KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Oct-19**   Curriculum Bulletin _____

Effective Date   **Fall 2020**   Approved by EPC _____

Department	**Nursing**
College	**NU - Nursing**
Degree	**PHD - Doctor of Philosophy**
Program Name	**PhD in Nursing** Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Revise program**

Description of proposal:

The intended effect of the actions described in this proposal is to develop a current, relevant, state-of-the-science curriculum for students pursuing a research focused doctorate in nursing. The following revisions are proposed: (a) inactivate 11 courses; (b) revise the credit hours from 3 to 2 for NURS 70710 History and Philosophy for Nursing Science; (c) remove the requirement for two cognates and replace with the requirement for 3-credit hour electives; (d) develop 10 new courses and; (e) add NURS 70798 Research in Nursing.

There will be no revisions to the following courses and components of the PhD in Nursing program:
1. **NURS70715 Theory Construction and Development in Nursing (3 credit hours)**
2. **NURS80199 Dissertation I (30 credit hours)**
3. **NURS80299 Dissertation II (as needed)**
4. **Admission criteria**
5. **Candidacy examination**
6. **Dissertation proposal defense**
7. **Dissertation defense**

The total number of credit hours for coursework in the PhD in Nursing program will increase from 42 to 43 credit hours. Following successful completion of 43 credit hours of coursework, each student will sit for a candidacy exam. After passing the candidacy exam, students will enroll continuously in a minimum of 30 hours of NURS 80199 Dissertation I, and 15 credit hours of NURS80299 Dissertation II each semester thereafter until the dissertation is successfully defended.

Does proposed revision change program's total credit hours?   ☒ Yes   ☐ No

Current total credit hours: **42**   Proposed total credit hours **43**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There are no issues related to duplication of course offerings in the CON. Other colleges/departments on campus (i.e., Evaluation and Measurement, Psychological Sciences, Public Health, and Sociology) were consulted to determine whether the statistics courses that they offered could be incorporated into the revised PhD in Nursing program curriculum. There were several challenges. First, the specific statistical content needed by our students was either covered in too much depth (e.g., entire course dedicated to path analysis) or not enough depth (e.g., no content on mediation and moderation). The majority of the faculty in the CON use SPSS and students must have good working knowledge of this software to succeed in other courses and during their mentored research experience; other colleges/department use different statistical software, like SAS and Stata. Finally, some colleges/departments could not guarantee being able to consistently accommodate our students, especially as the PhD in Nursing program grows, or consistently offer specific statistic courses each year.

Units consulted (other departments, programs or campuses affected by this proposal):
Not applicable

REQUIRED ENDORSEMENTS

Wendy Umburger
10 / 23 / 2019

Department Chair / School Director

_____   ___/___/___

Campus Dean (for Regional Campuses proposals)

Barbara Broome
10 / 28 / 2019

College Dean (or designee)

_____   ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____   ___/___/___

Provost (or designee)

Ohio | **Department of Higher Education**

Mike DeWine, Governor
Randy Gardner, Chancellor

REQUEST FOR REACTIVATION OF A GRADUATE PROGRAM

Date of request: *to come*

Name of institution: Kent State University

Primary institutional contact for this request:

Name:	Cynthia R. Stillings
Title:	Interim Dean of Graduate Studies
Phone:	330-672-0119
E-mail:	cstillin@kent.edu

Degree designation: Ph.D. degree in Nursing

Implementation date: Fall Semester 2020

1. **Provide a rationale for reactivating the program.**

    Kent State University has offered the Ph.D. degree in Nursing jointly with the University of Akron since the program's inception in 1999. In August 2018, the University of Akron announced that it would no longer offer the program and would "teach out" currently enrolled students. At that point, Kent State suspended admission to the program for academic year 2019-2020.

    During the past year while the program has been suspended, Kent State's College of Nursing formed a task force to evaluate the curriculum and to make recommendations for its continuation. The degree program has not gone through any significant curriculum revision since its establishment. With the proposed curricular revisions and a plan for additional hires, the college has the resources to reactivate the program and start accepting applicants for fall 2020 semester.

2. **Indicate the projected number of students who will be enrolled in the program each year during the first three years of program reactivation.**

    The College of Nursing anticipates it will admit five students in fall 2020. The ability to increase admissions to more than five students each year will depend upon the college's success in hiring more tenure-track nursing faculty to support the degree program.

3. **Describe any curricular changes between the suspended and reactivated program. Please also prepare to submit the Curriculum Modification Change Request form if 50 percent or more of the program requirements have changed.**

    See the curriculum modification document (attached) for an explanation of curricular revisions. The intended effect of the proposed revisions is to develop a current, relevant and state-of-the-science curriculum for students pursuing a research doctorate in nursing.

4. **Describe intended delivery options (e.g., online/hybrid, accelerated, offsite locations) for the program, and note any that were not offered at the time program was suspended. Please note that the institution may be required to submit additional change request forms to complete the review.**

   The Ph.D. degree will be offered on-ground at the Kent Campus as has been done in the past. In the future, faculty may have students in the Ph.D. and the D.N.P. degrees jointly take two courses (NURS 70712 Design Fundamentals and NURS 70713 Advanced Statistics I). If approved, those two courses will be offered fully online since the D.N.P. degree is online.

5. **Describe whether current faculty resources are sufficient to support the program. Describe any other additional resources needed to reactivate the program.**

   Presently, 12 full-time faculty from the College of Nursing teach in the Ph.D. degree, and the college plans to hire additional tenure-track faculty with active programs of research.

6. **Does the program lead to professional certification or licensure? If yes, list the name of the credential to be earned upon completion of the program. Indicate whether the appropriate accrediting/state licensing agencies have been notified to reactivate the program.**

   The Ph.D. degree in Nursing does not lead to professional certification or licensure. Research doctorates are not accredited by the Commission on Collegiate Nursing Education.

7. **Provide the date of approval and the name and title of the person at the institution who approved this request.**

   On 22 April 2019, the Ohio Department of Higher Education approved Kent State University to offer the degree program separate from the previous joint degree with the University of Akron. On *date to come*, the College of Nursing faculty voted to reopen admission to the degree program under the substantially revised curriculum.

   The college faculty's recommendation was approved by College of Nursing Dean Barbara Broome on 28 October 2019; Graduate Studies Interim Dean Cynthia Stillings on 7 November 2019; and the Educational Policy Council, a council of the Faculty Senate, on 18 November 2019.

The signature below verifies that this request has received the necessary institutional approval and that this information is truthful and accurate.

Respectfully,

Cynthia R. Stillings
Interim Dean of Graduate Studies
Kent State University

Ohio | **Department of Higher Education**

Mike DeWine, Governor
Randy Gardner, Chancellor

CHANGE REQUEST: CURRICULUM MODIFICATION

Date of submission: *to come*

Name of institution: Kent State University

Primary institutional contact for the request:
>   **Name:**   Cynthia R. Stillings
>   **Title:**   Interim Dean of Graduate Studies
>   **Phone:**   330-672-0119
>   **E-mail:**   cstillin@kent.edu

Degree designation: Ph.D. degree in Nursing

Implementation date: Fall Semester 2020

Date that the request received final approval from the appropriate institutional committee:
>   The Educational Policies Council, a council of the Faculty Senate, approved the request on *date to come*.

