semantic (text) analysis</td>
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<tr>
<td>(414) 229-4183</td>
<td>• Assistive technologies for supporting Self-Management</td>
<td>• Secondary data analysis</td>
</tr>
<tr>
<td><a href="mailto:oh5@uwm.edu">oh5@uwm.edu</a></td>
<td>• Tai-Chi based Self-Management intervention</td>
<td></td>
</tr>
<tr>
<td>*Michele Polfuss</td>
<td>• Pediatric obesity and co-related morbidities</td>
<td>• Qualitative methods</td>
</tr>
<tr>
<td>PhD RNCPNP-AC/PC Associate</td>
<td>• Special interest in the role of the family through parenting and feeding behaviors and obesity within</td>
<td></td>
</tr>
<tr>
<td>Professor &amp; Joint Research</td>
<td>• Acute and primary care pediatrics within the subspecialties of obesity, endocrinology, and cardiology</td>
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<tr>
<td>Chair in the Nursing of</td>
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<tr>
<td>Children</td>
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<tr>
<td>(414) 229-2609</td>
<td></td>
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</tr>
<tr>
<td><a href="mailto:mpolfuss@uwm.edu">mpolfuss@uwm.edu</a></td>
<td></td>
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<tr>
<td>Kim Ryan</td>
<td>• Areas of Interest:</td>
<td>• Mixed Methods</td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td>• Advanced Practice Nursing / Nurse Practitioner</td>
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<tr>
<td>(414) 229-5556</td>
<td>• Population Health / Community Nursing</td>
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<tr>
<td><a href="mailto:ryankt@uwm.edu">ryankt@uwm.edu</a></td>
<td>• Primary Care</td>
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<tr>
<td>Diane Schadowald</td>
<td>• Interprofessional Education and Interprofessional Collaborative Practice</td>
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<td>DNP MSN RN FNP-BC WHNP-BC</td>
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<td>Clinical Associate Professor</td>
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<tr>
<td>and FNP Coordinator</td>
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<tr>
<td>(414) 229-6860</td>
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<tr>
<td><a href="mailto:schadewa@uwm.edu">schadewa@uwm.edu</a></td>
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<tr>
<td>*Julia Snethen</td>
<td>• Maternal-child health/preterm labor</td>
<td>• Survey</td>
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<tr>
<td>PhD RN</td>
<td>• Women’s health</td>
<td>• Program Evaluation</td>
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<td>Professor &amp; Director of the</td>
<td>• Quality Improvement Initiatives</td>
<td>• Quantitative methods</td>
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<tr>
<td>PhD Program</td>
<td>• War and public health</td>
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<tr>
<td>(414) 229-5505</td>
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<tr>
<td><a href="mailto:julia@uwm.edu">julia@uwm.edu</a></td>
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<tr>
<td>FACULTY NAME</td>
<td>AREAS OF INTEREST</td>
<td>METHODS USED</td>
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</tbody>
</table>
| **Murad Taani**                  | • Older adult health and illness care  
• Physical activity  
• Sarcopenia  
• Self-Management  
• Community health nursing                                                                                                                       | • Quantitative methods                                                                           |
| PhD MPH Assistant Professor      |                                                                                                                                                                                                                  |                                                                                                |
| (414) 229-5318 mhtaani@uwm.edu   |                                                                                                                                                                                                                  |                                                                                                |
| *AkkeNeel Talsma*                | • Implementation Science  
• Quality / Safety related Outcomes  
• Perioperative Quality / Safety  
• Clinical Informatics (EHR)  
• Point of Care Measures  
• QI Model Evaluation  
• Maternal Child Outcomes                                                                                                                          | • Population based analytics  
• Quantitative methodologies  
• Outcomes research  
• Translation / Dissemination  
• Cohort studies                                                                                                                                         |
| PhD RN FAAN Associate Professor and W. Schroeder Chair for Nursing Research |                                                                                                                                                                                                                  |                                                                                                |
| (734) 635.3344 talsma@uwm.edu    |                                                                                                                                                                                                                  |                                                                                                |
| **Vipavee Thongpriwan**          | • Interpersonal violence  
• Mental health  
• Minority research  
• Feminist theory                                                                                                                                 | • Qualitative method  
• Feminist research  
• Group and in-depth interview                                                                                                                          |
| PhD RN Clinical Assistant Professor |                                                                                                                                                                                                                 |                                                                                                |
| (414) 229-5936 thongpri@uwm.edu  |                                                                                                                                                                                                                  |                                                                                                |
| *Sandra Millon-Underwood*        | • Diabetes: Retinopathy screening, diabetic foot care and diabetes risk management  
• Cancer early detection and control (breast, prostate, colon, lung and cervical)  
• Family/Hereditary cancer risk assessment and management  
• Cancer survivorship  
• Participation of minorities and women in research  
• Health disparities                                                                                                                                      | • Quantitative methods  
• Qualitative methods  
• Integrative analysis                                                                                                                                             |
| PhD RN FAAN Professor            |                                                                                                                                                                                                                  |                                                                                                |
| (414) 229-6076 /6032 underwoo@uwm.edu |                                                                                                                                                                                                                  |                                                                                                |
| *Lynne Woehrle*                  | • Sustainable social change  
• Community-based research and evaluation  
• Peacebuilding and community health  
• Community economic development  
• Food, Work, Gender                                                                                                                                 | • Qualitative methods  
• Mixed methods                                                                                                                                             |
| PhD Associate Professor          |                                                                                                                                                                                                                  |                                                                                                |
| (414) 229-5462 woehrle@uwm.edu   |                                                                                                                                                                                                                  |                                                                                                |

