School of Nursing

PhD Handbook

Revised
February 2016
School of Nursing Diversity & Inclusion Statement

By 2020, the university will be a model campus community where all students, faculty and staff feel appreciated, respected, connected, valued and engaged with the larger life of the campus and beyond (UMass Lowell Strategic Plan 2020, July 2015).

Inclusivity is a key value within the culture of the School of Nursing. We are therefore focused on fostering an environment that values the unique contribution of each member of our community.

This commitment to inclusivity requires that we appreciate and respect our varying backgrounds and viewpoints.

We are committed to recognize the intrinsic importance of each person’s role and appreciate every individual’s contribution to meeting the School of Nursing Philosophy, Mission, Vision & Goals.

We commit to treating one another with high regard and respect.

We are dedicated to performing our jobs in a courteous and professional manner.

We are committed to maintaining integrity and courtesy in our dealings with fellow members of the School of Nursing, College, University and community at large.

Communication, cooperation and teamwork are key to achieve our goal to foster a community that respects each individual’s worth and rights.
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Introduction

The history of the University of Massachusetts Lowell began in 1884 to 1885 when the Lowell Normal School and the Lowell Textile School were established in Lowell, MA. Many historians credit Lowell as the city of origin for the industrial revolution. Lowell is located 25 miles northwest of Boston, MA. It is a city built along the Merrimack River, which served to provide water, electricity and transport for the textile mills, which were prevalent in the 1800s through the mid-1900’s. In 1975, Lowell State College (formerly the Lowell Normal School) and the Lowell Technological Institute (formerly the Lowell Textile School) merged to become the University of Lowell. In 1991, the University of Lowell merged with the University of Massachusetts as one of its five campuses. Today the University is ranked among the top 85 public universities in the country by *US News and World Report*. UMass Lowell generates more than $65 million dollars in research funding annually and is considered a nationally ranked research university. It currently includes eight major research centers, three research institutes, 39 research laboratories and developing research centers and four community engagement centers.

The School of Nursing was founded in 1968 as the Department of Nursing within the College of Health Professions in the former Lowell State College. The *School of Nursing* status was designated in July 2013. Currently the College of Health Sciences houses the School of Nursing, the School of Pharmacy and the Departments of: Work Environment, Physical Therapy, Clinical Laboratory and Nutrition Science, and Community Health and Sustainability. In addition, the College recently developed programs in public health at the undergraduate and Master’s level.

The Nursing Department of the University of Massachusetts Lowell (UMass Lowell) established the PhD in nursing program in 1996. It was the first known PhD in nursing program in the U.S. with a focus in health promotion. Since that time, the PhD in Nursing with its focus in health promotion has undergone one major curriculum revision in 2012 with a concurrent change in the methodology of its teaching. The PhD program in nursing has an excellent reputation for producing health promotion scholars, educators, and research scientists.
University, College, School Mission Statements

The **Mission of the entire University of Massachusetts system** is to: *conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation and the world.*

The **Mission of UMass Lowell**: *In accord with the UMass System’s mission, the University of Massachusetts Lowell is a public research university committed to excellence in teaching, research and community partnerships. The University is dedicated to transformational education that fosters student success, lifelong learning and global awareness. UMass Lowell offers affordable, experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health sciences, humanities, sciences and social sciences. The University continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world.*

The **Mission of the College of Health Sciences** is to: *Promote health of individuals, families and populations in a diverse global society through excellence in teaching, research, scholarship and service. Community and health care industry partnerships enable experiential learning activities to enhance the education of health care professionals and scientists.*

The **Mission of the School of Nursing** is to: *Educate students, advance knowledge, and provide service to the University, the profession, and the community through excellence in the discovery, application, integration, and dissemination of knowledge. The School emphasizes health promotion needs of individuals, families, groups, and communities at the local, national and global level.*

The PhD in nursing program, in concert with the other graduate and undergraduate programs, functions within the School of Nursing’s mission and thus did not create its own formal mission statement. Rather its purpose and implicit mission are visible within its program goals, curriculum objectives and student outcomes. These goals, objectives and outcomes are in clear alignment with the mission statements of the four bodies under which we serve, namely the School of Nursing, the College of Health Sciences, UMass Lowell and the University of Massachusetts system.
The PhD program at UMass Lowell develops scholars who will conduct research and advance knowledge (UMass system mission). Our program is committed to excellence in teaching and research; we offer an affordable and transformational education program (UMass Lowell mission). In the past decade, UMass Lowell has experienced significant growth in research dollars and the development of new doctoral programs. This strong emergence of a focus on scholarship is congruent with the development of nurse scholars who will contribute to the development of science. We provide a foundation for our students to promote health for diverse individuals, families and communities through mentorship and experiential learning (College mission). And finally, the PhD in nursing program advances the state of the art in scientific knowledge through excellence in the discovery, application, integration, and dissemination of knowledge (School mission).

**PhD Program Goals, Program Outcomes, Student Outcomes**

Our PhD program produces graduates who are competent health promotion researchers, educators and leaders in the profession of nursing. Our program prepares graduates with high-level skills in research methods, teaching, leadership and interdisciplinary/transdisciplinary communication. The program goals, program outcomes and student outcomes were recently developed in the fall of 2014 and revised in spring, 2015. They were adapted from the *Indicators of quality in research-focused doctoral programs in nursing: Pathways to excellence* report (AACN, 2010) and are congruent with the missions of the University, College, and School of Nursing.

**PhD in Nursing Program Goals**

Graduates of the PhD Program in Nursing are prepared to:

1. Advance scientific knowledge through the conduction and dissemination of health promotion research.
2. Demonstrate leadership skills as nurse educators, researchers, and policy advocates for diverse populations.
3. Lead and/or participate in transdisciplinary research, professional organizations and community action teams.

**PhD in Nursing Program Outcomes**

The PhD Program prepares nurse scholars who:

1. Master in-depth knowledge in a substantive area related to health promotion.
2. Integrate knowledge related to the philosophy of science and theoretical foundations of health promotion into teaching and scholarship.
3. Conduct original research while maintaining adherence to professional and research ethical standards.

4. Critique and integrate different science perspectives in the conduct of research.

5. Assume leadership in the conduct of culturally competent scholarship to improve nursing practice.

6. Disseminate research findings to lay and professional audiences while identifying implications for health outcomes, policy, nursing and other healthcare providers' practice.

7. Serve as a leader in the profession of nursing while adapting to the evolving roles and responsibilities of a nurse scholar.

8. Lead and/or contribute to transdisciplinary research teams that seek to examine health problems and promote the health of diverse populations.

<table>
<thead>
<tr>
<th>PhD Program Goals</th>
<th>PhD Student Outcomes: Indicators of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of the PhD in Nursing Program are prepared to:</td>
<td>Graduates of our program will:</td>
</tr>
<tr>
<td>1. Advance scientific knowledge through the conduction and dissemination of health promotion research.</td>
<td>a. Disseminate dissertation research through publication and professional presentations.</td>
</tr>
<tr>
<td></td>
<td>b. Initiate a program of study within two years of graduation.</td>
</tr>
<tr>
<td>2. Demonstrate leadership skills as nurse educators, researchers, and policy advocates for diverse populations.</td>
<td>a. Secure employment post-graduation as researcher, educator or policy-maker.</td>
</tr>
<tr>
<td></td>
<td>b. Hold leadership positions in professional nursing organizations.</td>
</tr>
<tr>
<td></td>
<td>c. Participate in political advocacy for populations with health disparities.</td>
</tr>
<tr>
<td>3. Lead and/or participate in transdisciplinary and community action research teams.</td>
<td>a. Develop a team of research partners, including members from disciplines outside of nursing within two years of graduation.</td>
</tr>
<tr>
<td></td>
<td>b. Participate in community service through research, community advocacy or other scholarship.</td>
</tr>
</tbody>
</table>

Table 1. PhD Program Goals and Related Student Outcomes
Advising

Each PhD student is assigned an academic advisor upon acceptance into the program. This academic advisor is responsible for working with each advisee to develop a degree pathway (program of study) that meets the student’s needs and program requirements. Advising is ongoing, however, at least once per semester it is advised during the designated advising period noted in the University academic calendar to meet with the advisor (in person, via Skype, face time, or phone interview) to discuss course offerings, emerging research ideas and upcoming scholarly events.

Course registration is conducted online with the exception of the first semester; typically new graduate students are encouraged to register on-site at the summer UMass Lowell Graduate Open House and New Student Registration. This is advertised each year at: http://www.uml.edu/grad.
Degree Pathway

Prior to the curriculum revision in 2012, the degree pathway included 60 credits. Students who had enrolled in the program as early as 2010 were allowed to switch to the revised curriculum of 48 credits. Most current matriculated students in the 60-credit program are in the dissertation phase. Thus the focus of this section is the 2012 revised curriculum. Table 2 reveals the differences in the 60 vs. 48-credit degree pathway.

