

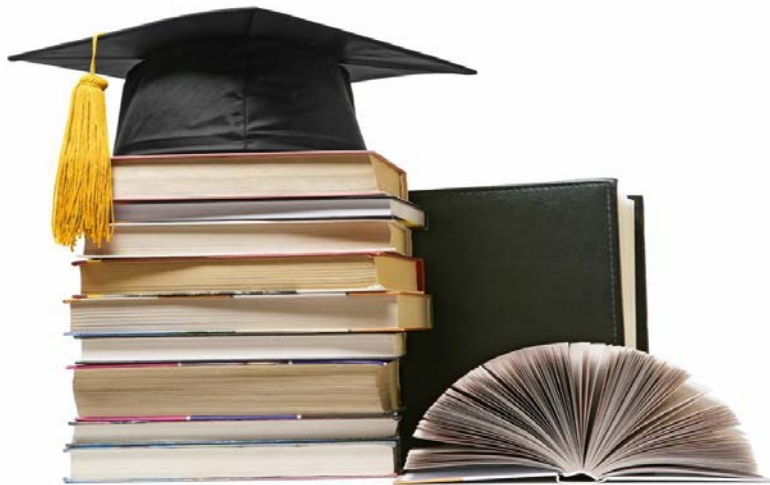


**COLLEGE *of* NURSING**

**EAST TENNESSEE STATE UNIVERSITY**

**2019-2020**

**EAST TENNESSEE STATE UNIVERSITY  
COLLEGE OF NURSING  
STUDENT HANDBOOK  
DOCTOR OF PHILOSOPHY IN NURSING**



Important Note: Document is subject to change. Students will be notified with update for changes.

Approved by PhD Faculty (April 2, 2018)

Revised – April 25, 2018  
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*Updated 04/25/18-vm*

## East Tennessee State University Vision Statement

*Developing a world-class environment to enhance student success and improve the quality of life in the region and beyond.*

ETSU provides a student-centered community of learning, reflecting high standards and promoting a balance of liberal arts and professional preparation, and continuous improvement. The university conducts a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center. Education is the university's highest priority, and the institution is committed to increasing the level of educational attainment in the state and region based on core values where:

**PEOPLE** come first, are treated with dignity and respect, and are encouraged to achieve their full potential; **RELATIONSHIPS** are built on honesty, integrity, and trust; **DIVERSITY** of people and thought is respected; **EXCELLENCE** is achieved through teamwork, leadership, creativity, and a strong work ethic; **EFFICIENCY** is achieved through wise use of human and financial resources; and **COMMITMENT** to intellectual achievement is embraced. ETSU endorses the value of liberal education and provides enriching experiences in honors education, student research and creative activity, study abroad, service learning, and community-based education.

ETSU honors and preserves the rich heritage of Southern Appalachia through distinctive education, research and service programs and is actively engaged in regional stewardship.

ETSU affirms the contributions of diverse people, cultures and thought to intellectual, social and economic development.

ETSU offers students a total university experience that includes cultural and artistic programs, diverse student activities, a variety of residential opportunities, and outstanding recreational and intercollegiate athletic programs.

ETSU awards degrees in over one hundred baccalaureate, masters and doctoral programs, including distinctive interdisciplinary programs and distance education offerings that serve students from the region and beyond.

*(Approved by the ETSU Board of Trustees 03/24/17)*



## **College of Nursing Vision Statement**

The vision of the College of Nursing is to be the best in the state and region, nationally recognized in improving health through the innovation and integration of teaching, research, scholarship, creative activity, service, and practice.

## **College of Nursing Mission Statement**

The mission of the College of Nursing (CON) is to facilitate the health of the community through excellence and innovation in nursing education, research, scholarship, creative activity, service, and practice.

## **College of Nursing Goals**

- Provide highest quality nursing education programs.
- Provide BSN, MSN, DNP, and PhD graduates to address nursing workforce needs.
- Provide culturally diverse and international opportunities for students and faculty.
- Engage in faculty, staff, and/or student research and scholarly activities that improve health and advance nursing knowledge.
- Deliver innovative health care in partnership with communities.
- Influence systems and policies, through professional leadership and collaboration, to improve individual and community health.
- Engage in inter-professional education, research, service, scholarship, and health care delivery.

## **College of Nursing Values**

We Value:

- Professional interactions that demonstrate caring, respect, and compassion for others
- Diversity and inclusivity, embracing the full scope of human cultures, ethnicities, and identities
- Excellence in fulfilling the work of the college through collaboration and cooperation
- The nursing profession's global contributions to social justice and to the holistic health of individuals, families and communities
- Stewardship and accountability in the use of resources
- Innovative leadership modeled through effective shared governance principles.



## **Philosophy**

We are committed to excellence with focus on the four pillars of professional nursing: Education, scholarship/research, service, and practice. We believe that the four concepts foundational to the nursing metaparadigm: Nursing, person, environment, and health, guide us in our commitment to excellence. Leadership contributions transform the lives of students and build bridges to a healthier world.

**Nursing:** ETSU CON believes that the profession of nursing is a holistic health care discipline that is essential to society.

**Person:** ETSU CON believes persons are holistic individuals, populations, and/or aggregates with commonalities and differences. We respect the dignity of all as we practice the art and science of nursing.

**Environment:** ETSU CON believes environment is a dynamic multidimensional phenomenon that influences health which exists internally and externally to the person. Nursing seeks to support the health of individuals, families, communities, and populations within local, regional, and global contexts.

**Health:** ETSU CON believes that through leadership, scholarship/research, education, and practice, we promote and restore health, facilitate healing, improve the ability to cope with illness, reduce suffering, and support persons during the life cycle. We recognize the World Health Organization (WHO) definition of health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. We acknowledge factors specific to this region's Appalachian heritage which influences health and manifested in disparities related to rural, urban, and underserved populations; the high morbidity and mortality rates for many conditions; and access concerns for primary, secondary, and tertiary health care in the region and state.

*(Approved by Faculty Council May 5, 2017)*



## **PhD Program Mission Statement**

The mission of the PhD in nursing program is to prepare nurse scientists who will conduct research in nursing and engage in scholarship that will improve health care and health care delivery systems.

## **PhD Program Outcomes**

The PhD of Nursing degree program is designed to produce leaders in nursing and healthcare education and research. Specific objectives for the program are to provide students with the knowledge, skills and values to:

1. Develop specialized in-depth knowledge in a substantive area.
2. Generate and test theories to create new knowledge and refine existing knowledge for the discipline;
3. Collaborate within the discipline and in transdisciplinary relationships in research, education, service, and practice;
4. Disseminate scholarship to lay and professional audiences regionally, nationally, and globally; and
5. Assume leadership roles as scholars and mentors within and across the health spectrum.



## **Introduction to the PhD in Nursing**

The Doctor of Philosophy (PhD) is the highest degree in academe. Its purpose is to prepare researchers who will advance the knowledge of their discipline. In nursing, the PhD prepares graduates to conduct nursing research and scholarship, lead the profession into the future, and teach the next generation of nurses. The PhD graduate is expected to have a broad foundation in the principles and content of the profession and a deep, specialized expertise in an individual area of scholarship. The faculty of the PhD in Nursing Program at ETSU's College of Nursing are deeply committed to these recognized goals. The goals of the profession for PhD graduates are operationalized at ETSU through the program's unique design, challenging curriculum, significant research experience, and strong and supportive individual mentoring of students.

### **Intensive Sessions**

The PhD in Nursing Program is offered through an on-line, blended learning format. This approach provides students with the opportunity to engage with fellow students and faculty members face to face in a 3 to 5 day intensive session at or before the beginning of each semester. Both PhD and Doctor of Nursing Practice (DNP) students attend this intensive sessions. After the intensive sessions, courses are offered through the D2L learning management system using synchronous or asynchronous strategies.

**Schedule of Sessions.** The first intensive session includes for a new student includes an orientation to the program and to the required technology; first orientation session lasts 5 days. Each intensive for each semester includes face-to-face class sessions for each course for the semester, time for meetings with advisors, a social time that includes all doctoral students and faculty, and a research colloquium.