Educator Preparation Programs:
>   Leads to licensure: ☐ Yes ☒ No
>   Leads to endorsement: ☐ Yes ☒ No

1. **Provide a rationale for the proposed curriculum changes.**

   Kent State University's Ph.D. degree in Nursing (previously a joint degree with the University of Akron) has not had any significant curriculum revisions since its establishment in 1999. A task force formed by the College of Nursing was charged to evaluate the curriculum and make recommendations. The task force reviewed documents from the American Association of Colleges of Nursing[1] and literature related to research doctoral nursing programs,[2] in addition to analyzing data from responses to a survey sent to the program's students every spring for the past several years.

   The task force ensured that any revisions to the curriculum aligned with the College of Nursing's established student learning outcomes for the Ph.D. degree in Nursing:
   - Generate new knowledge that contributes to the advancement of health, healthcare and nursing science
   - Disseminate advances in scientific knowledge
   - Use collaborative, interdisciplinary and innovative approaches to knowledge generation
   - Assume leadership roles in health care and education as researchers, educators and advanced clinicians
   - Serve as stewards of the body of knowledge for the discipline of nursing

2. **Describe how the changes will affect students currently in the program.**

   By the start of fall 2019, there were 20 enrolled students in the Ph.D. degree. All successfully completed their first-year coursework; four students are completing their second-year coursework in academic year 2019-2020 and are expected to sit for candidacy prior to the start of academic year 2020-2021. No new students were admitted to the program for academic year 2019-2020. Starting in fall 2020, all students admitted into the Ph.D. in Nursing will take coursework from the revised curriculum.

3. **Submit a comparison of the currently authorized curriculum and the proposed curriculum. Submit course descriptions and (short) syllabi for all new courses as appendix items.**

Previously Authorized Curriculum	Credits	*Comments*
Core Requirements (36 credit hours)		
NURS 70705 Foundations of Research Methods in Nursing	3	*Inactivated*
NURS 70710 History and Philosophy of Nursing Science	3	*Revised to 2 credits*
NURS 70715 Theory Construction and Development in Nursing	3	*Unchanged*
NURS 70720 Introduction to Nursing Knowledge Domains	3	*Inactivated*
NURS 70725 Quantitative Research Methods in Nursing	3	*Inactivated*
NURS 70727 Advanced Health Care Statistics I	3	*Revised to NURS 70741*
NURS 70730 Qualitative Research Methods in Nursing	3	*Inactivated*
NURS 70735 Nursing and Health Care Policy	3	*Inactivated*
NURS 70737 Advanced Health Care Statistics II	3	*Inactivated*
NURS 70745 Advanced Topics in Quantitative Research Methods	3	*Revised to NURS 70743*
or NURS 70747 Advanced Methods for Nursing Research: Application of Qualitative Methods	3	*Revised to NURS 70742*
NURS 70751 Nursing Science Seminar I	3	*Inactivated*
NURS 70752 Nursing Science Seminar II	3	*Inactivated*
Cognate Areas (6 credit hours)		
3 credit hours must be from discipline outside of nursing, and 3 credit hours may be within or outside of nursing.	6	*Revised*
Dissertation (30 credit hours)		
NURS 80199 Dissertation I	30	*Unchanged*

Proposed Revised Curriculum	Credits	*Comments*
Core Requirements (37 credit hours)		
NURS 70710 History and Philosophy of Nursing Science	2	*Revised from 3 credits*
NURS 70711 Scientific Writing	2	*New*
NURS 70712 Research Design Fundamentals	2	*New*
NURS 70713 Advanced Statistics I	2	*New*
NURS 70714 Leadership for Nursing Science	3	*New*
NURS 70715 Theory Construction and Development in Nursing	3	*Unchanged*
NURS 70740 Advanced Statistics II	3	*New*
NURS 70741 Advanced Statistics III	3	*Revised; was NURS 70727*
NURS 70742 Advanced Qualitative Methods for Health Science	4	*Revised; was NURS 70747*
NURS 70743 Advanced Quantitative Methods for Health Science	4	*Revised; was NURS 70745*
NURS 70744 Proposal Development	3	*New*
NURS 70791 Variable Content Seminar: Emerging Issues in Nursing	3	*New*
NURS 70798 Research in Nursing	3	*Existing course added*

Proposed Revised Curriculum	Credits	*Comments*
Electives (6 credit hours)		
Two courses chosen in consultation with faculty advisor	6	*Existing courses*
Dissertation (30 credit hours)		
NURS 80199 Dissertation I	30	*Unchanged*

Suggested semester sequence for the revised curriculum of the Ph.D. in Nursing:

Year 1	**Fall Semester**	**Total:**	**8**
	NURS 70710 History and Philosophy of Nursing Science		2
	NURS 70711 Scientific Writing		2
	NURS 70712 Research Design Fundamentals		2
	NURS 70713 Advanced Statistics I		2
	Spring Semester	**Total:**	**10**
	NURS 70715 Theory Construction and Development in Nursing		3
	NURS 70740 Advanced Statistics II		3
	NURS 70742 Advanced Qualitative Methods for Health Science		4
	Summer Term	**Total:**	**6**
	NURS 70714 Leadership for Nursing Science		3
	Elective		3
Year 2	**Fall Semester**	**Total:**	**10**
	NURS 70741 Advanced Statistics III		3
	NURS 70743 Advanced Quantitative Methods for Health Science		4
	NURS 70798 Research in Nursing		3
	Spring Semester	**Total:**	**9**
	NURS 70791 Variable Content Seminar: Emerging Issues in Nursing		3
	NURS 70744 Proposal Development		3
	Elective		3
	Summer Term		
	Candidacy Examination		
Year 3	**Fall Semester**	**Total:**	**15**
	NURS 80199 Dissertation I		15
	Spring Semester	**Total:**	**15**
	NURS 80199 Dissertation I		15

See Appendix A for descriptions of new courses.

Explanation of specific curriculum revisions:

▪ **Research Methods**

o The task force found redundancy in the concepts related to research methods, as well as lack of instruction in both advanced qualitative and quantitative methods. In the current curriculum, there are six methods courses, each 3 credit hours, covering literature review, design, sampling, measurement and data collection. The first four courses (NURS 70705, NURS 70720, NURS 70725, NURS 70730) were designed to be introductory. Students then selected one of the last two, either an advanced qualitative methods (NURS 70747) or advanced quantitative methods (NURS 70745) course, depending on the method they planned to use in their dissertation.

- o In the revised curriculum, faculty are inactivating all six methods courses, replacing them with three courses: one 2-credit-hour course (NURS 70712) covering the basic concepts of quantitative and qualitative research; one 4-credit-hour advanced qualitative course (NURS 70742); and one 4-credit-hour advanced quantitative course (NURS 70743). The content of each methods course will be carefully constructed to avoid redundancy and build on prior knowledge.

- **Seminars**

  - o The task force believed the two 3-credit-hour seminar courses (NURS 70751, NURS 70752) lacked structure and contained redundant material. Both were taken in the second year of study. For example, in first seminar course, two of the objectives were to *"identify a phenomenon of interest and develop an argument to support the purpose of the proposed research"* and *"analyze empirical research studies to write an integrated literature review that defends how the proposed research study addresses a gap in knowledge."* Students already met these objectives by successfully passing first-year coursework, and the task force believed it was unnecessary for students to take coursework in these areas again. In the second seminar course, students again worked on *"critically evaluating scientific knowledge"* as it related to their phenomena of interest. They also reviewed for the candidacy exam. The task force strongly believed that preparation for the candidacy exam should not be housed within a course.

  - o In the revised curriculum, faculty are inactivating the two seminar courses, replacing them with two 3-credit-hour courses: The first (NURS 70711) will assist students in learning how to critically analyze and conduct a systematic review of the literature in their proposed area of study; and the second (NURS 70791) will focus on significant emerging areas in nursing science, such as genomics, big data or symptom science.

