

# Kennesaw State University

WellStar College of Health and Human Services

WellStar School of Nursing



**DOCTOR OF NURSING SCIENCE**

**STUDENT HANDBOOK**

2009-2010

**KENNESAW STATE UNIVERSITY**  
**WellStar College of Health and Human Services**

**WellStar School of Nursing**

Doctor of Nursing Science with concentration in

**Leadership in Nursing Education**  
**and**  
**Leadership in Responses**  
**To Health Disparities**

I acknowledge receiving a copy of the Doctor of Nursing Science Student Handbook. I realize I am responsible for being familiar with the policies and procedures addressed in this Handbook, as well as the KSU Graduate Catalog for the academic year of admission. I am a student enrolled at Kennesaw State University.

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Please sign form and return to program coordinator.

**Kennesaw State University**  
**WellStar College of Health and Human Services**  
**WellStar School of Nursing**

**Policy: Ethical Behavior of Nursing Students**

While enrolled in nursing education programs at Kennesaw State University it is the expectation that students will abide by the following principles and precepts:

- Honesty
- Respect for Self and Others
- Admirable Work Habits
- Non-Violent Resolution of Problems
- Academic Integrity

These principles derive from ethics that have been adopted by the profession of nursing and support long-held values of higher education. These guidelines are designed to set the minimal level of expected behavior of nursing students. Students will:

- Uphold the University Student Code of Conduct (in the catalogue).
- Be considerate of other students, staff (secretaries, housekeeping) and faculty.
- Be respectful of a diversity of ideas and opinions. Listen carefully to the ideas of others.
- Entertain constructive criticism and use it for learning.
- Approach others with an attitude of problem-solving.
- Arrive to class and clinical on time.
- Be ready, prepared for class, and clinical when attendance is required.
- Follow through with promises and projects.
- Keep appointments and make them in good faith with faculty and administrators.
- When ever possible, approach the person with whom you have a disagreement first.
- Promptly notify faculty of any absences from clinical.
- Refrain from using slander (malicious, false or defamatory statement or report) or libel (defamation by written or printed word), and profanity. Also refrain from using vulgar or inflammatory speech.
- Treat others with cordiality, kindness and intellectual engagement; in essence how you wish to be treated.
- Adhere to the WellStar School of Nursing Dress Code. Dress professionally in clinical and in all professional encounters.
- Refrain from use of drugs or alcohol.
- Record and report honestly; report mistakes to the faculty.
- Not engage in plagiarism.
- Abide by the classroom rules regarding testing and test review.

- Be helpful to other students during class and to other students and nurses in clinical.
- Contribute to upholding the reputation and community value of your educational program.
- Report infractions of these guidelines to faculty. Violations of this code of conduct may be taken to the Office of the Judiciary at the discretion of the faculty.

### **Mission of the WellStar School of Nursing**

The Mission of the WellStar School of Nursing is in accordance with the missions of the WellStar College of Health and Human Services and the University. The commitment delineated in the School's mission statement is threefold:

1. to create and sustain exemplary undergraduate and graduate nursing programs that promote academic excellence;
2. to serve as leaders and a community resource in the provision of services to consumers and agencies in collaboration with other disciplines; and.
3. to participate in research and other scholarly pursuits.

This commitment seeks to promote an environment that is consistent with quality teaching, significant service, and meaningful scholarship programs.

Adopted: 10/22/01

**Kennesaw State University**  
**WellStar College of Health and Human Services**  
**WellStar School of Nursing**

**Philosophy**

The nursing faculty of Kennesaw State University is in agreement with the mission statements of the University and the WellStar College of Health and Human Services, and accepts the rights and responsibilities to provide professional nursing education. The WellStar School of Nursing contributes to the purpose of the University by preparing students within a liberal and democratic educational environment to achieve their personal and professional goals, and become responsible citizens and lifelong learners. The faculty of the WellStar School of Nursing believes that the statement of philosophy and purpose of the programs in nursing is supportive of that of Kennesaw State University. The WellStar School of Nursing's philosophy reflects the faculty's beliefs about nursing, health, human beings, and the environment. In addition, the philosophy reflects the faculty's beliefs about the teaching-learning process, nursing education, and the roles of the baccalaureate nurse and master's prepared nurse.

Nursing is the art and science of caring. The focus of nursing is to provide a caring presence and to create an environment that facilitates healing of persons, families, groups, and communities. Caring, as the essence and central focus of nursing, is what makes persons, their environments, and interpersonal concerns meaningful. Caring in action consists of philosophical, interpersonal, and technical components that interface to facilitate caring interactions and caring environments. Professional nurse caring combines cognitively and culturally learned behaviors, actions, and techniques that

enable the creation of healthy, healing environments for nurses, clients, and colleagues. The ethics of care and responsibility involves moral agency, interdependence, and professional integrity. This focus is research and evidence-based to enhance the science of nurse practice.

Nursing is committed to the promotion of holistic health of individuals, families, groups, and communities. Holistic health is encouraged through prevention, education, advocacy, and facilitation of behaviors and lifestyles that support well-being. Health is a dynamic, evolving process that encompasses an ongoing integration of mind, body, and spirit in interactive harmony with the environment. This holistic process is individually perceived, multidimensional in focus, and behaviorally unique to each human being throughout the life span, including end-of-life.

Humans are unique thinking, feeling, sensing, social beings who are motivated toward meeting human needs; they are complex, multifaceted persons, who embody physical, mental, emotional, social, and spiritual dimensions. Humans exist as individuals and as members of families, groups, and communities sharing commonalities yet maintaining diversity. Human diversity includes, but may not be limited to, considerations of age, gender, religion, race, ethnicity, culture, lifestyle, socioeconomic class, and sexual orientation. A client is a person who is in need of nursing care and may be vulnerable either as an individual or as a member of a group(s). Clients possess rights and responsibilities and are entitled to autonomy, privacy, dignity, respect, and justice.

All humans influence and are influenced by the political, social, cultural, economic, technologic, genetic, and ecologic conditions that constitute their

environments. The environment affects one's ability to maintain a healthy lifestyle and to cope with episodes of illness. Environmental concerns are no longer restricted by regional, national, or international boundaries. Heightened global consciousness, increased international mobility, advanced information and communication technologies, and changing relationships among persons impact the health and welfare of the world's citizenry. Cognizant of this global responsibility, nurses have the potential to positively influence the environment of individuals and communities. Nursing education prepares nurses to understand health care delivery systems as shaped by health care policy, and societal norms and expectations.

