

University of Missouri-St Louis

College of Nursing

PhD Program

Student Handbook

2024-2025

Table of Contents

Welcome Letter	5
Overview	
Introduction	7
History	7
Vision.....	7
Mission	7
Strategic Priorities.....	7
Core Values	8
Graduate School Information and Resources.....	8
Student Participation in College Committees.....	8
Non-Discrimination	8
State Authorization.....	9
UMSL Graduate School	
Overview	9
Doctoral Enrollment.....	9
Transferred Courses.....	9
Doctoral Residency Requirement	10
Doctoral Time Limitation	10
Doctoral Degree Student Forms	11
Timeline for PhD Students and Candidates	12
Curriculum	
PhD Program Outcomes	13
Plans of Study.....	14
From Admission to Candidacy	14
From Candidacy to Doctoral “Hood”	15
Cognates	16
Independent Study Guidelines and Process.....	17
Electives	17
CARMA Courses	17
Research Requirements of the Graduate School and the College of Nursing.....	18
Evaluation	
Grading Procedure.....	19
Grading Scale	19
Posting Grades	19
Assessment of Institutional Effectiveness	20
UMSL Institutional Research Board (IRB)	
College IRB Policies	20
College Doctoral (PhD) Required CITI Training Protocol	20
eCompliance Login and CTI Certification	21
Presentations of Students’ Work	
Annual Reflection Day.....	22
PhD Student Presentations of Their Dissertation Work-in-Process	22

Qualifying Examination Guidelines	
The Qualifying Examination	22
Qualifying Examination Committee.....	23
PhD in Nursing Dissertation Policies and Guidelines	
Dissertation Research	23
Funding Dissertation Research	23
PhD Dissertation Committee	24
Dissertation Proposal.....	24
Pilot Study Prior to Dissertation Research.....	25
Dissertation Proposal Defense.....	25
Choosing a Traditional or Alternative Dissertation	27
Dissertation Defense.....	28
IRL/ProQuest Submission.....	29
UMSL Accreditation	
National Guidelines for Quality in PhD Education.....	29
Office of Student Services	
Current Students.....	30
Academic Advising	30
International and Permanent Resident Students	30
Add and/or Drop Course(s).....	30
Graduation	
Applying for Graduation	31
Graduation Awards.....	31
Student Academic Policies	
Probation	32
Dismissal	32
Grade Appeal Procedure.....	32
Leave of Absence	33
Student Responsibilities	
Statement of Scholarly Work.....	33
Statement of Academic Honesty	33
Student Code of Conduct and Discipline	34
Civility.....	35
Social Media Policy	35
Guidelines for Appropriate Social Media Use.....	36
General Information	
Computer Proficiency Requirement	38
Computer Technology and Resources	39
UMSL Writing Lab	39
Communication.....	40
Faculty and Staff Offices and Mailboxes.....	40
Student Organizations	40
Artificial Intelligence.....	40
Appendices	

A. Plans of Study	
Recommended Part-Time Plan of Study for BSN to PhD Students	42
Recommended Full-Time Plan of Study for BSN to PhD Students	43
Recommended Part-Time Plan of Study for MSN to PhD Students	44
Recommended Full-Time Plan of Study for MSN to PhD Students	45
B. Independent Study Approval Form	46
C. Formats for Dissertation Proposal Prior to Dissertation Proposal Defense Meeting	
Format for a Traditional Dissertation Proposal	47
Format for Alternative Dissertation Proposal.....	49
D. Formats for Final Dissertation at Completion of the Program	
Format for Traditional Dissertation	50
Format for Alternative Dissertation.....	53
E. Required PhD Student Annual Reflection Day Materials	54
F. Qualifying Exam Evaluation Form.....	57
G. Research-based Assessment Form for Defenses	59
H. PhD Program UMSL-level Curriculum Alignment Process (CAP) Assessment Form .	61
I. PhD Handbook 2024-2025 Agreement.....	63
J. Research Residency Syllabus Template	64

Greetings from the Faculty and Staff at the College!

Welcome to the University of Missouri- St. Louis (UMSL) and to the College of Nursing (College). The faculty and staff at the College would like to congratulate you on reaching this amazing milestone in your life and future career. We hope your time at UMSL and academic studies within the College will provide you with the knowledge, skills, and life-changing experiences that will best prepare you for your next career goal.

A list of faculty and their areas of expertise can be found at <https://www.umsl.edu/divisions/nursing/directory/index.html>. Students most often decide on a research/dissertation topic of their own. Sometimes students might want to work within a particular faculty's specific content area. The process is to decide on a topic that you love and want to spend time examining and then continue to narrow that topic until it is in a form that can be studied using (a) quantitative methods (like scientific method using statistics), (b) a more inductive qualitative approach involving in-depth analysis and interpretation of data, for example from interviews, focus groups, or storied accounts, or (c) a mixed or multi-method approach, combining the two.

This program is online. It has two required face-to-face, on-campus components each year that are announced and that you should plan for well in advance: (a) there is a one-time, two-day PhD Program orientation for new students and (b) there is also an Annual Reflection Day that all students attend and receive positive support.

This handbook was created to assist you through your academic journey as well as make you aware of resources and UMSL policies and procedures. Please utilize this handbook throughout the academic year to help navigate through your academic program and assist with any questions you may have. This handbook is updated at the end of each summer semester.



To assist you, please find information about key individuals below:

Interim College of Nursing Dean and Professor:

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Associate Dean of Academic Programs:

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PhD Program Director and Professor:

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College Student Services Academic Advisor:

Name: Stacy Pearson, M.Ed.

Email: pearsonsr@umsl.edu

Phone: 314-516-7028

Office: 118 Nursing Administration Building

Our dedicated faculty and staff are here to help you succeed throughout your program. Please reach out to them if you need further information, assistance, or clarification.

Best of luck during this academic year!

Overview

Introduction

This handbook contains material specific to the College of Nursing (College) including policies regarding progression and retention. It is meant to supplement the information contained in the Graduate School Handbook (<https://www.umsl.edu/gradschool/currentstudents/graduatehandbook.html>), the University Bulletin (<http://bulletin.umsl.edu/collegeofnursing/>) list of courses, and the Triton Manual Student Planner (<https://issuu.com/umslcampuslife>). You are encouraged to review all of these manuals to obtain important information that will assist you in planning and implementing your program of study. Please feel free to contact Dr. Anne Fish, PhD Program Director at fisha@umsl.edu if you have any questions.

History

The University of Missouri–St. Louis (UMSL) is one of four campuses that constitute the University of Missouri. Founded in 1839, the University of Missouri became a land-grant institution in 1862. The St. Louis campus was established in 1963, becoming the largest university serving St. Louis and third largest in the state. For more specific information on the College’s history, please visit the College website: <https://www.umsl.edu/divisions/nursing/about/index.html>

Vision

The College of Nursing shapes the future of nursing and healthcare in our community and globally, inspiring excellence in education, research, practice, and policy-making for the health and well-being of all.

Mission

The mission of the College of Nursing at the University of Missouri-St. Louis is to transform lives by fostering a vibrant community of compassionate and inspired nurses. We develop nurses from diverse backgrounds who are dedicated to the pursuit of excellence and leadership through innovative baccalaureate and graduate programs. We engage community partners to respond to the needs of the communities we serve. We generate, translate, and disseminate new knowledge into practice that advances healthcare globally.

Strategic Priorities

- Excellence in student success
- Expand research and scholarship
- Excellence in community engagement and economic development
- Inclusive excellence
- Excellence in planning, operations, and stewardship

Core Values

The College of Nursing supports the core values of the University of Missouri-St. Louis – trust, access, innovation, success, inclusion, and engagement. The College of Nursing’s additional core values are caring and professionalism.

Graduate School Information and Resources

The Graduate School website serves as a helpful resource whether you are newly admitted or a current student. It can be accessed using the following link:

<https://www.umsl.edu/gradschool/newlyadmitted/index.html>

Here, newly admitted students can find information regarding First Semester Tasks, Activating Student Accounts, and New Graduate Student Orientation. Current students can access the Student Handbook, Campus Resources, Oral Defense Announcements, Graduation Deadlines, and Graduation FAQs.

Student Participation in College Committees

Students are encouraged to participate on college committees, which meet monthly. Students have a voice on College committees and represent the PhD students. The College offers two committees on which PhD students can serve:

- *Scholarship, Research, and Evidence-Based Practice Committee:*
 - Provides leadership for nursing research and scholarship
- *Graduate Committee:*
 - Provides leadership for graduate curriculum, program evaluation, and student relations
- *Innovations in Community Engagement*
 - Provides leadership for community outreach

Those who are interested in serving on one of these committees should contact the PhD Program Director, Dr. Anne Fish, by e-mail at fisha@umsl.edu or by phone at 314-516-7077 if you have any further questions.

Non-Discrimination

The University of Missouri—St. Louis does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. UMSL also does not discriminate on the basis of sex in our education programs or activities, pursuant to Title IX and 34 CFR Part 106. The University’s nondiscrimination policies apply to any phase of its employment process, any phase of its admission or financial aid programs, other aspects of its educational programs or activities, and instances occurring in other settings, including off-campus, if there are effects of the conduct that interfere with or limit any person’s ability to participate in or benefit from the University’s educational programs, activities, or employment.

State Authorization

All potential students who live outside of Missouri are responsible for reviewing <https://online.missouri.edu/about/state-authorization> to be sure that the UMSL PhD program is authorized in your state. In addition, if you plan to move while in the program, be sure to determine if the UMSL PhD program is authorized in your new state of residence. You are responsible for reviewing state authorizations and alerting the UMSL PhD Program Director of your change in residence. A change in state residency while in the UMSL PhD program may impact your continuation within the program.

UMSL Graduate School

Overview

Your PhD education is guided by policies of the UMSL Graduate School. These policies must be followed because the UMSL Graduate School awards your doctoral degree.

All PhD students in nursing will complete program-specific coursework, qualifying exams, and a PhD research project called the dissertation. Your oral and written qualifying exams assess your readiness to complete your PhD research project. You will prepare a written proposal and present it to your dissertation committee. Your dissertation research, after receipt of approval from your doctoral committee, the Institutional Review Board (IRB), and the Graduate School, is implemented. Your findings are presented in a public meeting to your peers and faculty. Your doctoral studies are complete when your dissertation is approved by your dissertation committee and the Graduate School. Your doctoral degree will be awarded by the Chancellor during graduation.

Doctoral Enrollment

You and your faculty advisor/chair will design a plan of study. The College offers part-time and full-time programs of study. Full-time status is defined as 9-credit hours per semester (Fall and Spring) and part-time status is defined as 6-credit hours per semester (Fall and Spring). Plans of study include Summer coursework, but students may opt out of Summer coursework except for the final Summer when you are in the final, dissertation, phase of your program. Some funders may require full-time enrollment.

Transferred Courses

As you begin your PhD program, you may ask to have some courses transferred in from a previously attended university. In order for UMSL to accept a transferred course, it must:

1. Be graduate level
2. Be an official university course with a designated graduate-level course number from an accredited university
3. Not be a required course for your BSN or MSN

Doctoral Residency Requirement

As an online PhD student, you are charged in-state tuition. International students pay the UMSL Global rate.

If you take a course offered by one of our collaborating institutions, there is a procedure to follow.

There are two collaborative programs:

Inter-University Agreement. With prior approval, regularly admitted graduate students are permitted to take cognate or elective courses not offered by the University of Missouri-St. Louis at Washington University, St. Louis University, or Southern Illinois University-Edwardsville. Please complete the Inter-University Graduate Exchange Program Enrollment Request, which may be obtained from Stacy Pearson at pearsonsr@umsl.edu.

UM System Visiting Student Program. Graduate degree-seeking students at any University of Missouri campus may take a course at another UM system campus as a non-degree student. Please check with your faculty advisor/chair and then Stacy Pearson (pearsonsr@umsl.edu) for advice and support in this process. If you find a cognate or elective course at one of these UM campuses that fits your needs better, talk with your faculty advisor/chair first. Then ask Stacy Pearson (pearsonsr@umsl.edu) if it can be approved and she will help you get the forms processed. You may register using the forms and pay UMSL tuition for the courses.

In rare circumstances, graduate students enrolled at UMSL may take a course at another institution for credit toward a degree here. Normally, all courses except for some electives are taken at UMSL.

IMPORTANT: Courses taken through the Inter-University agreement or transferred in from another university should be taken before your last semester of the program. Other universities have different dates by which courses are recorded on the transcript and those transcripts may not be received in time for you to graduate.