- **Nursing History and Philosophy**

  - o Faculty are decreasing the credit hours, from 3 to 2, for the history and philosophy course (NURS 70710). Content related to philosophical underpinnings of qualitative and quantitative research in nursing will be introduced in NURS 70710; however, in-depth coverage will be transferred to NURS 70712, NURS 70742, NURS 70743. The instructor of NURS 70710, who has taught the course for the past five years, is confident that course objectives can be met with the revised credit hours.

- **Health Care Policy**

  - o Accredited nursing schools adhere to standards set by the American Association of Colleges of Nursing, which stipulates that nursing curriculum at the bachelor's and master's levels must contain content related to health policy.[3] Therefore, the health policy course (NURS 70735) in the doctorate is redundant.

  - o In the revised curriculum, faculty are inactivating the health policy course, replacing it with a 3-credit-hour course (NURS 70714) that will cover the leadership roles for nurse scientists in developing health policy and global initiatives.

- **Statistics**

  - o Members of the task force unequivocally concurred that graduates of the Ph.D. degree must be able to competently understand and apply a wide scope of statistical

tests. Task force members found that students entering the program often lack working knowledge of basic statistics and have difficulty proceeding on to more advanced statistics without a solid foundation.

o In the revised curriculum, faculty are adding three statistics courses that build upon each other: The first course (NURS 70713), 2 credit hours, will review basic descriptive, non-parametric and parametric tests, and provide content on entering and cleaning data, handling missing data and outliers and testing statistical assumptions. The second course (NURS 70740), 3 credit hours, will cover in-depth content related to regression, mediation, moderation, general linear model and exploratory factor analysis. The third course (NURS 70741), 3 credit hours, will offer introductory knowledge to more complex analytic techniques, such as path analysis, structural equation modeling and confirmatory factor analysis.

o Nursing faculty consulted with colleagues at Kent State in the disciplines of sociology public health, psychological sciences and evaluation and measurement to determine if any of the statistics courses they offered could be incorporated into the revised Ph.D. curriculum. There were three challenges:

  (1) The specific statistical content needed by nursing students was covered in too much depth (e.g., entire course dedicated to path analysis) or not enough depth (e.g., no content on mediation and moderation).

  (2) The other courses used statistical software SAS and/or Stata; whereas, nursing students need to know SPSS because the majority of nursing faculty use SPSS in their courses and in research.

  (3) The other disciplines could not guarantee being able to consistently offer specific statistic courses or reserve seats to nursing students in their courses each year.

▪ **Research**

o In preparation for the dissertation, students now will be required to collaborate on a research project (NURS 70798) with their faculty advisor and complete 135 mentored hours. Students will engage in such activities as data collection, coding, analysis and interprofessional team work. They will prepare and submit research presentations and manuscripts.

▪ **Dissertation Development**

o The task force found that one of the biggest challenges for doctoral candidates was developing their dissertation proposal after finishing their coursework. In the revised curriculum, students will enroll in a 3-credit-hour proposal development course (NURS 70744) in their last semester of coursework, prior to the candidacy examination. The course will be structured so that students should be able to produce a first draft of their dissertation proposal at the course's end.

▪ **Electives**

o The current curriculum requires students to select two cognate areas, one outside nursing and one in or outside nursing. The task force saw that as a limitation.

- o In the revised curriculum, students will complete two courses of their choosing in consultation from their faculty advisor. The elective courses should accomplish one of two objectives:
  - (1) Supplement the student's study in a particular substantive area or method of research
  - (2) Align with the student's career goals post-graduation

4. **Describe changes to the following because of the request:**

- ▪ **Total number of credit hours for program completion:**
  Credit hours for coursework are increased from 42 to 43. With the 30-credit hour dissertation requirement, total credit hours for the full program increases from 72 to 73.

- ▪ **Time to complete program:**
  Time to completion is unchanged. Students are expected to complete the Ph.D. coursework within two full academic years. Per Kent State University policy, doctoral degree students entering Kent State with a master's degree must complete the degree within 10 years from first enrollment.

5. **Describe any faculty changes because of the request.**

   Presently, 12 full-time faculty from the College of Nursing teach in the Ph.D. degree, and the college plans to hire additional tenure-track faculty with active programs of research.

6. **Describe any administrative or support service changes because of the request.**

   Kent State has sufficient services to support students in the degree program.

7. **Describe how the effectiveness of the new curriculum will be monitored over time.**

   The effectiveness of the new curriculum will be assessed over time by monitoring the number and quality of applicants, the percentage of the graduating students and the percentage of job placements after graduation.

8. **Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).**

   Not applicable. The Commission on Collegiate Nursing Education does not accredit research doctorates.

The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Cynthia R. Stillings
Interim Dean of Graduate Studies
Kent State University

END NOTES

[1] Documents from the American Association of Colleges of Nursing that the task force reviewed included *Advancing healthcare transformation: A new era for academic nursing* (March 2016) and *The research-focused doctoral program in nursing: Pathways to excellence* (November 2010).

[2] Literature that the task force reviewed included the following:

- Brandon, D.H., Collins-McNeil, J., Onsomu, E.O., & Powell, D.L. (2014). Winston-Salem State University and Duke University's bridge to the doctorate program. *North Carolina Medical Journal, 75,* 68-70.

- Gazza, E.A., Shellenbarger, T., & Hunker, D.F. (2013). Developing as a scholarly writer: The experience of students enrolled in a PhD in nursing program in the United States. *Nurse Education Today, 33,* 268-274.

- Henly, S.J., McCarthy, D.O., Wyman, J.F., Alt-White, A.C., Stone, P.W., McCarthy, A.M., Moore, S.M. (2015a). Emerging areas of nursing science and PhD education for the 21st century: Response to commentaries. *Nursing Outlook, 63,* 439-445.

- Henly, S.J., McCarthy, D.O., Wyman, J.F., Heitkemper, M.M., Redeker, N.S., Titler, M.G., Dunbar-Jacob, J. (2015b). Emerging areas of science: Recommendations for nursing science education from the Council for the Advancement of Nursing Science idea festival. *Nursing Outlook, 63,* 398-4-7.

- Henly, S.J., McCarthy, D.O., Wyman, J.F., Stone, P.W., Redeker, N.S., McCarthy, A.M., Conley, Y.P. (2015c). Integrating emerging areas of nursing science into PhD programs. *Nursing Outlook, 63,* 408-416.

- Nehls, N., Barber, G., & Rice, E. (2016). Pathways to the PhD in Nursing: An analysis of similarities and differences. *Journal of Professional Nursing, 32,* 163-172.

- Rice, D. (2016). The research doctorate in nursing: The PhD. *Oncology Nursing Forum, 43,* 146-148.

- Shea, K.D., Brewer, B.B., Carrington, J.M., Davis, M., Gephart, S., & Rosenfeld, A. (2019). A model to evaluate data science in nursing doctoral curricula. *Nursing Outlook, 67,* 39-48.

- Smith, C.R., Martsolf, D.S., Draucker, C.B., Shambley-Ebron, D.Z. Pritchard, T.J., & Maler, J. (2016). Stimulating research interest and ambitions in undergraduate nursing students: The research-doctorate pipeline initiative. *Journal of Nursing Education, 55,* 133-140.

- Wyman, J.F., & Henly, S.J. (2015). PhD programs in nursing in the United States: Visibility of American Association of Colleges of Nursing core curricular elements and emerging areas of science. *Nursing Outlook, 63,* 390-397.