As society and the health needs of humans evolve, the role of the professional nurse unfolds and boundaries of nursing practice expand. Responses to these changes influence the educational preparation of undergraduate and graduate nursing students. Critical examination of health care issues and practices encourages reasoning, reflection, intuition, application, creativity, and the consideration of alternatives with respect for differing points of view. The freedom to make independent and interdependent judgments and to evaluate experiences in a variety of health care situations is essential to the development of competent, caring professionals prepared to meet the challenges of the future.

The faculty believes that undergraduate nursing education prepares nurse generalists and is best accomplished in an institution of higher learning where the natural sciences, social sciences, arts, and humanities form a knowledge base that enriches nursing education. These various disciplines provide a theoretical knowledge base necessary for understanding the meaning of experiences for human beings. In

addition, liberal education promotes critical thinking, and encourages the effective articulation of ideas in written and spoken forms. Graduate education builds on the knowledge and competencies of baccalaureate education in nursing and provides for the attainment of advanced knowledge and practice of nursing.

Baccalaureate nursing education provides a broad, diversified knowledge base on which to build a safe, comprehensive professional practice. The nurse prepared at the baccalaureate level uses critical thinking, clinical judgment, and communication skills to assist clients to achieve an optimal level of health in a wide variety of health care settings. In order to achieve this, the faculty identified six interrelated roles or processes of the baccalaureate degree nurse as adapted from *The Essentials of Baccalaureate Nursing Education for Professional Nursing Practice* (AACN, 1998), *Nursing: Scope and Standards of Practice* (ANA, 2004), and *Nursing's Social Policy Statement* (ANA, 2003). These six processes include provider of care, communicator, teacher, manager, professional and researcher. Based upon nursing and related principles, concepts and theories, baccalaureate education also provides the foundation for graduate study.

Nurse graduate education expands on the broad, diversified knowledge base of baccalaureate nursing education and is distinguished from basic nursing practice by “autonomy to practice at the edges of the expanding boundaries of nursing’s scope of practice” (ANA, 2003, p.79), greater complexity of decision-making, and greater skill in managing organizations, and environments. In order to achieve this, the faculty adhere to the graduate nursing core and the specialty curriculum focus in *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996) to provide the organizing framework and serve as the foundation for learning opportunities appropriate

to the master's level nursing student. The *Domains and Competencies of Nurse Practitioner Practice* as defined by the National Organization of Nurse Practitioner Faculties (2000, 2002, 2006) adds further delineation for the master's level nurse practitioner student. The domains are clusters of competencies and reflect the scope and practice of the nurse practitioner. Specific competencies are embedded within each domain. These domains describe the performance of the nurse practitioner as the following: manager of the client health/illness status; facilitator of the nurse-client relationship; enabler of the teaching-coaching function; a professional; manager and negotiator of health care delivery systems; monitor and insurer of the quality of the health care practice; and, provider of culturally competent nursing care.

Master's prepared nurses use critical thinking and clinical judgment to make interdependent and independent clinical decisions as they transition into the advanced practice role. As advocates, leaders, and direct providers of care, they are accountable to the client, themselves, and the profession for their practice. The nurse prepared at the master's level employs therapeutic and professional communication techniques in consultation, care management, and other practice situations. Emphasis is placed on the promotion of health, the prevention of disease, and the facilitation of appropriate self-care. Nursing actions are culturally congruent, holistic, and are intended to guide master's prepared nurse practice to facilitate beneficial outcomes for the client, family, and/or identified populations.

Doctor of nursing science (DNS) education builds upon Master's level education and is designed to prepare scholars for leadership roles in nursing education, health policy related to vulnerable populations, and research. DNS graduates function as nurse

leaders with expertise in nursing and healthcare phenomena related to evidence-based practice, the investigative skills of a nurse researcher, and the leadership skills for influencing health care systems, particularly related to population-based health disparities. The curriculum focuses on nursing education and health policy within the context of health disparities and population based healthcare. Doctor of nursing science education prepares graduates to systematically evaluate and influence nursing practice and healthcare delivery systems, and to educate the next generation of nurses through various faculty roles.

The faculty of the WellStar School of Nursing believes that learning is an active, dynamic and lifelong process, and is committed to providing educational mobility for all levels of professional nursing. This can be accomplished in part by offering flexible and innovative instructional modalities and strategies. Personal and professional growth is enhanced through the experience of learning and exposure to various peoples, information, cultures, modes of thought, ways of being, and ideas. The learning process encourages the emergence of and respect for diverse perspectives, attitudes and feelings, and promotes change in behavior and thought. Learning is individualistic: persons learn in a variety of ways that are responsive to creative, diverse, and participant-engaging activities. These activities include the student as teacher and the teacher as learner as they strive for increasing immersion into the knowledge, information, and wisdom of the theory and practice that is nursing. Learning is encouraged in an atmosphere of interpersonal interaction fostered by a trust relationship between the teacher and learner. Faculty function as facilitators, planners, supervisors, communicators, role models, mentors and colleagues. The environment of education is enhanced by a mutually

supportive, caring, and respectful atmosphere where the participants guide each other toward increasing independence, self knowledge, and knowledge of the art and science of nursing. Learning is enhanced by a climate of shared responsibility and ongoing personal and collective evaluation, which fosters individual and professional growth.

## References

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**Kennesaw State University**  
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**Goals of the Doctor of Nursing Science Program**

Upon successful completion of the DNS program graduates will be able to:

- Synthesize knowledge of the theoretical foundations of nursing and related fields.
- Integrate acquired knowledge into a philosophical and intellectual frame of reference that can be applied to nursing education and practice-based solutions to health and health care problems.
- Advance the body of nursing knowledge by identifying gaps in the knowledge base of practice, conducting applied research and evaluation of nursing interventions and health care outcomes, and disseminating evidence-based solutions to problems within health care.
- Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of population-based health care models and health care responses to health disparities locally and globally.
- Demonstrate leadership, analytical, and collaborative strategies in the development and implementation of innovative and outcome focused nursing curriculum models incorporating nursing, philosophy, and education theories to facilitate student learning and success.