<table>
<thead>
<tr>
<th>Original Curriculum 2011</th>
<th>Original Credits</th>
<th>Revised Curriculum 2012</th>
<th>Revised Credits</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS.7010 Philosophy of Science</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>Weekend Blended delivery</td>
</tr>
<tr>
<td>NURS.7020 Theoretical Foundations of Health Promotion</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>Weekend Blended delivery</td>
</tr>
<tr>
<td>NURS.7070 Epidemiology in Health Promotion</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>All online delivery</td>
</tr>
<tr>
<td>PUBH.5770 Biostats for Health Data (Stats 1)</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>Weekly evening class</td>
</tr>
<tr>
<td>PUBH.6890 Advanced Regression Modeling (Stats 2)</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>Weekly evening class</td>
</tr>
<tr>
<td>NURS.7160 Qualitative Research Methods</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>Weekend Blended Delivery</td>
</tr>
<tr>
<td>NURS.7060 Measurement</td>
<td>3</td>
<td>Unchanged</td>
<td>3</td>
<td>Weekend Blended Delivery</td>
</tr>
<tr>
<td>NURS.7030 Research in Nursing and Health Promotion</td>
<td>3</td>
<td>Changed – combined with old 33.709 to form: NURS.7310 Health Promotion Research</td>
<td>3</td>
<td>Weekend Blended Delivery</td>
</tr>
<tr>
<td>NURS.7090 Intervention Research</td>
<td>3</td>
<td>See above comment, Now integrated in new course NURS.7310</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS.7040 Research Methods</td>
<td>3</td>
<td>Changed: Combined with old NURS.7120 to form: NURS.7300 Quantitative Research Methods and Grantsmanship</td>
<td>3</td>
<td>All online delivery</td>
</tr>
<tr>
<td>NURS.7120 Grantsmanship</td>
<td>3</td>
<td>See comment above: now integrated in NURS.7300 new course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Credit</td>
<td>Change</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Three Cognate courses (dissertation-focused, advisor-approved)</td>
<td>9</td>
<td>Change – dropped from new program of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two electives (also approved by advisor but could be unrelated to dissertation)</td>
<td>6</td>
<td>Changed to one elective – requires advisor’s approval</td>
<td>Student choice with approval</td>
<td></td>
</tr>
<tr>
<td>New course: <strong>NURS.7130 Curriculum and Teaching</strong></td>
<td>3</td>
<td>Based on 2010 AACN report Weekend blended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New course: <strong>NURS.7390 Mentored Research Experience</strong></td>
<td>3</td>
<td>Based on 2010 AACN report Weekend blended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS.7370 Advanced Qualitative Methods - set up as potential alternate to NURS.7060</td>
<td>(3 – only used in place of NURS.7060)</td>
<td>This course has not had a sufficient demand yet – so has not been held</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course credit Totals</strong></td>
<td><strong>48</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation hours</td>
<td>12</td>
<td></td>
<td>9-12 (9 allowed only if student took an approved second elective in advance and completed the dissertation in 9 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Program Credits</strong></td>
<td><strong>60</strong></td>
<td></td>
<td><strong>48</strong></td>
<td></td>
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</tbody>
</table>

Table 2. Comparison of Revised 2012 Curriculum with Original Program of Study

Table 3 and 4 summarize examples of a full-time and part-time degree pathway in the 48-credit curriculum plan. The courses offered are subject to change and thus it is important to plan ahead with the advisor to ensure what course dates and times offered in the subsequent semester. The Saturday weekend-blended nursing courses are typically held on the first Saturday of the month unless it is a religious or state/national holiday weekend. In that event – the date will be postponed until the following week. Weekend class times are typically three hours (9am-12noon, 1pm-4pm or 4pm – 7pm) with a one-hour period for lunch and/or scheduled Colloquia for PhD students (12pm-1pm). Typically faculty members organize a plan for shared potluck lunches, including faculty and students, for all course-meeting days from 12-1pm. Two courses are typically conducted completely online (Epidemiology in Health Promotion and Quantitative Research Methods/Grantsmanship). Note: the two required statistics courses are not offered in the School of Nursing and thus the times for these two courses follow the traditional once/week in class teaching method, usually in the evening.
**PhD Program Grading Policy**

It is the School of Nursing’s policy that doctoral students must receive a B or better for all doctoral courses. All courses follow the grading scale below with the exception of the Mentored Research course (Satisfactory/Unsatisfactory grade) and the dissertation credits (PR= progress and final dissertation grade when completed =S). Transferred course grades are not included in the GPA.

A (4.0)  A- (3.7)  B+ (3.3)  B (3.0)  B- (2.7)  C+ (2.3)  C (2.0)  D (1.0)  F (0.0)

**Grading Scale:**

<table>
<thead>
<tr>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
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<tbody>
<tr>
<td>94 – 100 A</td>
<td>80 – 83 B-</td>
</tr>
<tr>
<td>90 - 93 A-</td>
<td>77 - 79 C+</td>
</tr>
<tr>
<td>87 - 89 B+</td>
<td>75-79 C</td>
</tr>
<tr>
<td>84 - 86 B</td>
<td>70-75 C-</td>
</tr>
<tr>
<td></td>
<td>or any grade below C-</td>
</tr>
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</table>

**Student Progression**

Full time enrollment requires enrollment in three courses (9 credits) per semester. Part-time students are expected to attend a minimum of two courses/semester in the first two years in order to follow the 5-year expected graduation plan for part-time students. The expected time to graduation for full-time students is three to four years. Exceptions will be made based on course availability and prior courses that have been transferred in. Courses taken prior to matriculation in the program must be transferred in during the first semester of acceptance. The University policy is a maximum of 24 credits can be transferred into doctoral programs but it is rare that more then 6-9 credits are transferred in due to the specific specialized courses in health promotion that we require. Courses cannot be transferred in if they were taken as credits toward a prior completed degree. All course transfers must follow the UMass Lowell policy: filing of a graduate academic petition [http://www.uml.edu/docs/petition_grad_tcm18-87176.pdf](http://www.uml.edu/docs/petition_grad_tcm18-87176.pdf) (Appendix A).

In addition, if the schedule of our offered courses does not meet the student’s needs, the student may submit an academic petition to request permission to take one of the required UML PhD courses elsewhere. This is not encouraged, as we want to ensure our cohorts stay together; however if there is a legitimate reason to do so, the student must submit an academic petition to request an alternative off campus course, along with the course syllabus. This is submitted to the advisor who will then submit the alternate course syllabus to the teacher of record at UMass Lowell to ensure that the course is equivalent. If approved, the PhD Program Director will then sign the petition.
Students are not eligible to progress in the School of Nursing PhD program if they receive lower than a B in a course. Students will receive a notice if they have not met the requirements for continuation in the program by receiving a grade lower than a B in any course. They also will receive a letter of warning from the University if their semester cumulative average falls below a B. They may submit a petition to the PhD Program Director to request consideration to repeat the course and continue in the program. If the petition is granted, the student will be on probation for a minimum of one semester and must meet with his/her academic advisor regularly to develop and implement a plan of action to be able to meet the conditions of probation and successfully continue in the program. If students receive a course grade lower than a B for a second time, they will be put on probation and will need to submit an academic petition to retake the course. If the student goes below a 3.0 for a third time, or receives a third lower than B course grade, the student cannot continue in the program.
<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Credit</th>
<th>Spring</th>
<th>Credit</th>
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<tr>
<td>YEAR 1</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>NURS.7010 Philosophy of Science</td>
<td>3</td>
<td>PUBH.5770 Biostats for Health Data</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(weekend blended format; 1 Saturday/month with 3 online modules/month) (blended)</td>
<td></td>
<td>(evening on campus)</td>
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<tr>
<td></td>
<td>NURS.7020 Theoretical Foundations of Health Promotion</td>
<td>3</td>
<td>NURS.7300 Quantitative Research Methods and Grantsmanship ONLINE</td>
<td>3</td>
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<tr>
<td></td>
<td>(blended)</td>
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<tr>
<td></td>
<td>NURS.7070 Epidemiology in Health Promotion ONLINE</td>
<td>3</td>
<td>NURS.7160 Qualitative Methods (blended)</td>
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<td></td>
<td></td>
<td>9</td>
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<td>Summer</td>
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<td>3</td>
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<tr>
<td>YEAR 2</td>
<td></td>
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<td></td>
<td>PUBH.6890 Advanced Regression Modeling</td>
<td>3</td>
<td>NURS.7060 Measurement (blended)</td>
<td>3</td>
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<tr>
<td></td>
<td>(evening on campus)</td>
<td></td>
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<tr>
<td></td>
<td>NURS.7310 Health Promotion Research (blended)</td>
<td>3</td>
<td>NURS.7390 Mentored Research Experience (web)</td>
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<td>NURS.7130 Curriculum and Teaching in Nursing (blended)</td>
<td>3</td>
<td>Qualifying Examination</td>
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<td></td>
<td></td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>YEAR 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS.7530 Dissertation Credits (Note: 9 credits allowed only if additional elective taken)</td>
<td>9-12</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>9-12</td>
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<tr>
<td>TOTAL = 48</td>
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Table 3. Sample Full-time Degree Pathway
<table>
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<th></th>
<th>Credit</th>
<th></th>
<th>Credit</th>
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<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>NURS.7010</td>
<td>Philosophy of Science (weekend blended format; 1 Saturday/month with 3 online modules/month) (blended)</td>
<td>3</td>
<td>PUBH.5770</td>
<td>Biostats for Health Data (evening on campus)</td>
</tr>
<tr>
<td>NURS.7020</td>
<td>Theoretical Foundations of Health Promotion (blended)</td>
<td>3</td>
<td>NURS.7300/ NURS.7160</td>
<td>Quantitative Research Methods and Grantsmanship ONLINE OR Qualitative Methods (blended)</td>
</tr>
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<td>PUBH.6890</td>
<td>Advanced Regression Modeling (evening on campus)</td>
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<td>NURS.7300/ NURS.7160</td>
<td>Quantitative Research Methods and Grantsmanship ONLINE OR Qualitative Methods (blended)</td>
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<td>NURS.7070</td>
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<td>NURS.7060</td>
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<td>NURS.7390</td>
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<td>NURS.7530</td>
<td>Dissertation Credits (Note: 9 credits allowed only of additional elective taken)</td>
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Table 4. Sample Part-time Degree Pathway
Choosing an Elective

In the revised 48-credit curriculum there is one elective. This can be taken at any time. It is listed in the Degree Pathway for Summer 1 however, in many cases, if there is not a good fit for one’s research interest available, it is best to leave it until summer 2 or another semester. With only one free elective, the student should really take some time and care to make this work to his/her best advantage. It should be closely related to one’s research topic of interest. It may be related to the topic content, a methodology or theory of interest, or related to a topic with broader but related implications, such as health literacy or health policy. The academic advisor must approve the elective. It should not overlap with the content of any of the required courses and should generally be a doctoral level course. In some instances, a graduate course that allows Master’s students may be allowed if the syllabus is reviewed and considered rigorous and the content is specific to the student’s interest area. The first step for the review process is to contact the instructor of the course and request a syllabus (it may not be current at time of request but that is acceptable for review). Then the syllabus is sent to the academic advisor for review. He/she may consult with the PhD Program Director in regard to the recommendation if there is any question. If the course is approved and is located outside of UMass Lowell, after completion of the course, the student is required to submit an academic petition with the official grade transcript to the PhD Program Director in order to get it transferred into the UMass Lowell transcript. The PhD Program Director will only approve courses for transfers that were pre-approved courses by the advisor.