[3] Information on the necessary curriculum and expected competencies of bachelor's- and master's-level nursing programs can be found in *The essentials of baccalaureate education for professional nursing practice* (October 2008) and *The essentials of master's education in nursing* (March 2011) by the American Association of Colleges of Nursing.

APPENDIX A: DESCRIPTIONS FOR NEW COURSES

NURS 70711 Scientific Writing (2 credit hours). Course covers how to conduct several types of literature reviews. Students conduct a literature review relevant to their research interest, synthesize the literature, identify gaps and write a synthesis of the literature. Ethical issues and authorship considerations are discussed.

NURS 70712 Research Design Fundamentals (2 credit hours). Course focuses on learning fundamental methodological concepts and tools that enable an understanding of research problems and serve as a basis to conduct quantitative and qualitative research. There is emphasis on linking theory and research models to research questions, hypotheses and designs.

NURS 70713 Advanced Statistics I (2 credit hours). Course focuses on learning introductory descriptive, parametric and non-parametric statistical models. Students learn how to enter, clean and handle missing data, as well as perform analyses using SPSS. Expected outcomes are a conceptual understanding of statistical models covered in the course, interpretation of output of statistical analyses and communication of findings in oral and written work.

NURS 70714 Leadership for Nursing Science (3 credit hours). Course focuses on the development of the nurse scientist as a leader across health care and higher educational settings.

NURS 70740 Advanced Statistics II (3 credit hours). Course provides in-depth knowledge of regression, general linear model and exploratory factor analysis statistical models. Course outcomes include a conceptual understanding of these models and the ability to conduct and interpret output of statistical analyses and communicate findings in oral and written work. Knowledge of SPSS is required.

NURS 70741 Advanced Statistics III (3 credit hours). This course focuses on more advanced statistical models used in nursing, including but not limited to, confirmatory factor analysis, path analysis and structural equation modeling. Course outcomes are a conceptual understanding of these models and ability to interpret output of statistical analyses and communicate findings in oral and written work.

NURS 70742 Advanced Qualitative Methods for Health Sciences (4 credit hours). Select qualitative research methods used to study nursing phenomena are examined. Theory and philosophical underpinnings, design, recruitment, data collection and analysis, evaluation of rigor, and ethical issues for major qualitative methods are discussed.

NURS 70743 Advanced Quantitative Methods for Health Sciences (4 credit hours). This course extends knowledge of quantitative research designs for nursing and focuses on cross-sectional, cohort, and case control studies, and clinical trials. Advanced knowledge of measurement, sampling, data collection and methods to improve quantitative design rigor is covered. There is emphasis on application of course content to a selected research question or hypothesis.

NURS 70744 Proposal Development (3 credit hours). Students critically evaluate existing literature to develop persuasive and methodologically sound arguments addressing at least one critical gap for nursing science. Focus is on study design, scope and feasibility of projects that culminate in a dissertation proposal first draft.

NURS 70791 Variable Content Seminar: Emerging Issues in Nursing Science and Research (3 credit hours). Course examines in-depth current scientific trends and emerging topics in nursing research.

Proposal Summary
Curriculum Revision of the PhD in Nursing Program

Description of Action, Including Intended Effect

The PhD in Nursing has been offered jointly with the University of Akron since its inception in 1999. In the fall of 2018, the University of Akron announced that it would no longer offer a PhD in Nursing and would "teach out" students currently enrolled in the program. Approval from the Ohio Department of Higher Education to allow Kent State University (KSU) College of Nursing (CON) to continue to offer the PhD in Nursing was obtained in November 2018. The CON Advisory Committee and KSU Educational Policies Council subsequently approved the suspension of admissions for academic year 2019-2020. A task force was formed to evaluate the curriculum of the PhD in Nursing program and make recommendations for revision. The program has not gone through any significant curriculum revision since 1999. The intended effect of the actions described in this proposal is to develop a current, relevant, state-of-the-science curriculum for students pursuing a research focused doctorate in nursing.

Documents from the American Association of Colleges of Nursing (AACN)[1] and literature related to endorsed curricula for the research focused nursing doctorate[2] assisted the task force to evaluate and make recommendations for revision. The task force also reviewed data from the "Milestone Survey" (i.e., a questionnaire developed by the Joint KSU-University of Akron PhD in Nursing Council) that has been administered to students in the program every spring for the past several years. The task force ensured that any revisions to the curriculum aligned with the CON's established student learning outcomes for the PhD in Nursing program: (a) Generate new knowledge that contributes to the advancement of health, healthcare and nursing science; (b) Disseminate advances in scientific knowledge; (c) Use collaborative, interdisciplinary and innovative approaches to knowledge generation; (d) Assume leadership roles in health care and education as researchers, educators and advanced clinicians, and; (e) Serve as stewards of the body of knowledge for the discipline of nursing.

The following revisions to the PhD in Nursing program are proposed:
1. Inactivate 11 courses
    a. NURS70735 Advanced Health Care Statistics I (3 credit hours)
    b. NURS70705 Foundations of Research Design (3 credit hours)
    c. NURS70725 Quantitative Research Methods in Nursing (3 credit hours)
    d. NURS70737 Advanced Health Care Statistics II (3 credit hours)
    e. NURS70730 Qualitative Methods in Nursing (3 credit hours)
    f. NURS70720 Introduction to Nursing Knowledge Domains (3 credit hours)
    g. NURS70745 Application of Quantitative Methods (3 credit hours)
    h. NURS70747 Application of Qualitative Methods (3 credit hours)
    i. NURS86091 Nursing Science Seminar I (3 credit hours)
    j. NURS70735 Nursing and Health Care Policy (3 credit hours)
    k. NURS87091 Nursing Science Seminar II (3 credit hours)

2. Revise the credit hours from 3 to 2 for NURS70710 History and Philosophy for Nursing Science

3. Remove the requirement for two cognates and replace with the requirement for two 3-credit hour electives

4. Develop 10 new courses
   a. NURS70711 Scientific Writing (2 credit hours)
   b. NURS70712 Research Design Fundamentals (2 credit hours)
   c. NURS70713 Advanced Statistics I (2 credit hours)
   d. NURS70740 Advanced Statistics II (3 credit hours)
   e. NURS70741 Advanced Statistics III (3 credit hours)
   f. NURS70714 Leadership for Nursing Science (3 credit hours)
   g. NURS70742 Advanced Qualitative Methods for Health Science (4 credit hours)
   h. NURS70743 Advanced Quantitative Methods for Health Science (4 credit hours)
   i. NURS70791 Variable Content Seminar: Emerging Issues in Nursing Science and Research (3 credit hours)
   j. NURS70744 Proposal Development (3 credit hours)

5. Add NURS70798 Research in Nursing (3 credit hours) to the curriculum.

There will be no revisions to the following courses and components of the PhD in Nursing program:
   1. NURS70715 Theory Construction and Development in Nursing (3 credit hours)
   2. NURS80199 Dissertation I (30 credit hours)
   3. NURS80299 Dissertation II (as needed)
   4. Admission criteria
   5. Candidacy examination
   6. Dissertation proposal defense
   7. Dissertation defense

The total number of credit hours for coursework in the PhD in Nursing program will increase from 42 to 43 credit hours. Following successful completion of 43 credit hours of coursework, each student will sit for a candidacy exam. After passing the candidacy exam, students will enroll continuously in a minimum of 30 hours of NURS 80199 Dissertation I, and 15 credit hours of NURS80299 Dissertation II each semester thereafter until the dissertation is successfully defended. Table 1 illustrates the current curriculum; Table 2 shows the revised curriculum.

