NURSING, PH.D.

The emphasis on theory and practice of nursing prepares nurse scientists to: develop and/or test theory that drives nursing practice; design and conduct clinical efficacy and effectiveness trials of nursing interventions to improve health; and build a program of research around a clinical problem, phenomenon, or population of interest that will shape patient care across various settings. The emphasis on policy and leadership prepares nurse scientists with the conceptual strategies and methodological skills to assess and address the biobehavioral, social, and economic public policy factors that influence the definition of what constitutes health problems and the manner in which they are treated.

The School of Nursing offers a program leading to the doctor of philosophy degree. The school also has a unique early entry Ph.D. program to bridge or accelerate progression to the Ph.D. level for undergraduate nursing students. Postdoctoral training opportunities are also available.

The mission of the School of Nursing is to prepare nurse leaders who improve human health through practice, education and research. Our strategic priorities are to advance science through research and scholarship, prepare nurse leaders for the health challenges of the 21st century, foster strategic partnerships to promote human health, achieve the school’s commitment to diversity, and create the preferred future of the School of Nursing.

Nursing faculty members are well prepared for their roles as scholars, clinicians, and teachers. Many have postdoctoral experience in nursing and related disciplines. They have wide-ranging clinical expertise foundational to their experiences with doctoral students. Many faculty have been awarded prestigious federal and private research and training awards and are well known for their expertise in university, local, national, and international communities. Our faculty have a wide variety of research interests. Areas of particular strength and depth include the following:

- Aging
- Chronic illness & symptom management
- Care of children & families
- Health systems & care delivery

World-renowned facilities for clinical practice and research are available in and around Madison. These include University of Wisconsin Hospital and Clinics, American Family Children’s Hospital, UW Carbone Cancer Center, and William S. Middleton Memorial Veterans Hospital; hospitals and clinics in urban and rural settings; nursing homes; and public health agencies. The University’s location in Wisconsin’s capital offers opportunities for involvement in state government and policy making.

Signe Skott Cooper Hall, the School of Nursing’s new facility, features state-of-the-art classrooms, simulation labs, meeting and research facilities, and social gathering spaces in an environment dedicated to the health and wellness of students, faculty, staff, and the communities and populations served. Adjacent to Cooper Hall, the Health Sciences Learning Center (HSLC) brings together students in nursing, medicine, and pharmacy, and includes the Ebling Library and University Book Store.

The school’s mission is to develop leaders for the profession and society—we make discoveries, enhance systems, and improve health through research, education, and practice.

EARLY ENTRY PH.D. OPTION

The early-entry Ph.D. option is designed for undergraduate students who are interested in research as a career and the Ph.D. as a goal. With the assistance of a faculty advisory committee, early entry students plan an individualized program of study and research, drawing on existing undergraduate and graduate courses in nursing and related disciplines. Two degrees are awarded to students who complete this option: bachelor of science in nursing (B.S.), granted by the School of Nursing, and doctor of philosophy (Ph.D.), granted by the Graduate School.

DOCTOR OF PHILOSOPHY DEGREE

The purpose of the Ph.D. program is to prepare researchers to develop, evaluate, and disseminate new knowledge in nursing and health science. The program is characterized by early and continuous training in research through a close mentoring relationship with faculty, a strong scientific base in nursing, and supporting courses in a related (i.e., minor) discipline. Graduates with a research doctorate are prepared to assume positions as faculty as well as research scientists and research directors in a variety of educational, clinical, and governmental settings.

The program is designed to be completed in four years of full time study and requires a minimum of 52 credits. Students may be accepted into the Ph.D. program either post-baccalaureate or post-master’s. Students are encouraged to enroll full-time. If part-time study is necessary, a minimum of 6 credits per semester is required.

