Additional Standards for Entry into Practice Research Doctoral Degrees

Research competencies prepare graduates to pursue intellectual inquiry and conduct independent research for the purpose of generating new knowledge that extends nursing science.

Programs offering research doctoral degrees for entry into practice must demonstrate compliance with all Practice Doctorate Standards in addition to the following Research Standards.

CONDUCTING INSTITUTION STANDARDS

1. The program’s resources must be adequate to support the size and scope of the program to appropriately prepare students for practice and to promote the quality of graduates including:

   1.1. external/internal funding or federal grants available to support the research mission of the academic unit.

   1.2. student financial assistance in the form of stipends, scholarships, fellowships, and/or assistantships.

FACULTY STANDARDS

CRNA Program Administrator:

2. The program is administered by a doctorally prepared CRNA with a research degree who has the leadership authority and accountability for program administration.

3. The CRNA program administrator must have a record of recognized scholarship.

Assistant CRNA Program Administrator:

4. The assistant CRNA program administrator is a doctorally prepared CRNA with a research degree who is experientially qualified to assist the CRNA program administrator and, if required, assume leadership responsibilities for the program (see Glossary “Experientially Qualified”).

5. The assistant CRNA program administrator must have a record of recognized scholarship.

Research Faculty:

6. Faculty create an environment in which mentoring, socialization of students, engagement in research and a community of scholars is evident.

7. The amount of assistance required by students engaged in research is taken into consideration in planning faculty-student ratios. A faculty member should serve as the major adviser/chair for no more than 5 students.
8. Faculty members demonstrate productivity in scholarly and professional work.

STUDENT STANDARDS

9. Students demonstrate engagement in the ethical conduct of research.

GRADUATE STANDARDS

10. The graduate must demonstrate the ability to conduct original research that generates new knowledge.

CURRICULUM STANDARDS

11. The curriculum is designed to award a Doctor of Philosophy degree to graduate students who successfully complete graduation requirements.

12. The curriculum is designed to focus on the full scope of nurse anesthesia practice including:
   12.1. Content: statistics, research design, research methods and theory development.
   12.2. Research seminars and colloquia (see Glossary, “Research Seminars and Colloquia”).

13. Students are able to complete the curriculum in a timely manner.

14. The curriculum is a minimum of 5 years in length post-baccalaureate or a minimum of 4 years in length post-master’s of full-time study or longer if there are periods of part-time study.*

15. The research curriculum affords opportunity for research skill development leading to independent research capability.

16. Individual programs of study for doctoral students in their pre-dissertation years are developed cooperatively with an assigned program adviser or mentor who is a member of the graduate faculty.

17. There are established examination and/or assessment procedures to verify knowledge in the student’s area of research and pertinent research skills.

18. The curriculum requires the student to complete original research and defend a dissertation before acknowledged scholars in the discipline.

POLICY STANDARDS

19. Truth and accuracy are evidenced in recruiting and admissions practices, academic calendars, catalogs, publications, grading, advertising and research activities.

20. Guidelines and procedures are set forth for completing degree requirements so that the students and faculty know and understand their opportunities, duties and responsibilities.
EVALUATION STANDARDS

21. Students evaluate the quality of the program of research.

22. Faculty evaluate the quality of their own contributions to teaching, practice, service, scholarly activities, and contributions to research.

23. Alumni evaluate their preparation to conduct research (self-evaluation).

24. The program utilizes evaluation data (including that from the systematic plan for continuous self-assessment) to monitor and improve the program of research.

** Note: Shorter programs of study can be submitted for consideration when accompanied by supporting rationale that ensures compliance with accreditation standards.

For Glossary-

**Research Seminars and Colloquia** – Research seminars and colloquia allow for the intellectual stimulation and passion for learning that lead to socialization to the academic climate of the discipline and to the development of a community of scholars. The sense of common purpose can be encouraged by seminars in which the student reports on the literature of the field or on his or her own research and where faculty are free to interact with other faculty and graduate students. Seminars may lead to important improvements or innovations in the students’ research. Doctoral programs sponsor colloquia or seminar series in which students hear and interact with distinguished scholars from outside the university. Crucial to the effective function of the colloquia are opportunities for graduate students to discuss their own work with visiting scholars.