*Asterisk (*) reflects faculty that serve as Major Professors for PhD students*
How To Request a Room for a PhD/DNP Milestone Event

Once it’s decided that you’re ready for a milestone event – to request scheduling for any of the following:

**PhD Milestone Events**
- Oral Comprehensive Exam
- Proposal Hearing
- Dissertation Defense

**DNP Milestone Events**
- Project Approval (sometimes referred to as DNP Comps)
- Project Defense

Please request your event to be scheduled as early as possible for any milestone event. This helps ensure that our media support team can make themselves available to be there when they’re needed if holding via Teams, including helping you to set up/troubleshoot Teams if needed. They assist with many things for many people and need to be able to make space in their schedule to assist you as well.

Click the link below to request a room:

[PhD / DNP Event Scheduling Link](#)

You will need the following information, so please gather this information before you click the link to schedule:

1) Your project title.

2) Date and start time of event - so you’ll need to find out when you and all of your committee members will be available for this event before you request scheduling.

   (Only list start time of actual event, but so you know, all the PhD/DNP events above are always scheduled for 2 hours.)

3) Your full legal name, committee members full names, credentials (like RN, BSN, PhD, etc.), email, cell phone number and method of attendance for yourself & all committee members.
Methods of attendance: Until further notice, only choose Video Conference, or Conference Call for each attendee. The other options will still be in the drop down, but they are not valid right now.
- As you’ll see when you go to schedule, when it comes to committee members, you list your Major Professor/Project Advisor first within ‘Name #1’ and then the rest of the committee members after that person.

4) If you are scheduling a final PhD/DNP Defense please note ‘Step 4’ within the link. Regarding abstracts: Your Major Professor/Project Advisor will likely let you know that the body of your abstract should be no more than 250-300 words, and as mentioned, it needs to be approved by them before uploading. These need to be uploaded at least 2 weeks before your defense so that the scheduler can use the body of the abstract within a defense flyer that gets emailed out announcing your defense:

As of 03/19/2020: Please ignore the 'Arrival Time' and 'Files' instructions while all is being held remotely.

Please do be sure, if this is a final DNP/PhD Defense, to have your abstract uploaded here after being approved by your NP/FA. - Thank you. :)

5) Once you finish and click ‘Submit’, the scheduler is notified and then works on sending Outlook calendar invitations to you and your committee members.

6) Committee meetings are more of a rare event, but if these need to happen, they will be held via Teams as well. If you’re told to schedule a committee meeting, please email: sharps@uwm.edu with the following details:
- Email addresses of all committee members that need to attend the meeting.
- The date & time range of the meeting (from & to, so 10am – 11am for example)

*** Once scheduled, if you need to cancel your event, or change the date/time, please send a separate/new email: sharps@uwm.edu with the details. ***
Student Participation in College of Nursing Governance

Students at University of Wisconsin campuses have statutory rights of participation in the governance of the University. They have primary responsibility for the formulation and review of policies concerning student life, services, and interests, and also contribute to the development of the University's academic and administrative policies. Students carry on their policy development and decision-making responsibilities through their own governing organizations, and by participating as members of faculty or administrative committees as well as committees contained within the College of Nursing. There are/have been doctoral degree students on the following College of Nursing (CON) standing committees:

Nursing Graduate Committees

Each Fall Semester, the Student Affairs Office solicits current graduate student participation in CON standing committees. The office notifies students via their UWM email and will circulates a list of committees with their functions and the number of student representatives required for each, for students to consider. Your name will be forwarded to the UWM Student Association, which nominates student representatives and sends their names to the Chancellor, who appoints the student.