**General Information**

The curriculum follows the traditional doctoral education format of core nursing courses, elective and support courses, and the conduct of an individually developed research dissertation. The program consists of 60 semester credit hours: 6 hours of statistics, 33 hours of core nursing coursework, 9 hours of electives, and 12 hours (minimum) dissertation credit. The primary focus of the program will be preparation of nurse educators with a depth of knowledge in either Leadership in Responses to Health Disparities or Leadership in Nursing Education. The program will be delivered in various instructional strategies, including on-campus classes and seminars, intensive instructional retreats, partial and total online classes, individualized mentoring with faculty and outside nursing scholars, and practicums in teaching, systematic inquiry, and leadership.

**Admission Process**

The admissions process for the doctoral degree consists of multiple levels of review and is a highly competitive process. The process begins with Online Graduate Application and submission of all required materials and nonrefundable fees to the KSU Office of

Graduate Admissions. When all materials have been received by the Office of Graduate Admissions the applicant file will be forwarded to the WellStar School of Nursing (WSON) for review and evaluation.

The final evaluation of applicant files is conducted by the WellStar School of Nursing Doctoral Admissions Committee. That committee, composed of doctoral program faculty representatives, employs rubrics to systematically evaluate the merits of each applicant's admission file. The Committee's recommendation for admission into the DNS program is based upon the Committee's collective professional judgment of the overall merits of the applicant's case in the context of the quality of the applicant pool and the availability of openings for doctoral student supervision with the faculty in the program's areas of concentration. Consequently, the more qualified applicants there are for a limited number of new student openings, the more competitive the selection process becomes.

A critical aspect of the final level of review is the applicant's interview with program faculty. Interviews are structured with a predetermined set of questions to which applicants respond.

The determination of the merits of each applicant's case focus on a number of key variables that are vitally important to a candidate's ability to successfully complete the program at the highest level of scholarly study which includes a major applied research contribution to the profession of nursing related to leadership in nursing education or responses to health disparities. Those factors include: related undergraduate and graduate degrees (master's required); academic performance and achievement; professional practice and employment history; verbal and writing skills; quantitative and problem solving skills; evidence of professional effectiveness and ethics; evidence of professional leadership; compatibility with program mission and goals; and other related contributions and achievements of note.

### **Admission Requirements**

1. Official transcripts of all previous college work, graduate and undergraduate.
2. Master's degree with a major in nursing from a nationally accredited institution.
3. Official GRE scores of 500 Verbal, 500 Quantitative, and 3.5 (minimum) analytic writing. GRE scores will be considered from applicants whose scores are more than 5 years old (GRE reporting limit), who can produce "official documentation" of their scores.
4. A current license to practice professional nursing in the United States. (Nursing credentials of international students will be assessed individually).
5. A course in statistics.
6. A course in research at the graduate level.
7. Three letters of recommendation from individuals who can address the applicant's abilities to do doctoral level work (hold a doctoral degree or equivalent).
8. A curriculum vitae or resumé.

9. A written statement of personal and professional interests and goals related to nursing doctoral study (1-2 pages in length). Be sure your name is on your statement.
10. Personal interview with program faculty.

### **Transfer of Credits**

If accepted into the program, up to 15 post-master's graduate semester hours of comparable transfer credit for the DNS may be accepted toward completion of the requirements. Transfer credit will not be accepted for the core course requirements that are central to the program's distinctive focus. Consequently, transfer credit considerations are typically restricted to elective courses and possibly statistics courses. Decisions about the acceptability of transfer credit will be made on a case-by-case basis and must be approved by the doctoral advisor and director of the doctoral program. Transfer credit is verified by submission of an official transcript.

### **Part-time Enrollment**

Students planning part-time enrollment need to consult closely with their advisor and/or the Doctoral Program Coordinator so that required nursing courses can be taken in the recommended sequence. While a full-time student can complete the required course work in two years and move into dissertation (which should require a minimum of one year), the part-time student will require a longer period of time depending upon her/his availability to take required course work.

### **Readmission**

Any graduate student who has a break in attendance of two calendar years or more must apply for readmission to the graduate program by completing the Online Graduate Application and submitting it to the Office of Graduate Admissions. The application and nonrefundable fee must be received by the established deadline for the semester of re-enrollment. (This is a KSU Graduate College policy.)

In addition to the above requirement, nursing doctoral students who interrupt their progression in the doctoral program for one (1) calendar year or more must make a formal request to the WellStar School of Nursing for readmission to the program. The request for re-admission should be submitted to the Doctoral Program Coordinator and the WellStar School of Nursing's Doctoral Admissions Committee will evaluate the request. If the request is granted the Academic Advisory Committee, in consultation with the Doctoral Coordinator, will stipulate any course work to be repeated. However, the six year time limitation for completion for the program shall remain in effect from the time the first doctoral credit is awarded. If during the student's absence, the curriculum or admission standards have changed, the student will be expected to meet any new admission standards and fulfill the requirements of the current curriculum.

Students not in good standing at the time they cease course work shall not be readmitted to the program. Students who have been dismissed from the program shall not be eligible

for readmission. Students who have failed the preliminary examination or the comprehensive examination for the second time shall not be eligible for readmission.

### **Academic Advisement**

Upon admission to the doctoral program, the Doctoral Program Coordinator acts as an advisor for the student. Prior to enrolling in any course work, students must contact the Doctoral Program Coordinator or their major advisor (the Chair of the Doctoral Advisory Committee).

By the completion of 18 specified hours in the program (N9000, N9005, N9010, N9100, STAT 9100, STAT 9200), a Doctoral Advisory Committee should be formed by the student. The three member (minimum) Doctoral Advisory Committee has the primary authority and responsibility for the academic program of the student. This responsibility includes the preparation, with the student, of a total program of doctoral study which is formalized in the Doctoral Degree Plan. The student is responsible for forming the committee and initiating meetings with the committee on a regular basis. These meetings provide the opportunity for the committee and student to dialogue about student progress, research interests and possibilities, and academic issues or concerns.

