

HUNTER

The City University of New York

HUNTER-BELLEVUE SCHOOL OF NURSING

2024-2025

PhD Student Handbook

www.hunter.cuny.edu/nursing

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Message from the Dean

Ann Marie P. Mauro, PhD, RN, ANEF, FAHA, FNAP, FAAN

Joan Hansen Grabe Dean and Professor
Hunter-Bellevue School of Nursing
Hunter College of the City University of New York



Thank you for choosing the Hunter-Bellevue School of Nursing at Hunter College of the City University of New York (CUNY) to advance your professional nursing education and career. Our School's history spans over 60 years of preparing nurses for practice in urban environments with diverse populations. Our students, faculty, and staff embrace excellence in education, research, and service. Our outstanding alumni are leaders impacting the health of communities across the nation and the globe. At Hunter, we provide an excellent, accessible education shaping diverse nurse leaders to create a thriving, healthier world.

Our exceptional undergraduate programs include the [generic](#) and [accelerated second-degree](#) BS in nursing, and the [RN-to-BS](#) in nursing. Our top-notch [Master's degree \(MS\) program](#) offers specialties in Adult Gerontology Clinical Nurse Specialist, Adult Gerontology Primary Care Nurse Practitioner, Community/Public Health Nursing, Psychiatric Mental Health Nurse Practitioner, Nursing Administration/Urban Policy and Leadership (dual MS degree), and a post-graduate Psychiatric Mental Health Nurse Practitioner advanced certificate. We also have a new, fully online Master's degree and advanced certificate in Nursing Education. Our groundbreaking [Evelyn Lauder Community Care Nurse Practitioner Program](#) offers advanced clinical training and graduate-level education focused on critical aspects of care, from diagnosis to ordering and interpreting tests to prescribing medication. The [Doctor of Nursing Practice \(DNP\) program](#) prepares nurses for advanced practice and leadership positions in health care. We are excited to launch our pioneering [Nurse Anesthesia Adult Gerontology Acute Care Nurse Practitioner DNP program](#) that is accepting applications for our first cohort in summer 2024. Our excellent [post-Master's PhD in nursing program](#) prepares nurse scientists to conduct research that champions health equity in diverse local and global communities.

On behalf of our outstanding faculty, staff, and alumni, I applaud you for choosing to be a Hunter nurse! We are here to support your success. Please do not hesitate to reach out if we can be of assistance.

Sincerely,

Dean Ann Marie Mauro

Ann Marie P. Mauro, PhD, RN, ANEF, FAHA, FNAP, FAAN
Joan Hansen Grabe Dean and Professor

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Overview of the University, College and School

[The City University of New York \(CUNY\)](#)

Hunter College is one of 24 colleges that make up the City University of New York (CUNY), the nation's largest urban public university. CUNY and its University Faculty Senate were formed in 1961, uniting the talents of seven colleges – eventually to be joined by a dozen more. CUNY quickly launched the nation's first state-funded educational opportunity programs for minority students and offered doctoral programs through the Graduate Center. Its continued emphasis on diversity and excellence has helped the CUNY become the nation's leading urban public university.

CUNY is an independent system of higher education governed by its own board of trustees who are responsible for the governance, maintenance, and development of both the senior and community college units. The University now comprises 25 institutions: 11 senior colleges, 7 community colleges, the William E. Macaulay Honors College, the CUNY Graduate Center, the Craig Newmark Graduate School of Journalism, the CUNY School of Labor and Urban Studies, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY Graduate School of Public Health and Health Policy. This wide array of higher education institutions allows the University to serve more than 275,000 degree-seeking students each year.

[Hunter College, CUNY](#)

Hunter College was established by the New York City Board of Education in 1869 as the Female Normal and High School to educate the city's growing immigrant populations. Its visionary founding president, Thomas Hunter, expressly aimed to train women to be teachers for the city's public schools. By the time Hunter College added graduate education in 1921, it was the largest women's college in the world. Hunter College underwent many changes in the decades that followed – expanding its undergraduate and graduate offerings, adding new locations, and becoming a co-educational institution – but it has always remained true to the vision of its founder to offer access and excellence to qualified applicants.

Hunter joined with the City College of New York and several other public colleges to create CUNY in 1961. Hunter College is the largest of the twenty-four institutions that comprise CUNY, with over [20,000 students](#). Students pursue Hunter College degrees in more than 170 undergraduate majors/concentrations and over 90 master's programs. Hunter offers master's programs in nursing, nutrition, biomedical laboratory management, accounting, education, speech-language pathology, and all of the liberal arts, plus a number of accelerated and advanced certificate programs. Hunter became a Ph.D.-granting institution in 2008, when it was authorized to offer doctoral degrees in biology, biochemistry, and physics jointly with the CUNY Graduate Center. The School of Education offers an Ed.D. in Instructional Leadership. Hunter is also home to world-renowned [research centers](#), including the Center for Translational and Basic Research

(CTBR), the Center for Puerto Rican Studies (Centro), and the Brookdale Center for Healthy Aging and Longevity.

The Hunter-Bellevue School of Nursing (HBSON) is an integral unit of Hunter College. The HBSON is one of five schools that comprise Hunter College along with the Schools of Arts & Sciences, Education, Health Professions, and Social Work.

Hunter-Bellevue School of Nursing

Hunter began its baccalaureate-degree program in nursing in 1955. In 1969, when Bellevue Hospital closed its School of Nursing (which was the first US. school founded on Nightingale's model for nursing education), Hunter moved its nursing program to the Bellevue School's location and renamed it to honor that school's historic contributions. Today, the School of Nursing enrolls over 1,000 students in its baccalaureate, master's, and doctoral programs, educating nurses at multiple levels to provide care to culturally diverse urban and global communities. Hunter College continues to adhere to the highest standards of quality in teaching, scholarship, and service that have guided its nursing programs for more than 60 years.

The HBSON offers 3 undergraduate programs (traditional BS, accelerated second degree, and RN to BS) and 5 graduate programs (Adult-Gerontology Primary Care NP, Psychiatric-Mental-Health NP, Adult-Gerontology Clinical Nurse Specialist, Community/Public Health Nursing and Nursing Administration/Urban Policy and Leadership). The HBSON has also had a DNP program since 2011. The Ph.D. Program in Nursing is set to begin in 2022.