These subsequent sessions are generally 3 days. The intensives are an important part of the program and are critical to establishing and maintaining a community of scholars across doctoral programs. Each student at different levels of the program are required to attend the intensive sessions as per table given in next page.





### PhD in Nursing (Intensive Sessions)

Level of Program	Intensive Sessions
New Students	Orientation Class orientation sessions Meeting with advisor Social time Research colloquium
Course Work Students	Class orientation sessions Meeting with advisor Social time Research colloquium
Candidacy Students	Meeting with advisor Social time Research colloquium
Dissertation Students	Meeting with advisor Social time Research colloquium

**Consequences.** Attendance at the intensive sessions is mandatory. There will be potential consequences for not attending the sessions without prior approval from Dean of Academic programs.



## **Pathway to the PhD in Nursing Overview**

The pathway to the PhD in Nursing includes five components. These components are courses that develop broad core knowledge, courses that develop deep individualized knowledge, research residency experiences that offer socialization into the role of scholar and expand the student's research expertise, a candidacy process that provides a mechanism for the student to demonstrate depth and synthesis of knowledge in her or his area of research interest, and a dissertation through which the student demonstrates and applies knowledge of the research process.

### **Core Knowledge**

Core knowledge includes a broad foundation for scholarship through mastery of theory and concepts, research processes, and professional and leadership issues. Core knowledge in theory and concepts includes required courses in Philosophy of Nursing Science, Concept Development in Nursing Science, and Theoretical Foundations of Nursing Practice. Core knowledge in research includes required courses in Qualitative Research Methods in Nursing Research, Quantitative Research Methods in Nursing Research, Advanced Data Analysis, and Measurement of Clinical Outcomes. A Dissertation Seminar, the last course in the curriculum plan, prepares the student for moving into candidacy and dissertation. Core knowledge in professional and leadership issues includes required courses in Health Policy Leadership, Collaborative Approaches, and Interdisciplinary Approaches to Bioethical Issues.

### **Individual Knowledge**

Individual knowledge is just as it sounds: individualized courses that deepen and develop the student's knowledge in his or her area of research interest. A minimum of four courses (three credit hours each) are required in the individual knowledge component. In the aggregate, the courses that develop individual knowledge are known as a cognate. Students and advisors should discuss potential cognate courses soon after admission so that scheduling can be planned well in advance and approved by the advisor. At least one cognate course must be taken within the College of Nursing, at least one must be in a related discipline, and at least one must support the methodology anticipated for the dissertation. The advisor may suggest or require additional content, methods or writing courses; seminars; or institutes to develop further individual expertise. The Advisor must approve the plan for cognitive courses in advance.

### **Student Plan for Completion of Coursework**

PhD students, in collaboration with their academic advisor, will complete a program of study within the first semester of study. The form, [Program of Study for PhD in Nursing Degree](#), should be submitted to the PhD Program Director, who will sign the form and distribute it to the student, advisor, College of Nursing Graduate Coordinator, and the ETSU Graduate School. The student and advisor should review the form regularly throughout coursework to assure the student's progression. Should a student wish to change her or his program of study, he or she will meet with the advisor to prepare an [Application for Change in Approved Program of Study](#) and submit it to the PhD Program Director, who will distribute the signed form as above. At

completion of coursework, the Graduate Program Director will review the Program of Study to assure degree requirements are met. The curriculum plan for full and part-time study is displayed on the following pages. Please note that students who are part of the Nurse Faculty Loan Program are required to take NRSE 6307, Essentials of Nursing Education: Macro Perspectives; and NRSE 6308, Essentials of Nursing Education: Micro Perspectives.

### **Grading Scale**

The grading scale below applies to all required courses in the Ph.D. program unless noted otherwise;

95-100 =A	86-88 = B	75-78 = C
92-94 = A-	83-85 = B-	Less than 75 = F
89-91 = B+	79-82 = C	

### **Research Residency Experiences**

During the completion of coursework, the student will engage in an individualized, carefully planned series of research experiences to build expertise for the dissertation and future scholarship. The advisor will work with the student to develop experiences that will enhance knowledge and skill in the student's area of research interest and will build professional credibility and expertise. The residency consists of three hundred hours of experience, integrated into the semesters of coursework.

### **Candidacy Process**

With the completion of required coursework, including dissertation seminar, cognates, and after completion of research residency requirements, the student will begin the candidacy process. The Candidacy examination tests the nursing core courses in philosophy of science, theory, quantitative and qualitative research, statistics, health policy leadership, bioethics, and a cognate.

### **Dissertation**

The dissertation is the final product of the program of study. It is an **independent** scholarly work that advances the knowledge of our discipline in a specific area. The student selects a chair and three committee members. One committee member should be selected to support the student in research design and methods, one to guide theoretical underpinnings, and at least one should be a content expert. One committee member must be selected from outside the Discipline of Nursing. All dissertation committee members must be granted graduate faculty status from ETSU. Upon successful completion of the written work as judged by the dissertation committee, the student will present the outcomes in a dissertation defense. Successful completion of the oral defense leads to the awarding of the PhD in nursing degree!



## **Student Advisement and Mentoring**

### **Role of Academic Advisor**

The Director of the PhD Program will assign an academic advisor to each incoming student upon admission to the program. The Director will select an advisor whose research focus area is generally compatible with the student's interests. The role of the advisor is to assist students in planning their program of study, guide students in planning and carrying out appropriate residency experiences, refer students to other faculty and resources that may be needed to enhance the breadth and depth of doctoral study, monitor and evaluate student progression through coursework, and to facilitate the student's selection of the candidacy committee.

The academic advisor will continue in this role until students complete their course work and candidacy process and are ready to select their dissertation chair and committee. At this point the role of the academic advisor has concluded. Students may request a change in advisor at any point in their program of study by consulting with the Director of the PhD Program to submit an [Application for Change in Academic Advisor form](#).

Students may invite their academic advisor to continue as a member of the candidacy committee and/or to become a dissertation committee chair/member or may choose other graduate faculty to fulfill those roles. The advisor role is further described in the ETSU Student Handbook in the section on Academic Advisement Policy and Procedures.

### **Role of the Candidacy Process Committee**

The role of the candidacy process committee is to guide the student through the candidacy process, and to evaluate the competency of students in the comprehensive examination. The PhD comprehensive examination is administered by faculty who teach the core nursing courses. The candidacy committee begins its responsibilities when the student is eligible for the candidacy process, and evaluate the mastery of student skills on synthesis and integration of the content from the core courses.

### **Role of the Dissertation Committee**

The role of the dissertation committee is to guide and mentor the PhD candidate through the independent research project, the dissertation. The dissertation committee chair assumes primary responsibility for working with the candidate to develop the dissertation proposal and conduct the planned research. Committee members contribute their individualized expertise to the development and completion of the project. Please note that the ETSU Graduate Catalog refers to the dissertation committee as the "advisory committee."





COLLEGE of  
NURSING

EAST TENNESSEE STATE UNIVERSITY

**Doctor of Philosophy in Nursing Degree Program**  
**Full-Time Program of Study**  
**Total Credit Hours: 60**

Course	Title	Credit Hours
<b>Step 1: Courses</b>		
Fall Semester I (9 credit hours)		
NRSE 6100	Philosophy of Nursing Science	3
NRSE 6160	Interprofessional Approaches to Bioethical Issues	3
NRSE 6120	Statistical Methods for Nursing Research I	3
Spring Semester II (9 credits)		
NRSE 6040	Qualitative Methods in Nursing Research	3
NRSE 6017	Concept Development in Nursing Science	3
NRSE 6130	Statistical Methods for Nursing Research II	3
Summer Semester III ( 9 credits)		
NRSE 6045	Advanced Qualitative Data Analysis in Nursing Research	3
NRSE 6000	Theoretical Foundations of Nursing Science	3
NRSE 6101	Measurement in Nursing Research	3
Fall Semester IV (8 Credits)		
NRSE 6300	Grant Writing in Nursing Research	2
NRSE 6030	Quantitative Methods in Nursing Research	3
NRSE 6002	Health Policy Leadership	3
Spring Semester V (9 Credits)		
NRSE 6035	Advanced Quantitative Design and Data Analysis in Nursing Research	3
	Cognate I****	3
	Cognate II****	3
Summer Semester VI (4 Credits)		
NRSE 6900	Dissertation Seminar	1
	Cognate III****	3
<b>Step 2: Candidacy Process**</b> <b>(Available once in January and once in August each year)</b>		
NRSE 6990	Readings and Research**	Varies
<b>Step 3: Dissertation Process</b>		
Fall Semester VII (12 Credits)		
NRSE 6960	***Doctoral Dissertation (hours vary per semester)	12
<b>TOTAL HOURS</b>		<b>60</b>

\* Any appropriate 5000/6000/7000 level three-credit hour course taken at ETSU or another university may be acceptable. The statistics course must be completed within two years of the first research methods course. Please submit syllabus to the PhD Director for approval prior to registration.