IMPORTANT: In no case will credit be given without Stacy Pearson's prior approval (pearsonsr@umsl.edu), so be sure to check with her before registering at another university. An approved Petition for Waiver of the Residence Requirement must be approved.

Doctoral Time Limitation

Starting with the first course, the maximum amount of time allowed to complete a degree is eight years for a doctoral degree. If you are transferring courses from another institution into your degree program, you should get pre-approval for the transfer courses by filing a **G3** form as soon as you enter the program. If transfer courses have been pre-approved, then we will base your time limit on the date of your first course at UM-St. Louis. Without pre-approval, the time limit will be based on the date of the oldest transfer course.

If you are still in the program after the Graduate School eight-year limit for completion, there is no form for requesting a time extension. Instead, the student should submit a letter to their PhD Program Director for approval. If the PhD Program Director approves, the request will be forwarded to the Dean of the Graduate School. The letter should cover the following topics:

- The primary reason for the delay in graduation.
- A list of courses (including course numbers and titles) completed outside the allowed time limits. For each course, either explain how the student has maintained their knowledge/expertise in the content area of the course (e.g. subsequent courses, work experience) or indicate which additional courses will be taken to update the student's knowledge in the subject matter.
- An expected graduation date.
- A detailed plan for completion by the specified date. The plan should include milestones for meeting all the degree requirements, including the completion of all required courses, the resolution of all delayed grades, and the completion of the dissertation.

Once a time extension has been granted, you are expected to complete the degree by the deadline. A second time extension will be granted only under extraordinary circumstances. In addition, pre-approval of transfer courses is voided upon the request of a second time extension. All transfer courses will be re-evaluated.

Doctoral Degree Student Forms

You are responsible for processing the important Doctoral Level Forms ("D" Forms) through the Graduate School D form system.

What is a "D" form?

- The "D" Forms are indicators of successful completion of the required steps comprising the dissertation process
- The "D" Forms are located on the Graduate School website
- There are student and faculty responsibilities for the "D" Forms, as noted below.

Student's Responsibility for "D" Forms

- The student has primary responsibility for the "D" forms. It is the student's responsibility to:
 - Review the "D" Forms required at the Graduate School website;
 - Review the timeline for completing the "D" Forms in the PhD student handbook;
 - Complete the "D" Forms (<http://www.umsl.edu/gradschool/forms.html>);
 - Obtain the necessary signatures on the "D" Forms;
 - Keep a copy of **ALL** signed "D" Forms;

Your faculty serving as Faculty Advisor/Chair will:

- Review the Graduate School policies regarding D" Forms;
- Remind advisees/mentees to update their "D Forms;

It is the student's responsibility to check online to be sure that the required forms were approved.

IMPORTANT:

- Failure to get approval on one or more forms could delay graduation;
- The Graduate School does not allow proposal defense (D5) and dissertation defense (D7) to occur in the same semester.

Timeline for PhD Students and Candidates

The Graduate School must approve all forms relating to your doctoral degree through the electronic D Form system.

Form/Item	Description	Estimated Due Date
Initial Steps		
D1 (Part A)	Appointment of Qualifying Exam Committee	Timeline is the decision of the chair
D1 (Part B)	Report of Qualifying Exam Results	File form as soon as you are eligible.
D3	Application for Candidacy	Immediately after all coursework is complete and the timeline for 7499 has been established. Stacy Pearson works with you and signs D3.
D4	Appointment of Dissertation Committee	Timeline is the decision of the chair.
D5	Dissertation Committee Report of Proposal Defense and Approval of Dissertation Proposal <ul style="list-style-type: none"> • Dissertation proposal • TurnItIn Report • IRB Approval 	Must be submitted for approval PRIOR to graduating semester. For example, if graduating in Fall, proposal must be approved no later than end of Summer to allow adequate time to conduct research.
The Graduating Semester		
Apply to Graduate	MyView → Navigate to Self Service → Degree Progress → Graduation <ul style="list-style-type: none"> • Failure to do this means that your name will not be in the graduation program 	By posted deadline
D6	Preliminary Approval of Dissertation and Oral Defense: Committee verifies that dissertation is defensible	Packet must be submitted to the Graduate School 3 weeks prior to defense

D9	Oral Defense Announcement	Packet must be submitted to the Graduate School 3 weeks prior to defense
After the Final Defense (the Graduate School will email you with specific instructions)		
D7	Dissertation Committee Report of Defense and Final Approval of Dissertation	After the defense
Final Version of Dissertation	Two different upload sites: <ul style="list-style-type: none"> • ProQuest • IRL@UMSL 	After the defense
Final Wrap Up Items	<ul style="list-style-type: none"> • All courses must have letter grades • Advisor has signed off on final version of dissertation in IRL@UMSL 	After the defense

IMPORTANT: Be sure to leave at least 2 weeks free after defending the final dissertation to complete all requirements of the Graduate School.

Curriculum

PhD Program Outcomes

At the end of the program, the graduate will have the expertise and knowledge to:

1. Become a steward of the discipline dedicated to the integrity of its work in the generation, critique, transformation, transmission, and use of its knowledge.
2. Develop expertise in core knowledge and methods of the discipline and selected areas of theory and research to establish a program of research and scholarship about patient-related outcomes.
3. Develop philosophical literacy and epistemic diversity, in addition to exploring the breadth of the discipline and depth of a particular area of related science.
4. Acquire competencies to expand socially meaningful science that supports the discipline and practice of nursing.
5. Articulate the clinical and policy implications of their research contributions by translating nursing research into practice and policy to improve health and healthcare systems.
6. Provide leadership to effect change in healthcare practice, policy, and education issues by collaboration and partnerships in a data-rich world.
7. Improve the healthcare outcomes for individuals, families, communities, and systems regionally, nationally, and internationally.
8. Articulate up-to-date data content regarding determinants of health, health equity concepts and theories, structural inequities in health, promotion of cultural safety, and social justice (cultural humility, structural inequities in health including gender bias, and health disparities).

Approved by the Ph.D. Committee 3/2/2023

Plans of Study

There are 66 credits required to complete the degree. BSN to PhD students complete a minimum of 48 credit hours of graduate-level course work, 6 credit hours of electives, and an additional 12 credit hours of dissertation. MSN to PhD students complete a minimum of 45 post-MSN credit hours and an additional 12 credit hours of dissertation, plus 9 credit hours are earned from Master's level work. The minimum number of credit hours per semester is 6 (Fall and Spring). This means that for Fall and Spring semesters full-time students take 3 courses a semester and part-time students take 2 courses a semester. Fall and Spring semesters at UMSL are 16 weeks long. Plans of study are in Appendix A. There is a course called N7486 Research Residency and its syllabus template is in the appendices.

For Summer semester, the plans of study reflect summer coursework. However, students can decide to take none to two courses in the Summer semester, except for the final summer during dissertation when they must be enrolled for a minimum of 1 credit hour. Summer semesters at UMSL are 8 or 12 weeks long. Summer semester starts immediately after the end of Spring semester.

Programs of study can be taken as full-time or part-time students. The programs of study can be found in the appendix of this handbook. All required courses are 3 credits unless otherwise specified. Dissertation credit hours under N7499 vary.

The PhD program offers primarily asynchronous online courses. Some courses do have synchronous online office hours or chats. Always check during registration for the next semester to see if there are synchronous sessions for which your presence is "required". If synchronous sessions are "required" and you cannot be present, make the course head aware at the beginning of the semester. These sessions will be recorded and posted.

IMPORTANT: If you take courses outside of UMSL, they may have a different start and end date than courses at UMSL.

From Admission to Candidacy

Advisor versus Chair: What is the difference?

When students are admitted to the program, they are assigned a faculty advisor, whose areas of expertise are matched with the student's area or methods of interest. The faculty advisor will help the student select:

1. Courses in line with their program of study
2. Potential electives, if needed
3. Relevant cognates

The Faculty advisor is likely to meet monthly with the student (or more often as needed) to provide guidance as the student develops depth in their area of focus. Faculty advisors often suggest scholarship and research activities in which the student might consider participating to enrich their program of study and academic experience.

As the student continues in coursework, the faculty advisor may become the student's chair or another suitable chair may be chosen to direct the qualifying exam committee and the dissertation study. Students may confer with the PhD Program Director, if needed, to discuss potential choices. To formalize the choice of chair, the student is responsible for filling out the appropriate "D" form on the electronic system.

The faculty advisor/chair can be changed at any time in their program of study. This change can be initiated by the faculty or the student. The PhD Program Director may be enlisted to assist in considering whether and/or how to change advisors. A qualifying exam chair or dissertation committee chair can be changed, if circumstances warrant, and should only be initiated in consultation with the PhD Program Director.

Please understand that dissertation committee chairs can only advise 4 students at a time during preparation for dissertation and dissertation phases. Advisors and committee chairs are regular members of the UMSL Graduate Faculty. These are faculty who have earned PhD's and who are appointed as tenured or tenure-track faculty. You can find a list of approved Graduate faculty on the Graduate School website: <http://www.umsl.edu/gradschool/>. You will need to discriminate between regular graduate faculty and those who have term appointments, by asking the PhD Program Director.

From Candidacy to Doctoral "Hood"

You become a doctoral candidate once you have the D3 form approved by the Graduate School Dean. When you finish your coursework, your remaining education and the time until degree completion is largely in your hands, working with your dissertation committee chair. You will need to finalize your dissertation committee by submitting the appropriate "D" form.

Work with your dissertation chair to finalize your proposal using the degree specific guidelines found in this handbook. When all of your committee members have agreed to the plans in your proposal, you need to seek IRB approval using the guidelines in this handbook. You are required to be continuously enrolled in the Graduate School between candidacy and graduation. When you have received Institutional Review Board (IRB) approval(s), the Graduate Dean must approve your proposal. To do this, you will submit "D" form (D5), along with the proposal that your committee approved, the TurnItIn form, and the IRB approval memo. When this approval is complete, you may begin your research. At this point, you will be working closely with your dissertation committee chair to complete the work and write the final dissertation.

At this phase of doctoral study, students often feel isolated because they are no longer routinely meeting with a variety of faculty and student colleagues. It is important to continue to progress towards completing your degree. Students arrange to have regular contact with their dissertation committee chair during this period; it helps them to sustain the energy to complete their doctoral degree. Students are strongly encouraged to maintain regular contact with their student colleagues.

When your committee is satisfied with the completed dissertation document, “D” Form (D6) is signed and sent to the Graduate Dean, along with your nearly done written dissertation. Next, you will plan a date and location for your final dissertation defense, including your project abstract. You will want to submit these to the Graduate Dean. The Graduate School will invite the entire campus community to your dissertation presentation, but it is unusual for there to be more than a dozen nursing faculty and students in attendance. Following your presentation, the audience has the opportunity to ask questions. The audience is then excused and you will continue to meet with your committee, who will vote to determine if your dissertation is complete. It is important to abide by the graduation schedule for the semester in which you plan to graduate, as these deadlines are strictly enforced. At this point, you may need to make some changes to your dissertation provided by your chair and committee. When those are completed, you will submit your dissertation to the Graduate School through the electronic “D” form system and it will be published electronically.

Graduates who are being awarded doctoral degrees are introduced individually at the graduation ceremony and are hooded by their dissertation committee chair. The hood is an academic tradition that indicates the colors of your school and discipline, and signifies completion of the highest academic degree.

Cognates

A cognate is a graduate-level course that directly applies to the dissertation work. These courses are known as “science” courses for enrichment. These courses allow you to become more of an expert on your dissertation topic and also allow you to take specialized content in theory, design, measurement, and analysis approaches from a different discipline and bring it into nursing.

All PhD students (BSN-PhD and MSN-PhD) are required to take a minimum of 9 credit hours of cognates related to their area of research. With your faculty advisor/chair, students design a plan for their cognates. Confer with your advisor/chair about options. Your advisor/chair must approve your cognate choices. Note that some funding agencies have special requirements for cognates.

As it regards cognates, students can take a graduate-level course in the UM system or across the country. UMSL has a consortium agreement with Washington University, Saint Louis University, and Southern Illinois University - Edwardsville, so that you can take courses at these institutions at the UMSL tuition rate. For this option, contact Stacy Pearson to be sure that the course you choose is included in the consortium agreement. To transfer in a course as a cognate, it has to have a graduate level number that will transfer and it has to be a bona fide course and not just a workshop or session. Another option is to take an independent study, but students are strongly encouraged to seek out other courses first before asking for this option. From time to time, a cognate will be taken within nursing, but it must be related to your dissertation topic and add breadth to your knowledge of the topic.