In collaboration with the faculty mentor(s), students plan a course of study that constitutes a unified program and fulfills the program requirements. Students select an emphasis in one of the following tracks:

- Theory & practice of nursing
- Policy & leadership

The emphasis on theory and practice of nursing prepares nurse scientists to: develop and/or test theory that drives nursing practice; design and conduct clinical efficacy and effectiveness trials of nursing interventions to improve health; and build a program of research around a clinical problem, phenomenon, or population of interest that will shape patient care across various settings. The emphasis on policy and leadership prepares nurse scientists with the conceptual strategies and methodological skills to assess and address the biobehavioral, social, and economic public policy factors that influence the definition of what constitutes health problems and the manner in which they are treated.

ADMISSIONS

Admission requirements for the Ph.D. program are:

- A bachelor’s degree in nursing from an accredited (CCNE or NLN) program
- Undergraduate GPA of at least 3.0 (on a 4.0 scale) on the last 60 credits of the most recent baccalaureate degree
- Satisfactory scores on the Graduate Record Exam (GRE)
- Satisfactory academic references from individuals who can speak to your scholarly activities, research capabilities and potential for success in the doctoral program
Satisfactory examples of two original papers or other scholarly work
- Essay
- Curriculum vitae or resume
- English proficiency scores: Applicants whose native language
  is not English, or whose undergraduate instruction was not in
  English, must provide an English proficiency test score. Minimum
  English proficiency test score: TOEFL = 580 (paper)/92 (internet-
  based), MELAB = 82 or IELTS = 7. Please refer to the Graduate
  School (https://grad.wisc.edu/admissions/requirements) for more
  information. Applicants are exempt if any of the following applies to
  their situation:
  - English is the exclusive language of instruction at the
    undergraduate institution attended
  - Applicant earned a degree from a regionally-accredited U.S.
    college or university not more than five years prior to the
    anticipated semester of enrollment
  - Applicant completed at least two full-time semesters of graded
    course work, exclusive of ESL courses, in a U.S. college or
    university, or at an institution outside the U.S. where English
    is the exclusive language of instruction, not more than five years
    prior to the anticipated semester of enrollment

Applications should be submitted for priority consideration by December
1 for admission in the fall semester.

GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree
programs and the Graduate School. Applicants must meet requirements
of both the program(s) and the Graduate School. Once you have
researched the graduate program(s) you are interested in, apply online
(https://grad.wisc.edu/admissions).

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include
assistantships, fellowships, traineeships, and financial aid. Further
funding information (https://grad.wisc.edu/funding) is available from
the Graduate School. Be sure to check with your program for individual
policies and processes related to funding.

PROGRAM RESOURCES

Several forms of financial aid are available for graduate students in the
School of Nursing. These include fellowships, traineeships, scholarships,
research, project and teaching assistantships, and loans. Most graduate
assistantships cover the cost of tuition and provide a monthly stipend.
Awards are made in the spring or early summer for the following academic
year. Full-time Ph.D. students receive priority for teaching
and research assistantships administered by the School of Nursing.
Students in the Ph.D. program have also been successful in competing
for federal National Research Service Awards (NRSA) which are individual
predoctoral fellowships.

Graduate Research Scholars (GRS) Fellowships are designed to support
highly qualified underrepresented students in the doctoral programs.
Doctoral students who are preparing to be full-time faculty in nursing
programs are also eligible for the Nurse Faculty Loan Program (NFLP).
These loans, supported by the federal government, are available to cover
tuition and other educational expenses. When graduates become full-
time faculty members, up to 85 percent of the NFLP loan will be canceled
over a four-year period.