\*\* All Students must register for a minimum of one semester hour of coursework in the semester in which they take or retake the candidacy examination. If all coursework is completed, students must register (until they are admitted to candidacy) for at least one semester hour of course NRSE 6990-Readings and Research each semester.

\*\*\* Candidates must register for NRSE 6960 Doctoral Dissertation throughout their dissertation process. Credit hours taken each semester are negotiated with the candidate's dissertation committee chair.

\*\*\*\* Faculty advisors must approve cognate courses in advance.

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**Doctor of Philosophy in Nursing Degree Program**  
**Part-Time Program of Study**  
**Total Credit Hours: 60**

Course	Title	Credit Hours
<b>Step 1: Courses</b>		
Fall Semester I (6 credit hours)		
NRSE 6100	Philosophy of Nursing Science	3
NRSE 6120	Statistical Methods for Nursing Research I	3
Spring Semester II (6 credits)		
NRSE 6017	Concept Development in Nursing Science	3
NRSE 6130	Statistical Methods for Nursing Research II	3
Summer Semester III (6 credits)		
NRSE 6000	Theoretical Foundations of Nursing Science	3
NRSE 6101	Measurement in Nursing Research	3
Fall Semester IV (6 Credits)		
NRSE 6030	Quantitative Methods in Nursing Research	3
NRSE 6160	Interprofessional Approaches to Bioethical Issues	3
Spring Semester V (6 Credits)		
NRSE 6035	Advanced Quantitative Design and Data Analysis in Nursing Research	3
NRSE 6040	Qualitative Methods in Nursing Research	3
Summer Semester VI (6 Credits)		
NRSE 6045	Advanced Qualitative Data Analysis in Nursing Research	3
	Cognate I****	3
Fall Semester VII (8 credits)		
NRSE 6300	Grant Writing in Nursing Research	2
NRSE 6002	Health Policy Leadership	3
	Cognate II****	3
Spring Semester VIII (3 Credits)		
	Cognate III****	3
Summer Semester IX (1 Credit)		
NRSE 6900	Dissertation Seminar	1
<b>Step 2: Candidacy Process**</b> <b>(Available once in January and once in August each year)</b>		
NRSE 6990	Readings and Research**	Varies
<b>Step 3: Dissertation Process</b>		
Fall Semester X (12 Credits)		
NRSE 6960	***Doctoral Dissertation (hours vary per semester)	12
<b>TOTAL HOURS</b>		<b>60</b>
<p>* Any appropriate 5000/6000/7000 level three-credit hour course taken at ETSU or another university may be acceptable. The statistics course must be completed within two years of the first research methods course. Please submit syllabus to the PhD Director for approval prior to registration.</p> <p>** All Students must register for a minimum of one semester hour of coursework in the semester in which they take or retake the candidacy examination. If all coursework is completed, students must register (until they are admitted to candidacy) for at least one semester hour of course NRSE 6990-Readings and Research each semester.</p> <p>*** Candidates must register for NRSE 6960 Doctoral Dissertation throughout their dissertation process. Credit hours taken each semester are negotiated with the candidate's dissertation committee chair.</p> <p>**** Faculty advisors must approve cognate courses in advance.</p>		

Updated 05/15/19 vm



## **Guidelines for Implementation of Program Components**

### **Completion of Core and Individual Cognate Courses**

The student is expected to follow the agreed-upon program of study in a timely manner, read broadly, and participate fully in course learning activities. As a research degree, the PhD in Nursing program is designed to maximize the student's ability to think conceptually, analyze and synthesize content, and to write and speak in an articulate manner. The program faculty requires the use of the most current edition of the style manual of the American Psychological Association (APA). A level of professional writing congruent with dissemination of knowledge is expected and emphasized throughout the program.

### **Research Residency Guidelines**

The research residency provides students with hands-on research and scholarly development experiences that will support the dissertation. Students complete three hundred hours of research residency experiences. The goals of the residency are to enhance professional development and credibility, to build the student's research expertise, and to enhance socialization to the role of researcher and scholar. Students and advisors work together to develop a residency plan. Residency experiences are to begin by the student's second full time semester, or completion of 12 hours by part time students. Residency experiences fall into the categories of research and professional development, with the majority of hours in research.

The faculties recommend that the student seek experiences from each category. Students complete a [Residency Activity Approval form](#) prior to each residency experience which is signed by the advisor and the PhD Director.

At the completion of each experience, the student writes a synopsis of the experience as a reflective critical appraisal, not merely a description that analyzes how the experiences supported her or his research interests and enhanced knowledge of the research process. This reflection is to be submitted to the advisor and placed in the portfolio within 90 days of completion. Documentation of the residency experiences in a portfolio are submitted to the advisor 30 days prior to beginning the candidacy process.



## Potential Research Residency Experiences

<b>Experience</b>	<b>Hours</b>
Assist nursing faculty with all phases of research projects, including but not limited to literature review and synthesis, IRB preparation, development of theoretical foundation, data entry and analysis, statistical or qualitative analysis procedures, and writing.	Count actual hours spent for this experience
Attend seminars, conferences or institutes that are research-based and/or related to the research interest area	Count actual hours spent in meetings up to a maximum of 60 hours for the entire residency
Participate in inter-professional research projects	Count actual hours spent
Participate on a grant writing team	Count actual hours spent – if advisor is not principal investigator (PI), count hours in consultation with PI
Participate in evaluation of grant activities	Count actual hours spent
Author or co-author a manuscript or book chapter	Count actual hours up to a maximum of 80 for each manuscript or chapter
Develop and present a poster or podium presentation at a local, state or national conference	Count actual hours of preparation up to 15 for poster presentations and 25 for podium presentations, and count actual time spent at poster or podium
Participate as a leader in political and policy issues related to nursing, health and health disparities, cultural diversity, and others	Count actual hours up to a maximum of 80 hours for entire residency





### **PhD Candidacy Process and Examination (Step 3)**

PhD students admitted in fall 2018 and onwards will be required to appear in a comprehensive examination. All the requirements are discussed below;

#### **Comprehensive Examination**

According to the East Tennessee State University catalog for the Doctor of Philosophy in Nursing, the purpose of the candidacy examination is to ensure that students are able to think analytically, have a comprehensive knowledge of the field and specialty, and be deemed capable of completing the dissertation. The examination tests the nursing core courses in philosophy of science, theory, quantitative and qualitative research, statistics, health policy leadership, bioethics, and a cognate.

**Comprehensive Examination Process and Procedures.** The student is eligible to begin the candidacy process after completion of core courses, including dissertation seminar and cognates, and after completion of research residency requirements. Upon completion of all coursework the student should register for one (1) credit hour of NRSE 6990: Readings and Research. All students must be registered for a minimum of one (1) semester hour of coursework in the semester in which they take or re-take the candidacy examination.

The examination ordinarily occurs in the term following completion of coursework. The PhD comprehensive examination is administered by faculty who teach the core nursing courses. The examination covers synthesis and integration of the content from the core courses, including mastery of quantitative and qualitative research methods. The procedure is as follows:

1. Once the date for the examination has been established, standardized questions from faculty who teach the core nursing courses will be e-mailed to the student by PhD Director. This will consist of five (5) primary questions. Some of the questions may include sub-questions. Questions relate to the following areas:
  - Philosophy, Concepts, and Theory
  - Quantitative Research Methods
  - Qualitative Research Methods
  - Policy, Ethics, and Leadership
  - Cognate/Substantive area

The student's answers must be responsive to all components of the questions. The student will have one week (7 days) to complete the written part of the examination.

