

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

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website. Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet** the minimum requirements (<https://grad.wisc.edu/apply/requirements/>) **of the Graduate School as well as the program(s)**. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/apply/>).

Requirements	Detail
Fall Deadline	December 1
Spring Deadline	October 1
Summer Deadline	February 1
GRE (Graduate Record Examinations)	May be required in certain cases; consult program.
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Admission requirements for the Ph.D. program are:

- Graduation from an accredited baccalaureate program in nursing
- Undergraduate GPA of at least 3.0 (on a 4.0 scale) on the last 60 credits of the most recent baccalaureate degree
- Graduate Record Exam (GRE) completed within the last 5 years may be required, consult program.
- Three to four academic references from individuals who can speak to your scholarly activities, research capabilities and potential for success in the doctoral program
- Two examples of scholarly work related to nursing or health (see School of Nursing website (<https://nursing.wisc.edu/graduate-programs/phd/#to-apply>) for examples)
- Essay (see School of Nursing website (<https://nursing.wisc.edu/graduate-programs/phd/#to-apply>) for specific criteria)
- 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. If applying for spring admission, see website (<https://nursing.wisc.edu/graduate-programs/phd/#to-apply>) for deadline.

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 restrictions 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/#policiesandrequirements>), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

Mode of Instruction Definitions

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

Requirements Detail

Minimum Credit Requirement	52 credits
Minimum Residence Credit Requirement	32 credits
Minimum Graduate Coursework Requirement	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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/)).
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	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

Code	Title	Credits
Core		
NURSING 802	Ethics and the Responsible Conduct of Research	1
NURSING 803	Advanced Quantitative Design and Methods	3
NURSING 804	Advanced Qualitative Design and Methods	3
NURSING 815	Knowledge Development in Nursing	3
NURSING 816	Proseminar in Nursing Research ¹	2
Advanced Methods/Statistics		6
Students take 6 credits in consultation with their advisor from the options below:		
ED PSYCH 760 & ED PSYCH 761	Statistical Methods Applied to Education I and Statistical Methods Applied to Education II	

ED PSYCH 762	Introduction to the Design of Educational Experiments
ED PSYCH 763	Regression Models in Education
ED PSYCH 861	Statistical Analysis and Design in Educational Research
ED PSYCH/ELPA 822	Introduction to Quantitative Inquiry in Education
ED PSYCH/ELPA 964	Hierarchical Linear Modeling
B M I/STAT 541	Introduction to Biostatistics
B M I/STAT 641	Statistical Methods for Clinical Trials
B M I/STAT 642	Statistical Methods for Epidemiology
POP HLTH/B M I 551	Introduction to Biostatistics for Population Health
POP HLTH/B M I 552	Regression Methods for Population Health
POP HLTH/B M I 651	Advanced Regression Methods for Population Health
POP HLTH/B M I 652	Topics in Biostatistics for Epidemiology
STAT 849	Theory and Application of Regression and Analysis of Variance I
STAT 850	Theory and Application of Regression and Analysis of Variance II
STAT 601	Statistical Methods I
Students choose one of two tracks:	
<i>Theory and Practice of Nursing</i>	12
Students take 3 credits from the following:	3
NURSING 590	Contemporary Practices in Nursing (Topic: Chronic Illness Management)
NURSING 702	Health Promotion and Disease Prevention in Diverse Communities
SOC WORK 921	Child Welfare
SOC WORK 644	Issues in Developmental Disabilities
SOC WORK 874	Advanced Practice in Health, Aging, and Disability
SOC/C&E SOC 971	Seminar-Topics in Demography and Ecology
POP HLTH 786	Social and Behavioral Sciences for Public Health
NURSING 722	Advanced Practice Nursing Theory: Adults and Older Adults
NURSING 741	Advanced Practice Nursing Theory: Family Process & Child Development
NURSING 751	Advanced Practice Nursing Theory: Psychiatric Mental Health
RP & SE 560	Psychosocial Aspects of Chronic Illness and Disability
HDFS 516	Stress and Resilience in Families Across the Lifespan