Additional information on financial aid including application procedures is
available in the School of Nursing Academic Affairs Office.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL
REQUIREMENTS

Review the Graduate School minimum academic progress
and degree requirements (http://guide.wisc.edu/graduate/
#policiesandrequirementstext), in addition to the program requirements
listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

- **Evening/Weekend**: These programs are offered in an evening and/or weekend format
to accommodate working schedules. Enjoy the advantages of on-campus courses
and personal connections, while keeping your day job. For more information about the
meeting schedule of a specific program, contact the program.
- **Online**: These programs are offered primarily online. Many available online programs
can be completed almost entirely online with all online programs offering at least
50 percent or more of the program work online. Some online programs have an on-
campus component that is often designed to accommodate working schedules.
Take advantage of the convenience of online learning while participating in a rich,
interactive learning environment. For more information about the online nature of a
specific program, contact the program.
- **Hybrid**: These programs have innovative curricula that combine on-campus and online
formats. Most hybrid programs are completed on-campus with a partial or completely
online semester. For more information about the hybrid schedule of a specific program,
contact the program.
- **Accelerated**: These on-campus programs are offered in an accelerated format
that allows you to complete your program in a condensed time-frame. Enjoy the
advantages of on-campus courses with minimal disruption to your career. For more
information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>Half of degree coursework (26 credits out of 52 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide (<a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle</a>).</td>
</tr>
</tbody>
</table>

Overall Graduate GPA Requirement: 3.00 GPA required.
A student may not receive more than one grade below a B (or a U grade) in any 12 month period.

Assessments and Examinations

To be eligible for the comprehensive candidacy examination, candidates must have completed all formal coursework requirements.

Language Requirements

No language requirements.

Doctoral Minor/Breadth Requirements

All doctoral students are required to complete a minor.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 802</td>
<td>Ethics and the Responsible Conduct of Research</td>
<td>1</td>
</tr>
<tr>
<td>NURSING 803</td>
<td>Advanced Quantitative Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 804</td>
<td>Advanced Qualitative Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 815</td>
<td>Knowledge Development in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 816</td>
<td>Proseminar in Nursing Research</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Advanced Methods/Statistics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Theory and Practice of Nursing</td>
<td>3-9</td>
</tr>
</tbody>
</table>

All students are required to take a minimum of 3 credits in a population or phenomenon course:

NURSING 590 | Contemporary Practices in Nursing (Topic: Chronic Illness Management) | 3 |
NURSING 702 | Health Promotion and Disease Prevention in Diverse Communities | 3 |
NURSING 722 | Advanced Practice Nursing Theory; Adults and Older Adults | 3 |
NURSING 741 | Advanced Practice Nursing Theory; Family Process & Child Development | 3 |
NURSING 751 | Advanced Practice Nursing Theory; Psychiatric Mental Health | 3 |

Students who select an emphasis in Theory and Practice of Nursing will complete at least 6 additional credits including:

NURSING 818 | Patient-centered Research Clinical Field Practicum | 1 |

Policy and Leadership

NURSING 703 | Health Care and Public Policy in the US | 3 |

Students who select an emphasis in Policy and Leadership will complete at least 6 additional credits including:

NURSING 817 | Research in Communities, Populations, and Systems | 3 |

Guided Research

Students are expected to take at least 1 credit of Independent Study and participate in their faculty mentor’s research group (or another research group agreed upon with the mentor) each semester.

Sample full-time course schedule

First Year

<table>
<thead>
<tr>
<th>Fall Credits</th>
<th>Spring Credits</th>
<th>Summer Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 815</td>
<td>3</td>
<td>NURSING 803</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 816</td>
<td>1</td>
<td>NURSING 703</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 999</td>
<td>1-3</td>
<td>NURSING 999</td>
<td>1-3</td>
</tr>
</tbody>
</table>

NURSING 999 | 1-3 Nursing Education | 3 |

Additional Statistics | 3 P&L Minor, or T&P: Health Policy Course | 3 |

Second Year

<table>
<thead>
<tr>
<th>Fall Credits</th>
<th>Spring Credits</th>
<th>Summer Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 804</td>
<td>3</td>
<td>NURSING 999</td>
<td>1-3</td>
</tr>
<tr>
<td>NURSING 999</td>
<td>1-3</td>
<td>NURSING 819 or 847</td>
<td>3</td>
</tr>
</tbody>
</table>