Independent Study Guidelines and Process

When an actual course cannot be found as a cognate or elective, in the rare case, an independent study is available as an elective or cognate and is a means of increasing knowledge within a student's content area. Students should always seek actual cognate or elective courses before asking for an independent study from a faculty member. Students who wish to pursue an independent study must follow these guidelines:

- The student is responsible for identifying and initiating contact with a faculty member whose content area is of interest to the student.
- The student and faculty member must establish mutually agreed upon course objectives and evaluation criteria. The agreement is to be recorded on the Independent Study Approval Form, which is in Appendix B. This form must be completed prior to registering for the course, which is N7870.
- You will also develop a syllabus with your faculty member, which should follow the same outline as syllabi from other courses at the College, but may be brief.
- The faculty member provides guidance as needed throughout the course; the degree of independence will vary with student learning objectives.
- Credit allocation can vary from 1-3 credits per semester depending on the nature of the objectives and content requirements. No more than 6 credits of independent study may be used to meet graduation requirements.
- Submit a form to the course head, your faculty advisor/chair if not the course head, and to the PhD Program Director.

During your Independent Study, you will be expected to meet with your faculty member periodically and complete independent readings and other assignments agreed upon by you and your faculty member. Independent study courses require a high degree of self-motivation and self-direction.

Electives

An elective is a graduate level course that directly applies to the dissertation work. These courses help you become more of an expert in your area of interest and ultimately help you narrow your topic area. These courses are for enrichment. These courses allow you to take specialized content in theory, design, measurement, and analysis approaches from a different discipline and bring it into nursing. All BSN-PhD students must take a minimum of 6 credit hours of electives. MSN-PhD students do not have required electives. As a special case, please note that some funding agencies of dissertation work require educational electives of both BSN-PhD and MSN-PhD students.

CARMA Courses

CARMA courses are part of a collaborative effort funded by the University of Missouri System, whereby we share required nursing courses across the UM system with MU in Columbia and UMKC in Kansas City, MO. These courses have a series of course numbers from each campus

and the UMSL course number is listed first. These course numbers are on the plans of study since course names might vary slightly when you register.

If the course is taught by a faculty member at one of the other campuses, then they are considered the Primary Faculty of the course who is the course head and leads the course. Students will have an UMSL faculty member designated for the course who they can contact, should they have difficulty acquiring the readings or gaining access to the Canvas site for the course. This faculty member is the Secondary Faculty at UMSL and they are responsible for submitting grades for UMSL students for the Primary Faculty.

If the course is taught by a faculty member at UMSL, then the UMSL faculty is Primary Faculty. Please review your syllabus for details of who is assigned as the Primary and Secondary Faculty of a CARMA course.

These CARMA shared courses exist so that you are in courses with students with a diversity of ideas from several campuses and you are exposed to a variety of faculty with expertise in the content areas such as advanced design, methods, and analysis, and we capitalize on faculty's unique areas of specialization. Another advantage is that you will have a larger cadre of faculty colleagues who may become members of your qualifying exam or dissertation committees or be resources to you as you complete your degree and build your program of research.

During CARMA courses, the student directly applies knowledge learned and the skill set obtained to their dissertation topic area of interest. When you are in a CARMA course, the faculty member(s) teaching the course may be on the UMSL campus or they may be in Columbia or Kansas City. Also, a CARMA course (a) has multiple course numbers, and (b) may be listed when you register through UMSL with a slightly different name than you expect based on the name on your plan of study--although the course will have the same material in it whichever campus teaches it. Almost all CARMA courses are required but there are a few non-required ones. After talking to your faculty advisor/chair, you might choose one of the non-required ones as a cognate or elective.

Requirements of the Graduate School and the College of Nursing as it Relates to the Conduct of Research

Any research conducted as part of the student's formal studies at the University must be reviewed and approved by the College. Approval by both the College's and the University's IRB must be obtained prior to initiation of data collection. Specific information may be obtained through UMSL's Office of Research Administration. You will work with your committee Chair with the support of the College of Nursing Research Office to prepare and submit your IRB materials. See the UMSL Institutional Research Board (IRB) for more information.

Evaluation

Grading Procedure

Course requirements and methodology for assigning grades are the prerogative of the faculty of each course. Examinations, paper, projects, and other graded assignments may be scheduled periodically, with or without notice, and at the end of the semester at the discretion of the faculty.

The PhD program is a considerable investment of time and resources, and the College faculty and staff are here to facilitate your success. Students who are not making satisfactory progress in courses are encouraged to confer with their course faculty regularly. The faculty advisor/chair and the PhD program Director may also be contacted after you have had a discussion with the course head. Resources are available throughout UMSL that may be helpful in helping you to reach your goals.

Grading Scale

The College has adopted the following grading scale. The Graduate School does not recognize "D" grades.

Percentile score	Letter grade
95-100	A
93-94	A-
91-92	B+
87-90	B
85-86	B-
82-84	C+
76-81	C
Below 76	F

Grading scales are likely to be different at different universities. If students take a course outside of the university, then the grading scale used is that of that university. If students are taking a CARMA course as part of their coursework and the course head is at MU or UMKC, then the grade scale used is from the course head's university. Be sure to check your syllabus and with your course head at the teaching institution if you have any questions.

Posting Grades

In respect for student privacy, students' grades are not posted in a way that would allow for individuals scores to be identified by others. Faculty are required to only post grades on the Canvas course gradebook.

Assessment of Institutional Effectiveness

UMSL has implemented a continuing program to assess institutional effectiveness. A vital part of that effort is the component dealing with student learning outcomes. During the time students are enrolled at the College and later, as alumni, they will be asked to participate in various activities designed to determine how well the College and the University are meeting the stated outcomes to provide a positive learning environment where students can create enriched and meaningful lives for themselves. Student feedback is important to the College. After you defend your dissertation, you will be asked by the Graduate School to complete a survey. Faculty assess the PhD Program using the UMSL-level Curriculum Alignment Process (CAP) Assessment Form is in Appendix H.

UMSL Institutional Research Board (IRB)

College IRB Policies

The university uses the eCompliance system for all IRB related tasks. Information on the Ecompliance system can be found in the College Research Office Team Page and in the Compliance section of the UMSL Research and Economic and Community Development webpage.

All IRB forms and protocols must be reviewed and approved by the College Research office Prior to submission to the IRB for review. The College Research Office can assist you in determining the correct forms for your research as well as developing consent documents and other required material. So please feel free to contact the College Research Office at any time during the process.

Questions can be addressed to the College Research Associate, Keri Jupka at kjzvf@umsl.edu. The amount and timing of student IRB CITI training have been determined, are up to date, and are stated in the next section.

College Doctoral (PhD) Required CITI Training Protocol

You are required to complete the Collaborative Institutional Training Initiative (CITI) Human Subjects Research training modules if you conduct studies that obtain data through intervention or interaction with a living individual or their identifiable private information. Training is needed prior to approval of your study or the addition of study personnel. CITI training must be completed prior to contact with participants or accessing any data. The earlier training can be completed the better as the training may help guide your recruitment and data collection methods while planning your study. Please note that IRB protocols cannot be submitted without up-to-date training for all those involved in the research.

When you complete all of the required modules successfully, you may print or save a copy of your completion report through the "Print" link on the learner's menu. It is good to keep a copy of your completion report in your records. The PI on the study should keep a copy of the study researchers' training for their records. Courses must be renewed every 3 years.

eCompliance Login and CITI Certification

- Login to eCompliance: <https://umsl.ecompliance.umssystem.edu/login> (Links to an external site.)
 1. If you do not yet have an account, please click "Create an Account"
 2. Use your university provided email address.
- Click on Institutional Review Board tab
- Click on Take IRB Training
 1. "Sign-in to CITI program"
 2. When registering, you will want to affiliate with the University of Missouri-St. Louis. Make sure you use your UMSL email address when setting up your CITI account.
 3. After logging in, click on "View Courses"
 4. Under "Learner Tools", select "Add a Course" and respond to the questions
 5. Click "no" or "not at this time" for questions 1, 2, 4, and 5.
 6. Question 3 is where you will select either the Biomedical Research Investigator training or Social & Behavioral Research Investigator training. (PhD students, please consult with your advisor to choose the correct training for your project.)
 7. Once complete, a copy of your CITI training certificate should be indicated in your eCompliance profile (sync can take up to 24 hours)

All doctoral students: complete the Social and Behavioral Responsible Conduct of Research course (indicated Question 1). To be completed in your first semester of first year of the program.

PhD students (conducting research): complete the Human Subjects Research: Social and Behavioral Research (indicated in Question 3) right after the submission of your Qualifying to the Chair for grading (PhD)

If you have completed your CITI training through another Institution, please compare the list above with the training you have completed. It might be necessary for you to complete additional training if you have not completed the above. Please provide your supervisor with a copy of your certificate and ensure it is Linked with the eCompliance site for IRB documentation.

Presentations of Students' Work as it Develops

Annual Reflection Day

Annual Reflection Day is about your doctoral journey. All PhD students and faculty come together to share progress, successes, and encouragement. It is scheduled for the second Friday of January each year. **It is an expectation that all PhD students attend.**

In the Fall semester, the PhD Program Director will email students a PhD Student Annual Review Form and Biosketch and a Template for PowerPoint Slides (see content of these slides in Appendix E) and ask students for an updated plan of study. A brief (10 minute) slide presentation will be given by the student on Annual Reflection Day. The student will identify challenges and help needed from the attendees. We celebrate presentations and share information on funding for PhD student presentations or dissertation work. It is a time of connecting and rejuvenation. The biosketch and slides can be updated from year to year.

PhD Student Presentations of Their Dissertation Work-in-Process

While you are a student, we will be encouraging you to submit an abstract of your work for consideration for presentation at a professional meeting, such as the Midwest Nursing Research Conference (<https://mnr.org/>). You will have the opportunity to use the abstracts developed during your course work for the program submissions. Do not hesitate when the call for abstracts is out. Work with your faculty advisor/chair or a faculty member to hone your abstract and submit for a presentation.

There may be funds available from the Graduate School or the College of Nursing for student travel. One opportunity for UMSL student travel monies can be found here:

<https://www.umsl.edu/gradschool/funding/travelsupport.html>

Don't let the cost discourage you from participating but do acknowledge the source of your funding on your presentation materials and your curriculum vitae.

Qualifying Examination Guidelines

The Qualifying Exam

The qualifying exam is a demonstration of the student's (a) potential for individual research and scholarship, (b) understanding of fundamental principles presented in formal courses and in papers of special importance related to their topic of interest, and (c) understanding of the target outcomes of the program, providing evidence that they are working toward dissertation. All students must pass a qualifying exam. The qualifying exam is (a) a written piece and scholarly oral discussion that demonstrates understanding of and readiness to develop and implement the dissertation project and (b) should be prepared and discussed in the context of this understanding and readiness. Examples of a written piece include a manuscript in preparation, responses to chair/committee generated questions, or dissertation proposal.

When the qualifying exam is given alone, not part of the presentation of the dissertation proposal defense, the oral portion of the exam is a scholarly discussion of the student's work in a 1.5-2 hour session. The faculty advisor/chair determines the structure of the written and oral exam and the semester in which the exam will be taken. The Qualifying Exam Evaluation Form is in Appendix F.

The Qualifying Exam Committee

The Qualifying Exam Committee oversees the Qualifying Exam. The committee consists of three PhD program faculty members who are also members of the Graduate faculty <https://www.umsl.edu/gradschool/faculty/gradfaculty.pdf>. The Graduate Dean shall approve the committee membership and any changes in the committee membership. This committee is appointed by submitting the "D" Form (D1 Part A).

PhD in Nursing Dissertation Policies and Guidelines

Dissertation Research

Dissertations represent original contributions to the scholarship of the field. The doctoral dissertation is based on original research conducted by the student under the guidance of their faculty advisor/chair who is a member of the UMSL graduate faculty, in accordance with Graduate School policies and procedures. The dissertation research should demonstrate the candidate's mastery of research and scholarly methodologies, theory, and disciplinary thinking. The dissertation should demonstrate the candidate's ability to address a major intellectual problem and to propose meaningful questions, identify appropriate methods, and draw conclusions related to the proposed research.

Funding Dissertation Research

- **Nurse Faculty Loan Program (NFLP):**

- NFLP supports students interested in obtaining a full-time faculty position after graduation. The loan covers tuition, fees, and books (not living expenses) and is available to any graduate students while funds are available. The loan is up to 5 years and requires students to be registered nurses, U.S. citizens, in good academic standing, and requires six credits (or the equivalent) in educational training (2 educational electives). Those obtaining full-time faculty employment after graduation will receive up to 85% of their loan forgiven. Keri Jupka (kjzvf@umsl.edu) is your contact for questions about NFLP program policies. Please contact her for further information.