Methods Courses. The task force found redundancy in the PhD in Nursing curriculum, especially concepts related to research methods. There were six methods courses (i.e., *NURS70705 Foundations of Research Design, NURS70720 Introduction to Nursing Knowledge Domains, NURS70725 Quantitative Research Methods in Nursing, NURS70730 Qualitative Methods in Nursing, NURS70745 Application of Quantitative Methods* and *NURS70747 Application of Qualitative Methods*) covering topics such as review of the literature, design, sampling, measurement, and data collection. The first four courses were designed to be introductory (i.e., *NURS70705 Foundations of Research Design, NURS70720 Introduction to Nursing Knowledge Domains, NURS70725 Quantitative Research Methods in Nursing*, and *NURS70730 Qualitative Methods in Nursing*). Each student then chose and completed one of two advanced methods courses (i.e., *NURS70745 Application of Quantitative Methods* or *NURS70747 Application of Qualitative Methods*); the choice was dependent upon the methods (i.e., quantitative versus qualitative) the student planned to use in his/her dissertation. A negative consequence was that graduates did not receive instruction in both advanced qualitative and

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quantitative methods. All six methods courses (i.e., *NURS70705 Foundations of Research Design, NURS70720 Introduction to Nursing Knowledge Domains, NURS70725, Quantitative Research Methods in Nursing, NURS70730 Qualitative Methods in Nursing, NURS70745 Application of Quantitative Methods* and *NURS70747 Application of Qualitative Methods*) will be inactivated. In the revised curriculum, students will take one 2-credit hour methods course to introduce them to basic concepts of quantitative and qualitative research (i.e., *NURS70712 Research Design Fundamentals*). They will then progress to complete a 4-credit hour advanced qualitative course (i.e., *NURS70742 Advanced Qualitative Methods for Health Sciences*) and a 4-credit hour advanced quantitative course (i.e., *NURS70743 Advanced Quantitative Methods for Health Sciences*) (Table 2). The content of each methods course will be carefully constructed to avoid redundancy and build on prior knowledge. Students will be able to apply and extend knowledge gained from *NURS70742 Advanced Qualitative Methods for Health Sciences* and *NURS70743 Advanced Quantitative Methods for Health Sciences* by completing 135 mentored research hours with their faculty advisors in *NURS70798 Research in Nursing*.

Seminar Courses. The two seminar courses (i.e., *NURS86091 Nursing Science Seminar I* and *NURS87901 Nursing Science Seminar II*) lacked structure and contained redundant material. Both were taken in the second year of study. For instance in *NURS86091 Nursing Science Seminar I*, two of the course objectives were to "*identify a phenomenon of interest and develop an argument to support the purpose of the proposed research*" and "*analyze empirical research studies to write an integrated literature review that defends how the proposed research study addresses a gap in knowledge.*" Students already met these objectives by successfully passing first year coursework and the task force believed it is unnecessary for them to take coursework in these areas again. In the revised curriculum, students will take *NURS70711 Scientific Writing* in the first semester of study and learn how to critically analyze the literature and conduct a systematic review in their proposed area of study; these skills will be used and honed throughout the program. In the last semester of study, students will produce a first draft of their dissertation proposal in the course, *NURS70744 Proposal Development.*

In *NURS87091 Nursing Science Seminar II*, students again worked on "*critically evaluating scientific knowledge*" as it related to their phenomena of interest. They also reviewed for the candidacy exam. The task force strongly believed that preparation for the candidacy exam should not be housed within a course. Both of these seminar courses will be deactivated. In the revised curriculum, there will be one 3-credit hour variable content seminar course (i.e., *NURS70791 Variable Content Seminar: Emerging Issues in Nursing Science and Research*); it will focus on significant emerging areas in nursing science, such as genomics, big data, or symptom science (Table 2).

History and Philosophy of Nursing Science Course. The credit hours for *NURS70710 History and Philosophy of Nursing Science* will be decreased from 3 to 2 credit hours. Content related to philosophical underpinnings of qualitative and quantitative research in nursing will be introduced in NURS 70710; however, in-depth coverage will be transferred to NURS 70712, NURS 70742, and NURS 70743. The faculty member who taught the course over the past five years, and will continue to teach the course in the revised curriculum, is confident that course objectives can be met with the reduction to 2 credit hours.

Nursing and Health Care Policy Course. Accredited schools and colleges of nursing adhere to the *Baccalaureate and Master's Essentials in Nursing*, which stipulate that curriculum must contain content related to health policy; therefore, master's prepared nurses entering a PhD in Nursing program have had health policy courses in both their undergraduate and master's programs. *NURS70735 Nursing and Health Care Policy* will be deactivated. Instead, a leadership course will be

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developed and implemented (i.e., *NURS70714 Leadership for Nursing Science*). Health policy and nursing science, along with leadership roles for nurse scientists in health policy development and global initiatives, will be incorporated into this course (Table 2).

Statistics Courses. Members of the task force unequivocally concurred that graduates of the PhD in Nursing program needed competency in understanding and applying a wide scope of statistical tests. Task force members acknowledged that master's prepared nurses entering PhD programs often lack working knowledge of basic statistics and have difficulty proceeding on to more advanced statistics. A 2-credit hour statistics course (i.e., *NURS70713 Advanced Statistics I*) that reviews basic descriptive, non-parametric and parametric tests, along with content on entering and cleaning data, handling missing data and outliers, and testing statistical assumptions, will be required in the first semester of the curriculum. A second statistics course (i.e., *NURS70740 Advanced Statistics II*) will cover in-depth content related to regression, mediation, moderation, general linear model, and exploratory factor analysis. A third statistics course (*NURS70741 Advanced Statistics III*) will offer introductory knowledge to more complex analytic techniques, such as path analysis, structural equation modeling, and confirmatory factor analysis.

Research and Proposal Development Courses. In the revised curriculum, students will be required to complete 135 mentored hours with the student's primary advisor (i.e., *NURS70798 Research in Nursing*) (Table 2). Students will engage in activities such as data collection, coding, entry, and analysis, inter-professional teamwork, and preparation and submission of research presentations and manuscripts.

The task force reviewed the Milestone Survey and progression data over the past five years and concluded that one of the biggest challenges for students was developing the dissertation proposal after finishing coursework. In the revised curriculum, students will enroll in a 3-credit hour proposal development course (i.e., *NURS70744 Proposal Development*). It will be taken during the last semester of coursework, prior to the candidacy examination. *NURS70744 Proposal Development* will be structured so that the student can successful produce a first draft of his/her dissertation proposal.

Elective Courses. Each student will complete two 3-credit hour doctoral level elective courses of his/her choosing in the revised curriculum. Advisors will assist students in choosing elective courses. The stipulation of "elective" versus "cognate" course is changed in the revised curriculum to be congruent with accepted definitions of each. Elective courses will supplement the student's program of study in a particular substantive area of research or a specific method of research, including advanced statistical approaches, or assist the student with career goals following graduation (e.g., teaching in higher education).