NURSING 999 | 1-3 Remaining Minor, Methods/Stats, Population | 3 |

Minor | 3 P&L: Health Policy Course | 3 |

Third Year

<table>
<thead>
<tr>
<th>Fall Credits</th>
<th>Spring Credits</th>
<th>Summer Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 816</td>
<td>1</td>
<td>NURSING 999</td>
<td>5</td>
</tr>
<tr>
<td>NURSING 999</td>
<td>1-3 Remaining Minor, Methods/Stats, Population</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Additional Minor, Methods/Stats, Population | 3 |

NURSING 818 (or Minor) | 3 |

<table>
<thead>
<tr>
<th>Fall Credits</th>
<th>Spring Credits</th>
<th>Summer Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NURSING 990</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 63-77

1 Students who have not had a prior course in adult education are strongly encouraged to take a didactic course rather than taking NURSING 787 Nursing Education Practicum only.

2 NURSING 703 is taken by most students following the Theory and Practice (T&P) track to satisfy their 3-credit policy requirement.
NURSING 819 is taken by Theory & Practice (T&P) students; Nursing 847 is taken by Policy & Leadership (P&L) students.

NURSING 818 will be offered during odd numbered fall terms.

NURSING 818 or approved alternative is taken by Theory & Practice (T&P) students, Policy & Leadership (P&L) students may take a minor course at this time.

### Approved course options/substitutions

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitutions for NURSING 818</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 946</td>
<td>Advanced Assessment and Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/COUN PSY/ RP &amp; SE 736</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soc Work 741</td>
<td>Interventions with Children, Youth, and Families</td>
<td>2</td>
</tr>
<tr>
<td>Population/phenomenon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soc Work 644</td>
<td>Issues in Developmental Disabilities</td>
<td>2-3</td>
</tr>
<tr>
<td>Soc Work 874</td>
<td>Advanced Practice in Health, Aging, and Disability</td>
<td>2</td>
</tr>
<tr>
<td>Soc/C&amp;E Soc 971</td>
<td>Seminar-TOPICS in Demography and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH 786</td>
<td>Social and Behavioral Sciences for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 722</td>
<td>Advanced Practice Nursing Theory: Adults and Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 741</td>
<td>Advanced Practice Nursing Theory: Family Process &amp; Child Development</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 751</td>
<td>Advanced Practice Nursing Theory: Psychiatric Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>RP &amp; SE 560</td>
<td>Psychosocial Aspects of Chronic Illness and Disability</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 516</td>
<td>Stress and Resilience in Families Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>OTM 753</td>
<td>Healthcare Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 817</td>
<td>Research in Communities, Populations, and Systems</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH 709</td>
<td>Translational and Outcomes Research in Health and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH 876</td>
<td>Measuring Health Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH 876</td>
<td>Social and Behavioral Sciences for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH 875</td>
<td>Health Systems, Management, and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ HDFS/NURSING/ SoC Work 880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 760 &amp; ED PSYCH 761</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 762</td>
<td>Introduction to the Design of Educational Experiments</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 763</td>
<td>Regression Models in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 861</td>
<td>Statistical Analysis and Design in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ELPA 822</td>
<td>Introduction to Quantitative Inquiry in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ELPA 964</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>B M I/STAT 541</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>B M I/STAT 641</td>
<td>Statistical Methods for Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>B M I/STAT 642</td>
<td>Statistical Methods for Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/B M I 551</td>
<td>Introduction to Biostatistics for Population Health</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/B M I 552</td>
<td>Regression Methods for Population Health</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/B M I 651</td>
<td>Advanced Regression Methods for Population Health</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/B M I 652</td>
<td>Topics in Biostatistics for Epidemiology</td>
<td>1-3</td>
</tr>
<tr>
<td>STAT 849</td>
<td>Theory and Application of Regression and Analysis of Variance I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 850</td>
<td>Theory and Application of Regression and Analysis of Variance II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 601</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
</tbody>
</table>

### Nursing education options

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 785</td>
<td>Foundations of Curriculum Development and Evaluation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 786</td>
<td>Foundations of Teaching and Learning in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 787</td>
<td>Nursing Education Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>ELPA/CURRIC 746</td>
<td>The Adult Learner: Implications for Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ELPA 701</td>
<td>Introduction to Higher and Post-Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 735</td>
<td>Epistemic Practice and Science Teaching</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional courses may be approved by faculty advisor and program director.