The Doctoral Advisory Committee shall be composed of (at least) two doctorally-prepared nursing faculty members from within the WellStar School of Nursing (WSON) and one Kennesaw State University doctorally-prepared faculty member from outside the WSON. Chairs of all Doctoral Advisory Committees shall be nursing faculty. Additional committee members from “outside” KSU are encouraged and may be added based on their areas of expertise and the needs of the student. The Doctoral Advisory Committee serves to mentor students as they progress through the program. From time to time students may have a need to re-configure the Doctoral Advisory Committee, for example when beginning the dissertation process, as needs change for guidance and mentoring from faculty who possess various expertise. Such decisions should be made in conjunction with the Doctoral Advisory Committee and the Doctoral Program Coordinator.

The Doctoral Advisory Committee chair is the faculty member the student should contact for information related to procedures and requirements for degree planning, changes in the program of study and/or changes in committee membership, advisement about courses to be taken, and transfer of credit from other institutions. The student and Doctoral Advisory Committee prepare the Doctoral Degree Program for approval.

The choice of a Doctoral Advisory Committee chair (major advisor) is an important mutual decision between the doctoral student and faculty member. The student, the chair, and the committee should have shared interests in the program of study and potential research topics and work together to assist the student to complete the program of study and dissertation. Students are encouraged to schedule meetings with potential committee members to determine the mutuality of interests and goals.

## **The Doctoral Degree Plan**

All doctoral students must file a degree plan with the Graduate College. It is the student's responsibility to work with her/his Doctoral Advisory Committee to develop the degree plan before completion of 18 semester hours. All degree plans should be submitted to the Graduate College at least one year prior to the graduation date.

The student and the Doctoral Advisory Committee work together on the program of study to insure that the requirements of the Graduate College and WellStar School of Nursing DNS Program are fulfilled. The Doctoral Advisory Committee provides guidance to the student with regard to elective courses and learning experiences that will assist the student to focus on an area of interest or a minor.

The Degree Plan must list exact course numbers and titles. Any transfer credit approved by the committee must have an official transcript filed with the Graduate College. When the Degree Plan form has been completed, it must be signed by all members of the Doctoral Advisory Committee.

When all members of the committee approve of the plan, the degree plan is then forwarded to the Coordinator of the Doctoral Program for approval and signature, and then to the Director of the WellStar School of Nursing. If approved by the Director of the WellStar School of Nursing, the Degree Plan is then forwarded to the Dean of the WellStar College of Health and Human Services. If approved by the Dean of the WellStar College of Health and Human Services, the Degree Plan is then forwarded to the Graduate College. If the Vice President for Research and the Dean of the Graduate College approve the Degree Plan, copies of the signed forms are sent to the student and the department. Once the degree plan has been filed and approved, any changes in courses must be approved by the Doctoral Advisory Committee and a Change in Degree Program must be filed with the Graduate College.

### **Length of Program**

A full-time student considering the doctoral program should plan on 2 years of full-time study to complete required course work (excluding dissertation). Full-time study is considered 9 hours of course work per semester. The part-time student will need a minimum of three years to complete course work provided 6 hours are taken each semester.

ALL REQUIREMENTS TOWARD A DOCTORAL DEGREE, BEYOND THE MASTER'S DEGREE OR ITS EQUIVALENT, MUST BE COMPLETED WITHIN A PERIOD OF SIX CONSECUTIVE CALENDAR YEARS FROM THE DATE DOCTORAL CREDIT IS FIRST EARNED.

Extension of time may be granted only on conditions beyond the student's control. Requests for extension of the six year time limit should be made in writing to the Doctoral Program Coordinator, along with a copy to members of the Doctoral Advisory Committee. Students will be notified of the Coordinator/Advisory Committee's decision.

### **Progression Requirements**

The grading scale for all courses (other than dissertation hours) in graduate degree nursing programs at KSU are as follows:

91-100 = A  
82-90 = B  
76-81 = C  
70-75 = D  
69 or < = F

NOTE: Grading scales for other KSU graduate courses may differ.

To continue in the nursing program, students must receive a minimum grade of B (82 or higher) in each nursing course and must maintain a 3.0 grade point average. The student may repeat only one nursing course in which a grade of less than B is earned. A student who has earned a grade of less than B (C, D, F, or WF) in two nursing courses at the graduate level or who has earned a grade of less than B (C, D, F, or WF) twice in the same graduate level nursing course will be removed from the program. If a course must be repeated, the student cannot progress in the program until that course has been successfully completed.

If the GPA falls below 3.0 in one semester, the student is placed on academic probation. Failure to attain a 3.0 GPA in the next regular semester will result in dismissal from the program.

A grade of W is assigned when a student withdraws from a course prior to the penalty date (first 28 days). After the penalty date (first 28 days), withdrawal from a course is assigned a grade of WF since dropping of a course under these circumstances is equivalent to failure of the course.

The WellStar School of Nursing has an appeal procedure should a student wish to appeal a grade. That procedure is available from the Doctoral Program Coordinator or the Director of the WellStar School of Nursing. The Graduate College appeal procedure can be found in the KSU Student Handbook or online at: <http://www.ksu.edu>.

### **Degree Requirements**

The DNS program requires satisfactory performance in each of the following:

- Completion of a minimum of 60 credit hours beyond the Master’s Degree as follows: Common Nursing Core 24 credit hours; Nursing Concentration Core 9 credit hours; 9 credit hours of Electives (2 “free” 3 credit hour electives and a 3 credit hour education elective); 6 credit hours of Graduate Level Statistics; and 12 credit hours Dissertation credit (a 3 credit hour Dissertation Seminar and a minimum of 9 credit hours Dissertation credit).
- Completion of additional courses deemed necessary for fulfilling academic and career goals.
- Successful completion of the preliminary examination and the comprehensive examination.
- Successful conduct and defense of the dissertation.

### **Required Courses for the DNS Program**

The curriculum, based on the American Association of Colleges of Nursing (AACN) Indicators of Quality in Research-Focused Doctoral Programs in Nursing (2001), follows the traditional doctoral education format consisting of core nursing courses, elective and support courses, and the conduct of an individually developed comprehensive applied research dissertation.

