University of Wisconsin – Madison

School of Nursing

PhD Program

Student Handbook | 2023-2024

Table of Contents

School of Nursing
UNIVERSITY OF WISCONSIN–MADISON

Welcome to the PhD Program at the University of Wisconsin-Madison School of Nursing! We're excited that you've chosen the UW-Madison for your research training. Our faculty and staff look forward to getting to know you and to helping you achieve your career goals.

This handbook is intended to give you a brief orientation and links to resources for questions that you may encounter throughout your PhD education. It should be the first place you look when you or your faculty mentors have program-related questions. The handbook is a living document, with policies and forms being added and updated from time-to-time. You'll always find the most current version on the School of Nursing website at: https://students.nursing.wisc.edu. If you have a question and cannot find the answer in the handbook, we invite you to contact Mariah Allen (mariah.allen@wisc.edu) for further guidance.

Expect your experience as a PhD student at UW-Madison to be truly special. It is a time to eliminate other demands and focus exclusively on the health-related questions and problems that interest and motivate you. It is a time to build relationships with your student peers and faculty in nursing and across the campus. We hope that you will take advantage of the vast resources at UW-Madison to become enriched by your education and engaged in our community of scholars. You have chosen to become one of the few prepared to lead the future of nursing and we are excited and enthused to help facilitate the beginning of that journey!

Best wishes,

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University of Wisconsin-Madison and the School of Nursing

Key Program Contacts

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School of Nursing Mission and Priorities

The University of Wisconsin-Madison School of Nursing is the leading nursing research institution in Wisconsin and a crucial part of the state's health care system. As an integral academic partner on the UW-Madison's health science campus, faculty and students in the School of Nursing collaborate with scientists and renowned researchers in the UW School of Medicine and Public Health, the UW-Madison School of Pharmacy, and across the UW-Madison campus, the nation, and the world. The school's research is translational in nature and grounded in practical application – the work being done here has an immediate impact on Wisconsin's communities, hospitals, clinics, schools, and homes.

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

Our vision is to be a world leader in nursing innovation that advances health for all.

PhD Program Purpose and Philosophy

The purpose of the PhD program is to prepare researchers to assume major roles in the development, evaluation and dissemination of new knowledge in nursing and health science. The Doctor of Philosophy in Nursing is awarded in recognition of deep and detailed knowledge in nursing and a comprehensive understanding of related content together with a demonstration of independent investigation. Our training provides nurses with the foundation to become leaders in research that advances the scientific basis of nursing and contributes to the health of the public. We prepare graduates for roles as academic and clinical nurse scientists, with expertise in the theory and practice of nursing, health policy, and leadership.

Through our mentorship model, PhD students work closely with faculty in designing individualized programs of study and participating in guided research experiences. Students develop the knowledge and skills of a nurse scientist through course work, regular one-on-one consultations with faculty mentors, and participation in multidisciplinary research groups. In recognition of the central importance of socialization to the role of nurse scientist, students have early and ongoing involvement in research, initially in the research programs of their faculty mentors and eventually working in their own programs of research.

Academic Calendar

Please refer to the UW-Madison campus academic calendar for important enrollment and class dates and deadlines. Additional important dates for nursing PhD students to consider include the following.

September 2023: MNRS call for student competition presentation abstracts
December 2023: Call for annual PhD student progression reviews
January 5, 2024: Last day to finish writing prelims to be eligible for Spring dissertator status

January 2024: Call for SoN TA, PA, and RA funding applications
May 3, 2024: Last day to finish writing prelims to be eligible for Summer dissertator status
August 16, 2024: Last day to finish writing prelims to be eligible for Fall dissertator status
August 2024: Call for SoN student research funding awards

School of Nursing Academic Affairs Office

The mission of the Academic Affairs Office is to support the student experience from pre-admission through post-graduation and also to assist faculty in curriculum development, implementation, and assessment. Student services include recruitment and admissions, advising and enrollment management, facilitating clinical experiences, coordination of scholarships and career services and credentialing.

Suite 1100 Cooper Hall
701 Highland Avenue
Office Hours: 8:00am-4:30pm, Monday – Friday
Email: academic.affairs@nursing.wisc.edu
Phone: (608) 263-5202

Office of Academic Affairs Contact List
Mariah Allen (Graduate Academic Services Coordinator) – registration/course enrollment, preliminary exam, dissertation defense, travel grants, SoN policies and procedures
Katie Bleier (Assistant Dean for Academic Affairs) – appeals and grievances, funding (TA/PA/RA)
Kelli Richards (Career Advisor) - career services/advising, scholarships

School of Nursing Directory

School of Nursing Current Graduate Student Bio Page
Students are encouraged to add or update their bios using the "update or submit new listing" link on the student bio page.

PhD Program Curriculum

Program Overview

The PhD program requires students to complete core courses in the areas of Scholarly Inquiry, Theory and Practice of Nursing, Policy and Leadership, and Nursing Education. The core is supplemented through minor coursework outside of nursing and guided research experiences. Programs are individually planned by the student and faculty mentors to meet the overall program requirements and the student's research interest and goals.

The following recommendations are understood to be the minimum requirements to earn the PhD in Nursing. Students and their faculty mentors should expect that early program planning will identify additional courses as well as research, teaching, and other experiences to best prepare each student to achieve his/her individual career goals; and that students will likely complete more than the minimum 52 credits.

Course Descriptions

Scholarly Inquiry (18 credits)
N802 Ethics and the Responsible Conduct of Research: 1 credit

Ethical issues in the design, conduct and reporting of research are examined in the context of the nature of the scientific endeavor, the structure of the research community, and professional and federal guidelines for supporting scientific integrity and controlling misconduct.

N803 Quantitative Design and Methods: 4 credits
Focuses on the conduct of research primarily from empirical, analytical traditions. Address the integration of research paradigms, questions, designs, and methods for such research. Compare details, characteristics, strengths and limitations of alternative research designs and methods. Discuss issues and standards for preparing research proposals for different purposes (e.g., institutional review boards for human subjects, NIH) to advance the nursing discipline.

N804 Qualitative Design and Methods: 3 credits
Focuses on how to conduct qualitative research. Content addresses the philosophical underpinnings of various interpretive qualitative methodologies to assist in matching the best method to particular research questions. Engage in research procedures associated with various qualitative traditions.

N815 Knowledge Development in Nursing: 3 credits
Examination of the history of the discipline of nursing, with emphasis on the evolution of debates regarding what is known and how it is known.

N816 Proseminar in Nursing Research: 1 credit (Two semesters required – Year 1 and Year 3)
Focus on professional development and socialization to the role of nurse scientist. Discussion emphasizes career development planning including traditional and alternative roles for PhD-prepared nurses, and current and emerging topics of importance to nursing science. The planned and ongoing research of graduate students and faculty in nursing will be featured as relevant.

Advanced Methods / Statistics: 6 credits

Theory and Practice of Nursing (3-9 credits)
All students are required to take a minimum of 3 credits in a population or phenomenon course. Students who select an emphasis in Theory and Practice of Nursing will complete at least 6 additional credits including N818 Patient-Centered Research (or an approved alternative) and a clinical field practicum.

A Population or Phenomenon Course: 3 credits

N702 Health Promotion and Disease in Diverse Communities: 3 credits
Best practice approaches to health promotion and disease prevention are explored from their theoretical foundations to clinical applications in diverse populations. Content focuses on the study and synthesis of epidemiologic evidence with emerging social, psychological, and biological science to critically examine and propose evidence-based strategies to improve health outcomes, mitigate risk, and reduce disparities at the population level. Epidemiological principles, levels of prevention, population health theory, infectious disease control, and considerations specific to health equity and ethical health promotion practice in populations will be addressed.

N722 Advanced Practice Nursing Theory: Adults and Older Adults: 3 credits
This course will examine theoretical perspectives and evidence-based approaches to human responses to health and illness during adulthood and old age. Concepts and research from multiple disciplines will be examined as a framework for reflective practice with adults.

N741 Advanced Practice Nursing Theory: Family Process & Child Development: 3 credits
Selected family and child development theories and research that inform advanced practice nursing are analyzed. These concepts are applied to assess child and family needs, enhance the parent-child relationship,

and develop family-centered, culturally responsive interventions in health and illness.

N751 Advanced Practice Nursing Theory: Psychiatric Mental Health: 3 credits
Selected theories and models in psychotherapy, neuroscience, mental health, psychiatric disorders, and advanced psychiatric mental health nursing in complex care settings with diverse patients, communities, and populations are analyzed and integrated.

N818 Patient-Centered Research: 3 credits
This course addresses conceptual and methodological perspectives in how patient-centered research is conducted from the development through the testing and implementation of interventions. Attention is given to various conceptualizations of patient-centeredness, to the behavioral and physiological origins of patient-centered interventions, and to the trajectory of testing such interventions, from descriptive studies to experimental trials.

N819 Clinical Field Practicum: 3 credits
A field experience in preparation for conducting clinical research in the health care setting that corresponds to the a chosen health problem, phenomenon, or population of interest. Engage as participants and observers in the care setting to deepen your knowledge of the selected health problem and to examine the application of theory and research in the care setting. Negotiate a field experience with a selected agency or institution. Includes discussion of instructional experiences and issues.

Policy and Leadership (3-9 credits)
All students are required to take a minimum of 3 credits of 703 Health Care and Public Policy (or approved alternative – e.g., PHS 785 Health Systems Management and Policy). Students who select an emphasis in Policy and Leadership will complete at least 6 additional credits including N817 Research in Communities, Populations, and Systems (or an approved alternative) and a policy practicum.

N703 Health Care and Public Policy: 3 credits
Provides a comprehensive overview of the U.S. healthcare system and policy-making process at the local, state, and federal levels, as well as an analysis of global health policies in other countries. Key policy issues covered include Medicare, Medicaid, the uninsured, public health, and healthcare reform.

A Health Policy or Community Research Course: 3 credits
Students who select the emphasis in Policy and Leadership may meet the policy or community-based research requirement by taking one of the following courses. Student selection of specific coursework should be made in consultation with their faculty advisor.