2. The examination should be written in narrative format adhering to the most current edition of APA guidelines.



3. Responses for each question should be no less than three (3) **double-spaced** pages and no more than five (5) **double-spaced** pages. The total number of pages should not exceed twenty-five (25) double-spaced pages, excluding title and reference pages and appendices.
4. Student should start each question on a new page. Faculty will not read beyond the fifth page for each question.
5. Include a complete reference list at the end of the examination. Do not attach individual reference pages to each question. The document should be one complete document with one reference list.
6. The examination is open-book and open-note, but students are not permitted to consult with colleagues or other students. Responses must be entirely the work of the individual student.
7. Upon completion of the written examination, the student will submit it as one document to the PhD Director. The PhD Director will distribute the completed examination to the comprehensive examination committee.

**Committee Structure and Role of the Cognate Professor.** The comprehensive examination committee will consist of PhD faculty responsible for teaching core nursing courses and one faculty member from outside the college of Nursing who has responsibility in the student's cognate area. It is possible that some nursing faculty will have responsibility in more than one core area. Therefore, the number of committee members will be either three (3) or five (5). College of Nursing PhD faculty will be assigned to the committee by the PhD Director. The student is responsible for:

- Identifying and securing a cognate professor who is willing and available to participate in the comprehensive candidacy examination. Typically, this is a doctorally-prepared faculty member who has taught one or more of the cognate courses;
- Submitting the name of the cognate professor to the PhD Director at least two weeks prior to the start of the written examination; and
- Requesting that the cognate professor submit questions to the student and to the PhD Director.

### **Evaluation of the Comprehensive Examination**

The grade on the comprehensive examination is determined by the nursing and cognate faculty the conclusion of the written and oral component. The student is asked to leave the room while the faculty deliberates. Grades of pass with distinction, pass, or fail are awarded.



***Pass with distinction:*** This grade is assigned to students who set themselves apart by demonstrating excellence in analysis, synthesis, and creative thought within their field of study.

***Pass:*** This grade is assigned to students who demonstrate acceptable mastery in analysis, synthesis, and creative thought within their field of study.

***Fail:*** This grade is assigned to students who demonstrate inadequate or deficient depth or scope of mastery in analysis, synthesis, and creative thought within their field of study. This grade reflects a lack of readiness to begin dissertation work. **The Procedure is as follows:**

1. After receipt of the comprehensive examination, the examination committee may take up to, but no longer than, two (2) weeks to review the examination.
2. The examination committee will determine, by consensus, if the student's written work is "Pass with Distinction", "Pass", or "Fail". The committee chair will notify the student and the PhD Director of examination results within 48 hours of the committee's decision.

### **Retaking the Comprehensive Examination**

If a student receives a grade of fail on the comprehensive examination, the student is allowed to repeat the examination one (1) time.

The student may be required to repeat one or more parts of the examination. The extent of the second examination is determined by the student's comprehensive examination committee and may include both written and oral components.

Specific instructions regarding the extent of the second examination will be communicated to the student and the PhD Director via e-mail within 48 hours of the committee's decision from the examination.

The student must retake the examination within one year of the date of the first examination, but not in the same semester. Process for the second examination will be the same as those indicated above, including the responsibilities of the student regarding the role of the cognate professor if warranted. The student and the PhD Director will work to determine the date for the second examination.

The student must be continuously registered for NRSE 6990: Readings and Research during that time. If the student does not retake the examination within the one year or pass the second written and oral examination, he/she will be dismissed from the program.



## **Admission to Candidacy**

Candidacy is a benchmark signifying that the student has met the minimum qualifications for progression to the dissertation phase of the doctoral program. This occurs upon successful completion of the comprehensive examination. The Application for Candidacy for Degree of Doctor of Philosophy in Nursing, which also includes the Program of Study form, must be completed and submitted to the School of Graduate Studies. The links to the forms are:

- 1) [Candidacy Nursing Form](#)
- 2) [Program of Study Form](#)

## **Student and Major Advisor's Responsibility**

It is the student's responsibility to secure all necessary forms and signatures prior to deadlines posted by the university.



## **Dissertation Guidelines and Requirements**

Each doctoral candidate completes a dissertation as a major requirement for the PhD degree. A dissertation is a written report of a research study conducted by a doctoral candidate and mentored by faculty members as part of her or his degree requirements. Prior to conducting the study, the candidate prepares a formal proposal for the project that is approved by the chair and members of the student's dissertation committee. Approval of the dissertation proposal requires a unanimous decision of the dissertation committee. Students and dissertation committee members are expected to schedule the dissertation proposal defense within one year following completion of the candidacy exam. Candidates have seven years to complete the PhD degree from the date of enrollment in the earliest course applied toward the degree.

### **Dissertation**

The dissertation is the final product of the program of study. Dissertations must test existing theory or generate new theory. It is an independent scholarly work that advances the knowledge of our discipline in a specific area. The student selects a chair and three committee members. One committee member should be selected to support the student in research design and methods, one to guide theoretical underpinnings, and at least one should be a content expert. One committee member must be selected from outside the Discipline of Nursing. All dissertation committee members must be granted graduate faculty status from ETSU. Upon successful completion of the written work as judged by the dissertation committee, the student will present the outcomes in a dissertation defense. Successful completion of the oral defense leads to the award of the PhD in Nursing degree!

### **Roles and Responsibilities**

**Dissertation Committee.** PhD candidates should choose four members who are have or can achieve graduate faculty status at East Tennessee State University. The four members should provide skills and expertise that are needed to successfully guide the dissertation to its completion. Three members must be graduate faculty members in the College of Nursing at East Tennessee State University. One member of the dissertation committee must come from outside the College of Nursing. All members of the committee must have graduate faculty status at East Tennessee State University. Therefore, if a member comes from another academic institution or the community, he or she must apply for graduate faculty status at ETSU to serve on your committee.



**Dissertation Proposal Defense.** After successfully completing the candidacy examination, each student must prepare a written copy of chapters 1 through 3 that are being proposed. The proposal must be approved by the dissertation chair before it goes to other members of the dissertation committee for their review. After the dissertation chair approves the proposal, the proposal is submitted to the committee members at least two weeks in advance.

- A date, time, and location that is mutually agreeable to the PhD candidate, the chair, and all committee members is set for the defense of the proposal.
- When the proposal is approved by the committee, not substantive changes can be made to the design, population, sample, sample size, instruments, procedures, or data analysis plan without approval from the PhD candidate and all the dissertation committee members.

**Role and Requirements for the Dissertation Chair.** Upon successful completion of the candidacy examination, the PhD candidate officially selects a dissertation chair for approval by the Director of Graduate Programs. The chair of the dissertation committee must be an ETSU College of Nursing faculty member with [member or senior member graduate faculty status](#). In choosing a chair, the candidate should consider a faculty member that shares compatible interests, professional values, and /or research foci with the candidate. The dissertation chair and the student plan the composition of the dissertation committee together. The role of the dissertation chair is to help the candidate:

1. Identify and recruit potential committee members;
2. Complete the form entitled [Appointment of an Advisory Committee](#) for the Doctoral or Master's Degree and forward it to the PhD Director, who will then submit it to the School of Graduate Studies;
3. Define/refine the dissertation topic;
4. Design a manageable research project;
5. Develop a time table for completion;
6. Develop her/his academic socialization by mentoring and sponsoring;
7. Facilitate the candidate's abilities in scientific writing;
8. Guide the dissertation process.
9. Promote timely completion of the dissertation.
10. Assure approval of outside committee member if from another university.

**Role and Requirements of the Dissertation Committee.** The dissertation committee must consist of a chair and three eligible faculty members, each holding member or senior member graduate faculty status; one of the four dissertation committee members must be a graduate faculty member from outside the Discipline of Nursing within or outside ETSU. Faculty outside of ETSU will need to have [temporary graduate faculty](#) status from ETSU School of Graduate Studies. Dissertation committee composition includes a content expert, theoretical expert, and a methodologist. Consideration of these areas should guide selection of members both from within and external to the College. Committee members must hold current IRB Certification.