#### Program of Study

Common Nursing Core	24 hours
Concentration Core	9 hours
Elective and Support Courses	15 hours
<u>Dissertation</u>	<u>12 hours</u>
	60 hours

### NURSING CORE COURSES

NURS 9000 Structure of Scientific Inquiry (3 hrs): This course examines the history and nature of scientific explanation and inquiry, including testability and utility and includes exploration and analysis of major philosophers, philosophy of science, and the origin and development of nursing philosophy and nursing science. Focus is on reflection, critical thinking and making sound judgments regarding knowledge of the conduct and application of theory-based science in health care and nursing education settings. Prerequisites: Admission to the program or permission of the instructor.

NURS 9005 Theoretical Basis of Nursing (3 hrs): This course examines the historical evolution of knowledge development in nursing and critically examines deductive and inductive approaches to theory development and theory testing. Students explore major nursing theories, human behavior theories, healthcare theories, leadership theories, and education theories which support substantive health and nursing education issues. Prerequisites: Admission to the program or permission of the instructor.

NURS 9010 Bioethical Issues (3 hrs): This course examines traditional and contemporary theories of Eastern and Western philosophy as they apply to ethical issues and problems

in nursing and healthcare around the world. Philosophies of justice are critiqued for relevance to healthcare research, business and leadership practices. Prerequisites: Admission to the program or permission of the instructor.

NURS 9015 Applied Quantitative Scholarly Inquiry (3 hrs): This course presents theories and methods of applied quantitative research. Students examine and apply fundamental quantitative designs in the development and conduct of research to address substantive health and nursing education issues. Prerequisites: NURS 9000, NURS 9005, NURS 9010, STATS 9100 and STATS 9200 (or equivalents).

NURS 9025 Applied Qualitative Scholarly Inquiry (3 hrs): This course presents philosophies, theories, and methods of applied qualitative research. Students examine and apply fundamental qualitative designs in the development and conduct of research to address substantive health and nursing education issues. Prerequisites: NURS 9000, NURS 9005, and NURS 9010.

NURS 9035 Practicum in Applied Nursing Research (3 hrs): This course is designed to give students a guided in-depth hands-on experience with applied nursing research. Students work with a nurse researcher or other healthcare researchers in the conduct of research applied to substantive health or nursing education issues. The focus, content and expectations for this course will be established by the doctoral student and supervising professor. Prerequisites: All nursing core courses.

NURS 9100 Health Policy (3 hrs): This course provides an orientation to various analytical and substantive components fundamental to health policy. Students develop skills in analysis, application, evaluation, and development of policies related to public health with a focus on issues related to inequalities in health services such as access, costs, utilization, and rationing. Health care policies, along with methods and delivery systems, are compared within developed and developing countries. Real situations are examined in which specific policy decisions are made by public and private health managers and officials. Prerequisites: Admission to the program or permission of the instructor.

NURS 9200 Pedagogical Strategies for Teaching Nursing (3 hrs): This course is an overview of education and theories of teaching and learning related to nursing education and practice. The focus is on general categories of cognitive and behavioral theories and selection of appropriate teaching/learning theories and pedagogical strategies to address the learning needs of culturally diverse groups and individuals. Strategies for assessment of teaching and learning are also addressed. Prerequisites: Admission to the program and permission of the instructor.

#### Health Disparities Concentration Courses

NURS 9105 Philosophical Foundations of Responses to Health Disparities (3 hrs): This course develops more in-depth knowledge related to philosophies, theories, and models of health disparities and vulnerable populations. The meanings of health disparities and

vulnerable populations are examined and analyzed within an historical context.  
Prerequisites: NURS 9100 and nursing core courses.

NURS 9110 Sociopolitical Theories/Models in Health Disparities (3 hrs): This course develops more in-depth knowledge of socio-political theories/models related to health disparities with a focus on vulnerable populations. Applied research and oversight monitoring will be addressed surrounding issues of IRB, informed consent, protection of human subjects in vulnerable populations, such as minority groups, children, prisoners, the elderly, the mentally ill, and pregnant women and their fetuses. Prerequisites: NURS 9100 and nursing core courses.

NURS 9115 Role of the Nurse Leader in Response to Health Disparities (3 hrs): This course focuses on leadership roles of nurses working with health disparities with particular emphasis on vulnerable populations. The nursing leadership role, the change agent process, ethical leadership, and practical experience as a leader in the community working with vulnerable populations are addressed. Nursing leadership roles are examined in government, workplaces, educational institutions, and applied research. Students will participate in a realistic leadership role in working with a vulnerable population group in a local, national, or international location. Prerequisites: NURS 9100 and nursing core courses.

#### Nursing Education Concentration Courses

NURS 9205 Philosophical Foundations of Nursing Education (3 hrs): This course examines and analyzes philosophies and theories that are foundational to nursing education. Emphasis is on exploration of the intersection of education and nursing, and the philosophical issues that make the education of persons learning to become nurses or those advancing their nursing education unique. Prerequisites: NURS 9200 and nursing core courses.

NURS 9210 Curriculum Theories/Models in Nursing (3 hrs): This course critically examines curriculum theories and models and their relevance to nursing education. It includes examination of a variety of conceptual frameworks and their appropriateness for various settings, students, and curricular elements. Emphasis is on curriculum development and evaluation at institutional, course, and individual class levels in academic and clinical settings, as well as empirical support for curriculum processes within nursing education. Prerequisites: NURS 9200 and nursing core courses.

NURS 9215 Role of the Nurse Leader in Nursing Education (3 hrs): This course focuses on the roles of nurse educators within schools/colleges of nursing. The roles of nurse faculty leaders related to teaching and mentoring students, professional and institutional service, research and scholarly activity, and professional development are explored. Emphasis is on nursing education within the context of society and healthcare related to strategic planning, resources, political influences, conflict, change and leadership. Students will participate in a realistic nursing educator role within an academic nursing program. Prerequisites: 9200 and nursing core courses.

## ELECTIVE AND SUPPORT COURSES

STATS 9100 Statistical Methods I (3 hrs): This course presents basic concepts and techniques of statistical methods, including: the collection and display of information, data analysis and statistical measures: variation, sampling and sampling distributions; point estimation, confidence intervals and tests of hypotheses for one and two sample problems; principles of one-factor experimental design, one-way analysis of variance and multiple comparisons; correlation and simple linear regression analysis; contingency tables and test for goodness of fit. SPSS statistical software will be used. Prerequisites: Admission to the program or permission of the instructor.