N730 – Critical Social Theories in Population Health (Please note this is a 2 credit course. PhD students should arrange to complete an additional credit with the course professor.)
Examines the application of critical social theories in population health promotion when intersectionality, bias, and social inequities are social determinants of population health disparities. Intended to provide an opportunity to apply critical social theories to long-standing population health disparities and contemporary social health problems such as despair, homelessness, and loneliness. Emphasis on the appraisal of intersectionality, bias, and inequities in previous, present, or potential population health promotion strategies to eliminate health disparities.

Population Health Sciences (PHS) 709 - Translational and Outcomes Research in Health and Healthcare
This course seeks to review the conceptualization of translational and outcomes research in health and health care settings; to illustrate basic concepts and methods in research as applied to current issues in health and health care settings; and to understand the diverse perspectives that can be used to inform translational and outcomes research in different organizations, including those based within communities.

Population Health Sciences (PHS) 876 - Health Outcomes Measurement
Provides a comprehensive understanding of health outcome measures, including generic health status measures, disease-specific measures, and consumer reports of the quality of care.

Population Health Sciences (PHS) 786 - Social and Behavioral Sciences in Public Health
Students analyze public health issues from a social and behavioral sciences perspective, and critically examine the strengths and weaknesses of particular theories for developing effective population and community-based intervention programs.

Educational Psychology (ED PSYCH) 880 – Prevention Science
This course provides a theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined. Intended for 2nd year graduate students.

Civil Society and Community Studies 811 – Community Based Research: Theory and Practice
An interdisciplinary, introduction to community-based research. Designed to be a co-exploration by the students and instructor of different community-based, community-engaged, and action-oriented research approaches and methods as utilized in a variety of disciplines. In addition, students will have the opportunity to apply what they are learning through participation in community-based research (CBR) projects developed collaboratively with a local community partner.

Civil Society and Community Studies 812 – Mixed Methods in Community Based Research
Applied, methodologically focused seminar that aims to develop capacities for action-oriented mixed-methods research design, as well as basic understanding of an array of methodological tools. Readings, discussions, assignments, and class projects are all oriented toward developing this capacity and understanding. Students in this course will work on an action-oriented research project that is a continuation from CSCS 811.

N847 Health Policy Practicum: 3 credits
Provides a policy field experience that corresponds to a targeted focus area, phenomenon, or population of interest. Negotiate a policy experience with a selected agency or institution. Analyze relevant policies to your population of interest and actively influence the design, development, and implementation of a policy. Examine strategies to accelerate policy adoption and implementation.

Nursing Education (3 credits)
Students who have not had a prior course in adult education are strongly encouraged to take a didactic course (N785, N786, or similar course outside the School of Nursing) rather than taking the N787 practicum only.

N785 Foundations of Curriculum Development and Evaluation in Nursing Education: 3 credits
Examination and application of knowledge and skills related to curriculum planning, implementation and evaluation for nursing education. Emphasis on history and philosophy of nursing curricula, models of curriculum and evaluation, and strategies for change and innovation.

N786 Foundations of Teaching and Learning in Nursing: 3 credits
The focus of this course is the planning, implementing, and evaluation of teaching and learning strategies for nursing education within diverse settings and student populations.

N787 Nursing Education Practicum: 1-3 credits
Application of knowledge and skills in the nurse educator role in selected educational environments (classroom, clinical, laboratory and/or communities). Seminar component included for discussion of instructional

experiences and issues.

Minor (minimum 9 credits)
The purpose of the minor is to add breadth to a PhD major. Two minor options are available. The Option A minor requires a minimum of 9 credits in a doctoral minor program outside of the student's doctoral major program. Fulfillment of the Option A minor requires approval of the external minor program. The Option B minor, or distributed minor, requires a minimum of 9 credits in one or more departments forming a coherent topic. Fulfillment of the Option B minor requires approval of the doctoral major (Nursing) program. Explore doctoral minors and certificate programs at https://guide.wisc.edu/mas/.

Guided Research (10 credits)
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.

> **Independent Study (N799, N999, N990).** Each semester, students will meet with their faculty mentor to plan research goals that will develop and enrich knowledge and skills in various steps of the research process and build independencetoward the doctoral dissertation study.

> **Research Group Participation.** Participation in a faculty member's research group is a central part of PhD training and animportant method of socialization to the role of nurse scientist. It is the "research lab" of nursing science. Attendance and participation in research team meetings prepares students to give and receive peer review and critique; participate in the daily conduct of various stages of research projects from grant writing and proposal development to IRB approval,data collection, analysis and dissemination of results; and to collaborate with researchers and co-investigators from multiple disciplines.

Research Colloquia. Students are also expected to attend and participate in regular School of Nursing research colloquia. The colloquia provide an important opportunity for faculty and students to come together and discuss research issues and topics. Students are strongly encouraged to use this time to present their research in progress and to receive feedback. We have used the sessions for presentations of completed research and also to conduct mock reviews of research proposals, review manuscripts for publication, and preview research posters.

[Program Planning Guide](#)
The PhD program planning guide is available to help you and your faculty advisor plan your coursework.

Sample Programs

[Click here](#) to view the sample program plans.

These plans demonstrate a potential full-time and part-time path through the PhD program coursework. Students will work with their advisor to develop a plan best suited for their interests and needs. Courses offered through departments not in the School of Nursing are subject to change.

Consideration of Previous Coursework

A student may request to use graduate work completed at another institution toward fulfillment of program or minor course requirements. This work will not appear on a UW-Madison transcript. The Graduate School's minimum credit requirement can be satisfied only with courses taken as a graduate student at UW-Madison. The only exception may be graduate-level course work taken as a Big Ten Academic Alliance Traveling Scholar.

To initiate the consideration process for either graduate-level coursework completed prior to entering the PhD program or to request a substitution for a current program requirement, use the [online course adjustment request form](#).

Statistics Options

Guidelines for Arranging Practicum

PhD Advising/Mentors

Faculty/Student Mentor Relationships

PhD education at the University of Wisconsin-Madison relies heavily on a mentoring relationship between the PhD student and a faculty advisor who shares a research interest (theory, method, population, or clinical phenomenon). At the UW SoN, PhD students each have a faculty advisor who can share their expertise about how the School operates, what courses might be helpful in other departments, and the professional development offerings though the Graduate School.

At the time of admission, each student is assigned a faculty advisor who assumes primary responsibility for:

> (1) assuring that a suitable program plan is developed,

> (2) signing any official School of Nursing or University documents, and

> (3) preparing the students' annual progression review evaluation.

Faculty advisors are responsible for meeting with students to help develop initial program plans and to provide advice about a wide variety of educational issues. These plans could include coursework, independent studies, participation in research groups and experiences, and career development. Of course, students can obtain individual advice from other faculty also.

To be a strong researcher, students need to do more than pass courses. They need to develop skills such as proposing and communicating ideas for study, seeking peer review and funding for those ideas, and conducting studies in consultation with mentors. At UW-Madison, we expect students to be involved in more than one study. We mentor students towards developing a set of interconnected studies for a program of research. Another important aspect of mentoring involves professional socialization. Being able to "put all these pieces together" is often the result of effective mentoring.

Both the faculty advisor and PhD student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations. Some faculty and students prefer to have explicit conversations about what each will do in the course of an academic year and put those shared understandings in a written document. The SoN has prepared a mentoring agreement that you may choose to use or you may want to develop your own document. Having the written agreement can provide a sense of security, but simply having regular conversations about expectations will contribute to a more productive and fruitful mentoring relationship.

Change of Faculty Advisor

Sometimes, students find that an alternative faculty member, other than the assigned advisor, may be better suited to

facilitate students' PhD development. This is understandable. So, students can change faculty advisors. The need for such a change may occur when students' research foci change and do not match their faculty advisors' well. Or, students may need to change advisors when faculty leave the University. Or, this can occur when students and faculty mutually agree that a different advising relationship could better facilitate the students' progress.

Of note, if faculty retire, then they can continue to advise their students for up to one year from the date of retirement. Students will need a new faculty advisor if they do not expect to complete the dissertation defense within the academic year following the advisor's retirement. Access the Request for Change in Advisor form on the Student Site.

PhD Student Academic Policies and Requirements

Enrollment Requirements

Full-time Enrollment Status at a Glance
ALL of the following credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded, graduate-level courses. Courses numbered below 300, audit, and pass/fail do not satisfy the following enrollment requirements.

Categories	Minimum enrollment for full-time status:	
	Fall or Spring	Summer (general 8-week DHH session)
Dissertators	Exactly 3 cr *directly related to research*	Not required unless receiving summer degree or if research assistant, trainee,or fellow, 3 cr required.
RA, non-dissertator	8 cr	2 cr
TA 33%, non-dissertator	6 cr	Not required unless receiving summer degree, 2 cr minimum.
TA 50%, non-dissertator	4 cr	Not required unless receiving summer degree, 2 cr minimum.
PA 33%, non-dissertator	6 cr	Not required unless receiving summer degree, 2 cr minimum.
PA 50%, non-dissertator	4 cr	Not required unless receiving summer degree, 2 cr minimum.
Fellow, non-dissertator	8 cr	2 cr for 12-month appointments. Not required for 9-month appointments
Trainee, non-dissertator	8 cr	2 cr
International student (F-1/J-1 visa), non-dissertator, if not other category in this list	8 cr	4 cr when summer is admit semester (2 cr when summer is admit semester and student holds RA appointment or at least 33% TA or PA appointment
If none of the above, full-time enrollment is:	8 cr	4 cr

Minimum requirements: Graduate students who do not need to maintain full-time status (including TAs and PAs) have a 2 credit enrollment minimum during fall and spring semesters. Minimum requirements must be fulfilled by courses taken for a grade (not pass/fail or audit) and must be graduate level (200 and above). Graduate students must be enrolled at least the minimum requirement in the semester in which they receive a degree.

Maximum permitted: The Graduate School considers full-time enrollment to be 8-12 graded, graduate-level credits, excluding pass/fail and audit, during the fall and spring semesters and 4-12 credits during the summer term. Any exceptions to the maximum credit load permitted must be obtained via the Overload Request process.