Inter-campus UMass Course Registration

If students choose to take an elective or, in certain circumstances, a required course at another UMass Campus, they must fill out the UMASS Intercampus course Exchange Policy Registration Form prior to taking the course. The UMass Lowell PhD/Graduate Program Director and the Graduate Director on the host campus must sign the form before taking the course. Next it goes to both registrars at UMass Lowell and the host campus. This allows for an easy transfer of the course later directly into your transcript and you should just pay for the course through UMass Lowell. There are some instances where some campuses do not allow this, if for example it is an online course at some campuses or if it is a summer course. So you must check in advance with the host school. If they do not allow the use of the form, if permission is granted to take the course, the student may later submit the course, as a transfer via an academic petition, once the grade transcript is available. The intercampus form can be found in Appendix B as well as: http://www.uml.edu/docs/intercampus_course_exchange_tcm18-3533_tcm18-117530.pdf
Mentored Research Course Planning

The mentored research course was developed to address the American Association of Colleges of Nursing's (2010) recommendation to have mentored research experiences as a core curricular element in a research-focused doctoral program. This course is held in the last semester of course work and may be taken concurrently with other courses or during the qualifying examination process. The student chooses a research mentor and spends a minimum of 70 hours during the semester contributing to a research project. Interdisciplinary mentors who are part of a funded interdisciplinary team are recommended but it may also be an excellent experience to work with an experienced researcher on a solo project. The potential research mentor should be approached the semester prior to discuss the feasibility. At the beginning of the course, the student, mentor and course instructor sign a contract using a course template in regard to basic objectives and hours. Soon thereafter, the student writes up specific goals and a timeline to achieve those goals.

If the goals and objectives cannot be met within the semester, an incomplete may be an option if the objectives can be met prior to the final date to finish incomplete course work – during the subsequent semester (date posted on the academic calendar). See: http://www.uml.edu/Registrar/Calendars/default.aspx

In addition to the 70 hours of mentored research, this course meets once/month on Saturday for a three-hour seminar on selected research topics. Students are required to write a journal that is shared periodically with the instructor and keep a time log to ensure the hours are met.
Qualifying Examination Process

The qualifying examination (QE) is designed to determine the student’s ability to analyze and synthesize conceptual, theoretical and methodological knowledge as it pertains to health promotion within a substantive research area. The examination provides a method of assessment to ascertain if the student is ready to advance to the dissertation stage. It consists of two written papers, that are focused on one of three main choices including a:
1.) conceptual or theoretical paper;
2.) paper focusing on a methodological issue or problem; or
3.) review of the literature including a traditional integrative review of the scientific literature, a research synthesis paper, a meta-analysis or meta-synthesis.

Both papers will be original, critical evaluations that relate to the student’s identified research area.

Objectives

Specific objectives include that the student will be able to:

- Identify significant conceptual and methodological issues as they relate to a substantive nursing and health promotion content area.
- Demonstrate ability to organize and synthesize a relevant body of literature relevant to nursing and health promotion.
- Demonstrate capacity for original thought and in-depth knowledge of relevant concepts, theories and research methods.
- Demonstrate competence in writing two publishable papers independently.

Eligibility

Students are eligible to complete the qualifying examination after completion of all of the core courses (33 credits) OR may write them concurrently during the final semester of courses. Students must register for Continued Matriculation Status (CM 601.201) while completing the QE’s if all courses have been completed.

http://www.uml.edu/Catalog/Graduate/Policies/Registration-and-Enrollment-Policies-for-Graduate-Students.aspx

Overview of the Process

Students will plan with their advisor to determine the semester during which they will be eligible and ready to complete the QE. Once they are determined to be eligible, they will first submit an abstract for their two proposed QE papers to the PhD Program Director. The QE Committee reviews the abstracts.
If they are approved, the student may begin writing the papers. If they are not approved, the Committee will provide feedback to improve the proposed QE abstracts. This process will continue until the abstract is approved.

Papers are to be entirely the student’s conceptual work. Students should follow the University policies for academic integrity: [http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx)
The student has an entire semester to write the papers, which are due on the last day of classes for that term. Papers handed in after that date will be accepted but not reviewed until the following semester.

The PhD Qualifying Examination Committee reviews the papers, which are graded as Pass, Conditional Pass or Fail. If a paper is a pass, there may be minor edits shared to help the student’s ability to publish the article. If there is a conditional pass, there are minor revisions that the student must attend to and resubmit to the Committee or PhD Program Director. The Committee will decide if the entire Committee or the PhD Program Director must review the minor revision. A failure has major issues and must be resubmitted to the entire committee. If a student fails one of the qualifying examination papers, he/she has one more chance to complete that qualifying examination paper. If one or both papers has/have been submitted two times and remain a failure, the student is not allowed to progress in the program.

One extended due date for QE paper submission may be granted at the discretion of the PhD Director. However, if students have not completed their papers within one year after abstract submission, they are required to revise and resubmit their abstract proposals. There is an eight-year limit for the entire PhD program so this must also be given consideration. In addition, students may submit abstracts the semester prior to the planned writing in order to have time during the semester break to work on the papers. The last time for submission is one week prior to the last PhD meeting for that semester.

**Guidelines for Abstract Submission**

Prior to submission of the detailed proposed abstract, the student may discuss general ideas with faculty; however faculty members do not provide extensive tutoring with the abstract development or early draft reviews. At this stage it is an expectation that students will be able to determine two topics to write on that will further their own progress toward the dissertation phase. Faculty input will be provided after the abstract submission.

Each student must write one abstract for each proposed QE paper idea (total of two separate abstracts). Each abstract should consist of 2-4 pages (double-spaced), with an overview of the student’s proposed paper idea with a clear problem statement, purpose statement of proposed paper and a
methodological strategy. It is NOT a research abstract that typically has a one-paragraph limitation. The page range does not include a required cover page with a title of the proposed paper, reference page or any other supporting documentation (charts or figures). A reference list of cited references, using APA format, is also required. If students have not mastered APA at this point, the abstract will not be acceptable. While the reference list will not be exhaustive in the abstract, it should be adequate to justify the need for the proposed paper and be able to provide evidence that there is adequate literature available to meet the aims of the paper. There is no set organization for the abstract; this will vary according to the topic and type of paper being written. The abstract should include the targeted journal that the papers would be appropriate for. The organization of the paper would then follow this journal’s guidelines as well. In addition – any methodological guidelines anticipated in the paper must be clearly identified. While there is no specific number of references in the proposal, it is expected that a minimum of 5-10 references are included.

Abstracts must be submitted to the PhD Program Director either:

1. By the last day of class during the semester prior to anticipated writing; OR
2. By the end of the first 2 full weeks of class during the actual semester of the writing period and completion.

The QE committee will review submitted abstracts within a month after submission and give approval or non-approval. If an abstract is not approved, the QE Committee will provide general recommendations for improvement. The student will have the opportunity to resubmit his/her QE proposals until they are acceptable. Note that there is typically a one month time period between the submission of the QE proposal and papers and the committee reviews. The committee is not active in the summer. As noted, there is no limit on the abstract proposal submissions. Once the QE Committee approves the ideas for the abstracts, the student may proceed to the writing phase. Criteria for approval for the abstracts include:

- The need for the paper is justified by the literature
- The writing of the abstract is clear and concise
- There is adequate literature to support the methods of the paper (e.g. in a research synthesis – be sure to document that there are adequate references in the topic area)
- The references are current and reflect the state of the art literature (within last 10 years except for seminal historical literature cited)
Guidelines: QE Paper Format and Submission Process

Each student will write two QE papers choosing from two of the three categories noted. Each paper should be 12 - 15 pages, double-spaced (not including title page, abstract, figures, tables, or references in the 12-15 pages). APA format should be utilized. Students should identify an appropriate journal for publication.

Students submit one copy of the paper to the Graduate Program Director electronically and then immediately submit each paper as a first-time submission to the Turnitin.com site established by the PhD Program Director for QE examinations. Each semester the Turn-It-In course number and password will change.

**Theoretical/conceptual paper:** This paper should provide a critical understanding of a concept, construct or theory. It should include the philosophical basis of the concept, construct, or theory and its relevance to the health promotion topic of interest. Examples could include a concept analysis, an in-depth exploration of a theoretical model for its utility in a health promotion topic, or comparison of two theories in the literature as they explain and predict a health behavior.

**Methods Paper:** This paper should examine a methodological approach or issue relevant to an identified health promotion problem. Examples include a report of a novel methodological approach appropriate for the student’s area of interest; psychometric evaluation of an instrument, a novel statistical analysis procedure; in-depth examination of a tool used across groups; or an instrument development proposal.

**Review of the Literature:** This paper should represent a state of the art synthesis of the scientific literature on a specific topic related to health or health promotion. It should be written at a high level of synthesis, and not a report of individual, sequential summaries of research studies. The review may be a general review of the scientific literature, a research synthesis/integrative review, an intervention synthesis paper, meta-analysis or meta-synthesis. Examples may include a review of the literature on self-care management of adults with a specific chronic disease; a research synthesis of studies that examined quality of life among residents in a long-term care facility; a research synthesis of interventions to reduce specific health risks among a target population; a meta-analysis of studies that examine factors related to the onset of depression in adolescents; or meta-synthesis of qualitative studies that examined the phenomenon of healthy aging.
Criteria for Evaluation for QE papers
The QE papers will be reviewed by the Committee in relation to the:

- Clarity of writing
- Ability to conceptualize and analyze a topic in depth
- Capacity for original thought and substantive knowledge in a focused area
- Integration of the state of the art knowledge.
- Ability to write a paper of publishable quality using APA format.