OTM 753	Healthcare Operations Management	
Students complete 3 credits from the following:		6
NURSING 818	Patient-centered Research	
ED PSYCH 946	Advanced Assessment and Intervention Techniques	
ED PSYCH/ COUN PSY/ RP & SE 736	Seminar in Psychology of Individual Differences	
SOC WORK 741	Interventions with Children, Youth, and Families	
Students must take:		
NURSING 819	Clinical Field Practicum - Research in Health Care Settings	
Students completing the Theory and Practice of Nursing track must also take 3 credits from courses listed in the Policy and Leadership track.		3
<i>Policy and Leadership</i>		12
Students select 3 credits from the following:		3
NURSING 703	Health Care and Public Policy	
POP HLTH 915	International Health Systems and Policy ²	
Students complete at least 6 additional credits from the following:		6
POP HLTH 709	Translational and Outcomes Research in Health and Health Care	
POP HLTH 876	Measuring Health Outcomes	
POP HLTH 786	Social and Behavioral Sciences for Public Health	
POP HLTH 785	Health Systems, Management, and Policy	
ED PSYCH/ HDFS/NURSING/ SOC WORK 880	Prevention Science	
Students must take:		
NURSING 847	Health Policy Practicum	3
Students completing the Policy and Leadership track must also take 3 credits from courses listed in the Theory and Practice of Nursing track.		
Nursing Education³		3
NURSING 785	Foundations of Curriculum Development and Evaluation in Nursing Education	
NURSING 786	Foundations of Teaching and Learning in Nursing	
NURSING 787	Nursing Education Practicum	
ELPA 701	Introduction to Higher and Post-Secondary Education	
Minor		9
Guided Research		10
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.		

¹ NURSING 816 is taken twice (Year 1 and Year 3) for 1 credit.

³ 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 Students who take POP HLTH 915 must also take 1 credit of NURSING 799 with their advisor.

Sample full-time course schedule

First Year

Fall	Credits Spring	Credits Summer	Credits
NURSING 815	3 NURSING 803	3 NURSING 999	1-3
NURSING 816	1 NURSING 703 ²	3 NURSING 802	1
NURSING 999	1-3 NURSING 999	1-3	
Population/ phenomenon ¹	3 Advanced Statistics	3	
Statistics ¹	3		
11-13		10-12	2-4

Second Year

Fall	Credits Spring	Credits Summer	Credits
NURSING 804	3 NURSING 999	1-3 NURSING 999	1-3
NURSING 999	1-3 Nursing Education ¹	3 NURSING 819 or 847 ³	3
Additional Statistics	3 T&P Minor, or	3	
Minor	3 P&L: Health Policy Course ¹		
10-12		7-9	4-6

Third Year

Fall	Credits Spring	Credits Summer	Credits
NURSING 816	1 NURSING 999	5 NURSING 990	3
NURSING 999	1-3 Remaining Minor, Methods/Stats, Population ¹	3	
Additional Minor, Methods/Stats, Population ¹	3		
NURSING 818 (or Minor) ^{1,4,5}	3		
8-10		8	3

Total Credits 63-77

¹ See Approved course options/substitutions

² NURSING 703 is taken by most students following the Theory and Practice (T&P) track to satisfy their 3-credit policy requirement

³ NURSING 819 is taken by Theory & Practice (T&P) students; Nursing 847 is taken by Policy & Leadership (P&L) students

⁴ NURSING 818 will be offered during odd numbered fall terms

⁵ NURSING 818, ED PSYCH 946, ED PSYCH/COUN PSY/RP & SE 736 or SOC WORK 741 is taken by Theory & Practice (T&P) students; Policy & Leadership (P&L) students may take a minor course at this time

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

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. Subcommittee of the GPC. The Subcommittee reviews the student CVs and advisor comments to gain an overall sense of student progression in the program. Comments from the Subcommittee 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 be required to take another preliminary examination and to be admitted to candidacy a second time.

GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
 - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for all students to seek grievance assistance and support)
- Employee Assistance (<http://www.eao.wisc.edu/>) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (<https://employeedisabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

Students should contact the department chair or program director with questions about grievances.

OTHER

The School of Nursing makes a strong commitment to funding students admitted into the Ph.D. 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, Oakley, Tluczek, Zahner; Associate Professors King, Steege, Ward, Willis; Assistant Professors Bratzke, Ersig, Gilmore-Bykovskiy, Jang, Pecanac, Roberts, Snedden, Whitmore; Clinical Professors Anderson, Bryan, Jarzemsky, Pinekenstein, Solheim; Clinical Associate Professors Andrews, Crary, Dwyer, Greene, Lothe, McGranahan, Murphy-Ende, Reinfeldt, Skurky, Voge, Yardo; Clinical Assistant Professors Adams, Astrella, Bell, Bennett, Cheatle, Coburn, Dachel, Eisch, Endicott, Fiegel-Newlon, Fisher, Francois, Halm, Hirvela, Horrigan, Kechele, Newton, Norder-Brandli, Saladar, Schardt, Seiler-Schultz, Wallace; Clinical Instructors Athanas, Bomkamp, Cattapan, Collins, Drake, Kobernusz, Krummen-Lee, Leclair, Lothary, Neuhauser, Norsby, Patrick, Pavek, Phillips, Schatzke, Schwartz, Woywod

ADMINISTRATION

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