- **Jonas Scholars Program:**

- The Jonas Scholars program is a competitive national program that supports full-time PhD students working on veterans' health, environmental health, vision health, or psychiatric-mental health. Jonas Scholars are provided with financial assistance, leadership development, and networking support. Jonas Scholars are nominated every

two years by the College of Nursing. Jonas is most interested in supporting diverse scholars as well as those committed to becoming a researcher, faculty member, or leader as it relates to nursing care. Student Jonas Scholars must work closely with a faculty advisor/chair. For additional information on Jonas Scholars, contact Keri Jupka (kjzvf@umsl.edu).

PhD Dissertation Committee

The PhD Dissertation Committee oversees the implementation and completion of the dissertation. The UMSL Graduate School policy dictates that “the doctoral dissertation committee shall consist of at least four members of the graduate faculty who can contribute their expertise to the dissertation study: the committee chair, and at least one other [regular graduate faculty] member from the College”.

<https://www.umsl.edu/gradschool/faculty/gradfaculty.pdf> A recognized scholar from outside the University may serve as a member of the PhD dissertation committee upon the recommendation of the college and approval of the Graduate Dean. The Graduate Dean shall approve the committee membership and any changes in the committee membership. This committee is appointed by submitting the “D” Form (D4). If an outside member is proposed, the curriculum vitae of this individual must be included at the time the “D” Form (D4) is submitted.

Dissertation Proposal

The student must present a dissertation proposal and have it approved by their dissertation committee. Preparation of a dissertation proposal is an important step in the process of conducting dissertation research. The proposal is a formal Microsoft WORD document that adheres to the most recent edition of the American Psychological Association format recommendations, detailing the process for completing the dissertation research and the scientific underpinnings of the student’s choices. The student will complete the dissertation proposal for the traditional dissertation or the alternative dissertation, as determined in discussions with the dissertation committee chair and committee. Outlines for these two types of dissertations are in Appendix C of this handbook.

The dissertation committee chair heads the student’s dissertation committee and is the faculty member with the primary responsibility of guiding and approving each phase of proposal development and the conduct of the research. The dissertation committee chair reads and makes suggestions about any preliminary drafts of the proposal before a more refined version of the proposal is distributed to members of the dissertation committee for review. It is expected that the entire dissertation committee meets at least once prior to the formal dissertation proposal defense.

The student may review IRB documentation prior to the proposal defense and may begin filling in the required documentation, but final documents will not be submitted for IRB approval until the proposal is approved by their dissertation committee. The student may complete

applications and submit proposals for external funding of dissertation research prior to the proposal meeting under the guidance of the dissertation committee chair.

Pilot Study Prior to Dissertation Research

In certain circumstances, the student may need to conduct a pilot study prior to the dissertation proposal. The pilot study may be conducted for purposes such as identifying questions for interviews, preferences of participants, testing instruments, establishing feasibility, etc. These activities are often conducted under the N7499: Dissertation Research registration, and credit hours required will be negotiated with the faculty advisor/chair supervising the work. The pilot study activities and associated N7499 credits may begin prior to the dissertation proposal defense and before completing qualifying exams, with agreement of dissertation committee members and after obtaining approval through the IRB (if appropriate).

A minimum of 12 N7499 credits are required for dissertation work. A minimum of 8 N7499 credits need to be earned after completing the dissertation proposal defense, gaining formal IRB approval for the dissertation plan, and receiving approval from the Graduate School for proceeding with the dissertation plan. Avoid lengthy or involved pilot studies as they may require the student to take more than the minimum of 12 N7499 credits.

Pilot data collected with appropriate IRB approvals and prior to the successful completion of the dissertation proposal defense and receipt of approval from the Graduate School may or may not be appropriate to include with the dissertation data. The appropriateness is dependent on the design of the study, rationale for including pre-defense pilot data, and approvals from the dissertation committee members and the Graduate School.

Dissertation Proposal Defense

The dissertation proposal defense is a formal meeting of the dissertation committee during which the student is examined face-to-face or on zoom about the proposal and an agreement is reached about the specific nature of the proposed dissertation research. Ordinarily, the dissertation proposal defense will not exceed two hours in length.

The student may be asked to answer questions about and defend any aspect of the proposal, including their choice of problem to be studied, the theoretical and empirical background for the study, the methodology chosen (including design, sampling, data collection types, analytic methods), and anticipated difficulties and ways to handle them. Because the proposed research reflects the student's understanding of the area of specialization and the integration of knowledge of various aspects of the science of nursing as well as knowledge from disciplines relevant to the research topic, the proposal defense provides an opportunity for the dissertation committee to assess mastery of these areas.

The dissertation committee evaluates the student's performance in the dissertation proposal defense by taking into account evidence the student's familiarity with and ability to assess the most important literature (classic and current) in the field, ability to cite the work of authorities

in the field, ability to articulate and take defensible positions on key conceptual, theoretical, substantive, and methodological issues regarding the area of research, evidence of critical and creative thinking about the area of science, and an ability to present and defend plans for research that advances the field of study. The dissertation committee also assesses the quality and feasibility of the proposed research.

Following completion of the defense, the committee confers to determine grading and any specific recommendations for revision of the dissertation proposal. The student is then informed of the committee's decision. Grading options for the dissertation proposal defense include pass and fail.

- A passing grade signifies an acceptable performance by the student in answering questions posed during the defense and an acceptable proposal for the dissertation research.
- A grade of fail signifies unacceptable performance by the student in answering questions posed during the defense or an unacceptable proposal requiring major revision.
 - Students who fail the dissertation proposal defense on first attempt are permitted to submit a revised copy of the dissertation proposal and to repeat the defense no sooner than one month and no longer than six months after the initial defense.

A student who fails the dissertation proposal defense a second time, who does not make the required changes, or who does not re-defend the proposal within the designated time frame, will be terminated from the PhD program.

For students selecting the alternative dissertation format, the proposal defense will conclude with a discussion among dissertation committee members and the student about:

- Expectations for types of papers that will fulfill the requirements
- Roles of committee members in guiding the dissemination of dissertation research results
- Agreement for order of authorship
- Targeted journals

These decisions will be documented in a formal letter that will be signed by all members of the dissertation committee and the student, and then filed with the PhD Program Director. No changes will be allowed to the document unless all members agree to the changes. An inability to reach an agreement regarding format, manuscript expectations, authorship, or any other issues will result in the student completing the traditional dissertation format. The approved proposal constitutes a "contract" with the student about what will be required for dissertation research. Any unanticipated major modifications to the proposal must be approved in writing by the entire committee.

Upon receiving approval of the dissertation proposal, the student will then do the required IRB forms. Upon receipt of IRB approval, the dissertation proposal, a turn-it-in evaluation of the proposal, the IRB approval, and the required "D" Forms are submitted to the PhD Program Director for signing. The criteria that the Graduate Dean uses to review proposals for quality are found the following link:

<https://www.umsl.edu/gradschool/currentstudents/graduatehandbook.html>

No research can be conducted until receipt of approval from the Graduate Dean. Please see the timeline table for help in planning how long these activities may take. The Research-Based Assessment Form to evaluate the proposal defense is in Appendix G.

Choosing a Traditional or Alternative Dissertation

The student has a choice of whether to complete a traditional or an alternative (manuscript) dissertation (See Appendix D for examples of traditional and alternative outlines). This decision is made collaboratively with the student and their dissertation committee before research begins. This section details guidance regarding the alternative dissertation as informed by a review of the literature and a review of protocols and processes at other colleges. These points may help students make a decision with their dissertation committee chair about which type of dissertation they will complete.

- The product from the alternative dissertation will be three publishable quality full-length manuscripts.
- At least one of the manuscripts is to be data-based from the dissertation research and one will be a review of the literature. The third manuscript can be data-based from the dissertation research or another type of manuscript as agreed upon with the dissertation committee. Also, 2 or 3 of the manuscripts can be a data-based paper.
- The manuscripts should be cohesive and demonstrate a logical building of the dissertation work. Each should stand on its own as a non-duplicative scholarly contribution. Each manuscript can refer to the other, as one would when publishing different works that refer to prior methods, findings, etc., but the articles must be discrete. For example, each should have a unique literature review section, methods section, findings, discussion, tables, figures, and references, as appropriate.
- All manuscripts, whether data-based or not, must be prepared from start to finish under the supervision of the dissertation committee. Planned content for the three manuscripts, including titles, authorship, and potential journals for submission, must be agreed upon by the dissertation committee members. Committee members must be available to the student for guidance while the dissertation research is in progress.
- Students must be the primary author on these manuscripts and the manuscripts must be based on the student's own work.
- The dissertation committee members that are co-authors must approve submission of each manuscript for publication prior to it being submitted by the student.
- One of the manuscripts should be submitted for review prior to the student's dissertation defense. The other two manuscripts need to be submitted for review prior to graduation sign-off by faculty.

The quality of journals is an important consideration, and the determination for selection of quality journals is up to the dissertation committee. When the three journals have been selected, the dissertation committee chair will notify the PhD Program Director of the focus of each manuscript, identified target journal, and rationale for journal selection.

The choice of journal may be influenced by Journal copyright policy. It is the student's responsibility to determine any journal restrictions for publishing alternative dissertation manuscripts and to notify their dissertation committee members.

Dissertation Defense

The student will follow the guidance on the UMSL Graduate School website to schedule the dissertation. Students will need to schedule a date with sufficient time to ensure attendance of all dissertation committee members and to reserve an available space. It is recommended that students begin scheduling their dissertation defense, after receiving approval to do so from the dissertation committee chair. It is the student's responsibility to plan in accordance with graduation deadlines and to allow sufficient time for any changes to the dissertation after the defense. Please allow at least two-three weeks for your committee members to review the dissertation, unless all dissertation committee members agree to a briefer period. Appropriate updates and suitable notice should be sent to all dissertation committee members by the student.

A pre-defense practice session may be recommended by any member of the dissertation committee. The timing of this informal session is determined by the chair. The purpose of this session is to familiarize the student with what to expect during the final defense and provide the opportunity for the student to practice answering questions. The dissertation committee members can offer suggestions, strategies, and encouragement to the student as they prepare for the final public defense. The dissertation committee chair is responsible for major editing before the meeting; committee members will provide an informal review of materials at the meeting to guide the student.

The final oral examination (dissertation defense) is mandatory. In general, it is expected that oral defenses will be held on campus and during regular business hours in order to facilitate student, faculty, and public accessibility, but the chair may suggest a Zoom meeting. Defenses must be scheduled with the Graduate School at least 3 weeks in advance of the defense date. Dissertation defenses are open to all members of the university community and the general public.

The dissertation defense will take approximately 2 hours, including 20-30 minutes for the student's formal presentation of their dissertation research, followed by questions from the dissertation committee. Questions will be opened up to the public at the conclusion of committee members' questioning. The question and answer part of the dissertation defense concludes when the dissertation committee members have no further questions. At that time, everyone will be excused from the room and the dissertation committee members will deliberate on the student's work.

If the student passes the dissertation defense, the remaining time might be spent discussing needed edits to the final dissertation to obtain dissertation committee approvals. If the student does not pass the dissertation defense, the dissertation committee will discuss with the student

whether they have an option for a repeat examination. The Research-based Assessment Form to evaluate the final dissertation defense is in Appendix G.

IRL/ProQuest Submission

Submitting your dissertation to IRL/ProQuest is a requirement of the UMSL Graduate School. Please refer to the Graduate Policies found at the following link for additional instructions: <https://irl.umsl.edu/dissertation/guidelines.html>

UMSL Accreditation

The Doctor of Philosophy in Nursing (PhD) at the University of Missouri-St. Louis follows the national standards of the American Association of the Colleges of Nursing for PhD programs. All programs are accredited by the **Higher Learning Commission** (HLC), an accreditation agency recognized by the U.S. Department of Education.

National Guidelines for Quality in PhD Education

There are guidelines for quality that guide our curriculum and inform the learning activities woven into the program of study. Some of the relevant documents are listed below:

- American Association of Colleges of Nursing. (2022). The research-focused doctoral program in nursing: Pathways to excellence. Retrieved from <https://www.aacnnursing.org/Portals/42/News/Position-Statements/Pathways-Excellence-Position-Statement.pdf>
- National Institute for Nursing Research. (2022). The National Institute of Nursing Research 2022 - 2026 strategic plan. Retrieved from <https://www.ninr.nih.gov/aboutninr/ninr-mission-and-strategic-plan>
- American Association of Colleges of Nursing. (2018). Defining Scholarship for Academic Nursing, Task Force Consensus Position Statement. Retrieved from <http://www.aacnnursing.org/Portals/42/News/Position-Statements/Defining-Scholarship.pdf>

Office of Student Services

The Office of Student Services can assist you in a variety of ways, such as advising regarding and signing the D3 form, verification of credit hour forms, GI bill and veteran's forms, initial and N7499 Dissertation Research registration, and referrals to campus resources. Questions about the curriculum, prerequisites, and course requirements should always be directed to your faculty advisor/chair in the College.