There is no oral examination; however a QE outcome meeting will be scheduled within two weeks of the exam review. Each paper is evaluated as a pass, conditional pass or failure. Successful completion of the qualifying examination (both papers) admits the student as a candidate for the PhD degree, PhD (c). If the student fails one or both of the papers, he/she has the right to retake the failed QE again by the end of classes of the subsequent semester. He/she may elect to revise the original submission or choose another topic. If a new topic is chosen, the student is required to submit a new abstract for review and approval. Successful passing of the exam requires that both papers are approved. Students may not progress in the program if they have failed the QE process (one or both exams) for more than two time periods, as noted. Thus if a student fails one of both of the two QE papers in the first time period, this is a failure and he/she must resubmit the failed paper/papers (time period 2) by the end of the subsequent semester. If after the second time period, the student does not pass one or both of the failed QE papers, the student will no longer be eligible to progress or remain in the PhD program.

PhD QE Committee

The Committee consists of two to three faculty members, including the PhD Director. The Committee is appointed by the PhD Program Director and will typically be comprised of members of the PhD Program Committee or those that are active in the PhD program in other ways (e.g. dissertation committee members, PhD course teachers, colloquia presenters). In addition, a PhD QE ad hoc QE Committee member may be appointed by the PhD Program Director based on specific expertise related to the QE papers. The vote for the pass, conditional pass or failure of the papers must be reached by a majority of the QE Committee members.
Publication of QE Papers

Students are strongly encouraged to submit successful QE papers for publication! This is not required as part of the approval process however. QE paper submissions are not a joint effort with faculty however as it should represent the student’s individual effort.

Dissertation Process

When to Begin?

It is highly recommended to think about your general research broad area starting in the first semester. This does not mean that you will know what your study will be but try to choose paper topics in your related field to expand your knowledge in a focused area. You may want to discuss your evolving ideas with your advisor each semester during your advising time or make an appointment to meet with other faculty periodically to discuss ideas. Most students are still refining their research question once in the dissertation phase however, so do not expect too much of yourself ...too early!

Proposal Stage

You are ready to begin your proposal phase once you have completed all coursework and successfully passed the Qualifying Examination. The first challenge is to choose a Chairperson. You may have already connected with someone by this time but, if not, it is time to make an appointment with tenured faculty who may have a similar research area of interest or expertise in the method you are planning on, or expertise in a theory that you are considering to use. It is recommended to get advice from your academic advisor at this point as to where to start. It is typically best to stick with tenured faculty, although in some cases, this may not be relevant (for example if an experienced researcher is hired with expertise in dissertation advisement but has not come up for tenure yet or perhaps a junior faculty is close to the process of tenure and has been research active in your area).

The list of tenured faculty varies year to year. As of May, 2015 the list includes: Dr. Karen Devereaux Melillo (Interim Dean), Dr. Lisa Abdallah (Chair), Dr. Shellie Simons, Dr. Margaret Knight, Dr. Ainan Koren, Dr. Barbara Mawn (PhD and Graduate Program Director), Dr. Jacqueline Dowling (Baccalaureate Program Director).

A list of the entire faculty is on the web:
http://www.uml.edu/Health-Sciences/Nursing/faculty/default.aspx. In addition, a brief summary of faculty research interests is readily available on the School of Nursing web page:
If you have successfully passed your QE in a spring semester and plan to start dissertation courses in the fall semester, then it is advised that you make appointments with several faculty members to discuss their possible willingness to serve as a Chair or Committee member in the late Spring. You only need a Chairperson for the committee to register for the dissertation course, NURS.7530.xxx (the extension will be specific to the Chair). The rest of the committee can be finalized in the early part of your first semester of your dissertation credits. You should present to the faculty whom you are interviewing, a one-two page “white paper” of your research question ideas and potential methods. This helps them to think in advance of what contributions they can make. Remember to present yourself in a positive and confident way – this is an honor for faculty, not a burden!

Once you have found a Chair, it is good to know his/her expectations in advance on many issues:

- Turn around time (you should not expect quicker than 2 weeks for any draft reviews)
- Authorship on future papers related to the dissertation (most expect second authorship on all papers and presentations)
- Availability during summer and other break time (most are not available or only for a limited time during breaks)
- Expectation for proposal hearing (it is generally expected to happen at the end of the first dissertation course)
- Recommendations for other committee members
- Frequency of meetings during the proposal development phase (meetings can be in-person or virtual)
- Development of a plan to reach the proposal hearing date in first semester and a tentative time frame for the entire study through to defense!

**Choosing your Committee Members**

There is a minimum of three dissertation committee members in total. The Chair must be a nursing faculty member (or Dean) from UMass Lowell School of Nursing. The second committee member must be a nurse faculty member from UMass Lowell OR any of the other five Schools of Nursing in the UMass System (includes Boston, Worcester, Amherst or Dartmouth). The third member must be from outside the School of Nursing at UMass Lowell. It is recommended that it is an interdisciplinary member but this is not required. It could be a third nurse faculty member from outside UMass Lowell.

In summary form:

Our policy is to have a minimum of three committee members. They must include:
1. The Dissertation Chair – must be a nurse with a research-focused doctorate and an active UML member of the School of Nursing faculty.

   Note: If the proposal hearing has been successfully completed – and the Chair decides to leave UML or retire – if the faculty member agrees, he/she can remain as Chair. He/she may also have the right to step down if he/she is leaving the University. If the proposal had not occurred and been successful – a new faculty member must take over the Chair role.

2. A nurse researcher/faculty member (may be emeritus) who is on the faculty of one of the 5 University of Massachusetts Nursing programs.

3. External Committee member: A researcher from nursing or another field who is a faculty member outside of the UML School of Nursing. The external member may be within UML but from another discipline or from outside of UML at another university. In addition if the outside member is not in a current faculty member position but has the appropriate credentials (PhD, MD etc.) to contribute to a research dissertation, this is allowed. A nurse with a DNP may be qualified if he/she has demonstrated a high level of research activity through grants, and research-based publications. Interdisciplinary committee members are highly encouraged.

   A student may have an additional 4th member of the dissertation committee if it is absolutely deemed necessary. It is not recommended - unless necessary to meet the requirements and needs of the student's research. There should be content and methodological expertise as well as statistical expertise if a quantitative method is chosen that is beyond the level of the Chair's expertise.

   Once you and your Chair agree on potential committee members, then you approach them (in person if possible or via email is acceptable) to request consideration to be a committee member. You need to give them a good idea of what you are planning to do so the "white paper" summary will be important to send to them as well. I suggest sending them a request to consider serving on your committee and offering to meet with them in person (if feasible) or on the phone/Skype so you can have a conversation with them before they respond to your request. When you ask any potential committee members who are not part of the UMass Lowell School of Nursing faculty, you must tell them that there is a review process and you need to request their CV. This gets submitted to your Chair who will start the paperwork for the Dissertation Committee Review form. You will need a draft dissertation title for the form. The PhD Program Director and School of Nursing Chair make the final approval of the Committee.

   If all potential committee members have agreed to be on the committee – the next step is a formal review and approval. There is a Dissertation Committee approval form template that needs to be generated by an administrative assistant that includes: (See Appendix C).
• Student Name and ID
• Proposed working title for dissertation
• Proposed Committee Members and their roles (Chair, second nursing member outside member)
• The outside member’s CV’s must be attached to this form and given to the PhD program Director and then the Chair of School of Nursing for review and approval.

Registering for Dissertation Credits

In the revised PhD curriculum, which was effective in fall, 2012, there are 9-12 dissertation credits required. The earlier 60-credit program had 12 dissertation credits with no leeway. The 9 credits are allowed in the new model only if the student also took an extra, approved elective (2 electives vs. one) AND the student finishes the dissertation within 9 credits (typically 3 semesters). The final total number of course credits, including dissertation credits, must be 48.

Typically, the student registers for 3 dissertation credits in the first semester during the proposal stage. It is the goal, as noted, to have the proposal hearing at the end of the first semester of three dissertation credits. The course number for PhD dissertation is: NURS.7530.xxx. The section number (last three digits represented by xxx here) is unique to the faculty member. Faculty must also give a unique permission number to students each semester in order for them to register.

Students are allowed to register for up to 9 dissertation credits in a semester. This would be unusual but may be necessary for international students who must be registered for 9 credits throughout their program with the exception of one to two approved reduced-load semesters if they have finished all course work and dissertation credits. The course number is typically NURS.7590.xxx for the 9-credit course – with the faculty’s unique section number at the end.

There may be cases where a student registers for 6 dissertation credits – for example, he/she has completed the proposal in the first three credits in a spring semester, does not need IRB review (exempt) and is using secondary data so can work on the analysis all summer and is ready to write and defend in the following Fall. In that case, she/he could register for the remaining 6 credits (if two electives had been completed) or 9 credits if it was anticipated that the defense will be at the end of the Fall (did not take 2 electives). This is very rare but has happened. The course number for 6 dissertation credits is typically NURS.7560.xxx (faculty’s section number).
Sometimes the registrar allows the student to register for dissertation credits from 1-9 credits using the NURS.7530.xxx dissertation course number; this may vary by semester.

Students must be enrolled in dissertation or continued graduate research course credits while actively working on their dissertation. They cannot take more than 12 dissertation credits in total. If you are still actively working on your dissertation with your Chair after 12 credits (it happens!) then you must register for Continued Graduate Research course credits – a course set up for this problem. It most likely will need to be set up with the graduate registrar by the Chair as it is not automatically set up (as dissertation credits are). This course number is typically: NURS.7630 (1-3 credits). If you are actively working with your Chair, you may be required to register for 3 credits; it is up to the Chair to decide on the number of credits you must register for. If you decide to take a break (not advised!) and are not planning to work on your dissertation mid-way, you could request to sign up for Continued Matriculation status (CM 601.201). But be aware that this means:

1. The student is graduating that semester and has finalized the dissertation the semester before but not in time to graduate. (Recommended to use in this case!)
2. The student needs to take a break/leave for a semester and is not working on the dissertation with the Chair.
3. During continued matriculation, students lose all University privileges including library and email so this is why it cannot be used while they are still actively working on the dissertation.