STATS 9200 Statistical Methods II (3 hrs): This course presents advanced treatment of the design of experiments and the statistical analysis of experimental data using analysis of variance (ANOVA), multiple regression, multivariate analysis of variance (MANOVA), discriminant analysis, cluster analysis and factor analysis. Prerequisites: Admission to the program or permission of the instructor.

NURS 9300 Special Topics (3 hrs, repeatable): This course is designed to take advantage of opportunities to teach special topics of interest to nursing doctoral students regarding nursing and healthcare, health disparities and vulnerable populations, nursing education, applied research, or other related topics. The focus, content, expectations, and methods of evaluation for the course are formally established when the course is established. Prerequisites: Admission to the program or permission of the instructor.

NURS 9310 Directed Study (3 hrs, repeatable): This individually designed course allows students to independently examine or research advanced topics related to health disparities and/or nursing education. The focus, content, expectations, and methods of evaluation for the course are formally established by the doctoral student and the supervising professor. Prerequisites: Written permission of supervising instructor.

## DISSERTATION

NURS 9405 Dissertation Seminar (3 hrs): This course is designed to give students supervised and guided direction as they begin the dissertation process. Students will work with both course faculty and their dissertation chair in the development of a dissertation. The seminar format fosters collegial and academic support from doctoral faculty as well as peers.

NURS 9400 Dissertation (1-9 hrs, repeatable): Course work supports and guides doctoral candidates in the implementation of their applied research and the development and defense of the dissertation. This format and structure provides individual time with the doctoral committee and collegial and academic support from their peers. Course may be repeated as necessary.

## **Academic Integrity Statement**

- Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.
- Preparation for class and active participating in class discussion are expectations. The syllabi may change. Students are responsible for changes in the course and other announcements in class and by e-mail.

## **CELL PHONES AND PAGERS**

As a courtesy to others, please turn off all cell phones and pagers prior to class beginning. If you are anticipating an emergency call, please put your cell phone on silence and notify your instructor.

## **The Preliminary Examination**

The Preliminary Examination presents questions that integrate and synthesize knowledge gained from required doctoral course work, including graduate level statistics courses. The goals of this examination are to assess students' abilities to:

- integrate and synthesize required preliminary doctoral course work,
- critically synthesize knowledge to articulate meaningful conclusions, and
- clearly and logically communicate in written text.

The examination will be given at the end of the semester of NURS 9015 (Quantitative Scholarly Inquiry). Students must pass the Preliminary Examination in order to progress in the program. The examination may be repeated one time only and students may not progress in the program until the exam is passed. Students who are unsuccessful on the exam will be permitted to remain enrolled in their course work for the current semester.

Students are eligible to take this examination if they have completed the following courses: 2 graduate level statistics courses, NURS 9000 Structure of Scientific Inquiry,

NURS 9005 Theoretical Basis of Nursing, NURS 9015 Applied Quantitative Scholarly Inquiry.

At each testing, all students will be asked to respond in writing to the same questions in a single testing period. Every attempt will be made to ensure that examinations are graded anonymously. Students will receive written notification of the results of the examination within 30 working days of the exam. A 'pass' means that the student exhibits competence at, or above, the level necessary to continue doctoral level work; a 'fail' means that the student has a need to increase competence to the level required to do the independent scholarly work required at the doctoral level.

Students whose performance is judged to be inadequate will be given feedback about their performance by their Doctoral Advisory Committee. The student will collaborate with the committee in developing a plan to address the areas needing improvement. The committee may advise the student regarding review procedures, individual study, or other course work to address problem areas. Course work recommended as remediation for passing the preliminary examination may cause the student's Doctoral Program of Study to exceed the 60 credit hours required for the DNS degree.

The re-examination will be offered once a semester at a regularly scheduled exam period. The student will notify the Doctoral Coordinator when ready to repeat the examination. The examination must be repeated and successfully passed before the student will be allowed to take further degree requirements.

### **The Comprehensive Examination**

After the completion of 50 – 60 hours, the student will sit for a Comprehensive Examination which consists of written and oral components. Both the written and oral exams emphasize scholarly synthesis. Students must be enrolled for at least 3 credits at the time of the comprehensive exam.

The student should meet with the chair of her/his Doctoral Advisory Committee to discuss the comprehensive exam (preferably the semester prior to completion of 50 – 60 hours). The student identifies a substantive area in which s/he is developing expertise. The Doctoral Advisory Committee will then meet with the student to discuss development of potential questions from each of four program areas: Theory, Research (design and methodology), Health Disparities or Nursing Education, and a substantive area.

The Doctoral Advisory Committee (without the student) will finalize the questions in four areas that require further exploration prior to dissertation proposal development. Examples include: Methodologies of research studies conducted about the substantive area, State of the Science in a substantive area, Systematic Review of the literature regarding a tool(s) that measures a concept of interest to the student, support of and rationale for a Theoretical or Philosophical framework that would guide a study of interest to the student.

The structure of the exam may vary somewhat according to when, where, and for how long the exam is written. Students and their Doctoral Advisory Committee will negotiate the structure of the examination. Students may write the entire exam or part of the exam “in house” within a limited time frame (for example on campus for 2 days for 5 hours each day) or the exam or part of it may be written “at home” over a longer period of time (for example over 1 or 2 months). The oral component of the exam will be scheduled at least 10 to 12 days after completion of the written component of the comprehensive exam.

After both the written and oral components of the exam, the committee may take up to 3 weeks to read and evaluate the comprehensive examination. The committee members will write a brief description and evaluation of the student’s performance on the examination and submit that with a recommendation of Distinguished, Acceptable, or Failure, to the Coordinator of the DNS Program.

If either the written or oral component of the comprehensive exam is not successfully completed, the student may have the opportunity to retake the exam one time. One semester must elapse before retaking the comprehensive exam. An initial finding of “Failure” will mean that the student will be given specific feedback about assignments designated by the Doctoral Advisory Committee to foster success upon re-taking the examination. “Failure” on the second comprehensive examination attempt will mark the end of the student’s progression.