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There are no issues related to duplication of course offerings in the CON. Other colleges/departments on campus (i.e., Evaluation and Measurement, Psychological Sciences, Public Health, and Sociology) were consulted to determine whether the statistics courses that they offered could be incorporated into the revised PhD in Nursing program curriculum. There were several challenges. First, the specific statistical content needed by our students was either covered in too much depth (e.g., entire course dedicated to path analysis) or not enough depth (e.g., no content on mediation and moderation). The majority of the faculty in the CON use SPSS and students must have good working knowledge of this software to succeed in other courses and during their

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mentored research experience; other colleges/department use different statistical software, like SAS and Stata. Finally, some colleges/departments could not guarantee being able to consistently accommodate our students, especially as the PhD in Nursing program grows, or consistently offer specific statistic courses each year.

Fiscal, Enrollment, Facilities and Staffing Considerations

The marketing department in the CON has been working diligently with Graduate Studies and University Communication and Marketing to develop and implement strategies to attract and enroll the brightest students into KSU PhD in Nursing program. All courses will be delivered face-to-face; there are ample small classrooms in the CON to accommodate teaching. Faculty may consider having PhD and DNP students jointly take *NURS70712 Research Design Fundamentals* and *NURS70713 Advanced Statistics I* in the future. If approved, these two courses would need to be delivered online since the DNP program is 100% online.

Dean Broome is working on hiring more tenured faculty with active programs of research. We anticipate admitting five students in fall 2020; our ability to increase admissions to greater than five students each year will depend upon our success in hiring more tenure-track nursing faculty.

Evidence of Need and Sustainability if Establishing

Not applicable.

Provisions for Phase-Out if Inactivating

All students currently enrolled in the PhD in Nursing program have successfully completed all first year coursework. There are four students completing second year coursework in academic year 2019-2020 and are expected to sit for candidacy prior to the start of academic year 2020-2021. Starting in fall 2020, all students admitted into the PhD in Nursing program will take coursework in the revised curriculum.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

CON Faculty Meeting	September 23, 2019
CON Graduate Curriculum Committee Meeting	October 7, 2019
CON College Advisory Committee	October 21, 2019
Educational Policies Council	December 16, 2019
Implementation	Fall 2020

Table 1. Current PhD in Nursing Curriculum

	YEAR 1: Fall Semester	
NURS 70710	History and Philosophy of Nursing Science	3
NURS 70727	Advanced Health Care Statistics I	3
NURS 70705	Foundations of Research Methods in Nursing	3
	Total	**9**
	YEAR 1: Spring Semester	
NURS 70715	Theory Construction and Development in Nursing	3
NURS 70737	Advanced Health Care Statistics II	3
NURS 70725	Quantitative Research Methods in Nursing	3
NURS 70730	Qualitative Research Methods in Nursing	3
	Total	**12**
	YEAR 2: Fall Semester	
NURS 70720	Introduction to Nursing Knowledge Domains	3
NURS 86091	Nursing Science Seminar I	3
NURS 70745	Application of Quantitative Methods	
	or	
NURS 70747	Application of Qualitative Methods	3
	Cognate	3
	Total	**12**
	YEAR 2: Spring Semester	
NURS 87091	Nursing Science Seminar II	3
NURS 70735	Nursing and Health Care Policy	3
	Cognate	3
	Total	**9**
	Total Credit Hours for Coursework	**42**
	YEAR 2: Summer Semester	
	Candidacy Examination	
	YEAR 3: Fall Semester	
NURS 80199	Dissertation I	15
	YEAR 3: Spring Semester	
NURS 80199	Dissertation I	15
	Minimum Total Credit Hours for Dissertation Work	**30**

Table 2. Revised PhD in Nursing Curriculum

	YEAR 1: Fall Semester	
NURS 70710	History and Philosophy of Nursing Science	2
NURS 70711	Scientific Writing	2
NURS 70712	Research Design Fundamentals	2
NURS 70713	Advanced Statistics I	2
	Total	**8**
	YEAR 1: Spring Semester	
NURS 70715	Theory Construction and Development in Nursing	3
NURS 70740	Advanced Statistics II	3
NURS 70742	Advanced Qualitative Methods for Health Sciences	4
	Total	**10**
	YEAR 1: Summer Semester	
NURS 70714	Leadership for Nursing Science	3
	Elective	3
	Total	**6**
	YEAR 2: Fall Semester	
NURS 70741	Advanced Statistics III	3
NURS 70743	Advanced Quantitative Methods for Health Sciences	4
NURS 70798	Research in Nursing	3
	Total	**10**
	YEAR 2: Spring Semester	
NURS 70791	Variable Content Seminar – Emerging Areas in Nursing Science and Research	3
NURS 70744	Proposal Development	3
	Elective	3
	Total	**9**
	Total Credit Hours for Coursework	**43**
	YEAR 2: Summer Semester	
	Candidacy Examination	
	YEAR 3: Fall Semester	
NURS 80199	Dissertation I	15
	YEAR 3: Spring Semester	
NURS 80199	Dissertation I	15
	Minimum Total Credit Hours for Dissertation Work	**30**

Notes

[1] Documents from the American Association of Colleges of Nursing that the task force reviewed included *Advancing healthcare transformation: A new era for academic nursing* (March 2016) and *The research-focused doctoral program in nursing: Pathways to excellence* (November 2010).

[2] Literature that the task force reviewed included the following:
- Brandon, D.H., Collins-McNeil, J., Onsomu, E.O., & Powell, D.L. (2014). Winston-Salem State University and Duke University's bridge to the doctorate program. *North Carolina Medical Journal, 75,* 68-70.
- Gazza, E.A., Shellenbarger, T., & Hunker, D.F. (2013). Developing as a scholarly writer: The experience of students enrolled in a PhD in nursing program in the United States. *Nurse Education Today, 33,* 268-274.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Alt-White, A.C., Stone, P.W., McCarthy, A.M., Moore, S.M. (2015a). Emerging areas of nursing science and PhD education for the 21st century: Response to commentaries. *Nursing Outlook, 63,* 439-445.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Heitkemper, M.M., Redeker, N.S., Titler, M.G., Dunbar-Jacob, J. (2015b). Emerging areas of science: Recommendations for nursing science education from the Council for the Advancement of Nursing Science idea festival. *Nursing Outlook, 63,* 398-4-7.
- Henly, S.J., McCarthy, D.O., Wyman, J.F., Stone, P.W., Redeker, N.S., McCarthy, A.M., Conley, Y.P. (2015c). Integrating emerging areas of nursing science into PhD programs. *Nursing Outlook, 63,* 408-416.
- Nehls, N., Barber, G., & Rice, E. (2016). Pathways to the PhD in Nursing: An analysis of similarities and differences. *Journal of Professional Nursing, 32,* 163-172.
- Rice, D. (2016). The research doctorate in nursing: The PhD. *Oncology Nursing Forum, 43,* 146-148.
- Shea, K.D., Brewer, B.B., Carrington, J.M., Davis, M., Gephart, S., & Rosenfeld, A. (2019). A model to evaluate data science in nursing doctoral curricula. *Nursing Outlook, 67,* 39-48.
- Smith, C.R., Martsolf, D.S., Draucker, C.B., Shambley-Ebron, D.Z. Pritchard, T.J., & Maler, J. (2016). Stimulating research interest and ambitions in undergraduate nursing students: The research-doctorate pipeline initiative. *Journal of Nursing Education, 55,* 133-140.
- Wyman, J.F., & Henly, S.J. (2015). PhD programs in nursing in the United States: Visibility of American Association of Colleges of Nursing core curricular elements and emerging areas of science. *Nursing Outlook, 63,* 390-397.

[3] Information on the necessary curriculum and expected competencies of bachelor's- and master's-level nursing programs can be found in *The essentials of baccalaureate education for professional nursing practice* (October 2008) and *The essentials of master's education in nursing* (March 2011) by the American Association of Colleges of Nursing.