Current Students

The courses you enroll in should match your plan of study. Contact the PhD Program Director with any changes to your plan of study.

For students enrolling in N7870 Independent Study, email your faculty advisor/chair and the PhD program director with the following information:

Course name, course number, credit hours, specific course title (less than 30 characters), and semester to be taken.

For students enrolling in N7499, email your faculty advisor/chair and Stacy Pearson the number of credits you will be taking two weeks before the beginning of the semester.

Academic Advising

The College Student Services academic advisor for graduate students will assist you in registering for your courses after you and your faculty advisor develop a plan of study, including cognates and electives. The plan of study needs to be updated whenever there is a change, with a copy provided to your faculty advisor and PhD Program Director, who will forward it to the College Office of Student Services. The plan of study may be changed by mutual agreement with your faculty advisor and approval of the PhD Program Director. You can find a copy of the plan of study in the Appendix of this handbook.

Please reach out to the College Student Services Advisor in a timely manner to register for these courses because they have to be linked with an individual faculty's name before you can register for:

- N7499- Dissertation Research
- N7870- Special Topics in Scientific Foundations of Research

International and Permanent Resident Students

International students must meet all requirements of UMSL Global first.

<https://www.umsl.edu/global/>

All students with international coursework (whether they are classified as an international student, as a citizen, or as a permanent resident of the United States) must submit official transcripts from the international school(s). International Admissions and Transcript information is available from International Student and Scholar Services (<https://www.umsl.edu/global/iss/index.html>).

Add and/or Drop Course(s)

Students should email Dr. Anne Fish to make changes to their schedule. She will discuss how dropping a course may impact your progression in the Nursing major and your overall study plan.

Students must be aware of the add/drop deadlines set forth by the Office of the Registrar, as well as the reassessment schedule set forth by the Cashier's Office.

- Add/Drop Deadlines: <http://www.umsl.edu/~registration/students/add-drop-change.html>

- Reassessment Schedule: <http://www.umsl.edu/cashiers/tuition-fees/fee-reassessment.html>

Graduation

Applying for Graduation

Your graduation is not automatic, even after you've met all the requirements. You must notify the university that you intend to graduate by submitting "D" forms throughout your degree program of study.

The PhD Program Director submits a list of graduating doctoral students soon after the start of their last semester. If the PhD Program Director is not aware that you plan to graduate, it may be too late to include your name in the commencement bulletin. Good communication with faculty will help assure that your graduation is successful. Students must be enrolled on campus in their final semester.

Graduation Awards

A select number of awards are presented to graduating students each semester, which recognize student excellence in nursing research, professional nursing practice, and College leadership. Nominations for each award are generated by faculty and/or students and are submitted to the Graduate Committee for consideration and selection. Award recipients are recognized each semester at the College's Graduation Awards and Recognition Ceremony.

- **Innovations in Clinical Practice Award**

- This award is presented to a student in a Graduate Nursing Program who is breaking new ground in nursing science and practice. This is a nurse who visualizes and actively pursues a non-traditional nursing role. By their professional activity, this is a nurse who expands professional horizons and advances the nursing profession.

- **Mary Reardon Castles Award:**

- This award is presented to a graduate student who has expressed interest and involvement in a research effort. The individual will have contributed substantially to some effort, showing growth toward and interest in research activity.

- **Nancy Sue Claypool Award:**

- This award is presented to a graduate student who will be or has been involved in research or projects involving the prevention or intervention of cancer, particularly breast cancer, or other chronic disease or terminal health condition.

- **Shirley A. Martin Distinguished Nurse Award:**

- This award is presented to a student who has demonstrated outstanding personal and professional growth. This growth is reflected in voluntary participation in or contribution to programs in the College.

Student Academic Policies

Probation

Student's failure to make adequate progress jeopardizes students' potential to complete the PhD degree and puts their financial aid at risk. Students with a cumulative GPA below 3.0 will be notified by the Graduate School at the end of a semester and will be placed on probation. Graduate School rules will be used regarding coming off probation.

The College may also recommend placing a student on probation if faculty regard the student's progress as unsatisfactory. The Graduate School shall inform students of their probation by a letter, with copies sent to the PhD Program Director, the Graduate Admissions Office, and the Financial Aid Office.

Dismissal

Graduate College-Level Dismissal Appeals Policy and Reasons for Dismissal

The Dean or Associate Dean of Student Affairs will notify the Senior Director of Graduate School of an intent to dismiss the student for one or more of the following reasons:

- Failure to complete a probationary period satisfactorily or as outlined in the Ph.D. handbook or [7.9 Probation of Graduate School Policies](#), - [7.10 Graduate Dismissal Policy](#)
- Exceeding 8 years for Ph.D. program completion
- Failure to remain in good standing—[5.2 Continuous Enrollment Graduate School Policy](#)
To remain in good standing, students must enroll for at least one term each calendar year or risk dismissal.
- The falsification of any information provided to CON or university on any record.
- Irresponsible, unsafe, or unprofessional behavior as determined by CON or University ([See code for academic and professional conduct](#)).

There is a specific college-level process to handle dismissal appeals.

Grade Appeal Procedure

On each campus of the University of Missouri, it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies, and activities. On the UMSL campus, the Chancellor has delegated responsibility for the overseeing the grade appeal process to the Executive Vice Chancellor for Academic Affairs/Provost. The Executive Vice Chancellor for Academic Affairs/Provost is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, an officer is responsible for seeing that the procedures are appropriately followed. For the entire grade appeal process, please refer to the following website: <http://www.umsl.edu/services/academic/policy/grade-appeal.html>

The PhD Program Director is charged with hearing student appeals.

Leave of Absence

If you are required to be continuously enrolled but are forced to interrupt your studies for a period of one or more years, you should request a leave of absence from the university. There is no form for requesting a leave of absence. Instead, the student should submit a letter to their Graduate Program Director for approval. If the Graduate Program Director approves, the request will be forwarded to the Graduate Dean. The student is expected to work with their advisor to define program modifications required, due to the leave of absence.

The letter should cover the following topics:

- The program modifications that the leave of absence requires
- Indicate the reason for leaving and
- The expected date of return to the university.

If you are not required to be continuously enrolled, you may still request a leave of absence if you must interrupt your studies for more than one year. This will avoid the requirement that you reapply to the university, and will preserve your original requirement term (you will be able to graduate under the rules in effect when you started your program).

A leave of absence does not affect the maximum time limitation set for a degree program.

Student Responsibilities

Statement of Scholarly Work

All formal papers required in the program are to be written in a scholarly manner using the following technical standards:

1. All work is to be properly documented within the body of the paper as well as reflected in a complete reference list.
2. Correct composition and grammar must be followed throughout the paper including correct sentence and paragraph structure, spelling, and punctuation.
3. Guidelines as listed in the latest edition of the publication manual of the *American Psychological Association (APA)* are to be followed for all formal papers. It is strongly recommended that students purchase a copy of the manual at the beginning of their enrollment in the program.

Statement of Academic Honesty

UMSL encourages students to pursue excellence within a respectful and collegial environment and to assume responsibility for the consequences of personal actions. For that reason, the University requires students to reject any type of dishonest behavior. Conduct for which students are subject to sanctions falls into multiple categories and can be viewed in Section 200.010 Standard of Conduct

(https://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.010_standard_of_conduct). Specifically, Academic Honesty precludes cheating, plagiarism, sabotage and/or forgery, alteration, or misuse of University and College documents.

Student Code of Conduct and Discipline

The College of Nursing adheres to the expectations outlined in the [University of Missouri Saint Louis Student Code of Conduct](#). All members of our college community are responsible for aligning their behavior to the standards and policies set forth in the student conduct code document.

Upon entry into clinical coursework, students are expected to understand and comply with the [Code of Ethics for Nurses according to the American Nurses Association \(2017\)](#).

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

1. Advocate for the rights of all patients, research participants, and team members.
2. Maintain patient and research participant confidentiality.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care or guidance for the patient in a timely, compassionate and professional manner.
5. Communicate patient care and research processes in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty, staff, and collaborators to ensure the highest quality of patient care and research integrity.
10. Use every opportunity to improve faculty and staff understanding of the learning needs of nursing students.
11. Encourage faculty, staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.

13. Refrain from any deliberate action or omission of care or research process in the academic or clinical setting that creates unnecessary risk of injury to the patient, research participant, self, others, or data.

Civility

Civility is defined as treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communication, practices and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole. Nursing students are expected to:

1. Address patients and hospital nursing staff appropriately; for example Dr., Mr., Ms. and their last name. Addressing a person by the first name can be disrespectful in some cultures.
2. Treat faculty, patients, and other students with respect and courtesy.
3. Maintain an attitude of shared goals and intellectual openness with other students.
4. Be intolerant of injustice or bigotry of any kind and strive to correct these issues on behalf of classmates, patients or community.
5. Speak the truth in all matters; do not propagate rumors or prematurely judge people or situations.
6. Conduct oneself appropriately when representing the University or College, and especially when wearing a College uniform that identifies you as a nursing student of UMSL.
7. Exercise good judgment and adhere to HIPPA laws when posting information on e-mail and social media, including, but not limited to Facebook, Twitter and Google.

Social Media Policy

Social Media Definition: Social media is defined as, but not limited, to web-based or mobile technologies used for interactive communication. Examples of social media include but are not limited to collaborative projects, blogs (WordPress, Blogger) and microblogs (e.g., Twitter, Snapchat), content communities (YouTube), social networking sites (Facebook, Google+), and others as they evolve. Confidentiality and privacy issues may also involve the use of email and texting.

Social media tools and applications allow the University to reach many audiences including faculty, staff, students, and alumni. Social media is a powerful tool that when used inappropriately can blur the lines between private, confidential, personal and the professional sharing of information in your role within the College. Information shared on social media by faculty, staff, and/or students as individuals, actually reflects the College and the profession of nursing collectively as a community.

This document serves as a policy to identify and direct the appropriate use of social media by students, faculty, and staff. Use of social media by College faculty, staff and students presents special concerns for privacy and confidentiality.

The personal use of social media by UMSL College faculty, staff, and students outside their respective roles in the College is not affected by the following policy. This policy will apply to the sharing of any confidential information about the College (including the faculty, staff, and/or students), patients and/or patient care situations, and/or UMSL College-clinical affiliates (agencies with which the College has a contractual relationship for students). This policy will be updated regularly as technology and social media applications evolve. It is the responsibility of every staff, faculty, and student member to check for updates each semester. Adherence to this policy is mandatory. If you accidentally violate it, please notify the PhD Program Director immediately so problems can be quickly mitigated.