MISSION of the HUNTER-BELLEVUE SCHOOL of NURSING

The Hunter-Bellevue School of Nursing mission is to prepare collaborative nurse leaders to promote wellness and champion health equity in diverse local and global communities through excellence in education, research, scholarship, and advocacy.

VISION of the HUNTER-BELLEVUE SCHOOL of NURSING

The Hunter-Bellevue School of Nursing aspires to be a beacon of transformative nursing education, shaping leaders who advance health equity for a thriving, healthier world.

VALUES of the HUNTER-BELLEVUE SCHOOL of NURSING

Excellence, Collaboration, Equity, Belonging

Center for Nursing Research ([CNR](#))

The mission of the CNR at HBSON is to support and facilitate the development of nurse scientists and their research. The focus of the center is Urban Health Equity.

The Goals of the CNR are to:

- Foster a sustainable culture of scholarship.
- Develop an infrastructure to support and disseminate nursing research.

- Facilitate inter-professional research collaboration.
- Engage students in the research process.

The CNR at Hunter College is a testament to the high value that the school and college place on the development of nurse researchers. The CNR offers support to faculty in all stages of the research process – from conceptualization of research design through obtaining funding, implementing research projects, analyzing data, and publishing & disseminating findings. The CNR also provides many opportunities for students to participate in research with faculty as research assistants; the Center also assists students in the preparation of research posters for presentation at nursing conferences and the annual Evidence-Based Practice Poster Day.

Faculty

HBSON faculty hold expertise in Gerontology, Health Promotion, Community-Engaged Research, and Disease Prevention – among several other domains. View the [website](#) for information regarding individual faculty research interests.

The Weill Cornell Clinical and Translational Science Center ([CTSC](#))

Hunter-Bellevue School of Nursing is a central partner in a major research consortium with the Weill Cornell Medical College Clinical and Translational Science Center (CTSC). The mission of the CTSC is to provide an environment that allows optimal use of our considerable multi-institutional assets and the diversity of our patient populations to move translational research seamlessly from bench to bedside and to the community.

The CTSC acts as a conduit through which essential resources, technological tools, and education programs for all partners can be efficiently shared and managed. The multi-institutional consortium includes the Weill Cornell Graduate School of Medical Sciences, New York-Presbyterian Hospital, Memorial Sloan-Kettering Cancer Center, the Hospital for Special Surgery, the Hunter-Bellevue School of Nursing, the Hunter College Center for Translational and Basic Research, and the Cornell University Cooperative Extension in New York City.

The Ph.D. Program in Nursing

The Ph.D. in Nursing Program focuses on research that supports urban health equity. It therefore advances the missions of both Hunter College and School of Nursing to “provide quality nursing education to promote health and provide care to culturally diverse, urban and global communities through research, scholarship, and service.” The missions of Hunter College and HBSON are congruent with a special commitment to providing excellent educational experiences and research opportunities while serving diverse persons and cultures in urban and global communities. The Ph.D. program is based on an apprenticeship model of research training that combines rigorous coursework and a residency with experienced research mentorships.

Goal

The goal of the HBSON Ph.D. Nursing Program is to prepare nurse scientists to conduct research that supports health equity by addressing the health of diverse urban individuals, families, and communities.

Outcomes

The HBSON Ph.D. Nursing Program prepares graduates to:

- Master in-depth knowledge in a substantive area
- Appreciate the history and philosophy of science
- Describe the evolving nature of the nursing discipline
- Master application of existing research methods and analytic strategies
- Conduct original research
- Communicate scholarship including through peer-refereed publications and presentations for professional interdisciplinary audiences as well as lay audiences
- Lead in advancing the profession
- Participate in team science and interdisciplinary research teams
- Provide professional and research mentorship to others
- Contribute to the education of current and future nurses through research discovery, application, and integration

Applicable Policies of the Undergraduate/Graduate Student Handbook

Because the Ph.D. in Nursing is a doctoral program within the Hunter-Bellevue School of Nursing, students are also responsible for knowing and following policies and requirements described in the [Hunter-Bellevue School of Nursing Student Handbook](#). The following sections are applicable to students in the Ph.D. program:

- I HUNTER COLLEGE POLICIES
- II POLICIES APPLICABLE TO STUDENTS IN ALL PROGRAMS OF THE HUNTER-BELLEVUE SCHOOL OF NURSING
- III ELECTRONIC COMMUNICATION RESOURCES
- IV GRADING - Graduate
- V HBSON STANDARD FOR SCHOLARLY WRITING
- VI APPEAL PROCEDURES
- VII STUDENT USE OF ELECTRONIC DEVICES
- VIII ABSENCE DUE TO RELIGIOUS BELIEFS
- XI AWARDS FOR OUTSTANDING GRADUATING STUDENTS
- XIV. ADDITIONAL RESOURCES

Program Administration

The Ph.D. Faculty Coordinator ensures the quality and manages operations for the Ph.D. program, including leading curriculum review and revision, overseeing student recruitment, enrollment, matriculation and graduation, student advising, and program evaluation.

The governance of the program is the Hunter College Ph.D. Faculty Council. The Ph.D. Faculty Coordinator chairs the Ph.D. Faculty Council, which consists of the Associate Dean for Research, two faculty teaching in the program, and one non-voting student representative.

According to the HBSON Bylaws, the School of Nursing is led by the Dean who is the chief academic and administrative officer. The Dean appoints three Associate Deans who are responsible for the implementation of the (1) undergraduate programs, (2) graduate (including the DNP clinical doctorate) and post-graduate certificate programs and (3) research (including the Center for Nursing Research). The Ph.D. Faculty Coordinator will report directly to the Associate Dean for Research since that dean is responsible for advancing and overseeing the school's research portfolio and infrastructure while sustaining a culture of research excellence that involves both faculty and students.

The Program Staff Coordinator provides support to the Ph.D. Faculty Coordinator and faculty with administrative functions such as admissions, orientations, financial aid, and coordination of student advisement. The Staff Coordinator maintains student records and data, liaises with various college offices, collects syllabi as appropriate, oversees grade and attendance submissions, and makes appropriate referrals to students. The Staff Coordinator is also the front-line person who handles all inquiries regarding the program and maintains a record of budgetary expenses.