### **Admission to Candidacy**

Admission to candidacy occurs following completion of all doctoral work, except dissertation, and recommendation of the Doctoral Advisory Committee. Students who have an unconditional admission to the Graduate College, are in good academic standing, have successfully completed the comprehensive examination and have completed all pre-dissertation course work, including electives and statistics or other data analysis methods, are eligible to be considered for candidacy. Students must be registered for course credit in the preparation/presentation of the candidacy paper (for example NURS 9405, NURS 9400, NURS 9310)

Admission to candidacy is based on the student’s demonstrated:

- Depth of knowledge within an identified area of research interest.
- Expertise of theoretical and methodological issues related to the area of research interest.
- Ability to successfully propose and potentially implement the dissertation process.

The initial step of formally applying for candidacy is the finalization of a Doctoral Advisory Committee to lead the dissertation process. See information above regarding composition of Doctoral Advisory Committees and making changes to such.

When entering the candidacy phase of the program, the student will:

1. Arrange a candidacy meeting with the Doctoral Advisory Committee.
2. Prepare and submit a five page candidacy paper to the committee at least 10 days prior to the meeting. The candidacy paper will:
  - Describe the purpose of the proposed dissertation study.
  - Delineate the importance of the study.
  - Indicate a theoretical framework.
  - Outline an appropriate research methodology.
3. At the candidacy meeting, the student will critically discuss the need for, and conduct of, the proposed study.
4. The student's candidacy paper and oral presentation will be evaluated by the following criteria:
  - Relevance of research area and its significance for nursing.
  - Evidence of evaluation and synthesis of relevant literature.
  - Evidence that the methodological approach is feasible and conceptually sound.
  - Logical development of the research idea – demonstrating intellectual creativity and the ability to conceptualize.
  - Evidence of scholarly writing.

If the Doctoral Advisory Committee finds that the student meets these criteria, the student will be recommended for advancement to candidacy. The Doctoral Advisory Committee sends this recommendation to the Doctoral Program Coordinator who forwards it to the Director of the WellStar School of Nursing and the Graduate College. If the student does not meet the criteria, the committee will suggest remediation to address problem areas. When the student has completed remediation, the Doctoral Advisory Committee will reconvene to consider the student's re-application for candidacy.

### **Completion of the Doctoral Degree**

Each candidate is required to conduct an independent research project (the dissertation) which exhibits evidence of scholarship and potential for adding to the body of nursing knowledge. The dissertation should be an original research study worthy of publication.

After the student has been admitted to candidacy (if not done previously), she/he may enroll in dissertation hours (NURS 9400). Students must maintain registration in at least 3 hours of dissertation credit (NURS 9400) throughout the entire dissertation process. No more than 6 hours dissertation credit can be taken in one semester. Students must register for dissertation credit in at least 2 semesters and must be registered for dissertation credit in the semester when they graduate. A grade of "in progress" (IP) is given until the semester in which the candidate graduates, at which time credit, "satisfactory" (S), is

assigned. Students must earn at least 9 hours dissertation credit (NURS 9400) over at least 2 semesters, in addition to NURS 9405 Dissertation Seminar (3 hours) for a total of 12 hours credit in the dissertation process. The proposal and prospectus must be defended during enrollment in NURS 9400. However, the dissertation proposal and the dissertation may not be defended in the same semester.

Graduate College policy requires that only an officially registered candidate may hold conference with faculty concerning the preparation of a dissertation. This rule applies to both the candidate in actual residence and to the candidate not in residence who is receiving faculty assistance through conferences or correspondence. Therefore, candidates must be enrolled in NURS 9400 or NURS 9405 during semesters when they are working with their Doctoral Advisory dissertation chair and/or committee.

### **The Dissertation Proposal**

The candidate prepares a draft of the dissertation proposal for review by the dissertation chair and, following the chair's approval, submits it to the Doctoral Advisory Committee. The proposal represents the candidate's cumulative work on the research topic and consists of the 10 page summary prospectus, as well as chapters 1, 2, and 3, the reference section, and relevant appendices. Even though committee members will read and comment upon these chapters, their approval does not mean that work on these chapters should not continue during the entire dissertation process.

The prospectus must be approved by the Doctoral Advisory Committee and the Coordinator of the Doctor of Nursing Science program. The prospectus typically includes an introduction, a statement of purpose or problem statement, research questions or hypotheses, a selected review of the literature, and a description of the research methods and procedures. The prospectus summary document should contain a maximum of 10 pages, including references, in addition to the title page and the reference page. Although the instruments are included in the appendices for the proposal, they are not submitted with the prospectus. All proposals must be approved by the KSU Institutional Review Board (see [www.kennesaw.edu/irb](http://www.kennesaw.edu/irb)) before the prospectus will be accepted by the Graduate College. The prospectus will, if approved by the committee and the Coordinator of the WellStar School of Nursing, be filed in the Graduate College. A copy of all IRB approval forms and the prospectus should be placed in the student's file in the WellStar School of Nursing.

The content of the proposal will vary somewhat depending on whether the proposed study is quantitative or qualitative. The student should follow the instructions of the Doctoral Advisory Committee regarding the format of the proposal. APA format is to be used for all proposals. Candidates should follow any KSU Graduate College guidelines which specify margins, types, appendices, and other requirements for the completed dissertation.

After receiving approval from the doctoral advisory committee chair to defend the proposal, the candidate arranges for a committee meeting time and reserves a meeting

room with the Graduate Secretary in the WellStar School of Nursing. Candidates cannot defend their proposal during the first two weeks of a semester or the last two weeks of a semester (this includes final exam week). Committee members must receive a complete copy of the proposal a minimum of 10 working days before the defense date.

When the proposal is ready to be defended, the following steps are suggested:

1. The doctoral advisory committee chair, the student, and the committee determine that the proposal is ready to be defended.
2. The student is responsible for:
  - Contacting all committee members to find a suitable time for defense.
  - Notifying the doctoral program secretary and reserving a room for the defense.
3. The proposal defense is convened by the doctoral advisory committee chair when the committee members are present. The student will give a brief presentation of the proposed research and methodology; committee members will assess the prospectus and the candidate's ability to carry out the research.
4. After an appropriate period of discussion, the chair will ask the student (and any others attending the defense) to leave and the committee will discuss the student's proposal and arrive at one of the following conclusions:
  - Unqualified approval: The committee recommends the candidate be approved for the degree by the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College.
  - Qualified approval: Suggested changes are made under the direction of the chair without another meeting of the committee; the committee will then recommend that the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College approve granting the degree.
  - Qualified disapproval: The research needs to be repeated or modified, or the major study rewritten extensively and resubmitted for another meeting of the committee. If a second formal defense of the major study is scheduled, two such meetings may not be scheduled in the same semester.
  - Unqualified disapproval: The candidate is advised to withdraw from the program without completing the degree.