Compliance Requirements

The School of Nursing is committed to ensuring all nursing students are compliant with national and state guidelines for personnel providing nursing care, as well as additional/specific requirements mandated by the school's clinical affiliates as set forth in the clinical affiliation agreements. Although the PhD is a research rather than practice degree, PhD students often need to be in clinical settings for research. Therefore, all nursing students are required to be in full adherence to the school's compliance program while enrolled in the nursing program.

The school's compliance program includes immunizations, trainings, and a background check. Students will be held accountable for complying with the clinical eligibility requirements prior to entering the program and throughout their program of study. All students are required to keep their compliance documents up to date as an essential part of their professional responsibility for patient safety.

ViewPoint Compliance Tracking Solution

The School of Nursing partners with ViewPoint to manage student health compliance documents. This management system allows students to order their own background checks online and store all required documentation. There is a one-time ViewPoint subscription fee ($60) that is paid by the student; this fee covers the cost of the background check and health portal. Once the subscription fee is paid, students will have permanent access to their account. Background checks expire after four years. If there is any change in the individual's background while enrolled in the program that results in a change of the caregiver report, it is the responsibility of the student to notify the School of Nursing and another full background check is required.

For more information, please click on the tab for the specific requirement. If you have any questions or concerns, please contact our compliance staff at compliance@nursing.wisc.edu.

Consequences of Non-Compliance
Students who are not in compliance as of the first day of the semester, or who fall out of compliance during the semester, are not allowed to participate in classroom or clinical experiences, including practicum or research experiences in a clinical or other care setting.

Students who are not in compliance will receive an email barring them from participating in any/all course work; the relevant course professor(s) will receive a copy of the email. Students may return to classes once they complete the compliance requirement(s) or are able to provide evidence of a future appointment/registration to update the immunization or training requirement (e.g., CPR course registration). Students may return to clinical settings (including practicum or research experiences) only after the appropriate immunization or training has been completed and the documentation submitted.

Students who are out of compliance will have a hold placed on their university record, which will suspend the student's ability to add or drop courses or enroll for future semesters. The hold will be lifted once the student is in compliance. Questions on the compliance program should be directed to compliance@nursing.wisc.edu.

Immunizations:

- Tuberculosis (TB)- renew annually
- Hepatitis B series
- Measles, Mumps and Rubella (MMR)

- Varicella (Chicken Pox)
- Tetanus, Diphtheria and Pertussis (Tdap)- Tdap is given one time only as an adult (age 18 and older). After that only TD (tetanus/diphtheria) is given every 10 years
- Seasonal Influenza Vaccine - renew annually during current flu season (October - March)

Training Requirements:

- Cardiopulmonary Resuscitation (CPR) Training - Basic Face-To-Face Class initially - renew every two years
- Bloodborne Pathogen Training (OSHA or Safety and Infection Control training)- renew annually
- Health Insurance Portability & Accountability Act (HIPAA) Training - renew annually
- Social Media - one time training

Background Check

The background check is good for 4-years* and includes the following:

- Wisconsin Department of Justice
- Residency History
- Wisconsin Department of Health and Family Services
- Nationwide Sexual Offender & Predator Registry
- Nationwide Healthcare Fraud & Abuse Scan
- Out of State County Criminal Records

*If there is any change in the individual's background while enrolled in the program that results in a change of the caregiver report, it is the responsibility of the student to notify the School of Nursing and another full background check is required.

Procedures
Effective summer 2022, the School of Nursing (SoN) has contracted with ViewPoint (VP) to maintain compliance records (confidentiality statement, record of HIPAA training, etc) and monitor student compliance. VP provides background screening and immunization record tracking solutions for schools nationwide.

Student advantages of using VP:

- Student portal-users have unlimited lifetime access to their records
- Electronic access to immunization records (no need to contact the school for copies of documentation)
- Students have the ability to share these documents (example: a clinical agency needs documentation of certain immunizations, create a pdf of what is needed and send the agency a copy…no more handling paper copies)
- VP is more than an immunization tracker. Students can store reference letters, create resume(s) and track where they have applied to name a few additional resources
- Provides a private, secure document center

What does this mean for students newly admitted to the School of Nursing?

1. All new admits will receive information about setting up a Student Profile through VP. Students will be required to pay a one-time set-up fee prior to setting up their account. Students must establish their account by July 1.
2. If a new admit already has an account with VP, just place an order to be in the School of Nursing SoN program using the code provided by the school. The program will add the account to the student's current profile previously established if the student logs in using their original username and password. The School of Nursing compliance requirements will be added to the student's To Do List.

Grading

UW-Madison uses a 4.00 grading scale (A=4.00, AB=3.50, etc.). Grades are assigned only by instructors and are electronically reported by letter grade. Plus and minus grades are not used. Students should check with individual professors about grading scales for specific courses. For courses listed as research, the only permissible grades are P (Progress), S (Satisfactory), or U (Unsatisfactory).

Incompletes: Instructors may assign a temporary grade of I (Incomplete) if a student has a passing grade near the end of the semester but is unable to finish due to unusual circumstances beyond the student's control. Graduate students are allowed the subsequent semester of enrollment to complete the course work before the Graduate School will place the student on probation. Unresolved grades of "incomplete" in the PhD program in Nursing are sufficient to warrant unsatisfactory progress and potentially dismissal from the program.

All Incomplete grades must be resolved before a degree is granted.

UW Academic Integrity

Academic Integrity is critical to the mission of the University of Wisconsin-Madison. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just, and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engagingin academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity, which include honesty, trust, fairness, respect, and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways. The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.

Of particular concern in the PhD program are issues of academic integrity including plagiarism, falsifying information, and cheating. All offenses are taken very seriously at UW-Madison and may lead to a failing grade in the course, dismissal from the program, and expulsion from the University.

Plagiarism is the intentional or unintentional claim of someone else's words or ideas are your own. When conducting reviews of literature and writing papers, presentations, or grant applications, it is important to cite the sources of all materials that are not your own. But citing a reference is not sufficient to copy and paste someone else's words into your work. It is critical to think about and share those ideas in your own words. A common mistake is to take notes from articles or textbooks by writing down the sentences as they were published. When returning to the notes later, the student may forget that these are not his or her own words. The UW-Madison Writing Center offers tips to avoid plagiarism in your work. Use of generative Artificial Intelligence (AI) programs in academic work should be discussed with and approved by the course professor in advance.

Falsifying information is knowingly presenting inaccurate statements or made-up information in any application, report, or paper. Falsifying data is a major ethical concern in any research and has resulted in the spread of misinformation and dangerous practice in health care, specifically. When one is under pressure to complete a project within a tight deadline or find meaningful and significant results, it may seem tempting to "fill in" missing data. But such behaviors violate the public trust and call the veracity of all scientists' work into question. Resources on research ethics are available from the Graduate School (https://grad.wisc.edu/documents/responsible-conduct-of-research/) and IRBs

(http://www.irb.wisc.edu/).

Cheating is problematic, not only when taking exams, but also when writing papers or working on class projects. This is particularly true if you are working with and taking ideas or answers from other students when the faculty member expects you to be doing the work alone. If you are unsure, ask your professors if it is acceptable to work with others before you complete the assignment.

UW Academic Misconduct Process

The University of Wisconsin-Madison takes academic misconduct allegations very seriously. If a faculty member suspects a student has engaged in academic misconduct, they contact the student and ask them to explain their work. If the faculty member still believes the student engaged in such an act after meeting with them, they will decide on a sanction, which may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The Dean of Student's Office is informed and will contact the student about their rights. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension.

Students who feel that they have been treated unfairly have the right to question this treatment and receive prompt hearing of the grievance. Before instituting an appeal or grievance, students should discuss their particular situations with an appropriate staff member, e.g., faculty member, program director, assistant dean, or associate dean. Detailed information about the UW-Madison student appeals and grievance procedures can be found at https://grad.wisc.edu/documents/grievances-and-appeals/.

School of Nursing Student Appeals and Grievance Procedures

Students who feel that they have been treated unfairly have the right to question this treatment and receive prompt hearing of the grievance. Before instituting an appeal or grievance, students should discuss their particular situations with an appropriate staff member, e.g., faculty member, assistant dean, associate dean, or adviser.

SECTION ONE: APPEALS

Appeals are limited to requests to continue in the curriculum after being dropped from the program for academic reasons.

PROCEDURE

I. **Filing Appeal**

Graduate Student: A written appeal must be filed with the Assistant Dean for Academic Programs within 10 working days of the date of the letter notifying the student of the decision to discontinue the student in the program, or the right to appeal is waived. The appellant (student) must submit to the Assistant Dean the following information:

1. A written statement addressed to the Chairperson of the appropriate appeals committee specifying:

    a)   Precise grounds on which the appeal is based.
    b)   Circumstances associated with the need to appeal.
    c)   Arguments supporting the appeal.
    d)   Description of proposed remedial actions to be taken to improve the student's academic performance.

2. The appellant may also submit letters of support from persons knowledgeable about the appellant's current and/or past academic work and/or other matters related to the appellant's academic performance. Any such

letters must be submitted to the Assistant Dean by the same deadline.

II.   Appeals Committee

Graduate Student: For the purposes of hearing the appeal, the Assistant Dean will arrange an appeals committee that consists of at least 3 School of Nursing faculty members and that includes at least one member of the Graduate Programs Committee. The Assistant Dean will collect the information relative to the appellant's academic situation and forward the information to the Appeals Committee.