The committee members' responsibilities include acting in an advisory capacity and when necessary directing the candidate to seek outside help when specialized expertise is useful. The committee will facilitate, evaluate and approve the proposal and the completed dissertation giving prompt feedback to the candidate. The candidate has the option to change the dissertation committee members if necessary by filling out the [Application for Change in Advisory Committee form](#).

## **Dissertation Process and Procedures**

**Registration.** Pre-candidacy, the student will enroll in NRSE 6990, Readings and Research as a place holder until the student has passed the candidacy exam. After the exam, the candidate then will enroll in NRSE 6960, Doctoral Dissertation, for as many semesters as required to complete the dissertation. Candidates require a total of 12 credit hours by the time they complete their dissertation and graduate. Each semester, the student can take a minimum of one credit hour or a maximum of six credit hours. The dissertation chair will work with the candidate to determine the appropriate number of credit hours to take per semester, not to exceed six, until completion of the dissertation. Continuous enrollment must be maintained. Under exceptionally extenuating circumstances candidates may request an extension of the seven year completion requirement through the School of Graduate Studies by filing an [Application for Extension of Time](#). Candidates who have not been active in the graduate program for more than a year must file a [Readmission Update form](#) and the Dean of the School of Graduate Studies must approve it prior to re-enrollment.



**Proposal Development.** Candidates should consult dissertation committee members on those areas of the research related to their areas of special competence. Candidates may consult with additional faculty or resource persons as needed. The candidate and dissertation chairperson share the responsibility for the final decision on research problems and methodology. The candidate is responsible for recognizing useful advice and integrating the study into a coherent whole. The proposal should identify the major substantive and methodological issues of the research problem and be in excellent written format. It should include the first three chapters of the dissertation (**intro, review of the literature, methods**). Proposal drafts are sent to committee members at least two weeks in advance of the proposal defense according to committee member preference and chairperson decision. The candidate may prepare the IRB documents and seek IRB consultation while developing the proposal. The candidates will seek formal IRB approval immediately following committee approval of the proposal.

**Proposal Defense.** The proposal defense is viewed as a working session where issues can be resolved prior to the conduct of the research. Committee members' suggestions are intended to ensure study quality and feasibility. Candidates distribute the proposal to committee members two weeks prior to the scheduled proposal defense date. On the defense date, candidates orally present the proposal to committee members and elicit feedback and suggestions. The role of the chairperson is to conduct the meeting, facilitate discussion, and record suggestions and decisions reached during the meeting. After the committee accepts the proposal, the committee chair submits a signed copy of the [Results of Examination, Residency Requirements, and Dissertation Defense for the PhD in Nursing Degree](#) form to the PhD Director, who files the form with the School of Graduate Studies. All Committee members retain copies of the form.

**Conducting the Dissertation.** After the committee approves the dissertation proposal, candidates must have all IRB approvals from all participating agencies before data collection can begin. After data collection, the next steps in the process are data analysis and the writing of chapters four and five. The candidate is expected to meet formally or consult with the chair on a minimum of a monthly basis or more often as needed to insure steady dissertation progress until the dissertation process is completed. This communication may take place via face-to-face meetings, email, phone or other media. Specific goals and timelines for progress should be agreed upon by the chair and the candidate. Candidates consult committee members as needed.

At the completion of each semester, the chair uses the university grade reporting system to assign a "SP" (satisfactory progress) for NRSE 6960 hours if the dissertation is progressing in a satisfactory manner. If the chair determines less than satisfactory progress has occurred, a "U" (unsatisfactory grade) will be assigned. Two "U" (unsatisfactory) ratings during the completion of the dissertation will result in a full committee meeting to identify strategies to increase progress. A third "U" (unsatisfactory) will result in dismissal from the program. At the end of the semester in which the dissertation is completed and the final defense held, the chair will assign a grade of "S" (satisfactory) to the candidate for NRSE 6960 hours.





**Intent to Graduate.** Candidates planning to defend their dissertation and graduate must complete the Intent to Graduate form very early in the semester they plan to graduate. ([See Academic Calendar for dates.](#)) The form to be completed is the [Notice of Intention to Graduate form](#), which candidates submit to the School of Graduate Studies no later than the end of the second week of the semester in which they expect to complete the requirements for a graduate degree.

**Final Defense.** The candidate completes all five chapters and consults with the chair regularly. With the chair's concurrence that the paper is ready for review, the committee convenes and provides feedback and suggests revisions as needed. When the revisions satisfy the committee, candidates schedule the oral defense with the chairperson and committee. Chair and candidate complete [Memorandum of Oral Defense](#) to be submitted to the School of Graduate Studies a minimum of ten working days before the defense.

As per department policy, dissertation defense can only be held at ETSU main campus. Check the [Academic Calendar](#) for the final date available to schedule the oral defense. The oral defense is open to any interested party, and is advertised publicly. Once the oral defense is successfully completed, candidates will make any revisions necessary and submit the dissertation to the School of Graduate Studies.

Candidates also complete the [Checklist of Requirements](#) for electronic theses and dissertations after making the revisions (if any) identified at the oral defense. Candidates then complete the [Manuscript Review Form](#) and the [ETD Release Form](#) for the electronic submission of the dissertation.

After the Graduate School indicates the changes needed in the manuscript following review, the candidate makes the changes and resubmits the manuscript. Once the Graduate School has approved the manuscript, the candidate is to submit a copy in softbound form or through electronic means to each member of the Dissertation Committee. This completes the dissertation process.



## Alternate Option Dissertation

The traditional format for a dissertation consists of five chapters: I Introduction, II Review of the Literature, III Methods, IV Results or Findings, and V Discussion. Instead of producing a traditional dissertation, students may author three publishable manuscripts to fulfill the dissertation requirements. One of the three manuscripts must be published prior to approval of the dissertation. Students must comply with applicable University and College guidelines during the dissertation process. Choosing this option will be a joint decision made by the doctoral student and the dissertation chair. The decision to choose the manuscript dissertation option may occur at any time during the student's program of study. The manuscripts may be produced during upon completion of any doctoral course or during the candidacy period.

### Graduate School Requirements

Refer to the East Tennessee State University Graduate School Catalogue and to the most current edition of the *Thesis and Dissertations Guide* before you begin the alternate option for your doctoral dissertation. Each of the three manuscripts must contribute to the doctoral dissertation in a unified way around a common theme.

### College of Nursing Guidelines

Each of the **three** manuscripts must have a common theme and relate to the student's topic of research interest. One manuscript must be a thorough review of the literature (state of the science). One manuscript should provide the conceptual, theoretical, or philosophical basis for the student's dissertation study. One manuscript should present the findings or results of your study. Examples of the final article are a concept analysis, instrument development, innovations of your study, or implications for the chosen theoretical framework, or policy implications,

- The manuscript option of the dissertation requires **a minimum of three manuscripts**.
- The manuscripts must be written while you are enrolled in the PhD Program at East Tennessee State University.
- One manuscript must be accepted [published or in press] and two must be submitted to an appropriate peer-reviewed journal in advance of the dissertation defense.
- Manuscripts must be formatted using the guidelines of the selected peer-reviewed journal.
- The student must obtain written permission from the copyright holder for any material in the dissertation.
- If a manuscript is already in press or published, a copyright release from the publisher must be included in the dissertation appendices.
- The completed dissertation must include all three manuscripts in the final draft.

### *Authorship*

- Student must be either sole author or lead author with faculty member who assists in writing of the manuscript[s].
- Manuscripts co-authored with other students will not be accepted

### **Dissertation Chair**

- Chair will be involved in or approve the student's choice of the manuscript option.
- Chair will assist the student in selecting the other dissertation committee members.

### **Dissertation Committee**

- Committee members will guide the student in the design and implementation of the research study.
- Full committee will meet to approve dissertation proposal.
- Committee members will be consulted and/or approve selection of journals for manuscript submission.
- Full committee will review the draft of the dissertation prior to formal dissertation defense.