It is important to know that you must be registered for something (a course or continued matriculation status) during the semester that you plan to graduate. More on this is available at: [http://www.uml.edu/ISSO/Maintaining-Status/continued-matriculation.aspx](http://www.uml.edu/ISSO/Maintaining-Status/continued-matriculation.aspx)

**Grading Dissertation Credits:** Each semester, students should be graded with a PR for dissertation or continued graduate research courses assuming that they have made some progress. If you have made unsatisfactory progress you may get a “U” grade (unsatisfactory). A NC is a grade for no progress at all. In most cases, the PR is given meaning some progress is made. Once it is the final semester of credits and the student is to graduate – you will get a final “S” grade – for satisfactory completion.

See grad registrar info on grading: [http://www.uml.edu/Catalog/Graduate/Policies/Grading-Policies.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Grading-Policies.aspx)
Proposal Development

It is helpful to set up an initial planning meeting in person with your Chair at the beginning of your proposal development semester (first dissertation course credits). At this time, it is suggested to set up a timetable for your proposal hearing, potential committee members and a set meeting plan for the semester. Subsequent meetings can be via phone or Skype if that best suits your time management but the important thing is to have regular, ongoing advisement in this semester to help you meet your goal of a proposal hearing in the first semester. In addition, there may be ongoing review of emails that have bits and pieces of your developing ideas on a weekly basis. Once your committee is formed, it is also recommended to meet with them on occasion as needed and to keep in contact with them in terms of your progress so they know when to expect your first dissertation proposal draft. The other committee members are to be seen as advisors and consultants who read the more polished drafts and give feedback and comments. It is the Chair who decides when your drafts are ready for their review.

As you plan your timetable, keep in mind that it is an expectation that it will take the Chair and committee members at least 2 weeks to review drafts. Sometimes the Chair may try to turn the work around more quickly but that may not be possible. If you have submitted a draft for review, it is best to respectfully request a two-week period to review and ask up front if they cannot to let you know, so you can plan accordingly. It may be that you need to revise based on feedback from two committee members and resubmit again rather than wait for a month from a second or third committee member who is unable to read your draft at that time. Also if you have not heard back from a committee member and they had not anticipated they could not do a 2-week review – then it is ok to send a gentle reminder.

Proposal Format

Once the topic and basic research question(s) have been decided on, it is a good idea to discuss the final format of the dissertation with your Chair. Effective spring 2015, students may opt to write a traditional dissertation or write their dissertation in the UMass Lowell Multi-Monograph alternative format. This alternative format results in two or three papers (our PhD School of Nursing policy requires a minimum of two papers) – written in article format in ADDITION to a general introduction and conclusion chapter for the final dissertation. The traditional and multi-monograph formats are described in the UMass Lowell thesis guide (latest version 2012):

Regardless of which format is chosen, the proposal is written using the same format. There is no difference in a proposal that uses the traditional vs. alternative format. You should use the technical
specifications related to formatting in this guide as well for the proposal (title page, chapter headings, headers, pagination, etc.).

The Proposal consists of two chapters:

I. Introduction (includes an introduction, significance, identification of problem statement, research questions, and hypotheses (if applicable), study purpose and the lit review).

II. Methods (includes study design, proposed sampling method, measurement, instruments (if applicable), study protocol including informed consent considerations and recruitment, proposed data analysis methods, study limitations).

If the student chooses the 2-3 article final format, it is the Chair and committee’s decision as to how many articles will result for the final dissertation: two or three. This is often best finalized at the proposal hearing with all committee members present. If the Dissertation Committee agrees, one of the required papers can be a previously published paper while in the PhD program that is directly related to the dissertation topic OR it can be a revised version of a QE paper. If the Dissertation Committee agrees that a published paper can count toward the multi-monograph dissertation requirement, then this paper would be referenced in the introduction of the final dissertation but not included for copyright reasons within the final dissertation that is later bound. Also students are advised to pay for the copyright of their final dissertation, as this could be an issue later when they submit one of the articles for dissertation that was published in the UML dissertation that will be readily available through dissertation searches.

It is recommended that you write each week, each day if possible, and submit drafts in sections to help you move along. You and your Chair should work on an outline together so that you have clear guidance as you begin to write. It may help to focus on one Chapter at a time. That way when the Chair is reviewing CH 1, you can start to work on CH 2. The student needs to verify with the Chair and all committee members what format they prefer – hard copy sent and/or electronic copy. Some prefer to have both on hand.

Proposal Hearing Process and Guidelines

The hearing date is often set in advance during the same semester as the anticipated hearing date. This is to prevent last minute scheduling conflicts among the committee when the student is ready. Because the dates are determined before the final draft has been approved, the Chair must make this decision. Therefore the date is considered “tentative” until the Chair and Committee agree that the student is indeed ready for a hearing. The graduate program administrative assistant must send notices of invitation two weeks before the hearing. Also at this time, the grad assistant will prepare the hearing
report form. For this he/she needs the list of your Committee members and where they are from, identification of Chair, and title of the proposed study. The invitations are sent to all nursing faculty, the Dean of Nursing and College of Health Science and all PhD Students. Also the student works with the Graduate administrator to book a “smart classroom” for the hearing.

The proposal hearing is a 2-hour formal meeting attended by the student, Committee Chair and committee members. The committee members may be “present” virtually with some sort of AV access (Go-to Meeting or Skype) preferable to telephone conference call presence. The Chair and student must be present physically! It is recommended to have an IT tech from UML present in the room initially to ensure that the start up of any added communication mechanism is smooth. The IT person should contact the outside person 15 minutes prior to the start to ensure it works. The committee members who are attending virtually should have been given explicit directions prior to the hearing date by the graduate administrative assistant, with a possible test run if the committee member is unfamiliar with the technology. Also it recommended that the student have a working phone number to contact ALL committee members in the event they are coming in person but are late or they are attending electronically and lose contact. Also be sure to send the PP the night before to any committee member attending electronically in case he/she needs to view it from his/her own computer.

The hearing can be scheduled from Monday- Friday, 8am – 5pm during the academic year. Summer hearings and defenses are not allowed in our School as the majority of faculty members are on 9-month contracts. It is also expected that either the Chair of the School and/or the PhD Director is able to be present. Once the date is secured – the PhD Director and Chair must be notified immediately to save the date.

Once the student is ready for a hearing, he/she must have a final draft of the proposal printed and bound (ring binder at Staples or equivalent low cost copier) and sent to committee members – **with one extra copy going to the School of Nursing**. This extra copy is to be kept in the Nursing Office so that the PhD Director, Chair or other faculty who plan to attend the hearing can read it in advance, if they so choose. The PhD Program Director later stores these for future reference for other students. The student needs to get the best working address from the committee members (home or work) to mail these to and they need to arrive **two weeks prior to the hearing date**. Many committee members also may request an electronic copy as well. And occasionally they prefer only an electronic copy but it should be assumed that a hard copy is sent to them unless otherwise requested.

In preparation for the hearing, the student prepares a PP presentation that should last no more than 30 minutes. This will allow plenty of time for questions and discussion. The student should print out copies for the committee and, if possible make extras for anyone else attending (10 extra copies are
usually sufficient). If an outside member is attending virtually, the PP is sent electronically in advance, as noted. The Chair may elect to help review the PP in advance, that is a personal preference.

At the hearing, the Chair starts the proceedings with a welcome and introduction of the Committee members and student. The Chair also introduces the PhD Director, Dean, Chair and/or other faculty members present. It is not customary to introduce students and family members present, but a general welcome to all is given. Some students like to invite their family members, which is ok but remember – young children are not appropriate and very older adults may find it difficult to sit through for 2 hours. After the introductions, the Chair sets the rules for this hearing and then it is your turn to present the proposed study to the committee. They are your audience, not others who come to hear you…..so you are speaking to them and assuming they read your proposal which is why you do not need to do an in-depth lit review at this time. Summarize it briefly and focus most of your proposal on the actual methods you propose to carry out.

After your presentation, the Chair will lead the discussion and questions among the committee members and then, if time, entertain questions from faculty and/or students present. Once the question period is over, as determined by the Chair, everyone present leaves the room, including you - the PhD student, while the committee deliberates on the result of the hearing. After the Committee deliberates, the student and others are asked to return. The student is given the result of the committee: Pass, Pass with Conditions or Failure. All committee members sign the form. If one is not present the Chair gets the member's email or Fax to get the signature within 24 hours, if possible. The signed form is eventually placed in the student’s academic record. See Appendix D.

Note: it is extremely rare to fail a hearing or defense as the Chair would not allow you to move forward if you were not ready.

If the result is a pass, the student is ready to prepare for IRB review as soon as possible. IRB review has to occur after a successful proposal hearing. The student may be given minor edits to clean up in preparation for any later writing, but as long as the edits are minor, it can still be a pass.

If the result is a conditional pass, the student is given a verbal summary of the major issues that need to be addressed at the hearing. Within 24 hours, the Chair follows up with a written summary of the conditions for passing. The committee decides – if the revision needs a full review by all members or only the Chair. A conditional pass does not need a second hearing.

If the result is a failure, the student will be given instructions as to what needs to be revised and a plan devised with the Chair as to how to plan for a second hearing. Only two hearing are allowed. If the student fails two proposal hearings, he/she is no longer able to remain a PhD student in the program.
**IRB Review Process**

The IRB review is conducted after the successful proposal hearing. This is to reduce the number of changes and amendments to the IRB if the hearing followed the IRB process (as it did in the past at UML). The Chair is considered the PI in all student IRB proposals. However, it is the PhD student who does the work and then submits to the Chair for review and approval before the Chair submits the application to the IRB.

If the student is doing secondary data analysis, the student must fill out the IRB Exempt status form and submit to the Chair who will submit the form. This is generally a very fast and relatively easy process. Most PhD projects that are not secondary data analyses are typically categorized as “Expeditied” reviews. This may take several months back and forth during the process of review; students need to be prepared for this. Students should be encouraged to read carefully all the IRB materials on Human Subjects Research to minimize returned proposals. A “full review” is required if the student is conducting a study with vulnerable populations or involved in a study that could potentially cause harm. This review may take several months - up to 6 months in some cases.

The student should read all the related information on the IRB website prior to starting to write the IRB application.


In addition, before you even start the IRB process – make sure your NIH or CITI human subjects research certificate is up-to-date (every 3 years needs renewal). That would be the first step prior to IRB submission as it is required. Also be sure your Chair’s certificate is up-to-date, as the application requires his/her date of completion as well.

If students are working on data that have been approved by an outside IRB, then they can apply to have the original IRB as the lead IRB agency. There is a specific form, the Collaborative Institutional Agreement form for this available on the IRB webpages. It requires IRB signatures from both IRB’s – UML and the outside agency. http://www.uml.edu/Research/OIC/human-subjects/forms.aspx

**Dissertation Stage: Keeping on Track**

Once the IRB is approved – you are ready to go!!! You can now start to recruit subjects or collect data or start to examine the data if the data have been previously collected. It is good to establish a plan at this point about meeting times with your Chair. It may need to be flexible but always the eyes should be on the projected end date....and how to accomplish that goal. During this period, communication
should be at least every 2 weeks and more often if needed. Often there are numerous emails in between. Typically a Skype or in-person meeting every 2-4 weeks is helpful.

**Data Analysis Support**

If you are doing quantitative analysis, it is recommended to have a “stats person” on the committee. This person becomes a key player during the analysis phase. Some students have thought about just having a stats consultant on the side but this person will have no legitimacy during the proposal hearing or defense so best to keep a stats person as a committee member, if appropriate. Even with this support, you are expected to be prepared to take a stab at doing the analysis yourself and not expecting someone else to do it. The “stats person” is not always a statistician, it may be a psychologist who is a whiz in the type of the analyses that the student is doing or it may be a nursing faculty who teaches stats…. etc.

If you are conducting a qualitative analysis, it is recommended to have your Chair knowledgeable on this method so he/she can perform an independent analysis on a subset of the transcripts (usually 1/3- ½ of the transcripts depending on the number of interviews). This helps later when you are identifying and labeling themes to have someone who truly gets a sense of the data. It can serve as a means of validation or it can help you to reframe your preliminary analysis in a different way. Generally other committee members are not expected to do this level of detailed analysis.

**Writing and More Writing**

It is recommended that you write nearly everyday – even if it is brief. Some students experience writer’s block during this period. Keeping your calendar and timeline in front of you helps....this includes the dates earmarked for the 2 week turn around for each draft....typically at least 2-3 drafts/subsequent revisions go to the committee (assuming a very careful initial review and revisions after the Chair’s first review). When you postpone the writing, you need to realize that you will not make your target date of graduation. If you do not produce the work in a timely manner, you can’t try to push it through at last minute – it will not be a quality product. It is difficult when you procrastinate but then almost catch up but then it would require the committee to review the materials in less than a week. You cannot expect the committee to step up so you can graduate on time; it does not work that way. You need to be continually productive if you want to succeed. This is a common problem so beware and get counsel from your Chair as needed on this often! Also it works well to have a student support group if others are also in the writing and analysis phase.
UML Thesis (dissertation) Guidelines

As noted in the proposal section, you now have a choice: the traditional dissertation format or the multi-monograph alternative format.

Traditional Format

The traditional format follows the chapter format in the thesis guide. Each chapter is lengthy and describes each section in great detail. There is no page cutoff; dissertation lengths in the School of Nursing have ranged from 125-300 pages! This is the traditional format and has served our students well. However, it is challenging to then write a 15-page article (or more) after the inclusion of all the details that have been deemed essential in the large printed volume.

Article/ “Multi-Monograph Alternative” Format.

If a student chooses the article format, the committee must know and approve the choice of articles in advance prior to the writing. The recruitment, data collection and analysis are not different in the two dissertation styles. The only difference is in the presentation of the final results. The drafts for review by the committee should include not only the 2 papers but also:

- A General Intro Chapter (which would include the general problem statement, significance of the problem, and a description of the two articles that will describe the results)
- The two (or 3) manuscripts written in 15-20 page article format
- A general conclusion chapter
- Relevant appendices.
- Please review Appendix I for the School of Nursing guideline for the alternative monograph format which is more structured than the university thesis guidelines. The School of Nursing format should be followed.

A final draft (regardless of format chosen) is to be submitted to the committee 2 weeks in advance of the dissertation date. It needs to be sent in a bound format, - for both the traditional and alternative formats. If committee members request an electronic format, that is also sent. In addition an extra bound copy of the final dissertation must be submitted to the School of Nursing office for faculty review. Refer to the UML Thesis guidelines for chapter format as well as numerous other regulations for the bound dissertation. APA is required in the dissertation unless it contradicts the UML guidelines, which supersede APA requirements. See the guidelines for the detail in terms of required cover page and other required formats:

Note the cover page is typed by the student and brought to the defense by the student to obtain all committee signatures. If a member is not physically present to sign, accommodations must be made for a direct signature through express mail. Faxed and electronic signatures for the cover page are not acceptable. This signature page will be submitted to the library along with any edits taken care of for the final permanent dissertation. Both dissertation formats will ultimately be bound in the blue volumes and will be available electronically in the same manner.

**Dissertation Defense Process and Guidelines**

Once your Chair determines that you are making adequate progress and likely to be able to defend in a semester, he/she will give the go-ahead to you to try to find a defense date. The use of [http://www.doodle.com](http://www.doodle.com) facilitates finding a mutual date among you and your committee members. Again, this decision is the Chair's to make and he/she may consult with other members at this point or not. The point is that the defense should not happen if all of the committee members are not in agreement that the student’s work is defendable. The Chair may opt to contact the other members prior to the defense with or without the student to be sure that they agree the student is ready to go forward. If a date has been set and the student does not have a reasonably good draft ready 2 weeks prior to the defense, the defense is cancelled.

The student requests that the graduate administrative assistant secure a room once a date is established. The student requests that the administrative assistant type a dissertation defense form as well. This is different from the front cover page that the student will bring on good quality paper as recommended by the thesis guidelines. Again the student supplies the title of dissertation, identifies the Chair and all committee members and their affiliations at this time. The time frame for the dissertation defense is 3 hours (vs. 2 for the proposal hearing).

The process and procedure for the defense is similar to the proposal hearing except that you have more time to present this time: 45-50 minutes max vs. 30 for the proposal. The Chair serves as a time-keeper and gives a 5-minute warning at 45 minutes.

The procedure of the dissertation defense follows a similar pattern as the proposal hearing:

- The Chair welcomes all and introduces the committee and the student. This introduction of the student is a bit longer than at the proposal. The past degrees and where the student graduated is typically noted, and any special talents or accomplishments are often mentioned.
- The Chair gives a reminder that everyone present must stay for the entire defense, it is too distracting to leave in the middle. People can leave after the question period however when the
student and others are asked to leave while the committee deliberates. So if anyone needs to leave before the completion of the presentation and questions, he/she should leave before the process begins.

- A reminder to turn off cell phones is given by the Chair.
- The student will first present his/her dissertation for no more than 50 minutes - without interruption, even by the committee.
- The Chair will give a 5 minute warning after 45 minutes of presentation.
- There is no food allowed to minimize distractions. Often the student brings water, which is allowed, but it is not required.
- Immediately after the presentation, the Committee members only ask questions – typically starting with the external committee member(s).
- The questions are a dialogue back and forth with the student. The committee can ask questions at any time they want to but the Committee Chair leads the discussion and question period.
- It is at the discretion of the Committee Chair if there is time allowed for questions from others who are not on the committee. If so, questions would be solicited from the School of Nursing Dean, Chair, College Dean or PhD Director and then from faculty present. Only if time allows, students may ask questions.
- Once the question period is over, as determined by the Chair, everyone present leaves the room, except for the Committee, including you – the PhD student, while the committee deliberates on the result of the defense.
- After the Committee deliberates, the student is asked to return. Others may come back into the room at this time.
- The student is given the result of the defense: Pass, Conditional Pass or Failure.

If the result is a pass, the student has successfully completed the dissertation phase! There may be minor edits shared which must be integrated in the final dissertation (traditional format or non-traditional format) which is given to the library in order to graduate. The due date that the library needs it is found on the Intent to Graduate Form for that year: http://www.uml.edu/docs/clearance_form_tcm18-3565.pdf (see 2015 example, Appendix F).

If the result is a conditional pass, the student is given a verbal summary of the major issues that need to be addressed at the end of the defense. Within 24 hours, the Chair follows up with a written summary of the conditions for passing. The committee decides – if the revision needs a full review by all
members or only the Chair. A conditional pass does not need a second defense. If the result is a failure, the student will be given instructions as to what needs to be revised and a plan devised with the Chair as to how to plan for a second defense. Only two defenses are allowed. If the student fails the dissertation defense twice, he/she is no longer able to remain a PhD student in the program.

**The Dissertation Defense Presentation**

The student’s oral presentation defense will be quite similar no matter if a student chose the traditional format or the alternate article format. It is still a presentation of the findings of the study presented in 45-50 minutes. It should include a brief overview of the following. The Chair can modify this as he/she sees fit:

- **Introduction and Problem Statement**
- **Research Questions and Study Purpose**
- **Literature Review** – very brief – this is often a problem that students spend too much time on this section!
- **Theoretical/Conceptual Framework** (if applicable)
- **Methods**
  - Design – with specific hypotheses related to each research question identified
  - Sampling & recruitment method, IRB adherence
  - Protocol
  - Measurement
  - Data analysis methods
- **Results**: sample characteristics and then study results (based on hypotheses if a quantitative research study).
- **Discussion** (includes implications for nursing practice, health promotion, and policy with limitations identified at end)
- **Recommendations for future research and practice** if applicable
- **Conclusions** (note the thesis guide reverses these last 2 steps in the traditional written bound dissertation so be sure to keep to that format for the traditional written dissertation, if chosen, but for the presentation this follows in a more natural order).
Forms to Sign at Defense:

1. The front signature page of committee members stays with the dissertation for final binding. The student types this up and brings to defense. It must follow UML thesis guidelines format. Best to use just one main dissertation title if using the monograph format (similar to traditional format title) rather than the name of two potential articles. The article names can be identified in the body of the dissertation.

2. The Dissertation report form (Appendix E): this should have been requested by the student well in advance with the information given to the administrative assistant to be able to type it up. The administrative assistant sends it to the Chair. The Chair brings it to the defense and gets the signatures from the committee. This can be faxed or sent electronically to the committee if a member is not present. It is later stored in the student’s academic record.

Forms for Graduation and When to Submit the Dissertation to Library

Effective Spring 2015, there is a new form that students must take care of before the dissertation defense. If a student intends to graduate he/she must submit the Declaration of Intent to Graduate Form early in the semester. As noted, this is available online:

http://www.uml.edu/docs/clearance_form_tcm18-3565.pdf

The date to submit will vary each year. In 2015, for degrees conferred on May 16, 2015, the deadline to apply with Intent to Graduate Form was April 1, 2015. The deadline to submit the dissertation to the Library was May 1, 2015.

Grading Final Dissertation Credits

As noted in the grading section, the grade for the dissertation course in the final semester is “S” (satisfactory). Prior to that, as noted, all grading for dissertation is “PR” assuming some progress is made. You can also grade that there is no progress if that is the case the grade is a "U". The student does not get any credits for this grade. Additional grading information is found at:

http://www.uml.edu/Catalog/Graduate/Policies/Grading-Policies.aspx - Projects
University Graduate Policies

It is critical that you are very familiar with all University Graduate policies. They will not be repeated here and are found at:
http://www.uml.edu/Catalog/Graduate/Policies/General-Policies.aspx

It is recommended that you “print the catalog” which is available at the bottom of this screen. While a few policies may be slightly different in this catalog (we can be more stringent but not less stringent than the University), for the most part we follow the University policies. They include a wide range of issues including: academic integrity, academic standing, commencement, course credits, equal and fair treatment, grading policies, grade appeal process, registration and enrollment policies, access to student records, statute of limitations, transcript policies, transfer credit, University non-grade appeals process, disciplinary procedures and the withdrawal process. Also if you have any other graduate-related questions, you can often find it on: http://www.uml.edu/grad

International Students

The International Student and Scholars Office provides counsel for international students on many levels. Their website is a wealth of information:
http://www.uml.edu/ISSO/default.aspx. They are also readily available to meet in person for advice. International students must be enrolled full time (9 credits). If courses are not available in the degree pathway, they may need to register for additional courses to be in compliance with their visa status. They may request to take a reduced load only with permission after completion of course work, the qualifying examination and all of their dissertation credits have been taken.

Maintaining a Scholarly Environment

There are several mechanisms that we have integrated into the program to help to support a scholarly and social environment! They include:

- Attendance at the annual Eastern Nursing Research Society conference is strongly encouraged. At least one attendance is expected! The site for this varies from Boston to cities as far south as Washington DC, all along the eastern coast. It is an excellent way to see current doctoral student and faculty research and meet a broad mix of people interested in research. Students are also encouraged to present their dissertations at this conference after graduation and some may be ready to present a poster close to graduation. There is also an “early PhD” student poster that only one student from each campus may allow. To be considered, send your poster abstract to the PhD Program Director well in advance of the due date. The faculty will review the submitted abstracts
and choose one “early” student to represent UMass Lowell. The conference in typically held in April.

- Attendance at the annual five-campus UMASS PhD Student and Faculty Symposium is also highly recommended. This is an annual gathering of UMASS PhD and faculty for a half-day series of lectures and seminars. It is typically held in October.
- Periodic Colloquia are set up on Saturdays once or twice per semester. These are one-hour meetings, with presentations by faculty, students or outside speakers on hot topics of interest to PhD students.
- Potluck lunches on class days are organized by the faculty and a fun time to relax and get to know each other!
- Attendance at as many proposal hearings and dissertation defenses is highly recommended to witness this scholarly milestone that all must pass through.

### Library Resources

The UMass Lowell library provides a wide array of electronic databases with subscription to most major nursing and health related journals. Through interlibrary loan, nearly any article can be retrieved, often within a few days. The library also houses the RefWorks program, which is highly recommended for all PhD students to master early in their program. Ref Works is a web based, citation-formatting software that is available to all students.

The librarian for our College is Sara_marks@uml.edu who is very engaged and dedicated to our graduate program. She often guest lectures in our courses and our colloquia. She is available to meet with students one-on-one to help them learn to navigate the vast available resources or assist with fine-tuning a search for dissertation work. The library resources can be accessed off campus very easily once you have a student ID, email set up and password.

### Quality Improvement/Program Evaluation

Since the inception of the 2012 revised curriculum there has been one current student evaluative survey. In addition, we have closely monitored course evaluations and welcomed student feedback. As a result of this input we have made minor changes in selected courses. In 2014, an alumni survey was sent to all alumni to examine overall program satisfaction and areas needing improvement. The ratings were overall highly favorable on all aspects of the program. These graduates completed the prior 60-credit curriculum but it was still important to identify areas related to faculty support and resources at the university that needed improvement. This overall alumni survey will be repeated every 5-7 years.
coincide with the periodic required external program review, called the Academic Quality Assessment and Development process at the University (AQAD). Recent Graduates from the classes of 2014 and 2015 were also sent an End of Program survey. This survey will be sent to all graduates of the program on an annul basis. We hope to maintain contact with our graduates so we can elicit their help on our advisory board committee or other social and scholarly cooperative endeavors.

The PhD Program Committee consists of the PhD program Director and several appointed faculty. They typically meet monthly on the second Tuesday from 3-5pm. While the times and dates are subject to change, PhD students are always welcome to attend. We value your input and recommendations for improvement.

Best wishes as you progress in your program at this most intellectually stimulating moment in your lives!

Barbara Mawn, RN, PhD
PhD and Graduate Program Director, May 2015
American Association of Colleges of Nursing (AACN) (2010). *Indicators of quality in research-focused doctoral programs in nursing: Pathways to Excellence.* Author: Washington DC.
APPENDIX A:
GRADUATE ACADEMIC PETITION
**TRANSFER OF CREDITS**

- From University of Massachusetts Lowell
- From Another Institution

I request acceptance of the following transfer course credits by University of Massachusetts Lowell.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
<th>College</th>
<th>Grade</th>
<th>Date</th>
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**Note:** An official transcript must accompany this request to the Office of the Registrar except for courses taken at the University of Massachusetts Lowell.

**Regulations pertaining to transfer of credit:**
Please see graduate catalog [http://www.uml.edu/catalog/graduate/policies/Transfer_Credit.htm](http://www.uml.edu/catalog/graduate/policies/Transfer_Credit.htm)

**OTHER REQUEST** (change of status, etc. Explain in full)

**Required Signatures:** (students: when completed with all signatures, please submit petition to the Office of the Registrar.)

- Student Signature
- Date

- Approved Courses
- Credits
- Denied Courses
- Credits

- Graduate Coordinator/Chair
- Date
APPENDIX B:

INTERCAMPUS COURSE EXCHANGE POLICY REGISTRATION FORM
UNIVERSITY OF MASSACHUSETTS
INTERCAMPUS COURSE EXCHANGE POLICY
-- Graduate Students Only --
REGISTRATION FORM

STUDENT INFORMATION

Last Name ___________________________ First Name ___________________________ MI ___________
Birthday (mm/dd/yyyy) ___________ Social Security and/or Student ID ___________ Sex (M/F) ___________
Address ___________________________ City ___________________________ State ___________ Zip ___________
Home Campus ___________________________ Amherst Boston Dartmouth Lowell Worcester
International Students

Country of Citizenship ___________________________ Type of Visa if not a US Citizen ___________________________
Graduate Degree Program ___________________________

COURSE INFORMATION

Course Title ___________________________ Course # / Section # ___________________________ Credits ___________
Year Offered ___________________________ Fall Spring Summer ___________________________
Campus Offering course ___________________________ Amherst Boston Dartmouth Lowell Worcester

Student’s Signature ___________________________ Date ___________________________

By signing this form, I certify that I have reviewed course pre-requisite/requirement information and that I will adhere to the policies on home and host campuses for dropping courses without financial penalty. If I choose to drop the above course(s), I will submit the Intercampus Course Exchange Drop form to both home and host campus officials according to the official course drop deadline for the host campus.

FOR OFFICE USE ONLY

APPROVAL SIGNATURES – HOME CAMPUS

Home Campus – Grad. Prog. Dir. ___________________________ Date ___________________________

APPROVAL SIGNATURES – HOST CAMPUS

Host Campus – Grad Program Dean/Rep. ___________________________ Date ___________________________
APPENDIX C:

DISSERTATION COMMITTEE RECOMMENDATION FORM
COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING
DISSERTATION COMMITTEE RECOMMENDATION FORM

Name of Student: ____________________ S.I.D. _______

******************************************************************************

*Dissertation Title:
Please note that program policy requires a minimum membership of 3 committee members including a Chair (UMass Lowell nursing faculty), one additional nursing faculty member from any UMass campus and one member outside of the UMass Lowell Department of Nursing.

******************************************************************************

Name

__________________________________________
Committee Chair

University/Department

Nursing / University of Massachusetts
Lowell

We recommend that the above named members be approved for the dissertation committee for the student named above:

PhD Program Director ________________ Date ____________________

Dept. Chair __________________________ Date ____________________

1/14 bm
APPENDIX D:

PROPOSAL HEARING REPORT FORM
Name of Student: _______________    SID# _______________

Dissertation Title: ____________________________________________________________

Hearing Date: ______________________

Results of Hearing:  Pass [  ]  Fail [  ] 

_____________________________________________________________________________

Print Name ___________________________  Signature ___________________________

________________________
Committee Chair
University of Massachusetts Lowell
College of Health Sciences

________________________
Affiliation

________________________
Affiliation

Second examination required YES ___  NO ___

Does the committee require certain conditions to be met before the pass becomes effective?