III.   Appeals Committee Meeting

- Within 15 working days of the filing of the appeal, the Appeals Committee will schedule a meeting date for the purposes of hearing the appeal.
- Appellant must appear before the Appeals Committee to present the appeal. Appellant may have a support person accompany him or her to the meeting with the Appeals Committee. Appellant must address the Appeals Committee under all circumstances. Appellant's chosen support person is limited to providing advice and support to appellant. No fewer than 3 working days prior to the meeting with the Appeals Committee, the appellant shall identify to the Committee their wishes to be present at the meeting for the purpose of providing the Appeals Committee with information about the appeal.
- The Appeals Committee is authorized to decide the appeal and is responsible for the following:
    a.   Reviewing all data presented by the Appellant and others.
    b.   Discussing the argument presented by Appellant and inviting Appellant to contribute to the discussion.
    c.   Limiting statements of appellant and other individuals where information being presented is irrelevant, unduly repetitious, or disrespectful.
    d.   Deciding the appeal and providing a written decision, including the reasons therefore, to the Appellant and the appropriate Assistant Dean within 15 working days of the Appeals Committee meeting. The written decision shall identify and include where appropriate:
        i.   Appellant's stated reason for the appeal
        ii.   Action taken by the Appeals Committee
        iii.   Stipulations and recommendations for appellant's continuation in program (where appeal granted)
        iv.   Rationale for decision
        v.   Names of individuals present at the hearing
        vi.   Notice of appellant's right to appeal the Appeals Committee decision to the Associate Dean for Academic programs.
    e.   If the appeal is granted, the Appeals Committee will discuss with the Appellant any stipulations (binding) and recommendations (non-binding) for continuation in the program.

IV.   Review of Appeals Committee Decision

1. A written request for review of the Appeals Committee Decision by the Dean of the School of Nursing or the Dean's designee must be submitted to the Associate Dean for Academic Programs within 20 working days of the date of notification of the Committee's initial decision.
2. The request must state the specific grounds for appeal which are limited to:
    a.   School policies were incorrectly applied;
    b.   Decision is contrary to state or federal law;
    c.   Proper appeal procedures were not followed; or
    d.   Unfounded, arbitrary, or irrelevant assumptions of fact regarding the appellant's performance were

made by the Appeals Committee. Appellant must also identify the specific aspects of the Committee decision that he or she believes meet the criteria cited as a basis for appeal.

3. The Dean or the Dean's designee may meet with the appellant to discuss the request for review.

4. Copies of the information submitted to the Appeals Committee and the Appeals Committee decision shall be provided to the Dean or the Dean's designee for review. Only facts and information presented to the Appeals Committee may be introduced to and considered by the Dean or the Dean's designee.

5. The burden of proof shall be on the student to demonstrate by a preponderance of the evidence that the Appeals Committee's decision was the result of one or more of the above bases for appeal.

6. The Dean or the Dean's designee shall notify Appellant and the Appeals Committee in writing within 30 working days of receipt of the request for review of the Appeals Committee decision or the appellant's meeting with the Dean's or Dean's designee, whichever is later, stating the action on the appeal and the grounds for the action taken.

7. The decision by the Dean or the Dean's designee on review is final, except as provided in "8" below.

8. Graduate students may seek Graduate School Procedural Review of the decision by the Dean or the Dean's designee. Please contact The Graduate School Office of Academic Services & Fellowship Administration in 217 Bascom Hall or at 608-262-2433 for information regarding this process.

Note: Deadlines referenced herein may only be altered by mutual agreement of the parties. Any such agreement must be in writing.

SECTION TWO: GRIEVANCES

INFORMAL RESOLUTION:

Any student in the School of Nursing who believes that he or she has been treated inequitably is encouraged to resolve the matter informally. The student should first talk with the person or group at whom the grievance is directed in an attempt to resolve the issue informally. The student may contact the Associate Dean for Academic Programs for assistance in resolving the matter informally. The student may also contact the following groups for assistance in reaching an informal resolution and/or information regarding other possible formal procedures to resolve the matter.

1. Contact the UW-Madison Equity and Diversity Resource Center for information and assistance regarding discrimination or disability issues.

2. Contact the Dean of Students for information about resources for addressing student concerns.

School of Nursing Grievance Procedure:

The grievance procedure is available to resolve student concerns regarding inequitable treatment that have not been satisfactorily resolved through the informal resolution process or where the student believes that informal resolution would not be productive. The grievance procedure is described below. Through the grievance process, the student may be accompanied by a support person. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

1. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Associate Dean for Academic Programs.

2. The written grievance shall include:

a) a statement that the student wishes a review of the situation by a Grievance Committee;

b) the identification of the person or group at whom the grievance is directed;
c) the specifics of the perceived inequitable treatment;
d) evidence in support of the student's belief that he or she has been treated inequitably; and
e) the outcome or resolution desired by the student.

3. A grievance must be initiated no later than 20 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. Initiation of the informal procedure described above within the 20-day period will extend the deadline for initiating the grievance to 40 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance.
4. Within 30 calendar days after receiving the grievance, the Associate Dean for Academic programs shall arrange for a committee meeting. The Committee may request a written response from the person or group at whom the grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the Committee, and/or may take other steps in attempting to resolve the grievance.
5. Within 60 calendar days after receiving the grievance from the Associate Dean for Academic programs, the Committee shall send a written report of the Committee's recommendations to the Associate Dean for Academic Programs. The student will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal the Committee's recommendation to the Dean of the School of Nursing.
6. A student wishing to appeal the Committee's recommendation to the Dean of the School of Nursing must submit a written appeal to the Dean within 10 calendar days of the date of the Committee's report. The request must state the specific bases for appeal and identify the specific aspects of the Committee's recommendation that he or she believes are the subject of the bases for appeal. Where an appeal is filed with the Dean, a copy of the Committee's report shall be provided to the Dean for review. Only facts presented to the Committee may be introduced to and considered by the Dean. The Dean shall notify the appellant and the Committee in writing within 30 calendar days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.

SECTION THREE: COURSE GRADE APPEALS PROCESS

If a student believes s/he has been awarded a grade for a course that does not adequately represent her/his performance in the course, they should speak with the course faculty member in an effort to attempt to resolve the issue informally. This must be done within 10 working days of receipt of the grade. During this informal process both student and faculty may consult with the Associate Dean for Academic Programs to seek resolution of the issue.

If the student remains dissatisfied with the grade, the student has the option to initiate the formal Grievance procedure. To do this, the student must submit the grievance, in writing, to the Associate Dean for Academic Programs within 10 working days. The Associate Dean will appoint a committee to hear the grievance. The decision of the committee is final. There is no further appeal.

File Retention Memo

Students' dissertation and other independent research files must be maintained by the School of Nursing for 7 years. When students leave UW-Madison, they can take copies of their data with them to their new location to continue working on the data they take with them. Their new IRB will be responsible for overseeing the security of the dissertation data. Digital files should be relocated to your dissertation advisor's files before you leave. School of Nursing IT can do this for students. Students can make arrangements with the School of Nursing, Associate Dean for Research, to continue accessing these files after they leave, if they chose to do so. Some files cannot be copied so this would be the only way they would continue to have access. Archives are to follow this structure:

File: Your name/ date/dissertation title/ IRB protocol number

Subfiles (labeled as indicated below)

I. Communication: (Any communication from IRB about noncompliance)

II. Recruiting: (unless specified in IRB protocol that documents below will be destroyed)

    i. Lists of participant contacts (if saved per IRB protocol)

    ii. Participant contact information (if saved per IRB protocol)

    iii. Recruiting materials (letters sent, scripts)

III. Consents/Assents

    i. Initial consent form approved by IRB (with stamp)

    ii. Waiver of written consent approval (where appropriate)

    iii. Subsequent consent forms adapted after initial approval (with stamps)

    iv. Signed consent forms (electronic or paper: indicate if kept in different file/paper file)

IV. Data (either in file or note in file to specify location of materials)

    i. Completed surveys

    ii. Audio recordings

    iii. Video recordings

    iv. Transcripts

    v. Other original data

VI. Agreements
    i. Subcontracts

    ii. Data use agreements

    iii. Business agreements

PhD Progression

Policy and Procedure for Annual Review of Progression

PhD preparation involves more than successful completion of a series of courses and writing a dissertation. It involves developing a program of research and preparing to meet the responsibilities of professorial, scientific, and leadership roles. The Graduate Programs Committee developed progression [guidelines](#) to assist faculty advisors and students in program planning, to specify requirements, and to offer other exemplars of ongoing progression in developing a research program.

The Graduate Programs Committee (GBC) PhD Subcommittee is responsible for annual monitoring of PhD student progress. Each winter, students prepare a summary of progress. The faculty advisor reviews the student's summary, makes additional comments, and evaluates progress. The GPC PhD Subcommittee reviews both documents, discusses each student's performance, and communicates conclusions and recommendations in writing to the faculty advisor and student. The faculty advisor and student shall discuss the Subcommittee's review. The [PhD Student Review of Progress Form can](#) be found on the Student Site.

Criteria and Procedures for Monitoring Satisfactory Academic Progress

Successful completion of courses must be in compliance with guidelines for satisfactory academic progress. In general, PhD students must maintain a minimum GPA of 3.00 in graduate level courses; with a grade of "S" or "P" in all non-graded courses. A student may not receive more than one grade below a "B" in any 12 month period. The [full policy](#) on satisfactory academic performance can be found on the Student Site under Policies & Forms.

Progression Guidelines

The GPC PhD Subcommittee developed these progression guidelines to assist faculty advisors and students in program planning, to specify requirements (items in **bold**), and to offer other exemplars of ongoing progression in developing a research program. Students might need to complete more than the designated minimum credits depending on the research question and the secondary/minor area of study.

[CV Guidelines](#) exist to help students format this component of the progression documents.