### **Format of Manuscript Dissertation**

**Abstract** all-inclusive [no more than one page]

**Chapter 1 [Study Introduction]** provides overview of research project. Here, the reader is oriented to the student's scholarly focus area, significance to nursing, gaps in knowledge, purpose of the study. In this introduction, the student describes the manuscripts, tells how they are related, and explains their significance. The distribution of content across the entire dissertation is described.

**Chapter 2 [Review of the Literature = State-of-the Science Manuscript 1]** integrated review of the literature includes up-dates since manuscript was submitted for publication.

**Chapter 3 [Study Methods]** description of research design, philosophical/conceptual framework, research questions/hypotheses, variables, and data analysis.

**Chapter 4 [Study Findings = Manuscript 2]** ordinarily includes a presentation of study findings, including tables and figures illustrating the analysis.



**Chapter 5 [Discussion and Conclusions]** contains specific implications of the data analysis presented in Chapter 4. The synthesis and interpretation of study findings should show an integration of content of all manuscripts, discussion of the contribution to nursing science, direction for future research, and implications for nursing practice, education, or policy. Note: Manuscript 3 is selected by the student and approved by the dissertation committee.

**Additional References (if any)**

**Appendices**



**East Tennessee State University  
College of Nursing**

**PhD in Nursing Dissertation Rubric**

Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<b>Study Significance and Background</b>	<b>Abstract</b>	<b>Abstract includes:</b> <ul style="list-style-type: none"> <li>➤ a brief description of the study problem</li> <li>➤ identification of the research question</li> <li>➤ incomplete description of the study design and methods</li> <li>➤ key results</li> <li>➤ abstract is overly wordy and written using highly technical language or jargon</li> </ul>	<b>Abstract includes;</b> <ul style="list-style-type: none"> <li>➤ a description of the problem and study significance</li> <li>➤ study purpose and theoretical foundations</li> <li>➤ research question(s)</li> <li>➤ brief description of research design, methods, and analysis</li> <li>➤ key results;</li> <li>➤ conclusions and recommendations</li> </ul>	<b>Abstract includes everything listed in previous category in addition to:</b> <ul style="list-style-type: none"> <li>➤ a statement on the implications of the research</li> <li>➤ abstract is written in a non- technical, scholarly style</li> </ul>
	<b>Introduction</b>	Introduction only loosely describes the significance of the problem under investigation and lacks an organized summary of key literature to substantiate the study.	<b>Introduction includes:</b> <ul style="list-style-type: none"> <li>➤ a concise and convincing statement demonstrating that the study focuses on a significant problem;</li> <li>➤ a concise summary of key literature.</li> </ul>	Introduction includes everything listed in previous category in addition to: <ul style="list-style-type: none"> <li>➤ a well-developed justification for the research study which indicates the knowledge gap it is intended to fill</li> </ul>

Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<b>Study Purpose and Problem Statement</b>	The study purpose has not been clearly delineated. The rationale for the study has not been stated or it is incomplete.	The study purpose and problem statement are explicitly and concisely described. The rationale for the study is adequate.	Study purpose and problem statement includes everything listed in previous category in addition to: <ul style="list-style-type: none"> <li>➤ a description of at least two variables and a conjectured relationship between them (for quant studies) and the need for increased understanding about the problem to be studied (for qual studies)</li> <li>➤ The rationale for the study is sound and based upon and builds upon previous research.</li> </ul>
	<b>Theoretical/Conceptual Framework</b>	There is a very weak description of the theoretical/conceptual framework or the chosen framework is not a logical fit with the research question(s) and study design.	If appropriate, a description of the theoretical or conceptual framework is provided and there is sound justification for the framework chosen with appropriate support from key literature sources	The description of the theoretical/conceptual framework includes everything listed in previous category in addition to repeated evidence that the framework was thoughtfully integrated into the conduct of the study from the outset to the conclusion.

Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<b>Operational/ Terminology Definitions</b>	Operational definitions are not included.	Operational definitions for variables, technical terms, or jargon are provided	Operational definitions for variables, technical terms, or jargon are provided and easy to understand. The student is consistent in the use of these definitions throughout the manuscript
	<b>Review of the Literature</b>	The review of related research literature is incomplete and does not provide logical justification or support for the study.	The review of related research literature is clearly related to the problem statement as it pertains to research questions and hypotheses (for quantitative studies) or study questions and objectives (for qualitative studies). The content of the review is drawn from appropriate peer-reviewed sources.	The review of related literature includes everything in the previous category in addition to: -comparing and contrasting different points of view or research outcomes from various disciplines, including nursing.
<b>Quantitative Study Criteria</b>	<b>Study Design</b>	<ul style="list-style-type: none"> <li>➤ Research design does not clearly link to the research question/ hypothesis.</li> <li>➤ Conceptual/theoretical framework missing.</li> </ul>	Design links to the question/hypothesis. Variables of interest are identified but only briefly described. Framework identified and described.	Clearly described and is logically derived from the problem statement; addresses the research questions and relevant study variables. Congruent with the conceptual/theoretical framework
	<b>Role of Researcher</b>	Not identified or discussed	Identified but role is not clearly described	Clearly described

Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<b>Data Collection Methods and Process</b>	<ul style="list-style-type: none"> <li>➤ Setting, sample, or sampling missing.</li> <li>➤ Method of data collection missing. No discussion of variables under study or clear discussion of instruments used for data collection.</li> </ul>	Setting, sampling method identified. Sample size is appropriate for design. Method of data collection provided, but not clearly described. Instruments described but not in clear detail. Includes identification of variables under study, but not clearly discussed.	Appropriate setting, sample and sampling method clearly described. Sample size is appropriate for the design. Identifies inclusion/exclusion criteria and measures to protect participant rights. Method used for collection of data is clear and well described. Instruments clearly described with reported psychometrics. Clear description of variables being measured, scoring and interpretation of the scores.
	<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>➤ Level of data not congruent with analysis.</li> <li>➤ Analysis does not address each research questions.</li> <li>➤ No tables or figures included.</li> </ul>	Appropriate level of data for analysis proposed. Each research question appropriately identified Tables or figures present and appropriate to narrative,	Level of data and analysis is appropriate for research question/hypothesis, and congruent with the study's conceptual/ theoretical framework. Analyses clearly and logically address each research question/hypothesis. Any tables and figures used are clearly identified and referred to within the narrative section.
	<b>Presentation of Findings</b>	Results do not address each research question/hypothesis.	Results address each research question/hypothesis.	Interpretation of results clearly addresses each research question/hypothesis; is based on the data collected and



Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<b>Discussion/ Implications</b>	Does not address generalizability or implications for further study.	Discusses implications for generalizability and implications for further study.	Discussion clearly relates to the existing body of knowledge with implications for generalizability and further study.
<b>Qualitative Study Criteria</b>	<b>Study Design</b>	The research design is not congruent with the question(s) being asked or the phenomena of interest. The choice of study design/ approach is not justified.	The research design/approach is appropriate to the question(s) being asked or the phenomena of interest and purpose of the study as well as the underlying philosophical assumptions. The choice is justified.	The research/design approach includes everything in the previous category in addition to: <ul style="list-style-type: none"> <li>➤ a description of why another reasonable design or approach may be less effective.</li> </ul>
	<b>Role of Researcher</b>	The role of the researcher is described in general terms appropriate to the design, but is not clearly linked to data collection or data analysis	The role of the researcher in data collection and data analysis is clearly described	The role of the researcher includes everything in the previous category in addition to: clearly linking role to the study's philosophical assumptions and the study design.
	<b>Data Collection Methods and Process</b>	The description of data collection is incomplete and there are gaps in the audit trail. Choices made during data collection are unclear or	The process of data collection is fully described and an audit trail is described in a manner that makes the research path explicit. Choices made during	Data collection and methods and process include everything in the previous category in addition to: providing documents that validate the

Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
		incomplete. There is little to no evidence of iterative processes. Selection process for participants/data items is incomplete or selection includes inappropriate participants/data items. Questionable ethical practices were used. Data collection stops before data saturation.	data collection are logical and understandable. There is evidence if iterative processes. Selection process for participants/data items is plainly described. Participants received ethical protection. Data collection continues until data saturation.	trail. Choices made during data collection are explained and linked to study design and purpose. Participants/data items possess multiple attributes needed to make them reliable sources of information. Participants received all applicable ethical protections.
	<b>Data Analysis</b>	Methods for recording and tracking data are incomplete or missing. Data collection and analysis were conducted independently of each other. The literature (if used) is misused.	Methods for recording and tracking data are described and complete. Data analysis and collection are interrelated. Researcher decisions are explained. Data categories are fully developed and rich description is provided. The role of the literature (if used) in analysis is explained.	Data analysis includes everything in the previous category in addition to: Multiple methods are used for recording and tracking data. Data categories are supported by extensive evidence. The literature (if used) is used in a creative or novel manner.
	<b>Presentation of Findings</b>	Based on the presentation of the findings, it is unclear whether the results are credible. The weight of evidence in the data inadequately supports the outcomes. The researcher's narrative and the data don't agree.	The study findings are presented logically. Study results can be considered credible. The researcher's narrative and the data illustrations agree.	<ul style="list-style-type: none"> <li>➤ The presentation of study findings includes everything described in the previous category in addition to:</li> <li>➤ a rich description of patterns, relationships, and themes that are all accounted for based on the description of the data collection.</li> </ul>

Category	Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<b>Writing Style and Composition</b>	<b>Grammar, Punctuation, Spelling, APA Format</b>	Evidence of jargon or formula-like sentences; multiple language errors.	Only occasional punctuation, spelling or grammatical errors. Common “confusions” (i.e. that vs which) are few in number.	Effective and varied sentences are used. The text is virtually free of language errors.
	<b>Concise/ Logical Flow</b>	The text is overly wordy and logical structure demonstrates gaps.	Text is appropriate in word choice and logical reasoning is evident.	The text is concise and the logic is clear and precise.
	<b>Application of Findings to Nursing Practice</b>	There is no clear evidence that findings can be applied directly to practice or the findings apply to a tangential area of practice.	The findings can either be applied directly to practice or hold obvious potential for direct application with additional study and development.	The findings are directly applicable to practice and hold the potential for further development in a critical area of practice.
	<b>Contribution to Scientific Knowledge in Nursing and other Disciplines</b>	Is of insufficient quality to contribute or limited to confirmation of already well developed nursing knowledge	Introduces a new area of investigation or extends an existing area of investigation in nursing.	Introduces a new view in a well-developed area of investigation in nursing or provides strong evidence in a developing area of investigation in nursing and/or a related discipline



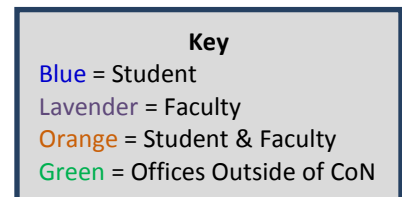
## East Tennessee State University/College of Nursing PhD Dissertation Process



Key	
Blue	= Student
Lavender	= Faculty
Orange	= Student & Faculty
Green	= Offices Outside of CoN

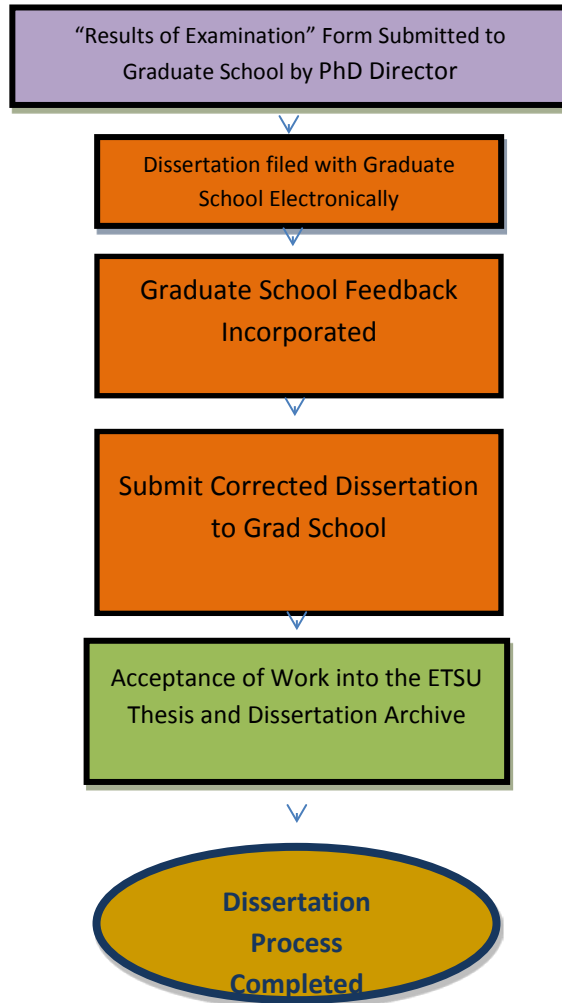
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## East Tennessee State University/College of Nursing PhD Dissertation Process





## East Tennessee State University/College of Nursing PhD Dissertation Process



**Key**  
 Blue = Student  
 Lavender = Faculty  
 Orange = Student & Faculty  
 Green = Offices Outside of CoN



Approved:  
 Grad Program PhD Curr Subcommittee 12/3/12  
 Flowchart created by Dr. Sandy Diffenderfer &  
 Vickie Van Hall 12/12/12



## **Graduation**

The process for graduation follows the guidelines set forth by the School of Graduate Studies at ETSU. Advisors and advisees should review the graduation process and forms at the beginning of the candidate's final semester and create a timeline for completion of the degree. All of the names of the forms and directions for their use are included in Appendix B. Links to forms are provided in the text and Appendix B.

Graduation is a time for celebration! Congratulations to all those candidates who have accomplished this milestone in their lives and to the faculty who mentored them.



## Appendix A- Courses

### Selected Examples of Supporting Courses- College of Nursing

<b>Course Number</b>	<b>Title</b>	<b>Credit Hours</b>	<b>Mode</b>
NRSE 6613	Advanced Rural/Underserved Populations	3	Online
NRSE 6513	Case Management	2	Online
NRSE 6019	Collaborative Approaches to Practice	3	Online
NRSE 6307	Essentials of Nursing Education: Macro Perspective	3	Online
NRSE 6308	Essentials of Nursing Education: Micro Perspective	3	Online
NRSE 5520	Fiscal Management in Nursing Administration	3	Online
NRSE 5530	Health Care Organizations Development & Law	3	Online
NRSE 6711	Health Informatics & Technology	3	Online
NRSE 5550	Human Resources Management in Health Organizations	3	Online
NRSE 5510	Organizational Theory and Nursing Administration	3	Online
NRSE 5580	Project Management for Nurse Leaders	3	Online
NRSE 6122	Scholarly Analysis and Synthesis of Research Literature	3	Online
NRSE 5957	Special Topic	3	Online
NRSE 5590	Strategic Planning for Health Care Organizations	3	Online





## Courses Available Within the College of Nursing\*

Consult the Graduate Catalog for a list of all of the advanced nursing courses offered by ETSU College of Nursing Johnson City campus and the ETSU Regents Online Degree Program.