Doctoral Faculty

Membership within the doctoral faculty is recommended by the Ph.D. Faculty Council and appointed by the Dean. Those teaching courses and/or chairing committees must hold a research doctorate and demonstrate evidence of significant research relevant to the doctoral program and evidence of qualifications to teach a doctoral course or provide other doctoral-level training (supervise thesis or dissertation). Doctoral faculty will provide advisement, assist with guiding students in their Research Residency and Dissertation Seminars courses, and serve as committee members.

Committee members and readers will also be drawn from other CUNY Nursing Programs, Hunter College departments, and the Clinical and Translational Science Center (CTSC), as well as other colleges, universities, research centers, or health systems with approval from the Ph.D. Faculty Council. The student's Dissertation Chair will submit to the Ph.D. Faculty Council their recommendation with the individual's CV and a rationale for their appointment to a student's committee.

Each Ph.D. student is responsible for assembling a [Dissertation Committee](#) to mentor and support that student's Ph.D. dissertation. Students typically create their committee by the end of their second year in the program. The Chair of the Dissertation Committee must be a member of the Standing Faculty of Hunter-Bellevue School of Nursing. If the faculty member retires from the Standing Faculty, the member can remain on the committee but a new chair must be appointed from the Standing Faculty. At least one of the other two committee members must be a full-time member of Hunter College

School of Nursing. The other member must hold a doctoral degree with expertise pertinent to the student's dissertation topic. Additional members, based on their unique expertise, may be included to the committee. If supported by the student's committee members, reader(s) may also be included in the proposal and dissertation defense process. Readers, who are voting members at the defense, serve as external reviewers for the defense and do not review draft chapters of the dissertation.

Admission Policies

The Ph.D. program follows a summer-term-only cohort admissions process. Applications to the Ph.D. program are accepted through the Hunter College [Office of Graduate Admissions](#).

Admission Requirements

- A registered nurse license in New York State;
- A master's degree from an accredited program, with a GPA of at least 3.5 on a 4.0 scale;
- A degree in nursing (baccalaureate and/or master's degree). *Applicants holding a degree in a non-nursing related discipline will be considered on an individual basis;*
- Graduate level statistics course in the last 5 years with a grade of B or higher;
- Previous coursework in graduate-level research methods;
- Three letters of recommendation, at least one of which must be from a Ph.D.-prepared faculty member, that address the student's aptitude for doctoral study;
- A written statement of:
 - Career goals including reason for interest in Hunter College and
 - Description of a proposed area of research, including research interests that match faculty expertise;
- A current curriculum vitae (professional résumé);
- A relevant writing sample (publication or graded paper);
- Prospective students whose native language is not English or who have completed all or part of their post-secondary education in a country where English is not the first language must present minimum TOEFL scores of:
 - 550 on the paper-administered test, or
 - 213 on the computer-administered test, or
 - 60 (less speaking component) on the IBT TOEFL;
- If moved forward by admissions committee:
 - An interview with the Ph.D. Faculty Coordinator and Ph.D. program faculty who conduct research related to the interest of the applicant,
 - As indicated, completion of an onsite brief writing sample evaluated by Ph.D. program faculty.

Transfer Credit Evaluation

A student may transfer courses completed at other accredited graduate schools with the approval of the Ph.D. Faculty Council. If eligible, Ph.D. credit may be

awarded for up to two courses of post-master's coursework from an accredited graduate school.

Academic Calendar

Students should check the Hunter College [academic calendar](#) for registration, class, and holiday dates.

Academic Advising

Role

When students enter the program, they will be assigned a Faculty Advisor who will guide the student during period of coursework. It is expected that the Faculty Advisor will also supervise the student's Research Residency either directly (student will work on the faculty's research team) or indirectly (all or part of the residency will be spent with another CUNY or non-CUNY researcher). The Faculty Advisor guides the development of research questions and methods as well as course selection.

The Faculty Advisor maintains a record of the student's progress in coursework, professional development activities including professional conferences attended, presentations made, and journal articles/book chapters published; the Advisor also provides guidance concerning mapping a career trajectory. The Faculty Advisor maintains an official record of any academic problems and concerns. Other HBSON faculty members as well as collateral faculty are expected to play supporting roles in the students' mentored research and to serve as members of examinations and dissertation committees.

Faculty and students will be expected to meet at least biweekly (or as needed) to discuss progress and problems. These meetings, along with the accomplishments and actions taken to address problems, will be summarized in an *Annual Student Activity Report*. The student will summarize their accomplishments each semester in order for the advisor to approve their course registration. After each advising meeting, faculty will complete a *Student Advisement Form*, detailing the meeting. These forms will be maintained in the student's records and will only be accessible to program faculty.

Change in Advisor

The assigned faculty adviser may or may not continue as the student's primary mentor or chair their Dissertation Committee, depending on how the student's research interests evolve. A list of School of Nursing faculty who are eligible to serve as primary advisors for dissertation research may be obtained from the Ph.D. Faculty Coordinator. The selection of a new advisor must be approved by the Ph.D. Faculty Coordinator. Students may change an advisor or Dissertation Chair at any time.

If the student changes the advisor or Dissertation Chair, the student must notify in writing the change (*Change of Advisor/Dissertation Chair Form*) to the original advisor, the Ph.D. Faculty Coordinator, and the Associate Dean of Research.

Student Responsibilities

Students are expected to:

- Read this *Ph.D. in Nursing Student Handbook* and complete Appendix 1, attesting to having read it.
- Demonstrate respect during all interactions with faculty, staff, fellow students, and field-based partners.
- Be familiar with the policies of the Ph.D. Program and the School of Nursing. The student is responsible for the timely and appropriate use of forms necessary to complete dissertation requirements, which are appended within this handbook.
- Meet at least biweekly with their faculty adviser to develop a study and to discuss progress and problems. These meetings, as well as the accomplishments and actions taken to address problems, are summarized in an *Annual Student Activity Report* that is included in the student's records.
- Remain in good academic standing, as outlined in the [Progression and Retention](#) section
- Summarize their accomplishments each semester in order for the advisor to approve their course registration. At the end of each academic year, students provide a draft of the *Annual Student Activity Report* to their faculty advisor.
- Attend Doctoral Colloquia and Professional Development Seminars.
- Provide reasonable notice of upcoming deadlines for letters of recommendation.