YES ___  NO ___

Specify conditions
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

_______
APPENDIX E:

DISSERTATION DEFENSE REPORT FORM
COLLEGE OF HEALTH SCIENCES  
SCHOOL OF NURSING  
PHD PROGRAM IN NURSING  
DISSERTATION DEFENSE REPORT

Name of Student ____________________________ S.I.D# ____________________________

EXAMINATION FOR DISSERTATION DEFENSE

*******************************************************************************

Dissertation Title:  
Examination Date:

Results of examination:  Pass ☐  Fail ☐

*******************************************************************************

Print the name  Signature
________________________  __________________________

Committee Chair  
University of Massachusetts Lowell

________________________  __________________________

[University Affiliation]

________________________  __________________________

[University Affiliation]

Does the Committee require certain conditions to be met before the pass becomes effective?

YES_____  NO_____  

Specify conditions

*******************************************************************************
APPENDIX F:
INTENT TO GRADUATE FORM
2015 EXAMPLE
DECLARATION OF INTENT TO GRADUATE (Master's, Ed.S. or Doctoral Degree) OFFICE OF THE
REGISTRAR 220 PAWTUCKET STREET, UNIVERSITY CROSSING, SUITE M10 LOWELL, MA 01854

phone: 978-934-2550 fax: 978-934-4076 email: registrar@uml.edu

For Fall completion: Degrees conferred on February 1, 2015 Deadline to apply: December 3, 2014 Deadline to submit thesis/dissertation to Library: December 10, 2014

For Spring completion: Degrees conferred on May 16, 2015 Deadline to apply: April 1, 2015 Deadline to submit thesis/dissertation to Library: May 1, 2015

For Summer completion: Degrees conferred on August 31, 2015 Deadline to apply: July 1, 2015 Deadline to submit thesis/dissertation to Library: August 14, 2015

I intend to graduate in:

Spring

Summer

Fall

Previous Degree Information (Students must fill out and please do not abbreviate the name of the school.)

If Required by Program:

Please be aware no student is cleared to graduate until a final review by the academic department confirms that the student has successfully completed all requirements for the degree.

I understand that I must register for a course or for Continuing Matriculation during the semester in which I graduate. (International students must have ISSO approval for course registrations for fewer than nine credits).

Student Signature

Please submit the completed form by email, fax, mail or in person to the Registrar’s Office (see above).

For Office Use Only:

Doc Type: Clearance Form

Rev. - 11/06/2014SIS ID# Telephone E-mail MI Last Name First Name Option Major Degree Thesis/Dissertation Title Anticipated Defense Date Name Previously Attended Under School Year Country Bachelor's Degree (BS, BA...) Date School Year Country Other Degree (BS, BA...) Scanned Rescanned Verified 1 2)
APPENDIX G:

ALUMNI DISSERTATION TITLES
Pamela P. Di Napoli, 2000
A Contextual Analysis of Adolescent Violence Using the Interaction Model of Client Health Behavior

Catherine Yetter Read, 2001

Patricia Lussier Duynstee, 2001
A Community’s Readiness for Needle Exchange: An Analytic Case Study

Mary M. Aruda, 2001
Predictors of Unprotected Sex for Teens at Pregnancy Testing

Paul L. Desmarais, 2002
Q-Wave Versus Non Q-wave Myocardial Infarction after Cardiac Rehabilitation: Morbidity and Mortality

Jeanne M. Cartier, 2003
An Examination of Multiple Stressors and Resources in Married Women: An Application of the Interaction Model of Client Health Behavior

Heather A. Butler, 2003
Motivation: The Role in Diabetes Self-Management in Older Adults

Susan S. Kelly, 2004
The Impact of Life Style Risk Factors on Female Fertility Status: An Application of the Interaction Model of Client health Behavior

Ainat Koren, 2004
Unintended Pregnancy among Married Women: An Ecological Exploration

Janice M. Boutotte, 2005
Factors Impacting Treatment Completion in Persons with Tuberculosis Disease Undergoing Self-Administered Therapy and/or Directly Observed Therapy: A Retrospective Study of Massachusetts Cases 1999-2001

Maureen Murphy, 2005
Determinants of Nurse-Midwifery Screening and Interventions Practices Related to Postpartum Onset Depressive Mood Disorders: A National Survey

Deborah McCarter-Spaulding, 2007
Breastfeeding Self-efficacy in Women of African Descent

Susan Rowan James, 2008
I Think I Can: Parenting Self-Efficacy in Parents of Young Adolescents
Mary Colleen Simonelli, 2008
Predicting Relapse to Smoking: A Cluster Analysis of Postpartum Women

Catherine J. Fogg, 2009
Beliefs and Intentions of the Homeless toward HIV Screening

Lauri Welch, 2010
Out of Pocket Prescription Costs and Nurse Practitioner Prescribing: A National Survey

Mary Kelly, 2010
Factors that Influence the Utilization of Primary Care by Families of Children with Special Health Care Needs.

Sally Crotty, 2011
Risk and Protective Factors Influencing Binge Drinking and Health-Risk Consequences in a National Sample of College Students

Georgia P. Ameia Yen-Patton, 2011
Nurse and Nursing Assistant Reciprocal Caring in Long Term Care: Outcomes of Absenteeism, Retention, Turnover and Quality of Care

Nancy Labore, 2012
Transition to Self-Management: The Lived Experience of 21-25 Year olds with Sickle Cell Disease

Susan Lynde Hamilton, 2012
Predictors of Readiness for HIV Testing among Midlife Women

Terri Jabaley Leonarczyk, 2012
The Experience of Cancer Risk Management Decision Making for BRCA Positive Women

Yuan Zhang, 2013
Sleep duration and Health Outcomes among Formal Caregivers in Skilled Nursing Facilities: The Contribution of the Work Environment

Shari Goldberg, 2013
Food Insecurity Among Older Adults: A Social Ecological Approach

Traci Alberti, 2014
The Association of Health Literacy and Health Information Seeking Behaviors to the Adherence to Discharge Instructions

Deborah Benes-Nadworny, 2015
The Influence of Social and Environmental Supports on Moderate to Vigorous Physical Activity Levels in Hispanic Adolescent Females

Judith Fredette, 2015
Quality of Life of College Student Living with Type 1 Diabetes
APPENDIX H:
FINANCIAL SUPPORTS FOR STUDENTS
FINANCIAL SUPPORTS

LOANS:
UMass Lowell enrolled in the institutional Nurse Faculty Loan Program in 2014. Awards are designated from the federal government each year. Students are asked if they are interested and an informational session is held at the beginning of the semester. This is geared to those who want to be nurse educators after graduation. It is not needs based. If they secure a full time nurse faculty position after graduation for four years, they can eliminate 80% of the loan, which is forgiven. There are detailed requirements and one must be a US citizen or national. For more information check out the website: http://www.hrsa.gov/grants/nflp/description.htm

SCHOLARSHIPS (ranging from ~ $500-$9,000)
The May Futrell Scholarship Award is an endowed scholarship that students can apply to each year for support. The requirements are sent to all PhD and graduate students in the spring of each year. Dr. Futrell is a professor emerita of UMass Lowell School of Nursing and former Chairperson. The award is announced in May.

The Susan Reece Scholarship is another opportunity for students to apply for support. Dr. Reece is also a professor emerita who was a member of the School of Nursing Faculty. The award requirements are sent to all PhD and graduate students in the spring of each year and it is announced in May.

The Eileen Bean Scholarship. This is in memory of a former UMass Lowell nursing student. The requirements are sent to all PhD students annually and it is announced in May.

OTHER SOURCES OF PHD STUDENT FUNDING IN THE PAST
Nurses Educational Funds Scholarship http://n-e-f.org/index.php/apply.html

March of Dimes Scholarship
http://www.marchofdimes.org/nursing/index.bm2?cid=00000003&tpid=ne_s3_1_3

MA Hospital Association, periodically has sponsored nurse educator scholarships
http://www.mhalink.org/AM/Template.cfm?Section=Workforce_Development&template=/CM/ContentDisplay.cfm&ContentID=9896

MA Nurses Association http://www.massnurses.org/about-mna/mnf/scholarships

Minority Nurse Scholarships: http://minoritynurse.com/scholarships/
and http://www.aacn.nche.edu/students/scholarships/minority

American Association of Colleges of Nursing Scholarship:
http://www.aacn.nche.edu/students/scholarships

Johnson & Johnson Nurse Scholarships: http://www.discovernursing.com/scholarships - no-filters
APPENDIX I:
ALTERNATIVE MONOGRAPH DISSERTATION FORMAT
GUIDELINE FOR ALTERNATIVE MONOGRAPH DISSERTATION FORMAT
SCHOOL OF NURSING
UNIVERSITY OF MASSACHUSETTS LOWELL

TITLE (Signature) Page – see Thesis guide!
ABSTRACT TITLE PAGE
ABSTRACT (ii)
ACKNOWLEDGEMENTS (iii) (optional)
TABLE OF CONTENTS (with page references) (iv)
LIST OF TABLES (with titles and page references) (v)
LIST OF ILLUSTRATIONS (with titles and page references – includes figures) (vi)

TEXT
I. INTRODUCTION (overall – inclusive of all articles submitted includes more in-depth lit review than articles allowed to have, identifies how dissertation will be organized in terms of what articles and a final overall conclusion chapter)

II. Monograph I [state title of article for chapter title – do not write monograph 1]
   BRIEF INTRODUCTION (includes significance, purpose of paper and brief lit review)
   METHODOLOGY
   RESULTS
   DISCUSSION
   CONCLUSION
   RECOMMENDATION
   LITERATURE CITED

III. Monograph 2 [State title here for chapter title – not monograph 2]
   BRIEF INTRODUCTION (includes significance, purpose of paper and brief lit review)
   METHODOLOGY
   RESULTS
   DISCUSSION
   CONCLUSION
   RECOMMENDATION
   LITERATURE CITED

(note: you cannot self-plagiarize within the 2 articles)

IV. Monograph 3 (if applicable, only minimum of 2 required but if used state title here as chapter title) – same format as above 2 articles/monographs

IV. (or V if you used Chapter IV for a 3rd article) CONCLUSION (Overall – discusses the conclusions based on the results from all papers submitted. Be careful not to copy and paste from each paper here! Be creative and come up with some overall implications for nursing practice, health promotion, health policy, and future research recommendations.

Appendix (if necessary) followed by Biographical Sketch of Author