NURSING - PH.D.

College of Nursing

Henderson Hall

Kent Campus

330-672-7930

nursing@kent.edu

www.kent.edu/nursing

Description

Admission to the Nursing program has been suspended temporarily as of fall 2019.

The Ph.D. degree in Nursing prepares nurse scientists to develop methods to advance health, health care and the nursing profession. Graduates are expected to lead and promote innovative scholarly endeavors within and across disciplines, and to assume leadership roles in the profession.

FULLY OFFERED AT:

Kent Campus

Admission Requirements

Active, unrestricted Ohio registered nurse license (international students need to show proof of legal ability to practice as a registered nurse in country of origin)

Bachelor's and master's degrees in nursing, or a Doctor of Nursing Practice degree, from an accredited program[1] for **unconditional admission**

Minimum overall 3.000 graduate GPA on a 4.000 point scale for **unconditional admission**

Official transcript(s)

GRE scores (must be less than five years old at the time of application)

Résumé or curriculum vitae

Essay (two pages, single-spaced) addressing the following questions:

Why do you want to pursue a Ph.D. in nursing?

What are your professional goals?

How have you been involved in research, publications and professional presentations?

How have you been involved in professional organizations?

What are your research interests?

Why are you interested in these research areas?

How could research—and specifically your research—in these areas advance science?

Sample of written work   EPC Agenda | 18 November 2019 | Attachment 13 | Page 22

Three letters of reference from health care professionals or academic faculty members who can speak to the applicant's professional and academic abilities (two of the three references from doctoral-prepared individuals are preferred)

Interview

English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:[2]

Minimum 560 TOEFL PBT score (paper-based version)

Minimum 83 TOEFL IBT score (Internet-based version)

Minimum 78 MELAB score

Minimum 6.5 IELTS score

Minimum 55 PTE score

For more information about graduate admissions, please visit the **Graduate Studies admission website**. For more information on international admission, visit the **Office of Global Education's admission website**.

[1] A bachelor's degree in a closely related health field may be considered if the applicant has a master's degree in nursing or a D.N.P. degree from an accredited program. A master's degree in a closely related field may be considered if the applicant has a bachelor's degree in nursing from an accredited program.

[2] International applicants who do not meet the above test scores may be considered for conditional admission.

Program Learning Outcomes

Graduates from this program will be able to:

1 Generate new knowledge that contributes to the advancement of health, health care and nursing science.

2 Disseminate advances in scientific knowledge.

3 Use collaborative, interdisciplinary and innovative approaches to knowledge generation.

4 Assume leadership roles in health care and education as researchers, educators and advanced clinicians.

5 Serve as stewards of the body of knowledge for the discipline of nursing.

Program Requirements

MAJOR REQUIREMENTS

Major Requirements (min B grade in all courses)

NURS ~~70705~~ *70711*	~~FOUNDATIONS OF RESEARCH METHODS IN NURSING~~ *Scientific Writing*		~~X~~ 2
NURS 70710	HISTORY AND PHILOSOPHY OF NURSING SCIENCE		~~X~~ 2
NURS 70715	THEORY CONSTRUCTION AND DEVELOPMENT IN NURSING		3
NURS ~~70780~~ *70712*	~~INTRODUCTION TO NURSING KNOWLEDGE DOMAINS~~ *Research Design Fundamentals*		~~X~~ 2

Course		Credits
NURS ~~70725~~ *70713*	~~QUANTITATIVE RESEARCH METHODS IN NURSING~~ *Advanced Statistics I*	~~X~~ *2*
NURS ~~70737~~ *70740*	ADVANCED ~~HEALTH CARE STATISTICS1~~ *Statistics II*	3
NURS ~~70739~~ *70742*	~~QUALITATIVE RESEARCH METHODS IN NURSING~~ *Advanced Qualitative Methods for Health Sciences*	~~X~~ *4*
NURS ~~70735~~ *70714*	~~NURSING AND HEALTH CARE POLICY~~ *Leadership for Nursing Science*	3
NURS ~~70737~~ *70741*	ADVANCED ~~HEALTH CARE~~ STATISTICS ~~II~~ *III*	3
NURS ~~70745~~ *70743*	ADVANCED ~~TOPICS IN~~ QUANTITATIVE ~~RESEARCH~~ METHODS *For Health Sciences*	~~X~~ *4*
~~or NURS 70747~~	~~ADVANCED METHODS FOR NURSING RESEARCH: APPLICATION OF QUALITATIVE METHODS~~	
NURS ~~70751~~ *70798*	~~NURSING SCIENCE SEMINAR I~~ *Research in Nursing*	3
NURS ~~70752~~ *70791*	~~NURSING SCIENCE SEMINAR II~~ *Variable Content Seminar – Emerging Areas in Nursing Science and Research*	3
NURS 80199	DISSERTATION I	30
Electives ~~Cognate Areas~~		6

Minimum Total Credit Hours: **72**

~~¹ Advanced topic or method is selected with the approval of student's advisor.~~

¹ Each doctoral candidate, upon admission to candidacy, must register for **NURS 80199** for a total of 30 credit hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter **NURS 80299**, each semester, including summer, until all requirements for the degree have been met.

² ~~Cognate areas~~ *Elective courses* support the student's research interest and are selected with the approval of the student's academic advisor. ~~Two courses are required, of which 3 credit hours must be from discipline outside of nursing, and 3 credit hours may be within or outside of nursing.~~ *Two 3-credit hour doctoral level elective courses will supplement the student's program of study in a substantive area of research or specific method of research, including advanced statistical approaches, or assist the student with career goals following graduation*

CANDIDACY EXAMINATION

At the conclusion of coursework, students sit for the candidacy examination. The examination provides the basis for evaluation of the student's readiness for completing the dissertation. Students must successfully pass candidacy and a proposal defense before beginning dissertation work.

GRADUATION REQUIREMENTS

Minimum B grade in all courses.[1]

Passage of the candidacy examination

Submission and successful defense of a dissertation

[1] If a course must be repeated, the student cannot take other courses that require that course as a prerequisite until the course is successfully retaken. If the student retakes the course and does not earn a minimum B grade, the student may be dismissed from the Ph.D. degree.

Umberger, Wendy

From:	Adams, Richard
Sent:	Wednesday, June 19, 2019 4:26 PM
To:	Vermeersch, Patricia; SERPE, RICHARD
Cc:	Umberger, Wendy; KALKHOFF, WILLIAM
Subject:	RE: Doctoral level stats classes collaboration?
Attachments:	Multivariate Techniques 6221772217.pdf; Advanced Data Analysis 6221872218.pdf; Grad_Quantitative_Res_Meth_Syl(Fall_2018).docx

Hi Pat,

We offer three quantitative analysis classes in our doctor program: quantitative research methods, multivariate analysis, and advanced data analysis. I attach the most recent syllabi for these classes. We require all of our students to take the three courses and offer them in a fall, spring, fall sequence. We will continue to offer these courses moving forward. Students outside of Sociology can take these courses, with permission from the instructor. It seems that we cover much of what you list below in our classes. As you can see from the syllabi, all classes have a lab component and we teach STATA for all of the statistical analyses. If you'd like to talk about these classes and the possibility of your Ph.D. students taking them, please let me know. I'm happy to meet with you. I'm available this and next week to meet. I'm out of town the first two weeks of July.