Academic Conduct

As members of the HBSON community, students are expected to maintain a civil environment including respectful discourse, ethical behavior, and openness to other viewpoints.

Degree Credentials

Degree credentials (e.g., AD, BS, BSN, MS, MSN, Ph.D., Ed.D., DNP) indicate completion of an educational program and the highest degree attained is usually placed immediately after the last name. All or some of degrees can be used. Terms used to indicate partial completion of a degree or student status such as "PhDc" (Ph.D. candidate) or "ABD" (all but dissertation) are fabricated terms and are not to be used.

Computer Access

Students are expected to have a laptop computer with wireless network capability and an operating system that supports statistical and qualitative software (e.g., Windows, iOS, GNU/Linux). The School of Nursing provides each Ph.D. with access to software necessary for word processing and data analysis. Students also have access to desktop PCs in the Research Lab.

Communication

Students are expected to regularly check and respond to emails sent to their Hunter email address and to any communication conducted through a current course's BlackBoard site.

Acknowledgment of External Funding/Scholarships

All presentation abstracts, posters, presentation slides, manuscripts, and reports should have a funding acknowledgment statement that includes the name of the funding agency written out in full that is followed by the grant number, if applicable.

Authorship Guidelines

The student and the committee (as well as other faculty) should have an open discussion about authorship of manuscripts related to the research practicum, course assignment, and dissertation. Authorship is not guaranteed and should be based upon the faculty members' contributions to the scholarly work. When co-authored papers are included in the dissertation, the candidate must be the first author of the paper. If previously published copyrighted material is presented in a dissertation, the candidate must obtain a waiver from the copyright owner (usually the publisher) and submit this as part of the final dissertation document.

Course of Study

Curriculum

Overview

The Ph.D. program will initially be offered as a part-time (2-3 courses/semester) program. The program will eventually offer a full-time (4-5 courses/semester) option. Classes are offered in an "expanded part-time approach": one day/week, 12 months/year (including winter intersession as well as 6 to 8 weeks during summer session). Most of the courses are taught in a face-to-face instructional format with select courses offering some content online.

The Ph.D. curriculum is comprised of at least 50 post-master's credits along content clusters: 1) knowledge development (14.5 credits); 2) methods and analytical foundations (17 credits); and 3) research concentration (18 credits). There are also elective courses in the pedagogical foundation of higher education (3-6 credits of electives). Additionally, the curriculum includes non-credit requirements: Doctoral Colloquium, Professional Development Seminars, and three examinations. Individual course descriptions organized by content cluster are found in:

Appendix: Course Descriptions for Ph.D. Courses by Content Cluster

Credit Requirements

The program requires a minimum of 50 credits of graduate work (post-master's) prior to the dissertation. Fifty credits plus the dissertation can be completed in three years; students completing the program in 3.5 or 4 years will take 57.5 and 60.5 credits, respectively.

Appendix: Ph.D. in Nursing Plan of Study

Appendix: Ph.D. in Nursing Course Descriptions

Research Requirements

Research Practicum

Every student in the Ph.D. program will complete six semesters of Research Residency during the first two years of the program for a total of 360 hours. The purpose of this practicum is to enhance research knowledge and skills through work on one or more research projects. Students will be paired with faculty or researchers at CUNY or in affiliated institutions (e.g., the Weil Cornell Medical College or Memorial Sloan Kettering Cancer Center) with similar or related clinical/research interests throughout the program. The practicum is individually designed by the student and Research Mentor in collaboration with the Faculty Advisor (if the latter is not also the Research Mentor). The practicum may include: designing and implementing a research project protocol, developing and evaluating an intervention, conducting data analyses, writing sections of a manuscript, working on a research proposal or IRB application, obtaining informed consent of participants, and/or data entry or collection. The practicum may include a mentored pilot study for the dissertation.

The student must complete the *Research Practicum Request Form*, which is signed (demonstrating approval) by the Faculty Advisor and Ph.D. Faculty Coordinator. Then the student and the Research Mentor each semester draft a learning contract that includes the learning objectives and evaluation outcomes, research activities, and plan for regular meetings. The contract is submitted to the faculty advisor and the Ph.D. Faculty Coordinator. At end of each semester, the student writes a brief reflective statement on how the learning objectives were met and the research mentor will complete a brief evaluation form, the *Research Residency Evaluation Form*. By the completion of the 360 hours, the student should have produced a research protocol; research manuscript; and either a grant proposal, conference abstract, or presentation.

Non-Credit Activities

Doctoral Colloquium is a bi-monthly, one-hour forum that provides Ph.D. students the opportunity to learn about the research of faculty from within and outside of CUNY and about issues relevant to the advancement of a research career. It will offer Ph.D. students and faculty members an informal place for

meaningful and constructive scholarly exchanges regarding their proposed projects, grants, manuscripts, or presentations. Finally, the Doctoral Colloquium is meant to facilitate networking and general mentoring.

Professional Development Seminars are held at least twice/year. A half-day symposium, lecture, and/or research poster session will be held once per year in conjunction with the Graduate Center Nursing Doctoral Alumni Association annual meeting and in partnership with all CUNY nursing programs.

Other Courses

Concentration Courses

Students are required to take at least two concentration courses (6 credits). These graduate courses are meant either to support the dissertation in a particular content area (e.g., health disparities, neuroscience) related to the planned dissertation or to deepen understanding of specific research or analytic methods (e.g., phenomenology, longitudinal research). Courses are to be taken in different academic departments of Hunter College or other colleges of the City University of New York. With guidance from their advisors, students will choose courses to match their research interests. This individual plan of study is submitted to the Ph.D. program office using the Ph.D. in *Nursing Plan of Study* form (Appendix 6)

Proposal and Dissertation Supervision Courses

In the *Proposal Development* courses, the student works with an individual faculty member on the development of their doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methods, and analyses. Individualized work with a faculty member will be guided by a structured set of goals and feedback opportunities to advance the proposal toward completion. A student takes Proposal Development 1 (2 credits, 30 hours/semester) and (if needed) Proposal Development 2 and Proposal Development 3 (3 credits each, 45 hours/semester). The number of semesters of this course depends on when the student successfully defends the dissertation proposal.