Steps:

1. The student reviews PhD progression guidelines (below)
2. The student will complete The [PhD Student Review of Progress Form](#) and submit to advisor
3. The advisor completes their [Faculty Advisor Review of Progress Form](#)
4. The advisor and student meet and finalize forms
5. The student is responsible for merging all documents into a single PDF and forwarding it to the Graduate Academic Services Coordinator
6. The Graduate Academic Services Coordinator provides forms to the GPC PhD Subcommittee for review

Student Category	Required & Recommended Progression Benchmarks
EEO Students: Junior & Senior Year Undergraduate Program	**Complete didactic and clinical courses successfully as per the undergraduate academic program plan. Substitute PhD courses where recommended (e.g. N706)**
	Meet all standard undergraduate program progression criteria[1]
	Complete honors research experiences as contracted with honors faculty advisor
	Identify potential major professors and formally apply for the PhD Program in Nursing
	Attend a research group regularly
First Year (full-time*)	**Develop preliminary program plan (including minor area of study) in consultation with advisor**
	Complete courses successfully as per program plan (Minimum graduate GPA of 3.00. No more than 1 grade below a "B" or a "U" grade in any 12 month period.)[2]
	Complete guided research experiences (i.e. N990, N999) as contracted with advisor
	Attend research colloquia regularly
	Develop preliminary statement of research focus and potential research questions
	Develop a timeline for NRSA submission or other external grant that supports PhD education or dissertation
Second Year (full-time*)	**Finalize program plan (including minor area of study) in consultation with advisor**
	Complete courses successfully as per program plan (Minimum graduate GPA of 3.00. No more than 1 grade below a "B" or a "U" grade in any 12 month period.)[2]
	Complete guided research experiences (i.e. N990, N999) as contracted with advisor
	Attend research colloquia regularly
	Present research at a colloquium[3]
	Co-author a manuscript
	Write and submit an NRSA or other external grant that supports PhD education or dissertation
	Co-author an abstract for regional/national presentation
Third Year (full-time*)	**Complete courses successfully as per program plan (Minimum graduate GPA of 3.00. No more than 1 grade below a "B" or a "U" grade in any 12 month period.)[2]**
	Complete guided research experiences (i.e. N990, N999) as contracted with advisor

	Select a Preliminary Examination Committee and prepare for preliminary examination
	Attend research colloquia regularly
	Complete preliminary exam
	Write a first-authored manuscript
	Resubmit NRSA or other external grant that supports PhD education and dissertation
	Develop plan for supervised teaching or mentoring experience
Fourth Year and Beyond (full-time*)	**Complete and submit Dissertation Committee Approval Form**
	Develop and defend dissertation proposal
	Complete dissertation research and defend dissertation
	Attend research colloquia regularly
	Submit first-authored manuscript for publication
	Present peer-reviewed research at a regional/national conference
	Complete supervised teaching or mentoring experience
	Graduate

Leave of Absence Policy

PhD students may find that they need to take a planned (e.g., pregnancy) or unplanned (e.g., health change) leave of absence from the program.

<u>**Graduate School Policy**</u>

Non-Dissertators: The Graduate School does not have a formal policy on leave of absence for pre-dissertators. Previously enrolled students who wish to return to Graduate School should follow the instructions for returning, located on the Graduate School Admissions webpage, https://grad.wisc.edu/apply/

Dissertators: A candidate for a PhD degree should be aware that failure to take the final oral examination and submit the dissertation within 5 years after passing the preliminary examination may require another preliminary examination and admittance to candidacy a second time. In addition, the Graduate School requires all dissertators to maintain continuous enrollment. In rare circumstances when this is not possible, a degree completion fee is assessed to recognize the inevitable use of university facilities (including faculty and staff time) up to and including the successful defense of the dissertation.

Full UW-Madison Graduate School policies regarding enrollment, withdrawal and leave of absence can be found [here](#).

School of Nursing Policy

With Planned LOA	**Without** Planned LOA

Students wanting to plan a leave of absence will be asked to do the following:
• Meet with Graduate Academic Services Coordinator
• Receive approval from program director and faculty advisor
• Provide an estimated duration of leave
   o Based off this estimate, the program will provide a deadline that the student should plan to reapply to the Graduate School by
• Fill out and submit Petition for Special Consideration [form](#)
• Notify the Graduate School Office of Admissions of leave at gsacserv@grad.wisc.edu
• Depending on time of the semester:
   o [Withdraw](#) from the current semester
   o Drop courses for upcoming semester and/or refrain from enrolling in courses for upcoming semester
• Reapply to the Graduate School by deadline set by program (usually at least six weeks before the semester in which the student plans to return)
   o No need for student to submit a new essay, transcripts, or letters of recommendation
   o Student may also receive application fee waiver code from SoN admissions
	Re-entry applicants for the PhD program will be asked to include the following with their application:
	• Submit application through the Graduate School
	• Statement that addresses plan of action
	   o Briefly summarize what your program of research will be upon returning to the program
	   o The faculty advisor with whom you will work
	   o Any financial needs or resources that may be helpful for you to be successful in the program
	   o If applicable: If you were notified of progression concerns before your leave of absence, briefly share how things have changed that will allow for continued success in the PhD program.
	• Updated CV
	• Two letters of support
	   o Brief letter of support from your faculty advisor
	   o Brief letter of support from another faculty member who taught you in class while in the program
	• Last progression review *(we would pull this from the student's file for the subcommittee discussion)*

Comprehensive Candidacy Examination

Students should review the [PhD Preliminary Exam Checklist](#) and [Intent to Write Comprehensive/Candidacy Examination](#) forms available on the student site.

I. **Purpose of the Examination**

   The purpose of the comprehensive/candidacy examination is to demonstrate in-depth knowledge and synthesis in the substantive areas of the student's doctoral program. The questions are designed to integrate knowledge from core courses in nursing, methods, ethics, the minor area of study and guided research. Successful completion of the examination advances the student to candidacy and signals readiness to conduct independent research.

II. **Policies Guiding the Examination**

   A. Each student takes the examination at or near the completion of coursework. Students may complete the exam concurrently with their final semester of coursework. It is expected the exam will be taken within a semester of completing formal coursework. Students must complete the [Intent to Write form](#) at least 6 weeks prior to writing the examination. Specific requirements include the completion of:

   1. Required courses (see PhD curriculum described earlier on page 6).

2. Any grades of incomplete (I) or progress (P) in non-research courses,
3. Graduate School PhD minimum credit requirement.

B. In collaboration with the major professor, the student selects a Comprehensive Examination Committee (CEC) to develop, read, and grade the examination. The CEC has a minimum of three and a maximum of five members who must have Graduate Faculty membership.
   1. The major professor chairs the committee.
   2. At least one member must be prepared as a nurse and hold a research doctorate.
   3. It is recommended, but not required, that one member represents the minor area of study.
   4. Additional members beyond the minimum of 3 may include graduate faculty, academic staff (including emeritus faculty), visiting faculty, or faculty from other institutions.
   [Note: Members of the CEC often go on to become members of the dissertation committee. The Graduate School policy regarding dissertation committee membership is available at: https://policy.wisc.edu/library/UW-1201.]

C. Based upon the student's course work and research, and in consultation with the student, the CEC develops the comprehensive /candidacy examination that will represent content from:
   a.   Nursing knowledge,
   b.   Theories and methods of inquiry,
   c.   The minor area(a) of study,
   d.   Guiding research, and
   e.   Bridging or integrating the substantive areas.

D. Together, the CEC and the student will discuss what topics the student should focus on to demonstrate the student's mastery and integration of content relevant to their field of study. Sample questions are available to both students and faculty by contacting the Graduate Academic Services Coordinator. Typically, students are asked to write answers to 3-4 questions for the exam.

E. The CEC may help the student to prepare for the examination in one of two ways. The CEC may provide:
   1. Basic study questions covering all content relevant to the particular student's exam, but none of the study questions may appear verbatim on the exam.
   2. The CEC may provide, in advance, one question as it will appear verbatim on the student's exam. If students have knowledge of an exam question in advance of the actual exam, then the CEC will expect a higher level of scholarship in the response to this question than to other questions that students do not know about. Other than this one question, the remaining exam questions are not to be disclosed in advance.

   Faculty will not draft study outlines or notes for students to use in preparation for the exam but may provide references or reading suggestions.

F. The student chooses whether the examination is to be completed
   1. Over two consecutive days for a maximum of six hours each at the School of Nursing, or
   2. As a "take home" over a one week period (7 x 24-hour days).

   The availability of resources (computer, jump drive, references) during the two-day exam period will be determined by the major professor.

G. The student submits the completed exam to the Graduate Academic Services Coordinator.

H. The major professor, in consultation with each CEC member, determines which exam question(s) the members will read and grade. Each question is graded by at least two CEC members. One of the graders for each question is the faculty member who wrote that particular question.

I. The Graduate Academic Services Coordinator sends the student's responses to exam questions and a grading sheet to CEC committee members.

J. CEC committee members grade the student's responses to each question as: (a) pass with distinction, (b) pass, or (c) fail.

a. The student must pass each question to achieve candidacy.
   b. A simple majority among the faculty graders of each question constitutes a pass. A tie vote constitutes a fail .for that question
   c. Any question on which the student receives a grade of "fail" may be retaken once. The CEC determines the nature of the retake. The major professor and the student determine when the retake occurs, however, the retake must be completed within four months of the date when initial exam results were communicated to the student.
K. The CEC members submit their evaluation of the student's response(s) to the major professor.

L. The major professor communicates results to the student and the Graduate Academic Services Coordinator in a timely manner, typically within 2 business days of receiving all CEC members' grades.

M. The major professor is encouraged to convene the CEC for discussion of the results with the student or to provide a written summary of comments.

N. The Graduate Academic Services Coordinator sends the student an official letter of congratulations and files a Preliminary/Comprehensive Warrant with the Graduate School signifying the student has achieved candidacy.

O. If the student has concerns about the evaluation or administration of the exam, they can consult the School of Nursing Appeals and Grievances Policy located in the PhD Student Handbook.

Doctoral Dissertation

Students should review the [PhD Dissertation Proposal Defense Checklist](#) and [PhD Dissertation Defense Checklist](#) available on the student site.

[School of Nursing Policy and Procedures Regarding Dissertation Proposal and Defense](#)

Dissertation Committee Membership

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.

Requirements for the composition of PhD dissertation committees, per current UW-Madison Graduate School Policy:
I.   *The chair or one of the co-chairs of the committee must be graduate faculty[*] from the student's program.*
II. *The committee must have at least four members. The committee must have members from at least two University of Wisconsin—Madison graduate programs.*
III. *Three of the committee members must be UW–Madison graduate faculty or former UW–Madison graduate faculty up to one year after resignation or retirement.*
IV. *At least three committee members must be designated as readers.*
V.   *The fourth member and any additional members may be from any of the following categories, as approved by the program executive committee (or its equivalent): graduate faculty, faculty from a department without a graduate program, academic staff (including emeritus faculty), visiting faculty, faculty from other institutions, scientists, research associates, and other individuals deemed qualified by the executive committee (or its equivalent).*
VI. *All committee members have voting rights. To receive a doctoral degree, students cannot receive more than one dissenting vote from their committee on the final degree warrant.*

Graduate Faculty: The UW–Madison [Faculty Policies and Procedures 3.05](#) contains the policies and exceptions regarding the graduate faculty status.