### POLICIES

#### GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.
**MAJOR-SPECIFIC POLICIES**

**GRADUATE PROGRAM HANDBOOK**


**PRIOR COURSEWORK**

**Graduate Work from Other Institutions**

With program approval, students are allowed to count no more than 18 credits of graduate coursework from other institutions. Graduate work should be less than five years old to be considered; additional justification and/or documentation are needed for work taken between five and ten years. Work ten or more years prior to admission to the program will not be considered.

**UW–Madison Undergraduate**

With program approval up to 7 credits numbered 300 or above will be allowed to count toward the Ph.D. degree. This applies to students in the Early Entry Ph.D. route in the School of Nursing.

**UW–Madison University Special**

With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. These credits are considered part of the total allowable credits available for a student to transfer. Coursework should be less than five years old to be considered; additional justification and/or documentation is needed for work taken between five and ten years. Work ten or more years prior to admission to the program will not be considered.

**PROBATION**

A semester GPA below 3.0 will result in the student being placed on academic probation. If a student has not returned to satisfactory progress by the determined deadline, a decision about whether the student will be permitted to continue will be made by the graduate programs committee (or appropriate subcommittee) with input from the student’s advisor.

**ADVISOR / COMMITTEE**

Ph.D. students complete an annual progression review which includes a written review from the advisor. This is submitted to the Ph.D. Admission, Progression and Funding (APF) Subcommittee of the GPC. APF reviews the student CVs and advisor comments to gain an overall sense of student progression in the program. Comments from the APF regarding progression are then sent to the advisor who shares the result of the review with the student.

Graduate School policy specifies the following with regard to dissertation committees:

- **Dissertation committees advise and evaluate satisfactory progress, administer preliminary and final oral examinations, evaluate a dissertation, and/or sign a degree warrant. A student arranges a committee with appropriate expertise to afford the breadth and depth needed in degree examinations. In all cases, a student’s advisor (major professor) chairs the committee. The executive committee (or its equivalent) is responsible for approving the composition of all dissertation committees.**

Minimum Graduate School requirements for the dissertation committees are as follows:

1. The chair or co-chair of the committee must be Graduate Faculty* from the student's program.
2. PhD dissertation committees must have a minimum of 4 members, 3 of whom must be UW–Madison graduate faculty, former UW–Madison graduate faculty up to one year after resignation or retirement. At least 1 of the 4 members must be from outside of the student’s major program or major field (often from the minor field).
3. The chair may designate 1 of the 4 members of the committee as a non-reader.*
   a. Readers are committee members who commit themselves to closely reading and reviewing the entire dissertation. While graduate programs cannot have fewer than three readers, they may require all members to be readers. The rationale for specifically designating non-reader status is to facilitate faculty participation in dissertations without automatically expecting the level of commitment associated with deeply engaging a PhD thesis. Given faculty workloads, designating a non-reader in some cases may permit faculty participation where engagement would otherwise be impossible.
4. The required 4th member of a dissertation committee, as well as any additional members, all retain voting rights.
5. * Graduate Faculty are those who hold tenure track appointments. Non-tenure track faculty (e.g., CHS professors) may participate as 4th or extra committee members, but do not count toward the four “Graduate Faculty” members.