In the *Dissertation Supervision* courses, the student works with an individual faculty member on the implementation, data collection & management, data analysis, and narrative synthesis of dissertation findings. This may also include the Institutional Review Board application and, if applicable, final report. Individualized work with a faculty member will be guided by a structured set of goals and feedback opportunities to advance the dissertation study toward completion, including the written and oral defense. This course can be taken up

to five times, depending on when the student successfully defends the dissertation.

Optional Higher Education Teaching Courses

Two electives are offered to provide Ph.D. students with the opportunity to gain experience teaching college-level nursing courses and content. These are meant for those with no or minimal higher education teaching experience. These courses cannot be taken as Concentration courses.

The courses provide the didactic background and practical experience:

- Teaching in Higher Education (3 hours, 45 hours)
- Teaching Residency (3 hours, 45 hours)

Registration

All students are placed on registration hold prior to each semester since students must request electronic approval each semester from their faculty advisor.

Progression and Retention

Academic Standing

A student in good standing means the student maintains an appropriate course load and continuous enrollment (unless on an approved leave), maintains a GPA of at least 3.0, completes courses within the semester the courses is taken, has no more than one incomplete on their transcript, and successfully completes the qualifying and proposal examinations within the stated timelines described in the handbook.

At the end of each semester, the Ph.D. Faculty Coordinator will review all *Annual Student Activity Reports*, *Student Advisement Forms*, and student grades and will discuss any concerns with course faculty and the Faculty Advisor to determine if the student requires any additional, individualized support.

The dissertation proposal is expected to be completed by the end of the summer semester preceding the beginning of the 2nd academic year and the dissertation defended by end of the spring semester of the 3rd year. Any student not meeting these deadlines will be expected to submit a *Request for Continuance in the Program* form that includes a section for the faculty advisor/dissertation chair's comments and recommendations. This form will be reviewed by the Ph.D. Faculty Council who will recommend to the Ph.D. Faculty Coordinator whether the student should continue in the program. The Ph.D. Faculty Council will consist of 2 faculty in the program (course instructors, advisors, research mentors, and/or dissertation committee chairs), the Associate Dean for Research, and a student representative. If the Ph.D. Faculty Coordinator determines that a student cannot continue in the program due to lack of progress, the Dean of the

School of Nursing will be consulted for a final determination. The student then can appeal the decision using the Hunter College appeal process.

Annual Benchmarks

In addition to coursework, students are expected to:

- First Year
 - Complete the first qualifying examination;
 - Prepare an abstract for submission at a regional or national research conference.
- Second Year
 - Submit an article for refereed publication;
 - Constitute the doctoral dissertation committee.
- Third Year
 - Defend a dissertation proposal approved by the dissertation committee;
 - Receive IRB approval (or exempt status) of the dissertation proposal;
 - Prepare an abstract for submission at a regional or national research conference.
- Fourth Year
 - Complete dissertation and all filing requirements.

Incompletes in Course

A grade of INC (incomplete) indicates that some portion of the student's coursework is missing. Although unanticipated difficulties may lead to this grade, students are encouraged to complete semester course work in a timely manner. For an INC grade to be changed to a letter grade, all required coursework must be completed within one calendar year after the INC grade is entered. If not changed to a letter grade within one year, the INC grade will become permanent. Penalties for lateness that were previously established for the course will remain in effect. Students will have a maximum of one year to complete required coursework, whether or not they are in attendance. Assigning an INC grade is at the discretion of the instructor. Further details are available in the Hunter College graduate catalog.

Academic Warning/Probation

Ph.D. students must maintain at least a 3.0 (B) cumulative grade point average (GPA). Students falling below this average jeopardize their continuation in the program. A cumulative GPA, a single semester term GPA below 3.0, or a failure in any examination will place the student on academic probation. Grades alone do not determine a student's academic standing; other indicators include progress in an independent study project, the potential to accomplish Ph.D. level research successfully, and to present accurate research results. The probation status will be promptly communicated to the student, and it is expected that the student will respond in a timely manner to the course and/or program requirements that resulted in it. If the student does not respond or comply as

requested, they may have a registration or transcript hold placed on their academic record until the matter is resolved. Dismissal from the Ph.D. program is determined by any of the following: Failing a Ph.D. program course twice; a GPA of less than 3.0 for two consecutive semesters; academic probation for two consecutive semesters; and/or failure to pass the [first](#), [second](#), or [final](#) examination after two attempts.

Annual Student Progress Reports

The student will summarize their accomplishments each semester in order for the advisor to approve their course registration. At the end of each academic year (May), the student will draft an *Annual Student Activity Report*, which will be revised and approved by the faculty advisor. It is then submitted to the Ph.D. program office. Failure to submit the *Annual Student Activity Report* will jeopardize a student's continuation in the Ph.D. Program.

Qualifying (First) Examination

Overview

The *Qualifying (First) Examination* is meant to determine the student's potential for completing doctoral work. The format of the examination is a literature review and synthesis, specific to the research problem of the student's interest. The review may be a scoping, integrative, or systematic review that demonstrates strong understanding not only of the specific pieces of scholarship but also how they integrate into a sophisticated understanding of the state of the given field. Two Ph.D. in Nursing faculty will independently review the Qualifying Examination using a grading rubric that will be provided ahead of the exam. If the grade is not passing, the students will revise and resubmit the paper prior the last day to withdraw from a course with a grade of W. A pass on the second attempt is a requirement for remaining in the program.

Eligibility Requirements

The Qualifying (First) Examination is taken after the completion of the first year's coursework (26 credits) and the Scientific Literature Review course. The exam cannot be taken if there is an incomplete in any course.

Committee Composition

Two Ph.D. in Nursing faculty will independently review the Qualifying Examination using a grading rubric.

Timeline

Each academic year the submission date for the Qualifying Examination will be announced. The date is usually two weeks prior to beginning the fall semester.

Preparation for the Exam

The Scientific Literature Review course provides students with skills to formulate a question relevant to the discipline of nursing, systematically search the literature, summarize the studies, assess study quality, and synthesize the literature into a sophisticated understanding. The course director and the student's advisor may assist the student with topic selection but cannot read or critique the paper prior to formal submission.

Evaluation

Each academic year the rubric for grading the Qualifying Examination will be posted before the examinations begin.

Dissertation

Overview

Each doctoral candidate shall engage in, under faculty supervision, an original investigation of a problem of significant to nursing and present the results of the investigation in a dissertation. All students must follow the CUNY/Hunter College [Human Research Protection Program \(HRPP\) Office](#).

Chair and Dissertation Committee

The Dissertation Committee, formally appointed prior to the drafting of the dissertation proposal, consists of five members. The first two committee members (Chair and first member) are Hunter nursing faculty; the third committee member is a faculty member or researcher (from any discipline or institution) that is relevant to the dissertation. The fourth and fifth committee members act as external readers and can be faculty members or researchers (from any discipline or institution) whose expertise are relevant to the dissertation. Ideally, the committee consists of members who can provide expert guidance and critique of the study in terms of content, design, and methods.

Members may also be selected to assist with accessing the target population for the study, expertise in the theoretical base for the dissertation project, for their interdisciplinary perspective, and/or other areas that enhance the quality of the scholarship.

Topic and Committee Approval Process

The Dissertation Committee and the tentative title (topic) will be constructed by the end of the second academic year of studies. All members of the Dissertation Committee sign the *Dissertation Chair/Committee/Readers* form and the Ph.D. Coordinator must approve the committee composition. The Dissertation Committee approves the student's topic, critically evaluates the student's dissertation proposal and dissertation, and administers the oral proposal and final dissertation defense. The Chair decides with the other committee members if the proposal and final dissertation meet the program's standards that merit approval

and submission. The Chair oversees the proposal and final dissertation oral defense meeting.

Occasionally conflict may arise among committee members; members are encouraged to make every effort to resolve their differences. If changes in the Chair or Dissertation Committee member are needed, the student will complete the applicable section in the *Dissertation Chair/Committee/Readers* form, meet with the Chair to discuss the proposed change(s), and then obtain approval of the change(s) from the Chair and the Ph.D. Faculty Coordinator.

Format

The format of the dissertation must be approved by the Dissertation Committee. The options are:

- 5-chapter (Chapter 1: Introduction and Specific Aims, Chapter 2: Comprehensive review of the literature, Chapter 3: Methods, Chapter 4: Results, Chapter 5: Discussion/Implications)
- 6-chapter (Chapter 1: Introduction and Specific Aims, Chapter 2: Comprehensive Review of the Literature, Chapter 3: Methodology, Chapter 4: Applied Methods, Chapter 5: Results, Chapter 6: Discussion/Implications)
- 3-manuscript format (Chapter 1: Introduction to the body of work, dissertation significance, aims or questions and how each manuscript will meet the overall aims of the dissertation; Chapters 2-4: Three manuscripts appropriate for submission to peer-reviewed journals with at least two data-based, Chapter 5: Summary chapter synthesizing conclusions, implications, and future directions).

Dissertation Proposal (Second or Candidacy Examination) Guidelines

Overview

The *Second Examination* (Candidacy Examination) is the dissertation proposal. The proposal describes the state of the science of the specific area of inquiry and describes how your dissertation fits within and advances the field through appropriate methods that will be employed to conduct the dissertation research.

Procedures

The Second Examination may be taken once all coursework (except Dissertation Supervision and Optional Higher Education Teaching Courses) is completed. It consists of both a written proposal and an oral defense of the dissertation proposal. At any time during the first two years of the program, a student may ask a faculty member to guide them in conceptualizing their research problem and in writing the dissertation proposal. This product is accomplished through a group Dissertation Seminar course and individual work with their mentor in the Proposal Development (independent study) course. Thus, it is possible for a

student to complete both the written and oral defense components of the Second Examination at the completion of the second year. Students can take the Proposal Development course for a maximum of 3 semesters (2nd year – spring semester, 3rd year – summer semester, and 3rd year – fall semester). If the proposal is not completed by the end of the third semester (3rd year – fall semester), then the student will be dismissed from the program for lack of progress.

After the student's committee approves the proposal for defense, the committee members sign and submit the *Candidacy (Proposal Scheduling)* form to the Ph.D. program office. The office will schedule the defense, providing the readers with at least 2 weeks to read the proposal.

Once the student successfully defends the dissertation proposal, the Dissertation Committee members complete the *Candidacy (Proposal Exam)* form and the student is admitted to candidacy status. If a student fails to successfully defend the dissertation proposal, they may attempt to successfully defend one more time. If after the second attempt the student is not successful, the student is dismissed from the program.

Written Component

The proposal will differ based on the chosen format for the dissertation, as follows:

- 5-chapter
 - Chapter 1: Introduction and Specific Aims,
 - Chapter 2: Comprehensive Review of the Literature,
 - Chapter 3: Methods
- 6-chapter
 - Chapter 1: Introduction and Specific Aims,
 - Chapter 2: Comprehensive Review of the Literature,
 - Chapter 3: Methodology
 - Chapter 4: Applied Methods
- 3-manuscript format
 - Chapter 1: Introduction to the body of work related to the study problem, its significance and the approach including specific research aims or questions as well as how each manuscript will meet the overall aim of the dissertation.

All proposals, regardless of format, should include the following preliminary pages:

Title Page
Abstract
Table of Contents

The body of the dissertation is followed by a References section and any appendices or supplementary materials.

Oral Component

During the *Oral Defense*, the student gives an oral presentation of the proposal and responds to all questions by committee members, readers (optional), and other attendees (optional). All approved committee members must be present physically or remotely at the proposal defense. The proposal will include a brief oral presentation summarizing the proposal (focusing on methods). For all students, the committee and readers (optional) will question the student to identify potential problems and issues with the proposed research and to examine ways to improve the plan. A maximum of 2 hours is scheduled for the defense.

The Components of the oral defense are:

- Chair welcomes participants
 - Introduces and thanks committee members
- Chair describes process
 - Explains purpose of defense
 - Review the following steps
 - Encourages scholarly dialogue
- Chair introduces candidate
- Candidate provides brief description of their scholarly interests in general and then gives a < 20-minute presentation of the proposal (optional)
- Chair invites questions/ comments from committee members
- The student candidate leaves the room, and the Chair facilitates discussion of the committee members to determine if the candidate is prepared to proceed with the dissertation project.
- Chair invites candidate student back to the room and summarizes the committee's opinions and facilitates further discussion
- All members of the committee sign (or email a PDF) the *Candidacy (Proposal) Exam Form*

Evaluation

The dissertation proposal defense is graded Pass/Fail with a quorum of a majority voting for any decision. The possible outcomes that can be chosen are: Pass, Pass with minor revisions, Pass with major revisions, or Fail.

Human Subjects Research Approval

Training in the Responsible Conduct of Research

In addition to the integration of the concepts of scientific integrity and research ethics throughout the Ph.D. coursework and within the advisor/research mentor and student interactions, students must complete and keep current the CUNY-

required modules of the Collaborative Institutional Training Initiative's (CITI's) online training in the protection and treatment of human subjects (basic course) prior to IRB approval of a new or continuing review application, or an amendment application that requests the addition of key personnel. The CITI training is to be completed on the [CITI website](#).

Institutional Review Board

At CUNY, there are two University-Integrated (UI) Institutional Review Boards (IRBs) composed of faculty members from various departments, schools, and centers of CUNY, as well as several community members. The UI IRBs are responsible for the review of all CUNY human subject research that require review by a full-board committee. Hunter College is represented by two faculty members.

Human Subject Research Determinations and Exempt reviews (from Hunter College faculty and students) are done by the *Hunter College Human Research Protection Program (HRPP)* Office. Review the [HRPP website](#) for further information on how to submit applications and forms/templates to facilitate the application. Students should be aware that they may need to submit to multiple IRBs if the research involves other institutions, such as health care settings. The approved HRPP form is a required appendix of the dissertation.

Dissertation Defense (Third Examination) Guidelines

The *Dissertation Defense* represents the third and final program examination. Like the Proposal Defense, the Dissertation Defense is comprised of an oral and a written component. The student works with the Dissertation Committee to develop the final dissertation. When the student has prepared a final dissertation that is acceptable to the Chair and the Committee members for the dissertation defense, they complete the *Approval to Orally Defend the Dissertation* form. This form is submitted by the Chair to the Ph.D. program office. The Chair also schedules the oral defense.

Oral Component

The *Oral Defense* is meant to provide an occasion for the presentation and recognition of the completed doctoral work and to be an opportunity for discussion and formal evaluation of the dissertation. The student should soundly explain their research and how it complements other scholarship in the area of inquiry.

All committee members and readers (optional) must be present physically or remotely at the proposal defense. The proposal defense includes a brief oral presentation summarizing the proposal (focusing on results and implications). For all students, the committee, readers (optional) and any other attendees will question the student to evaluate whether the candidate has satisfactorily implemented the dissertation plan, has a working understanding of all aspects of the dissertation, and has prepared a scholarly dissemination report of their research.

A maximum of 2 hours is scheduled for the defense, and it is open to all faculty and students within the college. Broader attendance will be left to the discretion of the student in consultation with the Committee.

The Components of the oral defense are:

- Chair welcomes participants
 - Introduces and thanks committee members
 - Welcomes “public” participants
- Chair describes process
 - Explains purpose of defense
 - Review the following steps
 - Encourages scholarly dialogue
- Chair introduces candidate
- Candidate provides brief description of their scholarly interests in general and then gives < 20-minute presentation of the proposal
- Chair invites questions from the “public”
- Chair invites questions/comments from committee members
- Chair ask candidate and any attending members of the public to leave the room.
- In a closed meeting the Chair facilitates questions/comments and discussion form committee members
- Chair facilities discussion of the committee members if the dissertation defense has been satisfactory. A vote is taken; at most one member of the committee can vote negatively against the candidate passing the exam.
- Chair invites candidate and public participants back to the room and summarized the committee’s opinions and facilitates further discussion
- All members of the committee sign (or email a PDF) the *Dissertation Defense Exam* form

Evaluation

The dissertation proposal defense is graded Pass/Fail with a quorum of a majority voting for any decision. The possible outcomes that can be chosen are: Pass, Pass with minor revisions, Pass with major revisions, or Fail. For those dissertations requiring revisions, suggested changes may be made under the supervision of the Chair without further committee meeting, if the committee members all agree to this. If the full committee and readers agree, a student who fails the examination may schedule a second formal defense. If the student fails the second time, then the student is dismissed from the program.

Graduation

Formatting the Dissertation

After the passing of the Dissertation Oral Defense, the final dissertation document is approved by the Ph.D. Faculty Coordinator. The dissertation will be

prepared according to the latest edition of the *Publication Manual of the American Psychological Association*, unless the student and committee agree on another format and/or parts of the dissertations are accepted or published articles that are formatted according to the journal guidelines.

Graduation Ceremonies/Ph.D.Hooding

The School of Nursing holds two convocation ceremonies at the end of the fall (Winter Convocation, held in January) and spring (Spring Convocation, held in late May/early June) semesters where students receive the official designation of their graduation status. During these ceremonies, Ph.D. students who have completed all the requirements of the Ph.D. program will be hooded by their dissertation chair.

Students may participate in the Winter Convocation if they deposit their dissertation by the first Monday in December and in the Spring Convocation if deposited by the first Monday in April. All revisions requested by the Dissertation Committee must be addressed to each member's satisfaction and formatted correctly in order for a dissertation to be deposited.

Resources

Ph.D. Student Access to Research Lab

Students may utilize the dedicated research lab for faculty and research assistants. It contains 8 computer stations, and a scanner/printer that provides:
Office Productivity & Document Creation: Acasi, Adobe CS6 Master Collection (After Effects, Audition, Bridge, Dreamweaver, Encore, ExtendScript, Fireworks, Flash Builder, Flash Professional, Illustrator, InDesign, Media Encoder, Photoshop, Prelude, Premiere Pro), Microsoft Office Professional (Word, Excel, PowerPoint, Access, InfoPath Designer, InfoPath Filler, OneNote, Outlook, Publisher, SharePoint), PDF creation/editing tools, Presto Page Manager 7— Document Management and Sharing Software, QuickTime, and SYSTRAN Premium Language Translation Software

Data Analysis

SPSS, Power and Precision Power Analysis Software, QSR Nvivo Qualitative Research Software, R: Language and Environment for Statistical Computing and Graphics, RR Console Statistical Computing Program, SAS, and StataIC.

Library

The [Health Professions Library](#) (HPL) at Hunter College's Brookdale Campus holds nearly 10,000 titles in print, several thousand e-books in biomedical disciplines, and 280 professional journals. Electronic, full-text articles from 11,266

journals in health and biological sciences (and many thousands of titles in other disciplines) are accessible via the numerous Hunter College Libraries health sciences databases. These licensed resources are available online to students and faculty from any location or device with active Hunter log-in credentials. The HPL provides seating for patrons in study areas and two computer labs and offers 30 PCs in the main computer lab, 15 in the secondary lab, and 8 designated for research in the reference area, including ADA-compliant workstations and technologies. Printing, photocopying, and scanning services are available. To support the teaching and learning of faculty and students, public workstations offer access to specialized programs such as EpiInfo 7, SPSS Statistics 24, Wolfram Mathematica 10.3, and reference management software including EndNote, RefWorks, and Zotero. The HPL is also a member of the National Network of Libraries of Medicine, an NIH initiative that provides training and funding opportunities for the professional development of librarians, educators, and health professionals.

Students and faculty in the School of Nursing have access to the other branches of the Hunter College libraries, including the Cooperman Library at the main campus and the Schools of Social Work and Public Health Library at the Silberman Building. Together these libraries hold roughly 520,000 volumes and more than 3,800 periodicals and provide access to the CUNY catalog of university-wide holdings and more than 280 online research databases. All libraries have workstations for public access and computer laboratories connected to the campus network with e-mail and Internet service for everyone affiliated with the college. The libraries offer devices including laptops, iPads, and calculators for loan.

Students and faculty at Hunter College also have access to all libraries in the CUNY system, a federation of 31 libraries with combined holdings of more than 6.2 million print volumes, 31,000 journal subscriptions, and 300,000 e-books. To access external collections, the Libraries participate in the ILLiad interlibrary loan system so that students and faculty can obtain books, journal articles, dissertations or other items not owned by Hunter or CUNY. The Hunter College libraries are an institutional member of METRO, a regional network of academic, hospital, and other special libraries that provides Hunter users with access to libraries at institutions including NYU Langone Medical Center, Bellevue Hospital, the New York Academy of Medicine, Mount Sinai Icahn School of Medicine, Rockefeller University, and Weill Cornell Medical College.

Reference and instruction services form an integral part of librarians' duties within Hunter College and at the Health Professions Library. Librarians are available in person at the HPL during hours of operation, and reference and research support is also available via a 24/7 academic libraries consortium chat service. HPL librarians maintain and curate more than a dozen online research guides for Hunter students, including both course-specific and general subject guides. HPL librarians routinely teach information literacy classes to students,

are available for individual appointments both in-person and via video conferencing, and offer workshops on advanced searching strategies and citation management tools. In recent years library instruction offered for CUNY Nursing Ph.D. students has included both group sessions and individual consultations on topics such as searching and citing scholarly literature, use of citation management software, statistical literacy, and data management.

Professional Conferences

In addition to potential opportunities from participation on research teams during the research practicum and working with the student's advisor, HBSON also supports:

- [Evidence-Based Practice Poster Day](#): This annual event provides an excellent opportunity for students (and faculty) from both the HBSON and the School of Health Professions (Departments of Speech-Language Pathology & Audiology and Physical Therapy) to display their research.
- The [Graduate Center Nursing Doctorate Alumni Association](#) holds an annual research day.
- New York Academy of Medicine (NYAM) - Forum on Inter-Collegiate Regional Events (FIRE) for Nursing PhD Students and Faculty with the [NYAM Nursing Section](#).
- ENRS: Selected students present their work during a student poster session at the annual [Eastern Nursing Research Society](#) scientific meeting.

Program Evaluation

The Ph.D. program evaluations are based on outcome objectives that are aligned with the most recent version of the American Association of Colleges of Nursing's *Research-Focused Doctoral Program in Nursing: Pathways to Excellence* (2010).¹ The Ph.D. program evaluation is overseen by the Ph.D. Faculty Council that reports directly to the Ph.D. Faculty Coordinator. The latter will report to the Associate Dean for Research. The Ph.D. Faculty Coordinator will review all *Annual Student Activity Reports*, *Student Advisement Forms*, and student grades at the end of each semester. The Ph.D. Faculty Council (appointed by the Dean and chaired by the Ph.D. Faculty Coordinator) will review the results from these measures at least annually and thus will serve as a feedback loop to improve and strengthen the program and students' progression through it. Approximately every 5 years, the college will secure an external evaluation of the program to ensure that our program processes and outcomes are aligned to national standards of US Ph.D. programs. We will use this opportunity to assess the adequacy of our faculty, financial and institutional resources, and make recommendations to the Dean of the School regarding strategies to improve the Ph.D. program.

¹ "Expected Outcomes ... of Ph.D. Programs in Nursing" from the AACN's most recent report (pages 5-6).

Appendices (Each in Separate File)

Appendix 1: Student Attestation Form

Appendix 2: Annual Student Activity Report

Appendix 3: Student Advisement Form

Appendix 4: Change of Advisor/Dissertation Chair Form

Appendix 5: Course Descriptions for Ph.D. Courses by Content Cluster

Appendix 6: Ph.D. in Nursing Plan of Study

Appendix 7: Ph.D. in Nursing Course Descriptions

Appendix 8: Research Practicum Request Form

Appendix 9: Research Residency Evaluation Form

Appendix 10: Request for Continuance in the Program Form

Appendix 11: Dissertation Chair/Committee/Readers

Appendix 12: Candidacy (Proposal) Scheduling

Appendix 13: Candidacy (Proposal) Exam

Appendix 14: Approval to Orally Defend the Dissertation

Appendix 15: Dissertation Defense Exam