Violations that include the sharing of confidential information as listed above may result in clinical or course failure. Other violations will be handled through the appropriate disciplinary process. Please read https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

Guidelines for Appropriate Social Media Use

1. Guarding Your Online Reputation:
 - a. All information posted and shared online is public. It is not, and will never again be private or confidential. Even with the most robust privacy settings, screenshots of posted information can be reposted. Content contributed on these platforms is immediately searchable and shareable, regardless of whether that is the intention of the contributor. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity. It becomes part of your online reputation which in turn becomes part of your professional reputation. The following information should be reviewed:
 - b. Six Tips for Nurses Using Social Media: https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/6_tips_for_nurses_using_social_media_card_web.pdf
 - c. FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
 - d. ANA: <https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>
 - e. NCSBN White Paper: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf
2. Facebook Guidelines and Use of the GROUP Account Type:
 - a. College affiliated student groups must choose the "Group" account type when using Facebook. <http://www.facebook.com/groups> . Facebook groups are like a message board; they are easy to manage and have several privacy options.
 - b. Set any College affiliated Facebook Group privacy option to CLOSED <http://www.facebook.com/help?page=982>
 - c. College affiliated Facebook Groups must add a member of the College faculty as an Admin of their group. This allows the faculty to ensure that students are not bullying others.
3. Live the College Core Values:

- a. The College core values include caring (nurturing and mentoring), professionalism (following the ethical standards of nursing) and mutual care/support (respect for one another). Content associated with you must be consistent with these values. Social media is used to build relationships. Do not use social media to harm another's reputation. Never impersonate someone else or purposely obscure your identity as a representative of the College.
4. Build Your Own Reputation:
 - a. Care about what you are posting. Write what you know. Stick to your area of expertise and provide unique, individual perspectives on what's going on at the College and in the world. Do not share secrets. Respect proprietary information, confidentiality, brand, trademark, copyright, and fair use.
 5. Remember Everything Online is Discoverable:
 - a. There is no such thing as a private social media site. Search engines may retrieve posts years after they were published. Comments can be forwarded, copied, and printed. Archival systems save information even if you delete a post.
 6. Keep It Legal:
 - a. Have all the facts before you post. It is better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your source. Keep your links up to date and make sure they work.
 7. Be Respectful and Professional:
 - a. College students should always keep in mind our principles of respect for others and the civil and thoughtful discussion of ideas. The freedom and speed of online conversations can often prompt people to behave in ways they may otherwise would not. Your reputation and the College are best served when you express yourself professionally. Do not spam.
 8. Give Credit Where Credit is Due:
 - a. Always cite when quoting someone else. Make sure images are shareable through Creative Commons, as well as make sure to attribute them. Never use copyrighted material without permission.
 - b. UMSL College students, faculty, and staff are prohibited from disclosing through social media the following:
 - i. Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA) – For example, individuals may not disclose patient names or otherwise refer to patients in any way that identifies them individually, including by their initials or by location (e.g., hospital name or unit).
 - ii. Education Record Information, as defined by the Family Educational Rights and Privacy Act (FERPA) – Employees may not disclose FERPA protected information regarding students.
 - iii. Confidential Personnel Information – Employees may not disclose confidential personnel information regarding other employees.

- iv. Confidential, non-public or proprietary information about families, clinical facility staff or clinical institutions.

The use of social media for clinical discussions that include any identifiable information related to patients or our affiliated clinical facilities is prohibited.

Last updated: January 4, 2018

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General Information

Computer Proficiency Requirement

The CON requires all students to be computer proficient prior to entering any Nursing courses. Students must have an up-to-date computer. Students must be proficient in the following:

The CON has adopted:

- Windows as its operating system (available free from UMSL). The help desk also supports MAC computing: Use google chrome first, Mozilla Firefox second, and Safari as a third choice. No other newer systems are supported.
- Microsoft Office products (Word, Excel, and PowerPoint) as its primary application software (available free from UMSL)
- Microsoft Outlook for campus email and calendar management
- The *American Psychological Association (APA) Publication Manual*, (7th edition), as the standard manuscript style (the University bookstore has APA manuals)
- Canvas as its learning management system software
- As a PhD student, you must own a printer.

Students should have proficiency in the following skills:

Basic Skills:

- Logging on to UMSL's Online Course Management System *MyGateway* (Canvas)
- Logging on to UMSL's Student Information Management System (*MyView*)
- Send, receive, and respond to web-based email on and off campus
- Attach a document/file to an email message
- Familiar with using a graphical interface to access programs (use of icons on the desktop)
- Start up and switch between multiple programs/windows
- Create, copy, move, rename, and delete files and folders
- Use a web browser to access the Internet (e.g. Chrome, Firefox, etc.)
- Create and organize bookmarks in a web browser
- Familiar with several different search engines to find information (e.g. MEDLINE, PUBMED, etc.)
- Use the Internet to find, collect and print information
- Download programs from the Internet to their computer (e.g. Adobe Acrobat DC Reader, etc.)

- Create an electronic signature through Adobe Acrobat Reader DC
- Save, copy, and incorporate Internet information into Word
- Create a document using Word
- Save, edit, and print a document in Word

Preferred Skills:

- Create, edit, and enter a formula for calculations in Excel
- Generate graphs using a spreadsheet such as Excel
- Create PowerPoint presentations with video clips, sounds, and links to other presentations

Several student computer laboratories are available on campus. See the “Student Labs” page on the [Instructional Support Services website](#) for more information.

Computer Technology and Resources

The College is committed to integrating technology into your academic experience. All information relative to the use of Canvas, a course management package, and your student emails will be outlined in *Student Technology Guides* prepared each fall by Information Technology Services (ITS) (<http://www.umsl.edu/technology/>).

For technical problems such as email and software issues, not Canvas-related issues:

- Computer Help Desk Phone Number/email: 314-516-6034, press 2, details are listed for HELPDESK HELP on the website above
- Most software packages have tutorials and a place to ask questions.
- Many questions are answered on YOUTUBE videos as long as you know the version of software you are asking about like Windows 10 or 11 for example.

For learning, educational, and Canvas-related issues:

- E-learning Help Desk: 1-855-675-0755, details are listed under CANVAS HELP in the website above

UMSL Writing Lab

UMSL has a writing center that offers consultations for any part of the writing process. The writing center is located at the Social Sciences and Business building in Room 222 and also offers online appointments. Scheduled appointments always have priority. Make an appointment here: <https://www.umsl.edu/~umslenglish/Writing%20Center/appointment.html>

- Writing Center Hours of Operation are Monday – Thursday 9:00 am – 6:00 pm and Friday 9:00 am – 1:00 pm

Ask for the person at the writing lab designated to work with doctoral students.

Communication

The College's faculty and staff communicate with students in a variety of ways including the use of Canvas announcements and university email. Students are responsible for all communication regarding program information/changes relayed through such campus communication systems. Students are responsible for reading their UMSL email. Faculty and staff will only use the UMSL email address for students.

Faculty and Staff Offices and Mailboxes

Nursing faculty and staff offices and mailboxes are located in Seton Hall and the Nursing Administrative Building. The buildings are open Monday - Friday 7:30 am – 5:00pm.

Student Organizations

• Sigma Theta Tau

- The Nu Chi Chapter of Sigma Theta Tau was officially established in April 1984. Membership is offered by invitation to those students graduating in the upper third of their class and to those recognized as outstanding community nursing leaders. Professional presentations are held and feature leaders in the nursing profession.
- Sigma Theta Tau International is a funder of dissertation research. The Nu Chi Chapter is a resource for its support of PhD students' research interests, professional development, and professional presentations.

• Minority Student Nurses' Association (MSNA)

- The Minority Student Nurses' Association (MSNA) was developed to function as an academic support and networking group. The focus of MSNA is to provide service, knowledge, and sense of awareness through community and university service; and to create a bond between minority nursing students. MSNA is all about support, academics, and community outreach. Membership is open to all students from the College regardless of race, culture, religion, or ethnic background.

Artificial Intelligence

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at UMSL.

Appendices

- A. Plans of Study for Full and Part-time BSN-PhD and MSN-PhD Students
 - a. Recommended Part-time BSN-PhD
 - b. Recommended Full-time BSN-PhD
 - c. Recommended Part-time MSN-PhD
 - d. Recommended Full-time MSN-PhD
- B. Independent Study Approval Form
- C. Formats for Dissertation Proposal Prior to Dissertation Proposal Defense Meeting
 - a. Format for Traditional Dissertation Proposal
 - b. Format for Alternative Dissertation Proposal
- D. Formats for Final Dissertations at Completion of Program
 - a. Format for Traditional Dissertation
 - b. Format for Alternative Dissertation
- E. PhD Student Annual Reflection Day Materials
- F. Qualifying Exam Evaluation Form
- G. Research-based Assessment Form for Both Defenses
- H. PhD Program CAP Assessment Form
- I. PhD 2024-2025 Agreement
- J. Research Residency Syllabus Template

Appendix A

Part-Time Plan of Study for BSN to PhD Student
University of Missouri – St. Louis, College of Nursing

Student: _____ Faculty Advisor: _____ Date: _____

Semester and Year	Course Number and Title	Credits	Semester and Year Taken	Comments
Fall Year 1	N7211: Biostatistics I	3		
	N7481/N9120: Development of Nursing Science and Theory	3		
Spring Year 1	N6424: Social Determinants of Health	3		
	N7488/N9420: Introduction to Qualitative Research	3		
Summer Year 1	Elective	3		
Fall Year 2	N6130: Research, Interventions and Evidence-Based Practice	3		
	N7212/N8020: Biostatistics II	3		
Spring Year 2	N7200: State of the Science in Nursing Research and Practice	3		
	N7486: Research Residency	3		
Summer Year 2	Cognate	3		
Fall Year 3	N7490/N9410: Advanced Nursing Research Designs and Methods	3		
	N7491: Advanced Nursing Theory Development and Validation	3		
Spring Year 3	Elective	3		
	Cognate	3		
Summer Year 3	N7955/N5662/N8002: Psychometrics	3		
	Qualifying Exam	0		
Fall Year 4	N7403: Development of the Nurse Scientist	3		
	Cognate	3		
Spring Year 4	N7499: Dissertation Research	3		
	Select one: N7497/N8002: Design, Implementation and Evaluation of Health Interventions (Spring odd) N7213/N8002/N7959: Biostatistics III – Structural Equation Modeling (Spring odd) N7495/N8002: Mixed Methods Research in Health Care (Spring) N7957/N9020: Hierarchical Linear Modeling (Spring even)	3		
Summer Year 4	N7499: Dissertation Research	4		
Fall Year 5	N7499: Dissertation Research	5		

Graduation Date:

Note these are also available: N7529/N7560 Qualitative Systematic Reviews (Fall even), N7956/N8425 Participatory Research (Summers), N7496/N8002 Advanced Qualitative Research Seminar (Fall odd)

Approved 3/2/23 PhD Program Committee

Full-Time Plan of Study for BSN to PhD Student
University of Missouri – St. Louis, College of Nursing

Student: _____ Faculty Advisor: _____ Date: _____

Semester and Year	Course Number and Title	Credits	Semester and Year Taken	Comments
Fall Year 1	N7211: Biostatistics I	3		
	N7481/N9120: Development of Nursing Science and Theory	3		
	N6130: Research, Interventions and Evidence-Based Practice	3		
Spring Year 1	N7200: State of the Science in Nursing Research and Practice	3		
	N7488/N9420: Introduction to Qualitative Research	3		
	Elective	3		
Summer Year 1	Cognate	3		
	Elective	3		
Fall Year 2	N7490/N9410: Advanced Nursing Research Designs and Methods	3		
	N7212/N8020: Biostatistics II	3		
	N7491: Advanced Nursing Theory Development and Validation	3		
Spring Year 2	N6424: Social Determinants of Health	3		
	Cognate	3		
	Cognate	3		
Summer Year 2	N7955/N5662/N8002: Psychometrics	3		
	Qualifying Exam	0		
Fall Year 3	N7403: Development of the Nurse Scientist	3		
	N7486: Research Residency	3		
	N7499: Dissertation Research	2		
Spring Year 3	N7499: Dissertation Research	4		
	Select one: N7497/N8002: Design, Implementation and Evaluation of Health Interventions (Spring odd) N7213/N8002/N7959: Biostatistics III – Structural Equation Modeling (Spring odd) N7495/N8002: Mixed Methods Research in Health Care (Spring) N7957/N9020: Hierarchical Linear Modeling (Spring even)	3		
Summer Year 3	N7499: Dissertation Research	3		
Fall Year 4	N7499: Dissertation Research	3		

Graduation Date:

Note these are also available: N7529/N7560 Qualitative Systematic Reviews (Fall even), N7956/N8425 Participatory Research (Summers), N7496/N8002 Advanced Qualitative Research Seminar (Fall odd)
 Approved 3/2/23 PhD Program Committee

Part-Time Plan of Study for MSN to PhD Student
University of Missouri – St. Louis, College of Nursing

Student: _____ Faculty Advisor: _____ Date: _____

Semester and Year	Course Number and Title	Credits	Semester and Year Taken	Comments
Fall Year 1	N7211: Biostatistics I	3		
	N7481/N9120: Development of Nursing Science and Theory	3		
Spring Year 1	N7200: State of the Science in Nursing Research and Practice	3		
	N7488/N9420: Introduction to Qualitative Research	3		
Summer Year 1	Cognate	3		
Fall Year 2	N7212/N8020: Biostatistics II	3		
	N7490/N9410: Advanced Nursing Research Designs and Methods	3		
Spring Year 2	N7486: Research Residency	3		
	N6424: Social Determinants of Health	3		
Summer Year 2	N7955/N5662/N8002: Psychometrics	3		
	Qualifying Exam	0		
Fall Year 3	N7403: Development of the Nurse Scientist	3		
	N7491: Advanced Nursing Theory Development and Validation	3		
Spring Year 3	Cognate	3		
	Select one: N7497/N8002: Design, Implementation and Evaluation of Health Interventions (Spring odd) N7213/N8002/N7959: Biostatistics III – Structural Equation Modeling (spring odd) N7495/N8002: Mixed Methods Research in Health Care (Spring) N7957/N9020: Hierarchical Linear Modeling (Spring even)	3		
Summer Year 3	Cognate	3		
	N7499: Dissertation Research	1		
Fall Year 4	N7499: Dissertation Research	6		
Spring Year 4	N7499: Dissertation Research	5		