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 two members will be from the School of Nursing faculty; at least one must be prepared as a nurse and hold a research doctorate.
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.

The **[UW-Madison School of Nursing PhD Dissertation Committee Membership Approval Form](#)** must be completed no later than 6 weeks prior to the dissertation proposal defense date. Committee membership must be reviewed and approved by the School of Nursing Executive Committee prior to the dissertation proposal evaluation and oral examination. Any changes in membership during the course of the dissertation study must also be reviewed and approved by the School of Nursing Executive Committee. Changes in committee membership must be approved with the **[PhD Change in Dissertation Membership ApprovalForm](#)**.

The chair of the dissertation committee will route all approval forms to the faculty Executive Committee. After approved and signed by the chair of the Executive Committee, the chair of the dissertation committee will route the signed form to the Graduate Academic Services Coordinator to record in the student file.

Dissertation Proposal Defense

The student, with guidance of the major professor, will prepare a dissertation proposal. When the proposal is complete, and approved by the major professor, the student will distribute it to the approved dissertation committee members. All dissertation committee members are expected to review the proposal and complete a written evaluation, using the approved **[School of Nursing Dissertation Evaluation Rubric](#).** The student will arrange a meeting of the dissertation committee for oral examination and discussion of evaluation comments. Students, in consultation with the chair of their dissertation committee, may decide if they want the oral examination to be open or closed. At the meeting, the student will be called upon to summarize briefly the proposed work and to answer questions from the committee members. Questions are intended to assure sufficient knowledge of the literature as well as adequate rigor in the design and methods proposed for the dissertation study. The committee chair will collect all verbal and written comments from committee members and complete a summary (see final page of evaluation rubric). The chair will circulate the summary to committee members for confirmation. After confirmation of the summary comments, the chair will then share it with the student, typically within one week of the dissertation proposal meeting.

Committee members will sign the **[Dissertation Proposal Approval Form](#)** if the student's oral examination and written proposal together are determined to meet expectations. These expectations include, but may not be limited to, the overall content and delivery of the presentation, breadth of knowledge, originality of ideas, quality of theory/science, quality of response to questions, contribution to nursing and possibly other disciplines, and quality of writing. The student will submit the signed approval form and a copy of the proposal to the Graduate Academic Services Coordinator for inclusion in the student's permanent record.

If any committee member identifies a deficiency (i.e., "does not meet expectations"), in one or more areas indicated on the form, the process for addressing the deficiencies, will be discussed within the committee and an agreed upon course

of action to resolve the concern will be determined before the student begins the dissertation study. If the concerns are substantial (e.g., "does not meet expectations" noted by 2 or more committee members in 2 or more areas of evaluation), the student must revise the written proposal and re-schedule and repeat the oral examination. Typically, students will be allowed two attempts to pass the dissertation proposal defense (i.e., two attempts to obtain the committee's approval). The student may petition the GPC PhD Subcommittee to allow a third attempt, if there are extenuating circumstances (e.g., committee member leaves the university or committee recommendation for major change in direction of the work).

Although students may submit and receive funding for dissertation work in advance of the proposal defense, the approved dissertation committee has the final responsibility for evaluating and approving the dissertation study. "Scientific review" by other committees, such as the IRB or funding committees (external or internal), is not a sufficient substitute or proxy for evaluation by the dissertation committee.

Students should be aware that if they seek IRB approval for their dissertation studies prior to passing proposal defenses that they do so at their own risks. There is always the potential that the committee will suggest improvements to the conceptual foundation of the study or methods; indeed, this is one purpose of the defense. Changes may be needed in the proposal and in the research plan. These may be minor or major and could require an IRB change of protocol or even withdrawal of the IRB application.

When the proposal has been approved by the committee, the major professor has the primary responsibility for guiding the student in the research. The other members of the committee continue to be available for consultation with the student and should be kept informed of progress, *especially at critical decision points.*

Proposal Defense Recommendations

The following describes a common process for students in preparing for and completing the dissertation proposal defense. Note that these are not requirements, but rather reflect our institutional norms.

6-12 months before the proposal defense:
- In consultation with your advisor(s), identify committee members that will complement each other and support you in your innovative work. Be sure that the group of committee members meet the University of Wisconsin Graduate School policy on dissertation committee membership. If you have any questions about eligibility, please consult with the School of Nursing Graduate Students Services Coordinator.
- Consider what support you need from each committee member. The School of Nursing has no policy requiring students to get feedback on their proposals prior to a defense. However, it only makes sense to have had each member appraised of your proposed ideas well in advance of the proposal defense. Specifically, if the member has concerns, suggestions for improvement, or late breaking knowledge related to the topic, students would need to know this to create a good dissertation. Psychologically, the student does not want to have surprises at the defense. Politically, students would be wise to get members' buy-in to the overall purpose, aims, and major methods in the proposal.
- Meet with individual faculty to invite their participation on your dissertation committee. Make an appointment and send a 1–2-page specific aims document in advance of the meeting to introduce your current ideas and plans. In the meeting, ask the faculty member for their thoughts and comments about your dissertation ideas. Provide information about what you are asking them to do. For example, what are your expectations of their role on the committee; how often will you ask them to meet and/or review drafts and provide feedback; will you

invite them to co-author papers from the research? Share an expected timeline for your work. Ask if they would agree to serve.

- After your committee members have agreed to serve, discuss a plan for getting information from them, their desired lead time, any major schedule conflicts (e.g., vacations at the time you want to defend your proposal, or a planned sabbatical during the semester you intend to complete and defend the study).
- The proposal format specifications (e.g., length, page spacing, font size, etc…) should be determined in consultation with your faculty advisor. Typically, the proposal includes the following sections.
  - Abstract
  - Background (review of literature, guiding theory)
  - Purpose and Aims or Hypotheses
  - Method with Rationale (design, setting & sample, instruments, procedures, data analysis plan)
  - Ethical Considerations
  - Limitations (anticipated challenges and strategies to address those challenges)
  - Timeline

The proposal may also include the dissemination plan with 3 manuscripts described. Proposals usually range from 25-40 pages, double-spaced, <u>not</u> counting references, tables, figures, and appendices.

<u>1-2 months before the proposal defense</u>:

- Approximately 1-2 months before you are ready to defend the proposal, identify a time when all committee members are available to meet together for approximately 2 hours. Work with the Graduate Student Services Coordinator or your faculty member's administrative assistant to reserve a room and any equipment needed for defense meeting. [Note: Unlike the final dissertation defense (when you have results to present), the dissertation proposal defense is usually conducted in a closed session, without guests present.]
- At least six weeks prior to the Dissertation Proposal Defense, work with your faculty advisor to complete the <u>Membership on the PhD Dissertation Committee</u> form. Your advisor should have this document reviewed and approved by the School of Nursing Executive Committee. (Locate the form on the StudentNet forms page, https://students.nursing.wisc.edu/policies-forms/forms/)
- Based on your committee members' preferred lead time, distribute the proposal at least 2 weeks* before the scheduled dissertation proposal defense meeting. You will likely have had meetings to discuss proposal drafts with your committee members before this point, but if any committee member has not seen the proposal and/or major changes have been made since they last reviewed it, distribute the proposal at least one month* in advance and seek feedback from the committee member about any major concerns within a week. Clarify what is essential versus optional to address prior to proposal defense meeting.
- Prepare a 15-20 minute power point presentation of background, theory, purpose, aims, hypotheses, and methods, to refresh the committee's knowledge of your proposal. Be prepared to discuss your rationale for design and methods decisions. Practice the presentation in your research group in advance to improve content, timing, and your confidence!
- Inform the Graduate Student Services Coordinator of your proposal defense date and obtain a copy of the Dissertation Proposal Approval Form (located on the StudentNet forms page). Have this form available for the committee members to sign on the day of your proposal defense.

<u>The day of the proposal defense</u>:
- Come early to double check the room and equipment. Some students choose to have light refreshments available (e.g., bottled water, some candy or fruit), but this is not an expectation.

- Give your presentation.
- The chair will then invite questions from the committee members. (Some students choose to have a peer present at the meeting to silently take notes during the question & answer period.) You can expect that committee members will discuss the particulars of the underpinnings and methods of your proposal. You may debate alternative approaches to questions, to meet aims, or analyze data. You may discuss a "plan b" for various steps in case things don't go the way you hope.
- When no more issues seem to emerge, or time is running out, the Chair will ask you to leave the room while the committee members deliberate any issues and come to consensus on whether or not the proposal is sufficiently sound and ready to be implemented. If any changes need to be made, the chair will clarify which members want to see the proposal again and when.
- The chair will then invite you back into the room and inform you of the decision (pass / pass with expected changes / not pass) and key points of the discussion.
- If the decision was "pass"
  - Discuss plans for the dissertation format (5-chapter thesis or 3-paper dissertation). If you choose the 3-paper dissertation format, review expectations described in the PhD student handbook. Present a brief written proposal for the 3 manuscripts including the topic and scope, potential journals, and co-authors for each. Obtain each committee members' signature indicating agreement on the manuscript proposal.
  - The chair will have committee members sign the Dissertation Proposal Defense Approval form (located on the StudentNet forms page, https://students.nursing.wisc.edu/policies-forms/forms/). The completed form should be submitted to the Graduate Student Services Coordinator.

Dissertation Defense / Final Oral Examination

When the student has completed the dissertation study and written the dissertation thesis or manuscripts, the student will distribute these materials to the dissertation committee members and schedule the Final Oral Examination. All dissertation committee members, who are identified as readers, are expected to review the dissertation thesis/manuscripts and complete a written evaluation, using the **School of Nursing Dissertation Evaluation Rubric**. At the Final Oral Examination, the PhD student will make a public presentation of the research. After the public presentation and brief questions, the meeting will be closed. The student will answer questions from the committee members in private. Questions are intended to assure sufficient knowledge in the area of the dissertation study, nursing (i.e., how knowledge from core courses is relevant to dissertation work), and the minor area(s) of study.

Committee members will evaluate the student's final oral examination and written thesis/manuscripts overall and consider the following: content and or delivery of the oral presentation, breadth of knowledge, originality, quality of theory/science, quality of response to questions, contribution to nursing and possibly other disciplines, and quality of writing. They will rate the student's dissertation work as "does not meet", "meets", or "exceeds" expectations; they will record their vote on the Final PhD Degree Warrant. The warrant request form is generated digitally by the Graduate Academic Services Coordinator. Request this at least 6 weeks in advance. To be awarded the PhD degree, students must receive no more than one dissenting vote from their committee on the final degree warrant. The student should submit the signed warrant and a copy of the thesis/manuscripts to the Graduate Student Services Coordinator for inclusion in the student's permanent record. The student should follow Graduate School policies (Guide to Preparing Your Doctoral Dissertation, and Degree Deadlines) on formatting and depositing the dissertation.

Dissertation Format Options

The doctoral dissertation is the culminating experience of the PhD program. The purpose of the dissertation is to document research completed by the student to merit conferral of the PhD degree. The dissertation represents original research for which the PhD student has taken primary responsibility including identification of the research question(s), study design, conduct, analysis, interpretation and dissemination. The work must be judged as making a new contribution to the nursing knowledge base, or substantial depth, and significant in its importance to the field. The written dissertation document provides evidence that the student has mastered sufficient knowledge and skills to be capable of independent research.

The Graduate School stipulates formatting and style requirements for the dissertation document, including margins; font size; spacing; page numbering; use of equations, superscripts and subscripts; graphics; language use; title page layout; footnotes and endnotes; appendices; and bibliography in the Guide to Preparing your Doctoral Dissertation. Beyond these requirements, the dissertation content and format is at the discretion of the major program. In nursing, students have the option of selecting the traditional 5-chapter dissertation thesis, or a 3-paper dissertation. Students should talk with their faculty advisor (the dissertation chair) to determine the preferred format prior to the dissertation proposal defense. Regardless of format, the work is expected to be of equal rigor and level of scholarship.

5-Chapter Dissertation

Traditionally, PhD students in nursing have written a 5-chapter dissertation thesis, including

> Chapter 1: Introduction
>
> Chapter 2: Review of literature
>
> Chapter 3: Methods
>
> Chapter 4: Results
>
> Chapter 5: Discussion and conclusions

Chapter content is based on the approved dissertation proposal and presents the data and interpretation of findings from the dissertation research. The document may also include preliminary work completed while the student was in the PhD program. The student is expected to be the sole author of the dissertation thesis. Based on School of Nursing conventions, the dissertation should be prepared in APA format. There are no page limits for individual chapters or appendices, however, students should conduct with their faculty advisor about preferred length of the document.

3-Paper Dissertation

Students may also choose to write a 3-paper dissertation in which publishable manuscripts are prepared in lieu of chapters 2-4. Following are the School of Nursing expectations for the 3-paper dissertation option.

Expectations for the 3-paper dissertation

All committee members must agree on the focus and aims, the target journal, timeline for submission, and the planned authorship for each manuscript.

- The three manuscripts must be distinct from each other, differing significantly in theoretical perspective, approach, methodology, or sample and dataset. All three manuscripts must combine to coherently describe work toward a focused program of research, not a series of unconnected topics.

- At least one of the manuscripts must be data-based and report new and original findings of the dissertation study.
- Target journals may represent nursing and/or interdisciplinary audiences.
- Students should be the first author on all manuscripts. All authors must meet International Committee of Medical Journal Editors (ICMJE) criteria for authorship. http://www.icmje.org/ Co-authors must attest that the student did the majority of the work and most of the writing of the manuscript.
- Manuscripts do not need to be submitted to the selected journals prior to graduation. Students must get approval of all coauthors before submission to the journal (even if this happens after graduation).
- Up to 2 manuscripts already submitted and reviewed / or accepted for publication at the time of the dissertation proposal defense may be allowed, at the discretion of the committee, as long as (1) they are substantive to the dissertation, (2) the work was completed while the student was enrolled in the PhD program, (3) the student is the first author of the manuscript, and (4) all co-authors confirm that the student did the majority of the work. If manuscripts already accepted for publication are to be included, the student must obtain written permission from the copyright holder (the journal) to include the material in the dissertation deposited with the Graduate School.
- A signed agreement should be obtained from all committee members at the dissertation proposal defense meeting. Any changes subsequent to the proposal defense must be reviewed and approved by all committee members. This includes changes as a result of journal review if the manuscript is submitted for publication prior to the dissertation defense (e.g., the journal rejects the manuscript and a new target journal must be selected; reviewers recommend major revisions). Changes that occur after the dissertation defense are at the discretion of the student and his/her co-authors.

Manuscripts must be prepared according to the journal's instructions for authors and should conform to their recommendations for length (word count), style, and organization.

- Students and committee members should expect that journal page restrictions will limit the amount of detail that can be provided in the manuscripts. Instruments, tables, and other relevant documents may be submitted as appendices, but a limit of no more than 50 pages of appendices is recommended. Students should be aware that committee members may not carefully review all appendix documents in detail.
- Committee members are discouraged from asking for lengthier, more detailed descriptions in order to assure that the student is able to prepare publishable quality work in a timely manner, and to prevent asking the student to prepare both forms of the dissertation (i.e., thesis and 3-papers).
- Content and issues that do not fit in the allowable page limit of the manuscripts are appropriate for questions and discussion in the oral portion of the defense.

The final dissertation document must meet Graduate School requirements. The document should include:

- An introductory chapter that provides a brief overview of (1) background and significance of the problem, (2) literature review, (3) theoretical / conceptual framework, as appropriate, (4) study aims, (5) proposed methods, and (6) an introduction to the 3 manuscripts and explanation of how they integrate to represent a cohesive body of work. Any of these sections may be abbreviated if the focus of one of the manuscripts is a detailed review (e.g., systematic review of literature). This chapter should be limited to approximately 20 pages.
- Manuscript 1
- Manuscript 2
- Manuscript 3
- A discussion and conclusions chapter including synthesis of the main findings across manuscripts, integration of findings with current knowledge, limitations, and future directions

The introductory and discussion chapters should be prepared in APA format.

When depositing the dissertation with the Graduate School, the student is encouraged to select "No" to the publishing options question "I want my work to be available in ProQuest as soon as it is published", and select an embargo period of 6 months, 1 year, or 2 years. The embargo period will allow time for the manuscripts to be accepted by journals

without risk of rejection because they have already been published by the University.

Depositing the Dissertation

Publication of the doctoral dissertation is required. The university uses UMI ProQuest Information and Learning, Ann Arbor, Michigan, to publish the dissertation electronically and on microfilm and to publish an abstract of the dissertation in *Dissertation Abstracts*, a monthly publication. Dissertators must pay the cost of microfilming the dissertation and publishing the abstract. All PhD dissertations can be (not required) reviewed by the Graduate School's Office of Admissions and Academic Services, 217 Bascom Hall, 608-262-2433. Find more information in the Guide to Preparing your Doctoral Dissertation.

Electronic submission:

Doctoral students must deposit their dissertations electronically by following the instructions in the Guide to Preparing your Doctoral Dissertation.

Funding

University Assistantships (TA, PA, RA positions)

Doctoral students have priority for project, teaching and research assistantships administered by the School of Nursing. Project and research assistantships are funded by faculty research grants and by School of Nursing gift funds. Application for project, research and teaching assistantships is made through the School of Nursing annually.

Teaching Assistantships (TA): These assistantships are instructional positions that include duties such as lecturing, grading papers, supervising laboratories, and leading discussion sections.

Project Assistantships (PA): These titles designate graduate students enrolled in a UW System institution who are employed to assist with research, training, or other academic programs or projects at the UW-Madison.

Research Assistantships (RA): A research assistant is a UW-Madison graduate student working towards a Master's or PhD degree. An appointment as a research assistant is appropriate if the activity performed by the research assistant is primarily for the benefit of the individual's course of study and research and directly applicable to the individual's thesis or dissertation.

All graduate assistantship positions are assigned as a percentage appointment of a 40-hour work week. Full tuition remission and eligibility for health insurance are provided for all assistantships assigned at 33.3% or higher. Assistantships also provide a number of fringe benefits.

For more information on types of funding please visit the Funding Information for New and Current Graduate Students page.

University Fellowships

Information for current fellows can be found here. Please contact Academic Affairs for more information at academic.affairs@wisc.edu.

Other Scholarships and Training Grants

<u>National Research Service Awards</u>

As a student in the PhD program, you are strongly encouraged to apply for a federal pre-doctoral fellowship through the National Research Service Award (NRSA) program. These NIH awards are quite prestigious and strengthen applications for future funding from the agency. Application materials must describe your training plans and emphasize the match between your area of interest and your faculty mentor's program of research. Fellowship and grant applications are rarely funded on the first submission and thus, should be started early in the program, with ample time for a resubmission. The Nursing Research & Sponsored Programs Office has detailed information about NRSA submission and will help you and your faculty mentor with the submission process. More information can be found at: https://researchtraining.nih.gov/programs/fellowships/F31

Many other agencies and organizations offer resources to help fund your doctoral education. This may particularly be true within your specialty area of practice / research.

Scholarships and loans may be found through the Graduate School and Office of Student Financial Aid. For more information, visit the Graduate School policy and the Office of Student Financial Aid.

The American Association of Colleges of Nursing maintains a list of funding sources for nursing education.

Nurse Faculty Loan Program

See the Student Site for up to date information regarding the Nurse Faculty Loan Program.

Student Research Funding

Scholarships are available to fund expenses related to research work while in the program. Various amounts and criteria are used for these scholarship awards. A call for applications is made through the School of Nursing each fall.

Student Travel Funding

Student Grant Money: Students who have received training or research awards (eg F31, NRSA, Hartford) may be allowed to use this funding to support travel. It is crucial that the budget for travel be reviewed with the School of Nursing Business Office to assure sufficient funds are available.

Faculty Grant Money: Faculty may be able to support student travel on their research or project grants.

Academic Affairs Student Travel Grants: Academic Affairs is able to support a very limited number of students presenting their work at professional conferences. See the Student Site page for details.

Other Travel Funding Sources: Graduate students who have had research accepted for presentation may apply for the Student Research Grants Competition through the Graduate School.

Travel Request Procedures

Students must go through the approval process before scheduling any travel plans if they expect to be reimbursed through Academic Affairs travel funding. Students who have an abstract accepted for presentation must complete the travel request form, estimating the expenses and submit it as soon as possible and ideally 8 weeks in advance of the

conference/meeting. Missing this step will result in students' covering all of their expenses. The Travel Request Form is available on the School of Nursing Student Site.

Students should consult the School of Nursing Travel Guide for complete information on the advanced payment for flights only (if needed). **Lodging, registration, incidentals and meals will only be reimbursed post conference** up to the allowable $1,000.00 limit (pre-paid flight will be deducted from the $1,000.00 limit) Students need to work with Academic Affairs staff for all procedures for submitting expenses for reimbursement. If you have any questions about travel funding, please contact Academic Affairs at academic.affairs@nursing.wisc.edu.

School of Nursing Resources

Facilities & Operations

UW-Madison School of Nursing operations staff are responsible for managing student and faculty building and equipment needs. For equipment including provided standard office furniture, telephones, mailboxes, keys, and office or building issue questions please email uwsonfacilities@son.wisc.edu.

Request to Access School of Nursing Data Network Resources

University of Wisconsin-Madison School of Nursing policies related to data privacy and security require that access to the School's file servers be authorized in writing by the owner of the data. This is usually the faculty advisor. Completion of this form is necessary to grant, modify, or remove access rights to non-owners.

Email

The University of Wisconsin-Madison mandates that all students activate and use their wisc.edu email accounts. This is the only email address the School of Nursing and university uses to communicate with students.

Students are responsible for the content of any email that is sent via the university as well as the School of Nursing.

School of Nursing Email Accounts

The School of Nursing has generic email accounts to manage specific communication. When students receive emails from these accounts they should read and respond to the information provided in a timely fashion. The following accounts are used to:

- Communicate to **all Nursing Students**

    o academic.affairs@nursing.wisc.edu – general inquiries; student questions; honors questions; Student Website updates
    o admissions@nursing.wisc.edu – Graduate and Undergraduate admissions questions
    o advising@nursing.wisc.edu – Graduate and Undergraduate general advising questions
    o clinicals@nursing.wisc.edu – Clinical placements; preceptor questions; clinical site inquiries, Typhon
    o courses@nursing.wisc.edu – Timetable course changes; nursing course room or technology requests; AEFIS questions or requests; electronic grading questions
    o scholarships@nursing.wisc.edu - general scholarship questions should be sent to this email account

Wiscard – Building Access

All students are to obtain a [Wiscard](#) prior to the start of their first term in the program. This ID will allow you to access libraries, recreation facilities, and other campus services. This will also be your access within Cooper Hall. To obtain access to the building, the Graduate Lounge, and appropriate research/office spaces, contact uwsonfacilities@son.wisc.edu.

IT Equipment Checkout

All UW students have access to the [UW InfoLabs Equipment Checkout System](#). Through this system, you may check out laptops, cameras, projectors, and other a/v equipment for temporary use. The Ebling Library is the closest station to Cooper Hall, but you may use any location across campus at your convenience.

Use of Printers/Copiers

All nursing students may use the printer/copier located in Curran Commons. Directions are printed above the machine if you'd like to print from your own computer. You may also print directly from the computer kiosk in the atrium under the stairs.

Student Site

A website dedicated to [Current Students](#) in the School of Nursing can be your reference for helpful information during your time on campus. Visit it often.

Student Site Weekly Digest Email

All students are responsible for reading the Weekly Digest, sent on Monday mornings, compiling recent announcements and events posted to the [Student Site](#).

PhD Student Canvas Touch Point

All PhD students are automatically enrolled in a Canvas course titled PhD Touch Point. This site is used for monthly Zoom drop-in sessions with the PhD Program Director and Graduate Student Services Coordinator. You will also find several resources posted in the course modules.

Room Reservations

To reserve conference rooms in Cooper Hall for school-related activities, email uwsonfacilities@son.wisc.edu. The request should include any equipment that will be needed for the meeting.

School of Nursing Committees

School of Nursing students are recognized as part of the School's community and valued for their unique perspective and input on matters concerning the university and the School itself.

Student members have designated representation on these School of Nursing Committees:
- Graduate Programs Committee
- Equity, Diversity, and Inclusion Committee
- Wellness Committee

The Dean may also convene students from across programs to gather insights on general student matters, the learning environment, or overall engagement of students in the life of the School. The intent is to ensure student representation in discussions about topics and issues related to the mission and that representation may be in the form of elected or appointed membership on an advisory body or invitations to specific conversations. These conversations with the Dean are intended to supplement, and not circumvent, other channels of communication for students (e.g., within established committees or through administration of academic affairs).

Graduate Programs Committee

Provides oversight for graduate programs, identifies emerging trends or considerations across graduate curricula, examines evaluation across graduate curricula, and makes recommendations to APC on issues relevant to the graduate nursing curricula. The GPC reviews overall graduate curriculum patterns, course content, and instructional methods of all instructional programs, and represents the faculty with respect to all aspects of graduate admissions, progression, and student success.

Membership

- Ten members, the majority of whom have substantial involvement with the academic programs, will be elected by the Department for three-year terms:
    a. Five tenure-track faculty
    b. Five clinical faculty
- Two graduate student members are elected by graduate students for two-year terms:
    a. One DNP student
    b. One PhD student
- Two undergraduate student members are elected by undergraduate students for one-year terms.

Equity, Diversity & Inclusion Committee (EDIC)
Last approved: September 14, 2018
Represents the interests of the School in advancing inclusive excellence and promote an open and welcoming environment that values diversity and inclusion.

Membership

- Thirteen members will be elected:
    a. Two tenure track members
    b. Two clinical faculty
    c. Two non-instructional academic staff
    d. Two university staff members
    e. One pre-nursing student
    f. One traditional undergraduate nursing student
    g. One accelerated undergraduate nursing student
    h. One DNP student
    i. One PhD student

UW-Madison Campus Resources for Students

The Writing Center

This service helps undergraduate and graduate students in all disciplines become more effective, more confident

writers. More information about how they can help is available on their website.

In addition to the Writing Center resources, the English Department provides a list of proofreaders, editors, and tutors.

Teaching Assistant Requirements and Resources

Graduate Assistant Equity Workshops: https://diversity.wisc.edu/graduate-assistants-equity-workshops/

Delta Courses and Programs http://www.delta.wisc.edu/index.html

The Delta Program strives to support the ongoing enhancement of its mission through the principles of Teaching-as-Research, Learning Community, and Learning-through-Diversity by:

- improving undergraduate education on the UW–Madison campus in the sciences, mathematics, and engineering through the use of **Teaching-as-Research** by graduates-through-faculty (defined as graduate students, postdoctoral researchers, academic/instructional staff, and faculty)
- functioning as a self-sustaining **Learning Community** that provides fluid leadership and membership roles to all participants
- positioning **Learning-through-Diversity** as an integral part of teaching and learning initiatives in the sciences, math, and engineering across campus

Delta Course Catalog

Diversity

- **Campus Climate** – The University is committed to creating a community where every person feels welcome, valued, and able to succeed. This is an ongoing and collaborative effort. More information on campus initiatives and resources can be found on the website.
- **Multicultural Student Nursing Group** - The Multicultural Student Nursing Organization is a student organization dedicated to improving the experiences of students and care of culturally diverse population across care settings and discipline.
- **UW Multicultural Student Center** - The primary mission of the Multicultural Student Center is: To collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, are engaged and can realize an authentic Wisconsin Experience.
- **UW Office of Equity and Diversity** - The Office for Equity and Diversity (OED), promotes, integrates, and transfers equity and diversity principles to nurture human resources and advance the mission of the University of Wisconsin-Madison.
- **Wisconsin Black Student Union** - The Wisconsin Black Student Union (WBSU) is designed to foster an environment that better suits the needs of Black students and stands behind the philosophy that through utilizing our talents, we can make our presence felt on UW-Madison's campus.
- **UW LGBT Campus Center** - The mission of the Lesbian, Gay, Bisexual, Transgender (LGBT) Campus Center is to strengthen and sustain an inclusive campus community for LGBTQ and allied students by eliminating heterosexism, homophobia, and gender identity oppression. Our goal is to provide the services and resources necessary to meet the social, emotional, academic and cultural needs of LGBTQ students.
- **Gender and Women's Studies Program** - The mission of the Department of Gender and Women's Studies at the University of Wisconsin-Madison is to expand our understanding and appreciation of women's lives and experiences both historically and in contemporary societies.
- Additional resources:
  - **American Indian Studies Program**
  - **African Studies Program**

- o **Department of Afro-American Studies**
- o **Center for Southeast Asia Studies**
- o **Chican@ and Latin@ Studies**

Career Planning and Professional Development

The School of Nursing Career Advisor will be a resource for you during your time in graduate school. The Graduate School's professional development page, Planning your Path to Graduate School Success, is here to guide your exploration of resources and the creation of an Individual Development Plan.

Transportation and Parking at UW-Madison

Please visit the Transportation Services website for general information about student parking options on campus. If you choose to park near Cooper Hall, hourly visitor parking is available on a first come, first served basis in Lot 76 (University Bay Drive Ramp) and the UWHC ramp at Observatory and Highland.

Forms

All forms are available on the Student Site. If you have questions about which forms you may need to use for something, please contact Mariah Allen at mariah.allen@wisc.edu or 608-263-5258.

Graduate School Resources

The Graduate School at UW-Madison provides a great deal of services and support to students across campus. In particular, their Professional Development office will work with you to plan a successful path during and after graduate school. Their website has more details.

Graduate School Academic Policies and Procedures are all listed on their website. This Handbook serves to represent School of Nursing specific policies that apply to nursing PhD students.