<b>Course Number</b>	<b>Title</b>	<b>Credit Hours</b>	<b>Mode</b>
NRSE 6016	Advanced Concepts in Pathophysiology	3	
NRSE 5018	Advanced Clinical Pharmacology	3	Online
NRSE 5009	Health Assessment Throughout the Lifespan	3	Online
NRSE 5010	Health Assessment Throughout the Lifespan: Practicum		Online
NRSE 5023	Lifespan Assessment and Clinical Management: Children and Adolescents	3	Online
NRSE 5024	Lifespan Assessment and Clinical Management: Children and Adolescents Practicum	3	Online
NRSE 5011	Lifespan Assessment and Clinical Management: Young and Middle Adults	3	Online
NRSE 5012	Lifespan Assessment and Clinical Management: Young and Middle Adults Practicum	3	Online
NRSE 5013	Lifespan Assessment and Clinical Management: Older Adults	3	Online
NRSE 5014	Lifespan Assessment and Clinical Management: Older Adults Practicum	3	Online
NRSE 5021	Lifespan Assessment and Clinical Management: Women's Health	2	Online
NRSE 5022	Lifespan Assessment and Clinical Management: Women's Health Practicum	3	Online
NRSE 5404	Advanced Psychiatric Nursing Care I	3	Online
NRSE 5405	Advanced Psychiatric Nursing Care I: Practicum	3	Online
NRSE 5303	Psychopharmacology	3	Online
NRSE 5408	Advanced Psychiatric Nursing Care II	2	Online
NRSE 5409	Advanced Psychiatric Nursing Care II: Practicum	2	Online
NRSE 5410	Interpersonal Treatment Modalities	3	Online
NRSE 5411	Interpersonal Treatment Modalities: Practicum	3	Online
NRSE 6400	Improving Mental health Outcomes in Primary Care	3	Online

\*Permission must be requested from the course faculty prior to enrolling in these courses



### ETSU Education Courses Available Outside the College of Nursing

<b>Course Number</b>	<b>Title</b>
ELPA 6010	Leadership for Lifelong Learning
ELPA 6020	Seminar in Education Supervision
ELPA 6030	Instructional Leadership
ELPA 6040*	Writing for Professional Educators
ELPA 6100	Interpersonal Relations
ELPA 6106	Instructional Leadership through Coaching and Mentoring
ELPA 6108	Leadership for Differentiating Classrooms
ELPA 6200*	Emerging Perspectives Influencing the School
ELPA 6220*	Specialist Seminar
ELPA 6300	Professional Needs of Individuals and Groups
ELAP 6400*	Developing Learners Through Instructional Leadership
ELPA 6450	Leadership Studies
ELPA 6451	Strategic Planning and School-Based Decision-Making
ELPA 6452*	Effective Organizational Cultures
ELPA 6453	Ethics for Educational Leaders
ELPA 6454	Policy, Power, and Politics in Education
ELPA 6500*	Implementation Strategies: Making It Happen
ELPA 6555*	Reflective Practice I
ELPA 6556*	Reflective Practice II
ELPA 6560	Small Group Leadership
ELPA 6561	Organization Development
ELPA 6563	The Adult Learner
ELPA 6581	Internship in Educational Leadership
ELPA 6600	Shaping the Quality and Character of the Institution
ELPA 6720	Supervisory Techniques
ELPA 6810	Theories of Administration
ELPA 6820	Law for Organizational Leaders
ELPA 6830	School Housing and Transportation
ELPA 6841	School Finance and Business Methods

ELPA 6861	Human Resource Management
ELPA 6870*	Field Research in Educational Leadership
ELPA 6872	Technology Applications for Educational leaders
ELPA 6901	Independent Study in Educational Administration
ELPA 6902	Independent Study in Educational Supervision
ELPA 6903	Independent Study in Curriculum Development
ELPA 6908	Independent Study in the Administration of Higher Education
ELPA 6951*	Seminar in Research Analysis and Interpretation
ELPA 6952	Action Research
ELPA 6953	Policy Analysis
ELPA 6954*	Educational Program Evaluation
ELPA 6955	Grant & Proposal Development
ELPA 7110	Community Colleges in the United States
ELPA 7120	History of American Higher Education
ELPA 7220	Supervising Community College Curriculum Planning
ELPA 7810	Educational Statistics
ELPA 7811*	Quantitative Research
ELPA 7812*	Qualitative Research
ELPA 7813*	Research in Educational Leadership
ELPA 7814*	Advanced Qualitative Research
ELPA 7820	Administration of Higher Education
ELPA 7822	Higher Education Law
ELPA 7823	Higher Education Finance
ELPA 7825*	Academic Writing for Dissertation Research
ELPA 7960	Doctoral Dissertation
ELPA 7990	Readings and Research

\*Prerequisites



## **Appendix B- Forms**

### **Program of Study for the Doctor of Philosophy in Nursing Degree**

Students submit the [Program of Study for the Doctor of Philosophy in Nursing Degree](#) form after meeting with their academic advisor (ideally this is completed within one month after beginning the first semester) and will review it again at the beginning of each academic year. The final form should be submitted no later than the deadline published in the course schedule. This is a map of study that should be accurate and demonstrate that requirements have been met for the calendar year in which the student was admitted.

### **Application for Change in Approved Program of Study**

Students will use the [Application for Change in Approved Program of Study](#) form when courses are added to, deleted from or substituted in the student's approved program of study.

### **Application for Change of Academic Advisor**

The Application for Change of Academic Advisor form is used to request a change in an academic advisor and is submitted to the Director of Graduate Programs.

### **Residency Approval Form**

The student completes a Residency Approval form for each residency.

### **The Appointment of an Advisory Committee for the Doctor of Philosophy in Nursing**

The student is responsible for obtaining the faculty signatures of those who have agreed to serve on their dissertation committee. The [Appointment of an Advisory Committee for the Doctor of Philosophy in Nursing](#) form is then submitted to the PhD Director, who will make a copy for the files and forward the document to the School of Graduate Studies.



### **Application for Change in Graduate Advisory Committee (Dissertation Committee for College of Nursing)**

Students use the [Application for Change in Graduate Advisory Committee](#) (Dissertation Committee for College of Nursing) form whenever there are changes in the dissertation committee members and submit the form to the Director, PhD in Nursing program.

### **Application for Candidacy for the Degree of Doctor of Philosophy in Nursing**

The [Application for Candidacy for the Degree of Doctor of Philosophy in Nursing](#) form is submitted with the Program of Study Form to the Director, PhD in Nursing program.

### **Application for Extension of Time Form**

If the student is not graduating within seven years, the [Application for Extension of Time](#) form to extend time must be evaluated by the School of Graduate Studies.

### **Readmission Admit Form**

The [Readmission Admit](#) form is used by the student for readmission to the university if the student has not been enrolled for one year.

### **Results of Examination, Residency Requirements, and Dissertation Defense for the Doctor of Philosophy in Nursing Degree**

The Graduate Advisory Committee and Academic Advisor sign the [Results of Examination, Residency Requirements, and Dissertation Defense for the Doctor of Philosophy in Nursing Degree](#) form. A new form with original signatures is needed following the completion of the candidacy examination, the oral defense, and residency requirements. Submit each original form to the School of Graduate Studies. In order to meet the deadlines, schedule the dissertation defense as soon as possible, two weeks prior at least, in order for the outside reviewer to attend.



## **Notice of Intention to Graduate Form**

The [Notice of Intention to Graduate](#) form should be completed no later than the end of the second week of the semester in which the student expects to complete the requirements for a graduate degree.

## **Memorandum of Oral Defense**

Submit the [Memorandum of Oral Defense](#) form four weeks before the dissertation defense to the School of Graduate Studies. The student's abstract must be sent to the Graduate Faculty Representative at least ten days before the defense. In case of cancellation, the chair of the student's dissertation committee is responsible for notifying the Graduate Faculty Representative and the appropriate Graduate Studies Liaison.

## **Electronic Dissertations**

Once the dissertation defense is completed, reviewed and edited by the chair, and certified as the final version by the chair, the candidate sends the dissertation electronically to the School of Graduate Studies. The [Electronic Theses and Dissertations Checklist of Requirements](#) follows the process. The College of Nursing receives a bound copy and the committee members should receive copies as well.

## **Manuscript Review Form**

The [Electronic Theses and Dissertations Manuscript Review](#) form should be brought to the dissertation defense by the candidate and must be submitted to the dissertation chair in hard copy. It is completed after the oral defense and corrections are made. Candidates submit this form to the School of Graduate Studies at the same time that they electronically send their dissertation with a cover memorandum.



## **ETSU ETD Release Form**

Candidates will sign the [Electronic Theses and Dissertations ETSU ETD Release](#) form and submit it to the School of Graduate Studies.

## **Survey of Earned Doctorates**

The National Science Foundation Act of 1950, as amended, provides for the [solicitation of information](#) on earned doctorates.

## **Publishing Your Dissertation**

Once the [School of Graduate Studies](#) approves the manuscript, it is published. The representative at the School of Graduate Studies should be contacted at 423-439-4898 or 423-439-6146 if assistance is needed. It is advised that if the dissertation is an original art, original tool or theory that a copyright should be sought. Candidates usually choose the category of unrestricted publishing.