The student and major professor should work together to identify dissertation advisory committee members with appropriate breadth and depth of knowledge. In addition to the Minimum Graduate School requirements for the dissertation committees outlined above, the School of Nursing has additional expectations for committee membership:

1. At least 2 members will be from the School of Nursing faculty.
2. In general, all committee members will serve as readers. However, in line with UW-Madison Graduate School Policy and Procedures of Graduate Advisor Committees, the chair may designate 1 of the 4 members of the committee as a non-reader.

**CREDITS PER TERM ALLOWED**

15 credits

**TIME CONSTRAINTS**

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may by require to take another preliminary examination and to be admitted to candidacy a second time.

**OTHER**

The School of Nursing makes a strong commitment to funding students admitted into the Ph.D. and DNP program who are
enrolled full-time. Sources of funding include extramural, campus, and internal School of Nursing funding. The majority of funding decisions are made in the Spring for the following academic year. Continuing and newly admitted students are encouraged to apply for funding.

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES
Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd) to build skills, thrive academically, and launch your career.

PROGRAM RESOURCES
Career advising, funding, and professional development opportunities are shared with all students by a member of the School of Nursing Academic Affairs staff. Information on these support services can be found on the Student Site (https://students.nursing.wisc.edu/career-advising/career).

LEARNING OUTCOMES

1. Master in-depth knowledge in a substantive area of nursing.
2. Articulate research problems, potentials, and limits with respect to nursing theory, knowledge, and practice.
3. Formulate new ideas, concepts, designs, and/or techniques based on critical evaluation of knowledge in nursing and other relevant disciplines.
4. Assume leadership in the creation of original research that makes a substantive contribution to health.
5. Demonstrate cultural knowledge and cross-cultural skills in nursing scholarship.
6. Demonstrate breadth in learning experiences through intra- and cross-disciplinary study, and integration of research, teaching, mentoring, and service to the profession.
7. Negotiate and work successfully with interprofessional teams.
8. Develop and disseminate nursing knowledge to meet the health needs of local, national, and global populations.
9. Communicate complex research findings and implications in a clear and understandable manner to lay and professional audiences.
10. Demonstrate knowledge of professional obligations, codes of ethics, and institutional policies and procedures that guide nursing scholarship.
11. Demonstrate the capacity to identify ethical issues, seek guidance from appropriate resources and adhere to ethical principles and professional norms in the resolution of moral dilemmas.

PEOPLE

FACULTY
Professors Scott (Dean), Bowers, Kintner, Kwekkeboom, Lauver, May, Oakley, Zahner; Associate Professors Tluczek, Ward; Assistant Professors Bratzke, Gilmore-Bykovskiy, Jang, King, Pecanac, Roberts, Snedden, Steeg, Torres, Whitmore

ADMINISTRATION
Linda D. Scott, PhD, RN, NEA-BC, FAAN
Dean and Professor
ldscott@wisc.edu (ldscott@wisc.edu)

Dan G. Willis, DNS, RN, PMHCNS-BC, FAAN
Associate Dean for Academic Affairs
dgwillis@wisc.edu (ecward@wisc.edu)

Karen Mittelstadt
Assistant Dean for Academic Affairs (Academic Dean)
mittelstadt@wisc.edu (mittelstadt@wisc.edu)
608-263-5284

Diane Lauver, PhD, RN, FNP-BC, FAAN
PhD Program Director, Professor
drlauver@wisc.edu
608-263-5268

ADVISING AND STUDENT SERVICES
Katie Bleier
Director of Advising and Student Services
katie.bleier@wisc.edu (katie.bleier@wisc.edu)
608-263-5172

Kristi Hammond
Graduate Academic Services Coordinator
kristi.hammond@wisc.edu
608-263-5258

ADMISSIONS AND RECRUITMENT
Mandi Moy
Director of Admissions and Recruitment
mandi.moy@wisc.edu
608-263-5261

Monica Messina
Graduate Admissions and Recruitment Coordinator
mlmessina@wisc.edu
608-263-5158