Thanks,

Dick

Richard E. Adams
Professor and Associate Chair
204 Merrill Hall
Department of Sociology
700 Hilltop Drive
Kent, OH 44242
(330)672-2721

From: Vermeersch, Patricia <pvermeer@kent.edu>
Sent: Wednesday, June 19, 2019 2:08 PM
To: Adams, Richard <radams12@kent.edu>
Cc: Umberger, Wendy <wlewando@kent.edu>; Vander horst, Anthony <avanderh@kent.edu>
Subject: Fw: Doctoral level stats classes collaboration?

Dr. Adams,

Please see email below. I heard back from Dr. Vander Horst and he suggested I contact you about this.

Thank you in advance for any help. Pat

Patricia Vermeersch, PhD, GNP-BC
Professor and Director, PhD Program

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Kent State University, College of Nursing
PO Box 5190
Kent, OH 44242
Henderson Hall, Rm 303
330-672-8817 Office
330-672-5003 FAX

From: Vermeersch, Patricia
Sent: Wednesday, June 19, 2019 11:40 AM
To: Vander horst, Anthony
Cc: Umberger, Wendy
Subject: Doctoral level stats classes collaboration?

Dr. Vander horst,

Like your PhD program ours is undergoing revision due to the dissolution with Univ of Akron. In our revised curriculum plan we are discussing the possibility of having our students take your SOC 72218 Advanced Data Analysis and SOC 72217 Multivariate techniques versus offering these within the CON. The topics we feel our students need as second and third courses are below.

6	Regression: simple
3	Multiple regression
6	Logistic regression
6	Mediation and moderation
3	General linear model
3	ANOVA
3	ANCOVA
3	Factorial ANOVA
3	RM-ANOVA
3	MANOVA
6	Exploratory factor analysis
45	

and

3	Complex statistical methods
9	Confirmatory factor analysis
9	Path analysis
9	Structural equation modeling
9	Big data
6	Evolving methods
45	

Given these topics, will your department be offering these still? If so, could you accommodate up to 5 additional students from nursing on a yearly basis? If so, what semesters are these courses offered?

Other ideas we have discussed are interdisciplinary content with separate "labs" for application of the content.

As we are on a timeline to get all changes approved, I would appreciate a response as soon as your able. You can also call me on my cell 513-235-6353 as I am in and out of the office this summer.

Pat.

Patricia Vermeersch, PhD, GNP-BC
Professor and Director, PhD Program
Kent State University, College of Nursing
PO Box 5190
Kent, OH 44242
Henderson Hall, Rm 303
330-672-8817 Office
330-672-5003 FAX

Umberger, Wendy

From:	Vermeersch, Patricia
Sent:	Wednesday, October 23, 2019 3:07 PM
To:	Umberger, Wendy
Subject:	Fw: Stats courses?

Patricia Vermeersch, PhD, GNP-BC
Professor and Director, PhD Program
Kent State University, College of Nursing
PO Box 5190
Kent, OH 44242
Henderson Hall, Rm 303
330-672-8817 Office
330-672-5003 FAX

From: Umberger, Wendy <wlewando@kent.edu>
Sent: Wednesday, June 26, 2019 3:40 PM
To: Vermeersch, Patricia <pvermeer@kent.edu>
Subject: RE: Stats courses?

Hi Pat,

It sounds like a great conversation.

I don't think that 73020 would be a good replacement for our Advanced Statistics I because I'm afraid that it might be "too advanced" and our students might get lost. Usually PH doctoral students come straight out of master's work and have good working knowledge of statistics. Our first course is really to get PHD nursing students up to speed.

83014 seems like it could be an option for Advanced Stats II. I'm wondering when (semester, days of the week) and how it is offered (F2F or online). I'm concerned that it being taught with SAS.

I think that the taskforce wanted students to have exposure to more advanced methods in Advanced Stats III. They have the option of taking a single course on one advanced statistical model in their electives.

Wendy

From: Vermeersch, Patricia <pvermeer@kent.edu>
Sent: Wednesday, June 26, 2019 3:24 PM
To: Umberger, Wendy <wlewando@kent.edu>
Cc: Hallam, Jeffrey <jhallam1@kent.edu>
Subject: Fwd: Stats courses?

Wendy
I had a great conversation with Jeff today. See his analysis below. The timing of the two courses also lined up with our program plan. For stats 1 and 2. They are committed to offering these for their own students and could

1

absorb 5 doctoral nursing students. What we have in stats 3 they usually send students to psychology or evaluation and management as a single in depth topic. They use both SPSS and SAS in all courses.

Please reach out to him if you have additional questions. Pat

Sent from my iPhone

Begin forwarded message:

> **From:** "Hallam, Jeffrey" <jhallam1@kent.edu>
> **Date:** June 26, 2019 at 10:57:14 AM EDT
> **To:** "Vermeersch, Patricia" <pvermeer@kent.edu>
> **Subject: RE: Stats courses?**
>
> Pat – Here is the information you requested. We would be able to handle Nursing PhD students in these courses and having them in the course would benefit us from an inter-professional perspective. If you need additional information please let me know.

2

Course Number	SBS 73020	BST 83014	Notes
SBS 73020 Advanced Methods in Prevention Science			
BST 83014 Applied Regression Analysis of Public Health Data			
Statistical Concepts	X		
Non Parametric/ Parametric	X		
Levels of Measrement/ Types of Variables	X		
Bias	X		
Descriptive Statistics	X		
t-test and Chi-Square	X		
Data Analysis using SPSS	X	SAS	SAS is used, but students may use SPSS, R or
Data Management	X	X	
Data Cleaning	X	X	
Missing Data	X	X	
Simple Regression	X		
Multiple Regression		X	
Logistic Regression		X	
Mediation/ Moderation		X	
GLM		X	
ANOVA	X		
ANCOVA	X		
Factorial ANOVA	X		
Repeated Measures ANOVA	X		
Exploratory Factor Analysis		X	
Complex statistical methods	X		
Confirmatory Factor Analysis			Teach individual students who use it
Path Analysis			Teach individual students who use it
Structural Equation Modeling			Typically have student take course in EHHS
Big Data			Working on this
Evolving Methods			Working on this

Jeff,

Our PhD curriculum is undergoing some changes and we are interested in what courses our nursing PhD students might be able to take in Public Health that are similar to what we have envisioned our students need. I was told you are the most familiar with all the courses there. I know you have served on some of our students' committees so I appreciate your thoughts. Although we have looked at the course descriptions for many courses across campus, it is always difficult to know what is actually covered. I have included our proposed topics to help you let me know if you have any courses that a) cover these and b) would your college be willing to let our students take any as a regular part of their program? If you would like to chat first, please call my cell 513-235-6353 or email back some days and times and a number and I will call you. Thursdays are my clinic days so they are always out but otherwise I am pretty open.

3

2	Statistical concepts
2	Non-parametric versus parametric tests
2	Types of variables and level of measurement
2	Bias: Assumptions, outliers, normality, linearity, homoscedasticity, heteroscedasticity
2	Descriptive statistics
2	Simple correlations
2	T tests and Chi Squares for group differences
6	Data analysis using SPSS
4	Entering variables and data
2	Cleaning data
4	Handling missing data
30	

Advanced Stats II

6	Regression: simple
3	Multiple regression
6	Logistic regression
6	Mediation and moderation
3	General linear model
3	ANOVA
3	ANCOVA
3	Factorial ANOVA
3	RM-ANOVA
3	MANOVA
6	Exploratory factor analysis
45	

Advanced stats III

3	Complex statistical methods
9	Confirmatory factor analysis
9	Path analysis
9	Structural equation modeling
9	Big data
6	Evolving methods
45	

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