Graduation Date:

Note these are also available: N7529/N7560 Qualitative Systematic Reviews (Fall even), N7956/N8425 Participatory Research (Summers), N7496/N8002 Advanced Qualitative Research Seminar (Fall odd)

Approved 3/2/23 PhD Program Committee

Full-Time Plan of Study for MSN to PhD Student
University of Missouri – St. Louis, College of Nursing

Student: _____ Faculty Advisor: _____ Date: _____

Semester and Year	Course Number and Title	Credits	Semester and Year Taken	Comments
Fall Year 1	N7211: Biostatistics I	3		
	N7481/N9120: Development of Nursing Science and Theory	3		
	N7490/N9410: Advanced Nursing Research Designs and Methods	3		
Spring Year 1	N7200: State of the Science in Nursing Research and Practice	3		
	N7488/N9420: Introduction to Qualitative Research	3		
	Cognate	3		
Summer Year 1	N7955/N5662/N8002: Psychometrics	3		
	Cognate	3		
Fall Year 2	N7212/N8020: Biostatistics II	3		
	N7491: Advanced Nursing Theory Development and Validation	3		
	Cognate	3		
Spring Year 2	N6424: Social Determinants of Health	3		
	Select one: N7497/N8002: Design, Implementation and Evaluation of Health Interventions (Spring odd) N7213/N8002/N7959: Biostatistics III – Structural Equation Modeling (Spring odd) N7495/N8002: Mixed Methods Research in Health Care (Spring) N7957/N9020: Hierarchical Linear Modeling (Spring even)	3		
	Qualifying Exam	0		
Summer Year 2	N7486: Research Residency	3		
	N7499: Dissertation Research	1		
Fall Year 3	N7403: Development of the Nurse Scientist	3		
	N7499: Dissertation Research	4		
Spring Year 3	N7499: Dissertation Research	4		
Summer Year 3	N7499: Dissertation Research	3		

Graduation Date:

Note these are also available: N7529/N7560 Qualitative Systematic Reviews (Fall even), N7956/N8425 Participatory Research (Summers), N7496/N8002 Advanced Qualitative Research Seminar (Fall odd)

Approved 3-2-23 PhD Program Committee

Appendix B

Independent Study Approval Form for N7870
University of Missouri – St. Louis, College of Nursing

Student: _____

Date: _____

Faculty: _____

Semester: _____

Course Number: N7870 (N7498 is no longer a course)

Course Title and Credits: _____

Topical Focus of Requested Hours:

Rationale for Requested Hours:

Learning Objectives:

Learning Activities to be completed during the course:

Evaluation: What will be graded? Describe product(s) expected and the due date for submission. What will be used as the grading Scale (e.g., letter grades, letter grades with +/-, percentage grades, or pass/fail)?

Note: Consider the workload effort for these credits to have two components. First, there is the workload equivalent that you would have for the 'in class' time, calculated as approximately 1 hour of time for every 1 credit of class per week. In addition, at the graduate level we aim for 3 hours of homework for every 1 credit hour of class for the average student. In this doctoral level independent study class, that equates to 9 hours of reading, writing, thinking and interacting per week. In total, the average student will need to plan to spend approximately 11.5 to 12 hours every week on activities related to this course.

Signature of Faculty Accepting Responsibility: _____

Signature of Student Agreeing to Stipulations Specified: _____

Appendix C

Format for a Traditional Dissertation Proposal **University of Missouri – St. Louis, College of Nursing**

The traditional dissertation format consists of 5 chapters. The proposal phase concentrates on the first 3 chapters.

Abstract

I. Chapter 1: Introduction

- A. Introduction (to what will be presented)
- B. Problem and Then Narrowed Problem
- C. Problem Statement (research and/or clinical gap)
- D. Background and Rationale
- E. Significance
- F. Purpose
- G. Associated Assumptions
- H. Research Questions or Hypotheses
- I. Summary (of the material covered)

II. Chapter 2: Review of Literature (must be comprehensive on your topic)

- A. Introduction (to what will be presented and may contain historical background, major issues and controversies, background on all relevant variables)
- B. Theoretical Definitions
- C. Theory Related to Research Questions or Hypotheses (may be first before the review of literature; compare and contrast theories and chose best theory; use a theory or a synthesis of pieces of theory in a model that underpins your study)
- D. Review of Literature and Synthesis (may be first before theory; use specific headings and include the effectiveness of interventions if appropriate; incorporate discussion of strengths/weaknesses of methodology in previous studies)
- E. Review of Instruments Related to Your Study or Literature on Qualitative Methodology (compare and contrast instruments and include criteria for instrument inclusion)
- F. Summary (of the material covered)

III. Chapter 3: Methods or Methodology

- A. Introduction (to what will be presented)
- B. Research Questions or Hypotheses (repeated)
- C. Methods or qualitative approach
 1. Design (with figure if interventional)
 2. Setting
 3. Recruitment and Sampling Strategy
 4. Sample (inclusion and exclusion criteria; power analysis if appropriate)

5. Intervention (if appropriate and piloting of the intervention should be conducted; plan to reduce attrition included)
 6. Data Collection (measures, research instruments, variables, or outcomes with reliability and validity; piloting of the instrument should be conducted) or Rigor (if qualitative; plan for enhancing the rate of return for surveys)
 7. Data Collection Procedures (highly detailed; piloting of the procedure should be conducted)
 8. Data Management and Analysis (analysis for each research question or hypothesis; include rationale)
- D. Protection of Human Subjects
- IV. Timeline (for proposal defense, completion of the dissertation, and dissertation defense)
- V. References

Format for Alternative Dissertation Proposal
University of Missouri – St. Louis, College of Nursing

- I. Chapter 1: Introduction**
 - A. Introduction to the Work Overall and the Journey
 1. Background (background of the problem, the process of narrowing the topic, and the overall aim)
 2. Brief Overview of the 3 Manuscripts
 3. Logical Connections Between the 3 Manuscripts
 4. Significance (briefly explain why your dissertation will be of value to and why)
 - B. Literature Review and Theory of the Work Overall
 1. Scientific Underpinnings From Relevant Empirical and Theoretical Literature
 2. Conceptual Framework That Will Guide Your Study
 3. Research Questions or Hypotheses
 - C. Methodology Used for the Work Overall
 1. Methods and Methodologies Used and Validity of the Work in the Three Papers; Trustworthiness and Credibility (for qualitative data)
- II. Chapter 2: Manuscript 1 (Recommend an integrative review of the literature)**
 - A. Topic for this Future Manuscript (1 sentence)
 - B. Purpose and Research Question(s) or PICOT Questions if appropriate
 - C. Method (1 or 2 sentences)
 - D. Targeted Journal (where will you submit first?)
 - E. Proposed Authorship (order for yourself and your committee members)
 - F. Timeline for Submission (when do you anticipate it will be submitted?)
- III. Chapter 3: Manuscript 2 (May be data-based or non-data-based such as: policy paper, theory, measurement, historical development of the concept)**
 - A. The topic for this future manuscript (1 sentence)
 - B. Purpose and Research Question(s) if applicable
 - C. Method (1 or 2 sentences)
 - D. Targeted Journal (where will you submit first?)
 - E. Proposed Authorship (order for yourself and your committee members)
 - F. Timeline for Submission (when do you anticipate it will be submitted?)
- IV. Chapter 4: Manuscript 3 (Must be data-based findings from the dissertation study)**
 - A. The topic for this future manuscript (1 sentence)
 - B. Purpose and Research Question(s) or Hypotheses
 - C. Method (1 or 2 sentences)
 - D. Targeted Journal (where will you submit first?)
 - E. Proposed Authorship (order for yourself and your committee members)
 - F. Timeline for Submission (when do you anticipate it will be submitted?)
- V. Chapter 5: Timeline (for proposal defense, completion of the dissertation, and dissertation defense) and References**

Appendix D
Format for Traditional Dissertation
University of Missouri – St. Louis, College of Nursing

The traditional dissertation format consists of 5 chapters.

Abstract

I. Chapter 1: Introduction

- A. Introduction (to what will be presented)
- B. Problem and Then Narrowed Problem
- C. Problem Statement (research and/or clinical gap)
- D. Background and Rationale
- E. Significance
- F. Purpose
- G. Associated Assumptions
- H. Research Questions or Hypotheses
- I. Summary (of the material covered)

II. Chapter 2: Review of Literature (must be comprehensive on your topic)

- A. Introduction (to what will be presented and may contain historical background, major issues and controversies, background on all relevant variables)
- B. Theoretical Definitions
- C. Theory Related to Research Questions or Hypotheses (may be first before the review of literature; compare and contrast theories and chose best theory; use a theory or a synthesis of pieces of theory in a model that underpins your study)
- D. Review of Literature and Synthesis (may be first before theory; use specific headings and include the effectiveness of interventions if appropriate; incorporate discussion of strengths/weaknesses of methodology in previous studies)
- E. Review of Instruments Related to Your Study or Literature on Qualitative Methodology (compare and contrast instruments and include criteria for instrument inclusion)
- F. Summary (of the material covered)

III. Chapter 3: Methods or Methodology

- A. Introduction (to what will be presented)
- B. Research Questions or Hypotheses (repeated)
- C. Methods or qualitative approach
 1. Design (with figure if interventional)
 2. Setting
 3. Recruitment and Sampling Strategy
 4. Sample (inclusion and exclusion criteria; power analysis if appropriate)
 5. Intervention (if appropriate and piloting of the intervention should be conducted; plan to reduce attrition included)

6. Data Collection (measures, research instruments, variables, or outcomes with reliability and validity; piloting of the instrument should be conducted) or Rigor (if qualitative; plan for enhancing the rate of return for surveys)
 7. Data Collection Procedures (highly detailed; piloting of the procedure should be conducted)
 8. Data Management and Analysis (analysis for each research question or hypothesis; include rationale)
- D. Protection of Human Subjects
- E. Summary (of the material covered)
- IV. **Chapter 4: Findings** (determine order of presentation of results as it may vary depending on nature of analyses)
- A. Introduction (to what will be presented)
 - B. Descriptive Findings (means, standard deviations, etc.)
 - C. Inferential Findings (research questions or hypotheses in bold followed by the results for each, stating whether hypotheses accepted or rejected)
 - D. Missing Data, Low Response Rate, and Attrition
 - E. Organize Data Into Tables or Figures Where Appropriate. Table/figures must be referenced in the text. All tables should be complete, that is, self-explanatory.
 - F. Summarize Results (briefly emphasizing those that are statistically significant-quantitative or the most important qualitative findings)
 - G. Summary (of the material covered)
- V. **Chapter 5: Summary and Conclusions**
- VI. Introduction (to what will be presented)
- A. Brief Summary of the Problem
 - B. Brief Summary of the Significance
 - C. Discussion (May be done as separate section or for each question/hypothesis).
 1. Integrate Your Results With the Literature Reviewed and Theory Stated in Chapter 2 (point out consistencies and inconsistencies with those reported in the literature cited earlier; It is appropriate to speculate on the meaning of the results; however, care must be taken not to overgeneralize)
 2. Theoretical Considerations
 - D. Study Strengths and Weaknesses
 - E. Implications for the Practice, Policy, and Education
 - F. Recommendations for Future Research (provide specific guidance - Why is the proposed research needed and what form should such research take?)
 - G. Conclusions (bulleted statistically significant findings are placed here). This conclusion represents the new knowledge obtained through this dissertation process.
- **References**
 - **List of Tables**
 - **List of Figures**

- **Appendices** (includes copies of all instruments, recruitment letters and flyers, demographic form, email scripts, advertisement, IRB approval letter, informed consent, etc.)

Format for Alternative Dissertation
University of Missouri – St. Louis, College of Nursing

The alternative (manuscript) dissertation consists of 5 chapters.