If the proposal receives unqualified approval, the committee members will sign the Prospectus Approval Form at the meeting. If the proposal receives qualified approval, the committee members may wait to sign until the changes are made and circulated to all members, depending upon the nature of the specified changes. However, all committee

members should receive a copy of the prospectus as approved by the Dean of the College of Nursing and the Associate Vice President for Research and Dean of the Graduate College.

5. The candidate is called back into the room and informed of the decision. When the committee has granted unqualified approval to a prospectus, the student may proceed to the next step. If unqualified approval is not given, the candidate must work with the chair and the committee in making the needed changes or preparing a new proposal.
6. The candidate submits to the Dean of the WellStar College of Health and Human Services an original and a copy of the approved prospectus and the signed Prospectus Approval Form. If approved, the Dean forwards the signed copy to the Graduate College to be filed and retains the second copy for the candidate's file. The application to the Institutional Review Board(s) and an Agency Permission letter should accompany the prospectus provided these documents have not already been submitted to all appropriate Institutional Review Boards.

Guidelines for the protection of human subjects are followed for each study. Guidelines for preparation of the Application to the Institutional Review Board are available through the Institutional Review Board site Kennesaw State University (see [www.kennesaw.edu/irb](http://www.kennesaw.edu/irb)). If needed, approval from any participating agency where subjects are being sought must also be completed prior to initiation of data collection.

7. The candidate may begin collecting data only after receiving notification from the Doctoral Advisory Committee the prospectus has been approved.

### **The Dissertation Defense**

When the dissertation is ready to be defended, the committee meets. Candidates must be currently enrolled during the semester in which the dissertation is defended and the semester in which the candidate files the dissertation for graduation. The prospectus and the dissertation cannot be defended in the same semester. A typical expectation would be that the candidate would defend the prospectus during the first semester of candidacy, collect and analyze data during the second semester of candidacy, and write chapters four and five (as well as revise chapters one, two, and three) during the third semester. When the dissertation is ready to be defended, the following steps are suggested:

1. The Doctoral Advisory Committee chair and the candidate, in consultation with the committee, determine that the dissertation is ready to be defended.
2. The candidate is responsible for:
  - Contacting all committee members to find a suitable time for defense.

- Notifying the Graduate Secretary and reserving a room for the defense.
3. The defense is convened by the Doctoral Advisory Committee chair when the committee members are present. The candidate will give a brief presentation of the research methodology and findings; committee members will then question the student regarding the study.
  4. After an appropriate period of discussion, the chair will ask the candidate (and any others attending the defense) to leave and the committee will discuss the candidate's defense and arrive at one of the following conclusions:
    - Unqualified approval: The committee recommends the candidate be approved for the degree by the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College.
    - Qualified approval: Suggested changes are made under the direction of the chair without another meeting of the committee; the committee will then recommend that the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College approve granting the degree.
    - Qualified disapproval: The research needs to be repeated or modified, or the major study rewritten extensively and resubmitted for another meeting of the committee. If a second formal defense of the major study is scheduled, two such meetings may not be scheduled in the same semester. (Two consecutive summer terms are considered one semester.)
    - Unqualified disapproval: The candidate is advised to withdraw from the program without completing the degree.
  5. The candidate is called back into the room and informed of the decision. If the decision is in the category of qualified or unqualified disapproval, the Doctoral Program Coordinator and Director of the WellStar School of Nursing are notified, as well as the Dean of the WellStar College of Health and Human Services and the Associate Vice President for Research and Dean of the Graduate College. The decision is also further reiterated to the student in writing.
  6. The Dissertation Approval (or Signature Page) forms are signed by the chair after all corrections are made. The Signature Page should meet the margins set forth by the Graduate College and should be in the same type face as the rest of the paper. The Signature Page also must be printed on bond paper, and the original and copies of the Dissertation Approval (Signature Page) form accompany the copies of the completed and approved dissertation which are filed with the Graduate School (see #8 below). [The original signed copy of the Dissertation Approval form must be filed with the Graduate College; a copy is retained for the student's file.]

7. After the corrections have been made and the forms are signed, the chair will make a copy of the forms for the candidate's file.
8. The candidate is then responsible for preparing the numbers of copies of the dissertation in the format specified by Graduate College.
9. Students should complete the final checklist

Students are responsible for knowing the most recent information regarding the filing dates, graduation application dates, and fees required for graduation. This information is available in the WellStar School of Nursing's office and on the Graduate College's website.

### **Financial Assistance**

#### **Traineeships**

Information will be forthcoming for the 2010-2011 academic year.

#### **Scholarships and Financial Aid**

Students desiring a university scholarship or financial aid should contact the University Financial Aid Office for information. Students should apply for scholarships or university financial aid and scholarships several months in advance of enrollment. The WellStar School of Nursing also maintains a list of graduate loans and scholarships which can be found on the SON website.

#### **Teaching and/or Research Assistantships**

A limited number of Graduate research assistantships are available. Current information about graduate research assistantships is available online at the KSU Graduate College website. Students desiring an assistantship should contact the Doctoral Program Coordinator. Graduate Assistant applications must be filed with the Coordinator of the WellStar School of Nursing for review and recommendation. Students receiving assistantships are eligible for in-state tuition waiver and a stipend.

#### **Additional Information**

Each candidate for the doctoral degree in the WellStar School of Nursing is personally responsible for meeting the requirements and deadlines. If there are any questions concerning any of the requirements or deadlines, students should contact the chair of their Doctoral Advisory Committee.

Every student should keep the Graduate College and the WellStar School of Nursing informed of their current address and phone numbers. Students should keep a personal copy of all forms and papers filed with the Graduate College, e.g. Doctoral Degree Program, Prospectus Approval Form, etc.