I. Chapter 1: Introduction

- A. Introduction to the Work Overall and the Journey
- B. Background (background of the problem, the process of narrowing the topic, and the overall aim)
- C. Brief Overview of the 3 Manuscripts
- D. Logical Connections Between the 3 Manuscripts
- E. Significance (briefly explain who your dissertation will be of value to and why)
- D. Literature Review and Theory of the Work Overall
- E. Scientific Underpinnings From Relevant Empirical and Theoretical Literature
- F. Conceptual Framework That Will Guide Your Study
- G. Research Questions or Hypotheses
- H. Methodology Used for the Work Overall (validity; trustworthiness and credibility for qualitative data)

VI. Chapter 2: Manuscript 1 (Recommend an integrative review of the literature)

VII. Chapter 3: Manuscript 2 (May be data-based or non-data-based such as: policy paper, theory,

VIII. Chapter 4: Manuscript 3 (Must be data-based findings from the dissertation study)

IX. Chapter 5: Summary

- A. Conclusions and implications of the dissertation research
- B. Broader summary than is presented in each article
- C. What has been learned as a result of this body of work
- D. Implications for nursing education, research, practice, and/or policy, as relevant.
- E. Overall contribution to science should be discussed.

Additional References and Appendices as appropriate from Chapters 1 and 5

Appendix E

Required PhD Student Annual Reflection Day Review Form and Biosketch

(To be completed by students when requested in the Fall semester for the January event, monitored by the faculty advisor/chair, and submitted electronically by email to the PhD Program Director.) You can use this form or add to your form from past years.

Student Name:	
Year of entry into program:	
Candidacy indicated by D3 approved (date achieved or expected):	
Proposal defense (date achieved or expected):	
Anticipated final dissertation defense semester:	
D forms submitted (approval dates)	
IRB approval date:	

Dissertation Title/Topic:
Keywords:
Methodologies used:
APA cited list of publications (published, in review, in preparation)
This year:
1.
2.
To date:
1.
2.
3.
APA cited list of presentations (national, international, regional, or local)
This year:
1.
2.
To date:
1.
2.

3.
Requests for funding (received, in review, not funded)
1.
2.
3.
Awards
Research Assistant RA/Teaching Assistant TA/Graduate Assistant GA Responsibility
Discipline-specific or leadership roles

Please attach your plan of study with course progression to date.
Approved 10/17 PhD Program Committee

Template for Required PowerPoint Slides for Annual Reflection Day

Slide 1: Title Slide

- Title or Topic of Interest
- Student's Name
- Faculty Advisor/Chair's Name
- Optional: Committee Members

Slide 2: Introduction

- What stage are you in your program of study?
- Share 1 to 3 of your accomplishments in the past year related to your program of study and growing expertise in your area of emphasis.

Slide 3: Research Focus

- State your research question or briefly describe your topic or area of interest.
- What is the significance of your topic/area?
 - Need for research
 - Contribution to discipline/healthcare
- Progress toward dissertation research

Slide 4: Discussion

- Strengths related to your work/progress
- Challenges to your work/progression
- How can we help?

Appendix F

Qualifying Exam Evaluation Form
University of Missouri – St. Louis, College of Nursing

This form is used if the qualifying exam is separate or, if the qualifying exam is combined with the proposal defense, both this and the form in Appendix G are used.				
Program Outcomes	Rating			
	Performance Significantly Below Expectations; Serious Problems Observed	Performance Below Expectations; Problems Observed	Performance at or Above Expectations	Performance is Exceptional (Top 10% of Students in This Program)
Program Outcome 1: Become a steward of the discipline dedicated to the integrity of its work in the generation, critique, transformation, transmission, and use of its knowledge.				
Program Outcome 2: Develop expertise in core knowledge and methods of the discipline and selected areas of theory and research to establish a program of research and scholarship about patient-related outcomes.				
Program Outcome 3: Develop philosophical literacy and epistemic diversity, in addition to exploring the breadth of the discipline and depth of particular area of related science.				
Program Outcome 4: Acquire competencies to expand socially meaningful science that supports the discipline and practice of nursing.				

<p>Program Outcome 5: Articulate the clinical and policy implications of their research contributions by translating nursing research into practice and policy to improve health and healthcare systems.</p>				
<p>Program Outcome 6: Provide leadership to effect change in healthcare practice, policy, and education issues by collaboration and partnerships in a data-rich world.</p>				
<p>Program Outcome 7: Improve the healthcare outcomes for individuals, families, communities, and systems regionally, nationally and internationally.</p>				
<p>Program Outcome 8: Articulate up-to-date data content regarding determinants of health, health equity concepts and theories, structural inequities in health, promotion of cultural safety, and social justice (cultural humility, structural inequities in health including gender bias, health disparities).</p>				

APPROVED 4/6/23 PhD Program Committee

Appendix G

Research-based Assessment Form for Defenses
University of Missouri – St. Louis, College of Nursing

Rater's Name: _____

Student's Name: _____ Date: _____

Dissertation proposal or final defense _____

Criteria	Rating				
	Performance Significantly Below Expectations; Serious Problems Observed	Performance Below Expectations; Problems Observed	Performance at or Above Expectations	Performance is Exceptional (top 10% of students in this program)	Unable to Evaluate
A. Student demonstrates the ability to compare, contrast, and evaluate the strengths and weakness of theories					
B. Student demonstrates the ability to develop testable questions from a theoretical framework					
C. Student shows the ability to critically evaluate the research methods, design, statistics and qualitative analysis, and conclusions and clinical implications of existing research					
D. Student shows the ability to design and implement a research study that appropriately tests research hypotheses/questions or qualitative design and analysis					
E. Student displays understanding of potential ethical					

dilemmas that may arise in research					
F. Student understands how research methods may have differential impact across diverse populations					
G. Student shows ability to interpret results and form clinical implications for their research					
H. Student displays doctoral level presentation and verbal communication skills					

Evaluation of Examination: _____ Pass _____ Fail

Comments:

APPROVED 4/6/23 PhD Program Committee

Appendix H

PhD Program CAP Assessment Form
University of Missouri – St. Louis, College of Nursing

This form will be used to evaluate changes to the PhD curriculum beginning Fall 2023. This assessment will occur in Fall of 2024 at the PhD Program Meeting.

Program Outcomes	Rating			
	Needs Improvement	Met	Met Well	Outstanding
Program Outcome 1: Become a steward of the discipline dedicated to the integrity of its work in the generation, critique, transformation, transmission, and use of its knowledge.				
Program Outcome 2: Develop expertise in core knowledge and methods of the discipline and selected areas of theory and research to establish a program of research and scholarship about patient-related outcomes.				
Program Outcome 3: Develop philosophical literacy and epistemic diversity, in addition to exploring the breadth of the discipline and depth of particular area of related science.				
Program Outcome 4: Acquire competencies to expand socially meaningful science that supports the discipline and practice of nursing.				
Program Outcome 5: Articulate the clinical and policy implications of their research contributions by translating nursing research into practice and policy to improve health and healthcare systems.				
Program Outcome 6: Provide leadership to effect change in healthcare practice, policy, and				

<p>education issues by collaboration and partnerships in a data-rich world.</p>				
<p>Program Outcome 7: Improve the healthcare outcomes for individuals, families, communities, and systems regionally, nationally, and internationally.</p>				
<p>Program Outcome 8: Articulate up-to-date data content regarding determinants of health, health equity concepts and theories, structural inequities in health, promotion of cultural safety, and social justice (cultural humility, structural inequities in health including gender bias, health disparities).</p>				

APPROVED 1-26-23 PhD Program Faculty Meeting

Appendix I
PhD Handbook 2024-2025 Agreement

I _____, as a new student, have received the PhD Handbook. I understand this handbook contains information and policies that are important during my time at UMSL. By signing this document, I understand that I am held responsible to the policies and all information presented in this handbook. I also understand that I should have my own health insurance coverage and am financially responsible for all health care associated with any injuries or illness, which may occur on or off campus, including clinical agencies.

Student Signature: _____

Date: _____

Appendix J
Research Residency Syllabus Template

NURSE 7486 Research Residency**About the Course**

COURSE INSTRUCTOR: [Include picture, contact information, meeting times, and office hours as relevant]

COURSE DESCRIPTION:

The purpose of this course is to provide you with opportunities to apply your research knowledge and skills in a directed research setting. This course will provide practical experience and the application of coursework to research as guided by faculty researchers.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Synthesize scholarly and relevant information resources to identify gaps to address clinical and research questions.
2. Conduct the research activities applicable to the specific project, and acquire skills necessary to do so (e.g. relevant laboratory techniques and research skills).
3. Collaborate and communicate effectively with mentor, research project partners, and faculty supervisors according to the highest ethical standards.
4. Contribute to the advancement of nursing research through the generation of new knowledge and theory including publishing or presentation.

CONTENT TO BE COVERED includes but is not limited to: [Describe the area of expertise, details of the grant/research project, work to be completed, and the expectations of the student's roles and responsibility within the PI's lab]

COURSE CREDITS: 3 Semester Credit Hours

PREREQUISITES/CO-REQUISITES: Admission to PhD Program

GOALS OF THE COURSE: [Describe activities to be accomplished; these goals should be directly related to the faculty instructor's research agenda and active research and scholarship. As this course it designed to provide applied research experience, goals should be focused on research implementation and dissemination, grant preparation, and other research work in support of the faculty's lab.]

About the Course Approach and How to Succeed in This Course

REQUIRED TEXTS: [To be determined by the faculty course lead; may include book, journal articles, research proposals, grants, etc.]

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

SYLLABUS CHANGES: Weekly scheduling and syllabus changes may be made if and when the instructor deems necessary. Students will be notified of any changes as the class progresses.

CULTURE AND EXPECTATIONS OF THE COURSE:

Teaching/learning Methods. [Describe your teaching pedagogy and expectations for the course.]

Feedback From Faculty. [Describe how will you provide and discuss feedback with the student(s) pertaining to their work in the lab on a continual basis.]

Instructional Technology.

As a student in this course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. There are many supports for you as you move forward in your use of technology. If you have a problem, get help in solving it immediately. At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers (Apple Safari, Google Chrome, Mozilla Firefox, Internet Explorer)
3. Ability to navigate the Canvas Learning Management System
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
6. Media player such as VLC Media Player.
7. Adobe Flash player (free)
8. Adobe Reader or alternative PDF reader (free)
9. Oracle Java plug-in (free)
10. Microsoft Silverlight plug-in (free)
11. A webcam and/or microphone is **highly recommended**.

Time Requirements.

Consider the workload effort for these credits to have two components. First, there is the workload equivalent that you would have for the 'in class' time, calculated as approximately 1 hour of time for every 1 credit of class per week. In addition, at the graduate level we aim for 3 hours of applied work for every 1 credit hour of class for the average student. In this doctoral

level research residency class, that equates to 9 hours of research implementation, reading, writing, thinking, and interacting per week. In total, the average student will need to plan to spend approximately 11.5 to 12 hours every week on activities related to this course.

Content and Schedule: [This will be determined by individual faculty. Modules are not required and this schedule should be designed to provide clear timeline and expectations for steps and deliverables throughout the semester]

Module and Date	Topic	Assignments due by when the Module ends.
Module 1		
Module 2		
Module 3		
Module 4		
Module 5		
Module 6		
Module 7		
Module 8		

NATURE AND PROGRESS OF LEARNING

ASSIGNMENTS [Each student should be required to complete at least 1 presentation of their contribution to the faculty research by the end of the semester. This can be a formal conference presentation or poster, presenting at a research brown bag, or presenting to the faculty's lab, for example]

EVALUATION CRITERIA: [List the value of all requirements, assignments and projects, attendance, participation relative to the course total to clearly outline expectations of the course. Include a grading scale showing how points earned during the semester will be assigned letter grades.]

The following grading scale will be used:

95-100 =A; 93-94 = A-; 91-92 = B+; 87-90 = B; 85-86 = B-; 82-84 = C+; 76-81 = C

Grading Rubric for Research/Lab Presentation:

Please rate each student on each dimension on a 4.0 scale and provide comments.

Feel free to use decimal ratings to indicate plusses and minuses.

Presentation Evaluation

1. Describe the quality of the student's articulation of the project goals. Is it clear the student understands the goals? Describe any strengths and weaknesses. Rating:

Comments:

2. Describe the quality of the student's articulation of key terms, processes, and concepts relevant to the research project. Is it clear the student demonstrates understanding? Describe any strengths and weaknesses. Rating: _____

Comments:

3. Describe the quality of the student's articulation of the theoretical framework. Is it clear the student understands the theory? Describe any strengths and weaknesses. Rating:

Comments:

4. Describe the quality of the student's articulation of the project methods. Is it clear the student understands the methods? Describe any strengths and weaknesses. Rating:

Comments:

5. Describe the quality of the student's articulation of the project results. Is it clear the student understands the results? Describe any strengths and weaknesses. Rating:

Comments:

6. Describe the quality of the student's articulation of the project implications. Is it clear the student understands the implications? Describe any strengths and weaknesses.

Rating: _____

Comments:

7. Overall, how would you rate this presentation? Rating: _____

Comments: