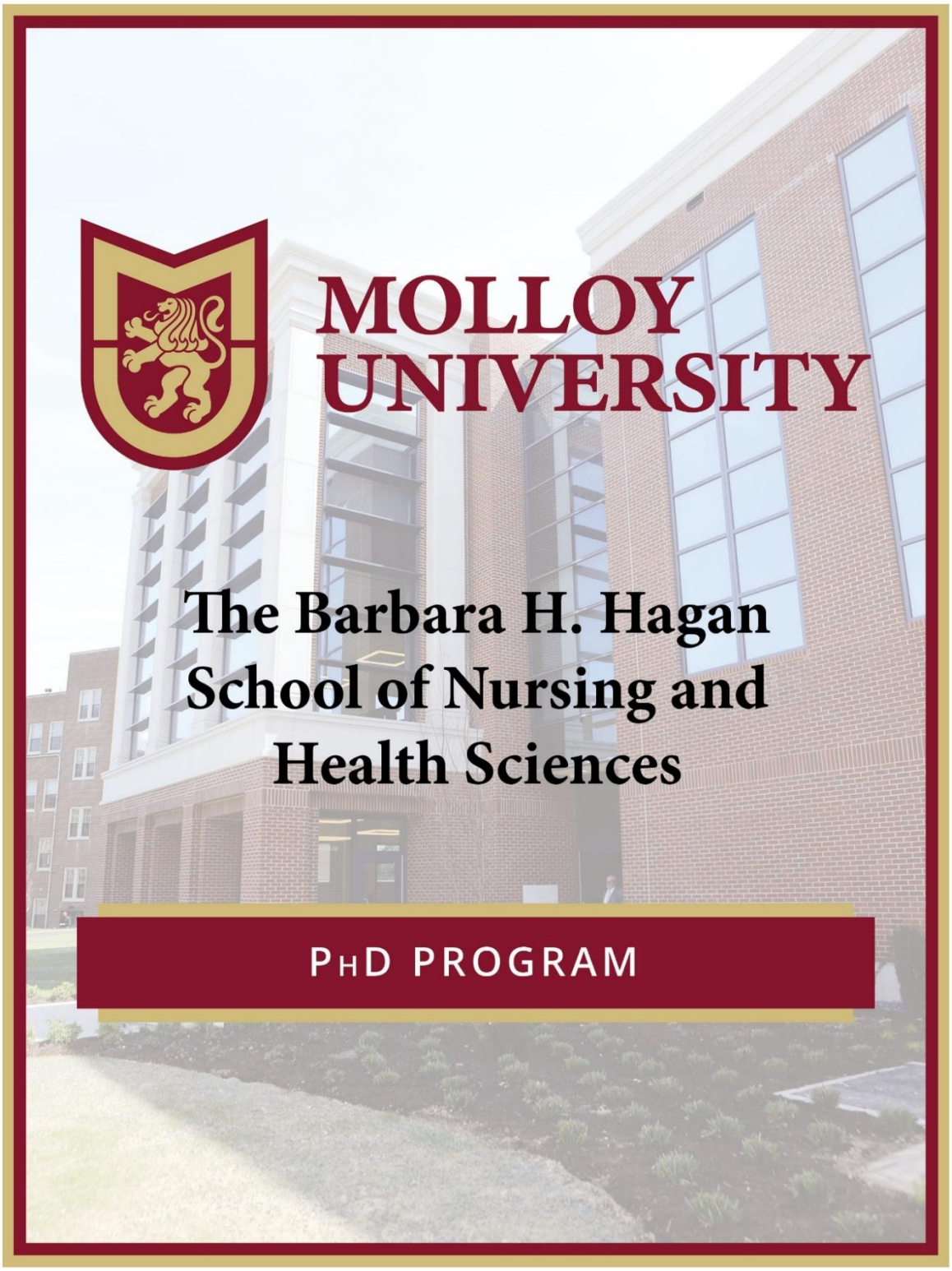
Academic Year 2026-2027



MOLLOY UNIVERSITY

The Barbara H. Hagan School of Nursing and Health Sciences

PhD PROGRAM

MOLLOY UNIVERSITY
Barbara H. Hagan
School of Nursing
& Health Sciences

Director's Welcome

Dear Students,

On behalf of Molloy University, Barbara H. Hagan School of Nursing and Health Sciences, I wish to congratulate you on your acceptance into the Doctor of Philosophy (PhD) in Nursing program. The PhD in Nursing is an academic degree that prepares nurse scientists at the highest level to create new knowledge through original research. We welcome you to become a part of our community of scholars.

Pursuing a PhD is truly a journey – a journey of the mind, "moving" your way of thinking from one place to another. It will be challenging, and sometimes you may doubt your ability, but embrace the challenge and get comfortable with being uncomfortable and not knowing. You are all leaders in the profession, very used to others coming to you for the answers – this is the time to free yourselves from that burden, a time for you to question, and a time for you to enjoy learning. We at Molloy share your passion for knowledge and are here to guide you on your doctoral journey and dissertation research - adding knowledge to our profession improves the care and outcomes for individuals, families, and communities.

The decision to begin doctoral studies is a significant milestone for you. We want to help in any way possible to make your doctoral studies meaningful - and enjoyable! My door (virtual and otherwise) is always open, so please do not hesitate to contact me should you have any questions. I want to help facilitate your progress through the doctoral program.

This handbook contains essential information to guide you as you progress through the doctoral program. In addition to this Handbook, you should be familiar with the Molloy University Graduate Catalog. These documents provide essential details of policies and procedures for the PhD Program in Nursing.

I look forward to joining you on your journey and working with you throughout your studies!

Sincerely,

Jennifer Emilie Mannino, PhD, RN, CNE
Professor and Director, PhD in Nursing Program
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Molloy University Barbara H. Hagan School of Nursing and Health Sciences

Molloy University, an independent Catholic University rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence and to respecting each person. Through transformative education, Molloy promotes a lifelong search for truth and ethical leadership development.

A Molloy University education challenges students to maintain high personal and professional standards, to be aware of their responsibilities to preserve and protect the environment, and to improve the quality of life for themselves and their neighbors in an ever-changing global society.

The faculty of The Barbara H. Hagan School of Nursing and Health Sciences, in accord with Molloy University, believes that every person, as a biological, psychological, socio-cultural, and spiritual being, has an innate potential for self-actualization in a dynamic universe. We believe that human beings are entitled to an environment that fosters individual self-esteem and mutual positive regard. We hold in high esteem the inherent worth and dignity of all individuals. The concept of valuing, in the context of humanity-environment-health, gives meaning to humanistic nursing practice.

Each human being is an integrated whole that evolves over time. The uniqueness of humanity is reflected through individuals, families, and communities continuously interacting with their environment. Since the environment influences the health and well-being of humanity, we recognize our collective responsibility to strive toward a better environment.

Health is a dynamic state of bio-psycho-socio-spiritual-cultural well-being. A responsible society provides a healthcare system that enables individuals to function at their highest level. Nursing meets humanity's actual and potential needs by assisting a diverse, multicultural population to attain, maintain, and retain optimum health.

Nursing is both a science and an art, focusing on diagnosing and treating human responses. Humanistic nursing integrates theory and practice within an ethical decision-making framework. Nursing provides health care for individuals, families, and communities. Central to professional practice is caring, interpersonal communication, and nursing therapeutics. We believe nursing is a social contract grounded in the profession’s code of ethics and requires a life-long professional commitment.

Doctor of Philosophy (PhD) in Nursing Program

The Doctor of Philosophy (PhD) in Nursing at Molloy University prepares nurses for advanced roles as scholars, researchers, educators, and leaders who advance nursing science and improve healthcare outcomes. Through rigorous academic study, scholarly inquiry, and original research, students develop the knowledge and skills needed to generate new evidence, address complex healthcare challenges, and influence nursing practice, education, leadership, and policy.

As the highest level of academic preparation in nursing, the PhD program fosters the development of independent nurse scientists committed to advancing the discipline through research and innovation. The curriculum provides a strong foundation in nursing science, research methodologies, leadership, and health policy, equipping students to design, conduct, and disseminate meaningful research that improves the health and well-being of individuals, families, and communities.

Grounded in the humanistic philosophy of the Barbara H. Hagan School of Nursing and Health Sciences, the program emphasizes respect for the dignity and worth of every individual, lifelong learning, professional excellence, scholarly inquiry, and service. Humanistic nursing values, including stewardship, caring, compassion, and ethical leadership, are integrated throughout the doctoral experience and serve as guiding principles for scholarship and professional practice.

Students engage in critical analysis of contemporary healthcare issues, explore innovative solutions to challenges facing healthcare systems, and develop the leadership skills necessary to influence organizational and policy decision-making. Research experiences, interdisciplinary learning opportunities, and faculty collaboration prepare students to translate evidence into action and contribute to meaningful change across diverse healthcare environments.

A distinguishing feature of the program is its commitment to individualized mentorship and scholarly development. Faculty mentors work closely with students throughout their doctoral studies, supporting the development of research interests, academic goals, and professional aspirations. Research residencies and collaborative scholarship opportunities provide hands-on experience and strengthen students' ability to conduct high-quality, independent research.

The dissertation is the culmination of doctoral study and represents the student's original contribution to nursing science. Through this process, students demonstrate their ability to identify important research questions, conduct rigorous investigations, and generate findings that advance the profession and improve healthcare outcomes.

Pursuing a PhD in Nursing at Molloy University is both an academic and a transformative journey. Through a student-centered approach that values mentorship, collaboration, and scholarly excellence, graduates emerge as nurse scientists and leaders prepared to shape the future of nursing, healthcare, education, and policy while advancing health equity and improving lives.

PhD in Nursing Program Philosophy

The underlying beliefs of The Barbara H. Hagan School of Nursing and Health Sciences at Molloy University are rooted in its humanistic framework. Within this framework, the Molloy University doctoral program uniquely contributes to the nursing profession (see Figures 1 and 2). It is the nurse's role to stand against dehumanization that may happen in healthcare settings. In an environment where there may be a devotion to technology and cost containment and where others may be less concerned with the patient as a human being, the Molloy PhD-prepared nurse will lead in knowledge development and nursing interventions that demonstrate value and respect for people who are vulnerable to illness.

Leadership by the Molloy University PhD-prepared nurse will be directed toward transforming vulnerabilities into strengths and toward attaining and maintaining optimum health. Humanistic nursing behavior, rooted in the principles of caring, is a goal of the doctoral program. A curriculum enriched by the study of the humanities helps achieve that goal. Faculty who teach and supervise PhD students believe that health equity and inclusion are instilled in our students through the lens of research and leadership.

- *As a research-focused program, the faculty examines inequity through a lens of inquiry to discover how to make these issues visible in health care and encourages students to become leaders in changing policy and advocacy.*

- *Faculty foster safe intellectual, academic learning environments to raise interest and comfort within the language of inquiry and use the scientific processes that address contemporary problems related to inequity.*

- *By building confidence in scientific discourse, faculty integrate the issues of inequity and disparities through threads in courses, cognates, and the development of students' learning to stimulate research and produce advocates in promoting health equity and inclusion, making them more visible in the national community of scholars.*

- *Students in the PhD program are recruited from diverse backgrounds and are admitted with an understanding of their multiple credible, holistic attributes that aim to achieve the goal of inclusive excellence.*

Figure 1. The Barbara H. Hagan School of Nursing and Health Sciences Humanistic Framework

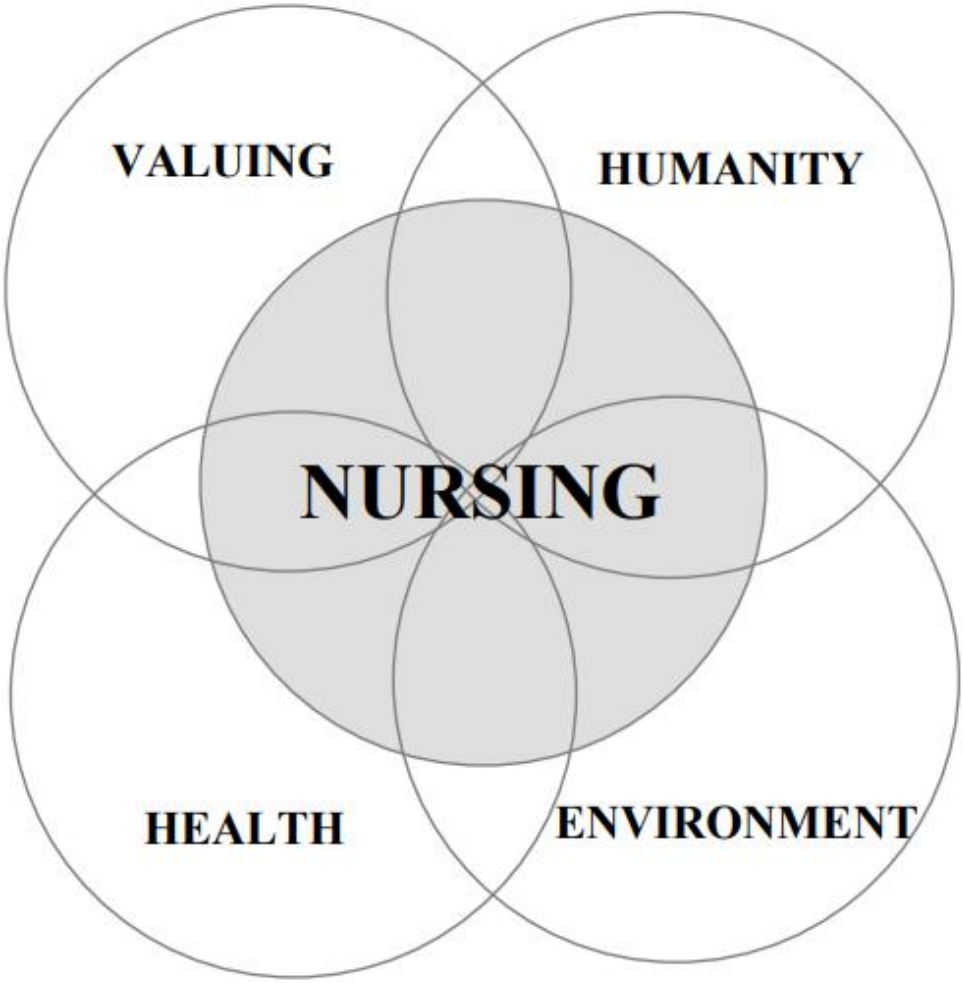

Figure 2. The Barbara H. Hagan School of Nursing and Health Sciences Humanistic Framework Extended to the Doctoral Level

Doctoral Graduate	Generates	Promotes	Models	Conducts and Disseminates	Exemplifies
Master's Graduate	Demonstrates (Advanced)	Demonstrates (Advanced Practice)	Assumes (Advanced Practice)	Designs	Utilizes (Advanced)
B.S. Graduate	Utilizes	Assumes (Generalist Practice)	Assumes	Utilizes	Practices (Generalist)
Level III	Applies	Demonstrates	Applies	Applies	Demonstrates
Level II	Demonstrates	Demonstrates (Beginning Practice)	Demonstrates	Discusses	Demonstrates (Beginning Level)
Level I	Acquires	Discusses	Discusses	Defines	Identifies
	Knowledge	**Responsibility & Accountability**	**Leadership/ Management**	**Research**	**Professional Role**

HEALTH HUMANITY VALUING ENVIRONMENT

NURSING

PhD in Nursing Program Entry Pathways

The PhD in Nursing creates nursing scientists to lead at the highest level and generate new knowledge through innovative, original research. Nurse scientists play a vital role in educating future nurses, shaping health policy, advancing research, and advancing nursing practice. Their work strengthens patient care by identifying, analyzing, and addressing complex healthcare challenges at their root causes. Our graduates emerge ready to shape healthcare, academia, and policy through influential leadership roles.

Program Entry Pathways

1. Post Master's entry: Traditional PhD in Nursing Research, Leadership, and Policy
2. Post Doctoral entry: Doctoral Bridge to PhD in Nursing Research, Leadership, and Policy
3. Post Baccalaureate entry: BS-to-PhD in Nursing Research, Leadership, and Policy with a Concentration in Nursing Education for Future Nurse Educators

Post-Master's Entry: Traditional PhD in Nursing Research, Leadership, and Policy

Molloy University's PhD in Nursing program prepares master's-prepared nurses for advanced roles as scholars, researchers, educators, and leaders. Grounded in a humanistic framework, the program emphasizes scholarly inquiry, leadership, policy, and the advancement of nursing science. Students develop the knowledge and research skills needed to conduct original investigations that improve healthcare outcomes and expand the nursing knowledge base. Through individualized mentorship, research residency experiences, and dissertation work, graduates are prepared to lead in academic, healthcare, policy, and research settings while making meaningful contributions to the future of nursing.

Post-Doctoral Entry: Doctoral Bridge to PhD in Nursing Research, Leadership, and Policy

Designed for nurses who hold a DNP or other doctoral degree, the Bridge to the PhD in Nursing Research, Leadership, and Policy prepares scholars to advance nursing science through original research, innovation, and leadership. Building on prior doctoral education, students may transfer up to 21 doctoral-level credits, reducing time to degree completion. The program offers an affordable, individualized pathway to a PhD through a gap analysis that evaluates previous coursework and learning outcomes. Graduates are prepared for impactful careers in academia, healthcare leadership, policy, and research, contributing new knowledge that advances the nursing profession.

Post-Baccalaureate Entry: BS-to-PhD in Nursing Research, Leadership, and Policy with a Concentration in Nursing Education for Future Nurse Educators

The Nursing PhD with a focus on Education is a forward-thinking BS-to-PhD program for registered nurses who want to become educators, researchers, and leaders. It combines in-depth study in research, leadership, policy, and teaching, offered in a flexible, hybrid, part-time format tailored for working professionals. Students gain skills in curriculum development, evidence-based instruction, accreditation, and assessing learners, while also conducting original research to enhance nursing education and practice. Graduates are prepared for influential roles in academia, healthcare organizations, and policymaking.

Post-Doctoral Entry
Doctoral Bridge to PhD in Nursing Research, Leadership, and Policy

The bridge to a PhD in Nursing Research, Leadership, and Policy is designed for nurses with a DNP (or other doctoral degree) who wish to further their expertise in nursing research and scholarship. PhD-prepared nurses pursue leadership careers in academia, policy, and practice, conducting original research, developing evidence-based practices, and contributing to the development of new knowledge in the nursing field that advances nursing science. Building on prior academic success, students may transfer up to 21 doctoral-level credits into the PhD in Nursing Program, thereby reducing the time to completion.

The Doctor of Nursing Practice (DNP) and PhD (Doctor of Philosophy) in Nursing programs offer complementary yet distinct learning objectives and outcomes. The DNP prepares nurses for the highest level of nursing practice by translating research into evidence-based practice, while the PhD prepares nurses for the highest level of nursing science by creating knowledge through research (AACN, 2022). The DNP to PhD bridge offers an opportunity for innovation, enabling the DNP to earn a PhD in an affordable, timely manner.

The extent to which learning objectives and outcomes overlap may vary from program to program. An individualized program of study for the prospective student will be determined through gap analysis. Course syllabi (course descriptions, credit allocation, and learning outcomes) from the doctoral program will be reconciled with those of the Molloy University PhD in Nursing courses. Only doctoral courses from an accredited program where students earn a B+ or better will be considered for transfer. All credit transfers must be approved by the Director of the PhD in Nursing Program. Up to 21 credits may be transferred. Students must complete a minimum of 30 PhD in Nursing credits from Molloy University to graduate with a degree from Molloy University.

Post-Baccalaureate Entry
BS-to-PhD in Nursing Research, Leadership, and Policy: Concentration in Nursing Education

The PhD in Nursing with a Concentration in Nursing Education - BS to PhD Pathway builds upon two well-established and highly successful Molloy programs: the PhD in Nursing and the MS in Nursing Education. This curriculum integrates the traditional research-, leadership-, and policy-focused PhD in Nursing with targeted nursing education coursework and practicum experiences that emphasize the design, implementation, and evaluation of nursing education.

Offered in a part-time, cohort-based, hybrid format, the program prepares professional registered nurses for roles as nurse educators and scholars. Graduates earn a PhD in Nursing and are prepared for careers in academic institutions, healthcare organizations, and policy settings, where they advance nursing education, practice, and research and help shape the future of the nursing profession.

In addition to competencies in research, leadership, and policy developed in the PhD in Nursing program, students in the Nursing Education concentration receive didactic and experiential preparation in curriculum development, accreditation processes, and evidence-based teaching, learning, and assessment strategies. Graduates are prepared for nationally recognized nurse educator certification examinations, including Certified Nurse Educator (CNE®), Certified Clinical Academic Nurse Educator (CNE®cl), and Nursing Professional Development Certification (NPD-BC™).

Central to the PhD in Nursing program is the conduct and dissemination of original research that contributes to the nursing knowledge base. Students concentrating in Nursing Education may pursue research related to nursing education, including teaching methodologies, learner outcomes, and educational policy.

The BS-to-PhD framework offers a streamlined, cost-effective pathway to a terminal degree and represents an innovative approach to doctoral education in nursing. This program addresses the national nursing faculty shortage by providing an efficient, rigorous path to becoming a nurse educator without compromising academic quality. It prepares nurses to develop the advanced research knowledge and skills needed to become nurse scientists. Through this accelerated trajectory, students gain the foundation to contribute to the research, academic, and health-system workforce.

Nursing PhD Program Goals and Learning Outcomes

The goal of advancing nursing knowledge must be grounded in respect for the dignity of the individual human being. It must also be grounded in the principles and methods of scientific inquiry and in an examination of nursing actions within nursing environments. The process for reaching this goal is outlined in a core of required courses that address the theoretical and empirical foundations of nursing and the substantive development of research and theory to guide nursing practice.

The program design allows students to expand upon prior educational endeavors through various learning experiences. Scholarly electives provide additional flexibility to plan a program of study that strengthens dissertation, research, and career goals. Depth of knowledge in the research interest area is developed through the combination of required coursework, elective courses, research residency (an immersion in activities with a research-active faculty mentor), independent study, and the dissertation process.

The program's goals are to prepare future nursing scientists and leaders with the knowledge and skills to develop policies and practices that address inequities in our healthcare and social systems, and to improve outcomes and the quality of life for all individuals, families, and communities.

Program Learning Outcomes

The recipients of the Molloy University PhD in Nursing are prepared to:

1. Serve as leaders in advancing the practice of nursing through research, education, administration, and health policy.
2. Participate fully in multidisciplinary contributions to the creation of nursing knowledge.
3. Generate, test, and extend knowledge through research and theory development and disseminate the findings.
4. Influence health policy to advance nursing and health care in a global society.
5. Integrate theory and practice through advanced ethical analysis.
6. Appreciate and extend the aesthetic values of nursing.
7. Value the inherent dignity of all humans and protect them from the dehumanization of health care.
8. Treasure the ideals of nursing through the stewardship of caring.

Additional Program Learning Outcomes for BS-to-PhD Concentration in Nursing Education

The recipients of the Molloy University PhD in Nursing with a concentration in Nursing Education are prepared to:

1. Demonstrate leadership in shaping the future of nursing education and influencing academic policy.
2. Lead change and innovation in nursing curricula, educational policy, and practice environments.
3. Advocate for ethical, evidence-based educational practices and policies.
4. Design, implement, and evaluate nursing curricula grounded in educational theory, evidence-based practice, and professional standards.
5. Evaluate the effectiveness of educational interventions on student performance outcomes.

Graduates of the PhD in Nursing Program

The underlying beliefs of The Barbara H. Hagan School of Nursing and Health Sciences at Molloy University are rooted in its humanistic framework. The Molloy PhD nurse graduate will lead in knowledge development and nursing interventions, demonstrating value and respect for people vulnerable to illness.

The Molloy University PhD-prepared nurse will exert leadership and develop knowledge to:

- Transform vulnerabilities to strengths, attaining and maintaining optimum health.
- Guide humanistic nursing behavior, rooted in the principles of caring, as a goal of the doctoral program.
- Enrich the discipline by incorporating the humanities to assist in achieving goals.

Nursing PhD Program Admission Requirements

All students seeking admission to the PhD Program in Nursing must complete a Doctoral Admissions Application Form. An interview with the Doctoral Program Director will be arranged for qualifying applicants. Applicants are reviewed by the PhD in Nursing Admissions Committee, which forwards recommendations for acceptance into the program to the Doctoral Program Director.

The Barbara H. Hagan School of Nursing and Health Sciences employs a "whole person" philosophy to evaluate candidates for admission to the doctoral program. A multifaceted assessment of the applicant's potential for success includes the following:

Program Admission Requirement

1. Post Master's entry: Traditional PhD in Nursing Research, Leadership, and Policy
2. Post Doctoral entry: Doctoral Bridge to PhD in Nursing Research, Leadership, and Policy
3. Post Baccalaureate entry: BS-to-PhD Research, Leadership, and Policy with a Concentration in Nursing Education for Future Nurse Educators

Post Master's Entry: Traditional PhD in Nursing Research, Leadership, and Policy

Candidates for admission with an earned master's degree will provide the following:

1. A master's degree from an accredited program. A higher degree in nursing (baccalaureate and/or master's). Degrees outside of nursing need to be relevant to nursing and health.
2. Minimum Grade Point Average of 3.5 on a 4.0 scale from the applicant's master's program.
3. Original official transcripts from all university programs and courses.
4. Current license to practice as a registered nurse in the United States.
5. A written statement of career goals and research interests
6. Three letters of reference from professionals in the field that speak to the applicant's potential as a scholar, including at least one from a former faculty member and at least one from a recent employer.
7. A current curriculum vitae.
8. A copy of a recent academic or scholarly paper, research report, or publication.
9. An interview with the Director of the PhD in Nursing Program and faculty of the Doctoral Program, with concurrent completion of a brief writing sample evaluated by a designated PhD admission committee.
10. International students must follow the regular admissions procedure, including submission of university transcripts. See the catalog for English evaluations of transcripts. The TOEFL exam is required for those whose native language is not English, with a minimum score of 500.

Applications for the Fall semester should be submitted by April 1st. Prospective students who miss the application deadline dates may be considered on an individual basis.

Post Doctoral entry: Doctoral Bridge to PhD in Nursing Research, Leadership, and Policy

Candidates for admission with an earned terminal degree will provide the following:

1. Evidence of earned terminal degree
2. Minimum Grade Point Average of 3.5 on a 4.0 scale from the applicant's terminal degree program.
3. Original official transcripts from all university programs and courses.
4. Current license to practice as a registered nurse in the United States.
5. A written statement identifying a dissertation research focus and professional goals for developing nursing science and practice.
6. One letter of reference speaking to the applicant's scholarly aptitude from a former faculty.
7. A current curriculum vitae.
8. A copy of a recent academic or scholarly paper, research report, or publication.
9. An interview with the Director of the PhD in Nursing Program and the faculty of the Doctoral Program.
10. International students must follow the regular admissions procedure, including submission of university transcripts. See the catalog for English evaluations of transcripts. The TOEFL exam is required for those whose native language is not English, with a minimum score of 500.

Applications for the Fall semester should be submitted by April 1st. Prospective students who miss the application deadline dates may be considered on an individual basis.

Post Baccalaureate entry: BS-to-PhD Research, Leadership, and Policy with a Concentration in Nursing Education for Future Nurse Educators

Candidates for admission with an earned bachelor's or master's (direct entry) degree in nursing will provide the following:

1. A bachelor's or master's (direct entry) degree in nursing from an accredited program.
2. Minimum Grade Point Average of 3.5 on a 4.0 scale from the applicant's bachelor's or master's program.
3. Original official transcripts from all college programs and courses.
4. Current license to practice as a registered nurse in the United States.
5. A written statement of career goals and research interests.
6. Three letters of reference from professionals in the field that speak to the applicant's potential as a scholar, including at least one from a former faculty member and at least one from a recent employer.
7. A current curriculum vitae.
8. A copy of a recent academic or scholarly paper, research report, or publication.
9. An interview with the Director of the PhD Program and faculty of the Doctoral Program, with concurrent completion of a brief writing sample evaluated by a designated PhD admission committee.
10. International students must follow the regular admissions procedure, including submission of college transcripts. See the catalog for English evaluations of transcripts. The TOEFL examination is required for those whose native language is not English, with a minimum score of 500.

Applications for the Fall semester should be submitted by April 1st. Prospective students who miss the application deadline dates may be considered on an individual basis.

Categories of Admission

Admission to Degree Program: This category is used for students who satisfy all Doctoral Nursing Program requirements and are admitted without any provisions

Provisional Admission to Degree Program: This category is used for students who fail to meet all Doctoral Nursing Program requirements but who, in the opinion of the Doctoral Faculty, demonstrate high potential for doctoral study. Types of students admitted under this category and conditions for full admission include:

- A student who meets all admission requirements except that they are in the final semester of a degree program and have not yet graduated. Upon graduation with a GPA of 3.5 or higher, the student will be granted full admission.
- A student who meets all admission requirements except has a GPA of 3.25-3.5. Upon earning a grade of B or higher in two of the first doctoral courses taken, the student will be granted full admission.

Matriculated Status for PhD Nursing

Students are matriculated if they have met the admission requirements, have been accepted into the Doctoral Nursing Program, and are seeking to fulfill all the requirements of the PhD Program.

Non-Matriculated Status for PhD Nursing

Students whose admission process is incomplete, but who wish to earn credits for specific prerequisites or required courses for the degree, can request permission from the Director of the PhD in Nursing Program to enroll for one semester. Non-matriculated students should be aware that no more than six (6) credits may be completed as a non-matriculated student to fulfill the requirements for the PhD, and that non-matriculated status can be maintained for a maximum period of one semester.

Transfer Credit

The PhD in Nursing Program allows for nine (9) doctoral-level transfer credits with a grade of "B" or higher if the courses are judged equivalent to those required in Molloy's PhD in Nursing Program. Students with an earned terminal degree (e.g., PhD, EdD, DNP) may have up to 21 doctoral-level credits with a grade of "B+" or higher considered for transfer.

Transfer courses for the PhD in Nursing program must have been completed at an accredited institution within five (5) years to be considered for transfer. Courses submitted for transfer credit are evaluated individually relative to program requirements and the student's plan of study. The course must either be duplicative of courses required within the program and/or congruent with the student's focus for cognates that support the dissertation research and/or career goals.

A student requesting transfer of credit submits the request, an official transcript, and a copy of the course syllabus (including course descriptions, credit allocation, and learning outcomes) to the Director of the PhD in Nursing Program.

The extent to which learning objectives and outcomes overlap may vary from program to program. An

individualized program of study for the prospective student will be determined through gap analysis. The Director of the PhD in Nursing Program and the Office of Research, Scholarship, and Graduate Studies must approve all transfers of credit. Students must complete a minimum of 30 PhD in Nursing credits from Molloy University to graduate with a degree from Molloy University.

Waiver of Course

Occasionally, a student is admitted to the Doctoral Program who presents credentials demonstrating experience equivalent to the required course. In this instance, the student may request a waiver of the course. The Advisor and the student are then notified in writing of the action taken. Any student receiving a favorable waiver of course action will be required, with advisement, to take a course that provides the appropriate number of credits to substitute for the waived course.

A Waiver/Substitution form may be submitted by the student advisor to the Director of the PhD in Nursing Program for approval by the Office of Graduate Studies. These requests are reviewed and may be denied. If approved, an acceptable course may be substituted for the required course, or a requirement may be waived.

Licensure as a Registered Nurse

A student in the Doctoral Program must maintain current licensure as a registered professional nurse in New York State and in any other state where the student may be involved in clinical activities.

Malpractice Insurance

Evidence of malpractice insurance may be required according to the student's program of study.

Curriculum Overview

The goal of advancing nursing knowledge must be grounded in respect for the dignity of the individual human being. It must also be grounded in the principles and methods of scientific inquiry and in an examination of nursing actions within nursing environments. The process for reaching this goal is provided in a core of required courses that address the theoretical and empirical basis for nursing and the substantive construction of research and theory to guide nursing practice.

The program design allows students to build on prior educational endeavors and experiences. Depth of knowledge in the research interest area is developed through the combination of required coursework, elective courses, research residency (an immersion in activities with a research-active faculty mentor), independent study, and the dissertation process.

Theory

This cluster of core courses addresses the theoretical and conceptual bases for nursing practice and the underpinnings of professional leadership. Hallmarks of Scholarly Inquiry introduces the doctoral student to the scholarly process of dissertation research preparation. Ethics: The Foundation of Leadership explores traditional and contemporary ethical principles and core nursing values to develop students' complex analytical skills. Nursing Concept Analysis Through the Humanities allows students to investigate phenomena important to nursing through a humanities lens. Students also develop theoretical connections and philosophical reflections as bases for future theory construction. Students gain exposure to the United States health care system and the organizational, public, and corporate policies that shape and influence it as a background for nursing leadership in the Scholarship of Health Care Organizations and Policy. In Philosophical Evolution of Nursing Knowledge, elements of the philosophy of science serve as a guide for exploring the evolution of nursing science. Nursing theory construction is examined as a foundation for research.

Research

Students acquire the tools to build their research skills in the research cluster. Analysis Primer, Quantitative Research Methods, Qualitative Research Methods, Advanced Quantitative Analysis, and Advanced Qualitative Analysis offer a strong foundation in research methods. Research Residency affords students learning opportunities encompassing all aspects of the research process. In Hallmarks of Scholarly Design and Implications, students critically analyze their research design and implications for nursing while developing their research proposal.

Leadership and Education

Leadership themes are threaded throughout the curriculum, assuring preparation for leadership in health policy and organizations. Leadership Innovations and Interventions allow students to examine the complex interactions shaping organizations and national and global policy. Nursing Education: Principles, Dynamics, and Innovations provides students with the experience and knowledge necessary for future doctoral graduates. Students in the Nursing Education concentration receive didactic and experiential preparation in curriculum development, accreditation processes, and evidence-based teaching, learning, and assessment strategies.

Cognates

This component allows students to pursue individualized coursework that builds a specialized area of competence and supports their research interests and career goals. Cognate courses contribute to the development of nursing knowledge through theoretical and/or methodological approaches. These courses may be taken at Molloy or other academic institutions. The advisor and Director of the PhD in Nursing Program must approve the choice of cognates.

Dissertation Sequence

The dissertation is the culmination of doctoral study. The Dissertation Seminar is taken after completing all required coursework and successfully passing the comprehensive exam, and it provides the candidate with the opportunity to develop and refine the dissertation. Following the Dissertation Seminar, the candidate registers for Dissertation Progression. After Dissertation Progression, candidates will enroll in Dissertation Completion until they have successfully completed their oral defense.

Course Modality

The PhD in Nursing program is designed with students in mind. Students will follow a part-time cohort model, allowing them to progress through the program together. The curriculum will be delivered in a blended format, consisting of hybrid synchronous (HY-SYNC) meetings (virtual synchronous sessions combined with traditional face-to-face sessions), online asynchronous (ON-ASYNC) learning, and experiential components. Engaging seminar-style classes meet virtually on Thursday evenings in the comfort of students' own space, with one meeting per month held on campus for classes and special events that foster connectedness and networking among fellow students, alumni, and faculty.

PhD Program of Study

Theory		
N 6000	Hallmarks of Scholarly Inquiry	3cr
N 6010	Ethics: The Foundation of Leadership	3cr
N 6020	Nursing Concept Analysis through the Humanities	3cr
N 6030	Scholarship of Health Care Policy and Organizations	3cr
N 6040	Philosophical Evolution of Nursing Knowledge	3cr
Research		
N 6050	Qualitative Research Methods	3cr
N 6060	Quantitative Research Methods	3cr
N 6070	Advanced Quantitative Analysis	3cr
N 6080	Advanced Qualitative Analysis	3cr
N 6090	Analysis Primer: Foundational Statistics	1cr
N 6092/3/4	Research Residency (fundamental, applied, or policy-, and education-related research)	2cr
N 6100	Hallmarks of Scholarly Design and Implications	3cr
Leadership and Education		
N 6400	Leadership Innovations and Interventions	3cr
N 6500	Nursing Education: Principles, Dynamics, and Innovations	3cr
Cognates		
Cognates are offered in nursing leadership, education, and research. Refer to this handbook's Nursing Doctoral Course Descriptions section for a description of each cognate course. Most cognates may be taken in any combination or sequence. Cognate offerings will vary and are subject to enrollment. Requests to take classes in other disciplines or those offered at other universities must be related to dissertation research and approved by the Director of the PhD in Nursing Program.		
Dissertation		
N 7000	Dissertation Seminar	3cr
N 7010/7015	Dissertation Progression	6cr total
Total Course Credits		**45cr**
Total Program Credits (includes Dissertation Sequence)		**51cr**

Doctoral Bridge Students- An individualized program of study for the prospective doctoral bridge student will be determined through gap analysis.

PhD Program Progression Plan

YEAR ONE	**FALL SEMESTER**	
	N 6010 Ethics: Foundation of Leadership	3cr
	N 6020 Nursing Concept Analysis	3cr
	SPRING SEMESTER	
	N 6000 Hallmarks of Scholarly Inquiry	3cr
	N 6030 Scholarship of Health Care	3cr

YEAR TWO	**SUMMER SESSION**	
	N 6090 Analysis Primer (summer required)	1cr
	Research Residency and/or Cognate* (summer or semester option)	1-3cr
	FALL SEMESTER	
	N 6060 Quantitative Research Methods	3cr
	N 6040 Philosophical Evolution of Nursing Knowledge	3cr
	SPRING SEMESTER	
	N 6050 Qualitative Research Methods	3cr
	N 6070 Advanced Quantitative Analysis	3cr

YEAR THREE	**SUMMER SESSION**	
	Research Residency and/or Cognate* (summer or semester option)	1-3cr
	FALL SEMESTER	
	N 6400 Leadership in Innovations and Interventions	3cr
	N 6080 Advanced Qualitative Analysis	3cr
	WINTER INTERSESSION	
	Comprehensive Exam: Successful completion advances to Candidacy	
	SPRING SEMESTER	
	N 6500 Nursing Education	3cr
	N 6100 Hallmarks of Scholarly Design	3cr

YEAR FOUR	**SUMMER SESSION**	
	Cognate*	1-3cr
	N 7000 Dissertation Seminar (summer or semester option)	3cr
	FALL SEMESTER	
	N 7000 Dissertation Seminar (if not taken in summer) or N 7010 Dissertation Progression	3cr
	SPRING SEMESTER	
	N 7010/7015 Dissertation Progression	3/6cr

**Program Progression as of 2024 (subject to change)*

PhD Program Progression Plan (continued)

- *Research Residency (2 credits total) and Cognate courses (3 credits total) are program requirements and can be taken during the summer session or semester.
- The Doctoral Comprehensive Examination is taken during the Winter Intersession of year three. All previous terms' coursework and research residency requirements have been completed.
- Dissertation Committee selection is expected by the end of N 6100
- The Dissertation proposal defense is expected within one year of passing the comprehensive examination (during N 7000 or N 7010).
- N 7010 Dissertation Progression is taken twice (3cr each) OR may be taken as N 7015 taken once (6cr). Candidates will register for N 7020 if the dissertation is not defended during N 7010/7015. Candidates are expected to be working independently on their Dissertation Research in N 7010/7015.
- PhD classes (6000 and 7000 level) meet weekly, either online or on campus, on Thursdays, from 5:00 to 7:10 pm and 7:20 to 9:30 pm
- BS-to-PhD classes (5000-level) are online, asynchronous, and some have a practicum

Cognates

Cognates may be taken in any combination or sequence. Offerings vary and may be taken during the semester or summer session. See section "Nursing Doctoral Course Descriptions". Consult the program office for the schedule.

Education Focused	
N 5059 Synthesis of Education and Nursing Practice with Practicum	3cr
N 6501 Nursing Education Practice: Roles, Policies, and Standards	1cr
N 6502 Nursing Education Planning: Assessment and Measurement	1cr
N 6503 Creative Teaching: Strategies and Technology	1cr
N 6504 Research for Academic and Healthcare Leaders in Nursing	3cr
Research Focused	
N 6800 Measurement in Research	3cr
N 6801 Analytics I Quantitative Techniques and Applications	1cr
N 6802 Analytics II Qualitative Techniques and Applications	1cr
N 6803 Analytics III Secondary Data Use and Applications	1cr
Leadership Focused	
N 6401 Building Executive Leadership	3cr

BS-to-PhD Program of Study

Nursing Education & Leadership		
N 5054	Education Theory and Methods	3cr
N 5055	Advances in Pathopharmacology	3cr
N 5056	Advanced Physical Assessment for Nurse Educators (150 practicum hours)	3cr
N 5058	Assessment and Evaluation in Nursing Education (150 practicum hours)	3cr
N 5059	Synthesis of Education and Nursing Practice (200 practicum hours)	3cr
N 6400	Leadership Innovations and Interventions	3cr
N 6500	Nursing Education: Principles, Dynamics, and Innovations	3cr
Theory		
N 6000	Hallmarks of Scholarly Inquiry	3cr
N 6010	Ethics: The Foundation of Leadership	3cr
N 6020	Nursing Concept Analysis through the Humanities	3cr
N 6030	Scholarship of Health Care Policy and Organizations (immersion experience)	3cr
N 6040	Philosophical Evolution of Nursing Knowledge	3cr
Research		
N 6050	Qualitative Research Methods	3cr
N 6060	Quantitative Research Methods	3cr
N 6070	Advanced Quantitative Analysis	3cr
N 6080	Advanced Qualitative Analysis	3cr
N 6090	Analysis Primer: Foundational Statistics	1cr
N 6092/3/4	Research Residency (fundamental, applied, or policy-, and education-related research)	3cr
N 6100	Hallmarks of Scholarly Design and Implications	3cr
N 6504	Research for Academic and Healthcare Leaders in Nursing	3cr
N 6800	Measurement in Research	3cr
Dissertation		
N 7000	Dissertation Seminar	3cr
N 7010	Dissertation Progression	6cr
Total Course Credits		61cr
Total Program Credits (includes Dissertation Sequence)		70cr

BS-to-PhD Progression Plan

YEAR ONE	**FALL SEMESTER**	
	N 6010 Ethics: Foundation of Leadership (HY-SYNC R 5:00) (may be taken in year 2)	3cr
	N 5055 Advances in Pathopharmacology (ON-ASYNC)	3cr
	SPRING SEMESTER	
	N 6000 Hallmarks of Scholarly Inquiry (HY-SYNC R 5:00)	3cr
	N 5056 Advanced Physical Assessment for Nurse Educators ON-ASYNC + 150 practicum hours	3cr

YEAR TWO	**FALL SEMESTER**	
	N 5054 Education Theory and Methods for Nursing Education ON-ASYNC	3cr
	N 6020 Nursing Concept Analysis Through the Humanities (HY-SYNC R 7:10) (may be taken in year 1)	3cr
	SPRING SEMESTER	
	N 5058 Education Assessment, Measurement & Evaluation ON-ASYNC + 150 practicum hours	3cr
	N 6030 Scholarship of Health Care Policy (HY-SYNC R 7:10)	3cr

YEAR THREE	**SUMMER SESSION**	
	N 6090 Analysis Primer (HY-SYNC R 5:00)	1cr
	N 6504 Research for Academic and Healthcare Leaders in Nursing (HY-SYNC R 7:10)	3cr
	FALL SEMESTER	
	N 6060 Quantitative Research Methods (HY-SYNC R 5:00)	3cr
	N 6040 Philosophical Evolution of Nursing (HY-SYNC R 7:10)	3cr
	SPRING SEMESTER	
	N 6050 Qualitative Research Methods (HY-SYNC R 5:00)	3cr
	N 6070 Advanced Quantitative Analysis (HY-SYNC R 7:10)	3cr

YEAR FOUR	**SUMMER SESSION**	
	N 6800 Measurement in Research (HY-SYNC R 5:00)	3cr
	FALL SEMESTER	
	N 6400 Leadership in Innovations and Interventions (HY-SYNC R 5:00)	3cr
	N 6080 Advanced Qualitative Analysis (HY-SYNC R 7:10)	3cr
	WINTER INTERSESSION	
	Comprehensive Exam: successful completion advances to Candidacy	
	SPRING SEMESTER	
	N 6500 Nursing Education (HY-SYNC R 5:00)	3cr
	N 6100 Hallmarks of Scholarly Design (HY-SYNC R 7:10)	3cr

YEAR FIVE	**SUMMER SESSION**	
	N 7000 Dissertation Seminar (HY-SYNC)	3cr
	FALL SEMESTER	
	N 7010 Dissertation Progression 1 (HY-SYNC)	3cr
	N 5059 Synthesis of Education and Nursing Practice Practicum ON-ASYNC + 200 practicum hours	3cr
	SPRING SEMESTER	
	N 7010 Dissertation Progression 2 (HY-SYNC)	3cr

**Program Progression as of 2025 (subject to change)*

BS-to-PhD Progression Plan (continued)

- Required Research Residencies: N 6092/3/4 Research Residency (1 and 2 credit residencies are taken during summer or semester to total 3 credits).
- N 5059 may be taken during summer, fall, or spring as per the dissertation chair's advisement
- The Doctoral Comprehensive Examination is taken during the Winter Intersession of year four. All previous terms' coursework and research residency requirements have been completed.
- Dissertation Committee selection is expected by the end of N 6100
- The Dissertation proposal defense is expected within one year of passing the comprehensive examination (during N 7000 or N 7010).
- N 7010 Dissertation Progression is taken twice (3cr each) OR may be taken as N 7015 taken once (6cr). Candidates will register for N 7020 if the dissertation is not defended during N 7010/7015. Candidates are expected to be working independently on their Dissertation Research in N 7010/7015.
- *PhD classes (6000 and 7000 level) meet weekly, either online or on campus, on Thursdays, from 5:00 to 7:10 pm and 7:20 to 9:30 pm
- *BS-to-PhD classes (5000-level) are online, asynchronous, and some have a practicum

Research Residency

The Research Residency is an experiential learning activity guided by a School of Nursing faculty member/course instructor in which the student works with a researcher who serves as a preceptor. Flexibility is possible in formulating the research immersion experience in either a 1- or 2-credit experience. One credit is approximately 30 hours of work plus 3 planned seminar meetings. The research residency course allows doctoral students to immerse themselves directly in research activities under the supervision of a research mentor. Relevant research experiences include, but are not limited to, developing research questions and a plan, writing research proposals, preparing and submitting an IRB application, preparing for the conduct of research, conducting human research, data preparation and coding, analyzing data, publishing, disseminating research, and planning for future research.

The Director of the PhD in Nursing Program interviews students planning to enroll in the residency to determine their research goals and objectives, analyze their professional and educational backgrounds and experiences, and identify an appropriate experience.

Students will collaborate with faculty and their preceptor to develop individualized objectives aligned with the Research Residency course objectives. The faculty will confer regularly with students and preceptors to plan experiences, monitor performance, and serve as a resource for students in the Residency. Students produce a scholarly, analytical paper that integrates their experience with their personal learning objectives related to the research endeavor.

If the student is involved in a residency in a clinical setting, the student must meet the facility's requirements, including maintaining professional liability insurance. It is the policy of The Barbara H. Hagan School of Nursing and Health Sciences that, during each residency orientation, the Universal Precautions for Care of All Patients, as outlined in current CDC guidelines for the Prevention of HIV transmission in Health Care Settings, be reviewed by the student.

PhD in Nursing Degree Requirements

To earn the PhD in Nursing degree at The Barbara H. Hagan School of Nursing and Health Sciences, the doctoral candidate must:

1. Complete the Program of Study outlined in the PhD in Nursing or the BS to PhD in Nursing with a Concentration in Nursing Education program curriculum.
2. Pass a written Doctoral Candidacy Comprehensive Examination.
3. Present a proposal to a committee and defend it before commencing the dissertation.
4. Pass the final oral Doctoral Dissertation defense.
   Approval of the dissertation by the Doctoral Dissertation Committee, Director of the PhD in Nursing Program, Dean of The Barbara H. Hagan School of Nursing and Health Sciences, and Office of Graduate Studies.
5. Submit the approved Doctoral Dissertation in the approved format to ProQuest and order a hardcover copy for the Molloy University PhD in Nursing Program.
6. Complete application materials for graduation and the PhD degree in accordance with university policies.

PhD in Nursing Program Policies

Students must meet all of the standards and requirements for the PhD program.

Grading Policy

The following grading system is used in all graduate programs.

Grade			Quality Index
A	93.0 – 100	Superior	4.0
A-	90.0 -- 92.9	Excellent	3.7
B+	87.0 – 89.9	Very Good	3.3
B	83.0 – 86.9	Good	3.0
B-	80.0 – 82.9	Acceptable	2.7
C+	77.0 -- 79.9	*	2.3
C	73.0 --76.9	*	2.0
F	Failure		0.0
I	Incomplete, rolls over to F if not changed within 30 days.		
W	Withdrawn – passing.		
WA	Withdrawn – absent from last class meeting or final.		
WF	Withdrawn – failing.		
WIP	Work in Progress		
P	Pass (competency in meeting course requirements) is not a letter grade.		
AU	Audit (requires permission of the Director of the PhD in Nursing Program and the Instructor). No credits earned and no quality points earned.		

**** Note: Not accepted for credit toward degree requirements***

Cumulative Grade Point Average Requirement for PhD Nursing

Students are expected to succeed academically and maintain a cumulative grade point average of 3.2 or higher (on a 4.0 scale). Non-compliance with this criterion may result in program dismissal.

Maintenance of Academic Standards for PhD Nursing

The quality point index requirement is 3.2. If the GPA falls below 3.2, it must be raised to 3.2 by the end of the following semester. Students who fail to raise their GPA to 3.2 may be dismissed from the program.

Repeating Courses

A course where a student earns less than a B-, or "fail" in a pass/fail course, must be repeated. A course may be repeated only once. The option to repeat a course may only be used twice during the program.

Incomplete Grades

Students who do not complete course requirements on time due to illness or other extenuating circumstances may receive an Incomplete (I) grade from the instructor. Policies regarding incompletes are congruent with Molloy University policies and are found in the Graduate Catalog. All work to rectify incomplete grades must comply with Molloy University policies. Students are advised to complete requirements within the time allotted for the course. Incomplete grades must be rectified before taking the Comprehensive Exam. Incomplete grades do not count toward graduation.

Length of Time to Complete Requirements

The maximum length of time for program completion is nine (9) years after admission to the doctoral program. A student must be admitted to candidacy within five (5) years after admission to the doctoral program and at least one (1) academic year before the anticipated date on which the degree is to be conferred. The candidate must defend the dissertation proposal within one (1) year of admission to candidacy and complete all program requirements within four (4) years following admission to candidacy. Any variation in this must be approved in writing by the PhD in Nursing Program Director.

Continuous Registration

All doctoral students are required to maintain continuous registration of a minimum of one credit each semester (Fall and Spring) from admission until graduation, unless an authorized leave of absence has been granted. If the student is unable to engage in doctoral study for a given semester for health or personal reasons, a Leave of Absence Form must be completed, in accordance with procedures for withdrawal, leave, and/or re-entry as specified in the University policies in the Graduate Catalog, and approval must be obtained from the advisor and the Director of the PhD in Nursing Program. The student must be registered for dissertation progression credit during the term (Fall, Spring, or Summer) in which the dissertation defense is scheduled and degree requirements are completed. When all dissertation credits are exhausted, students can remain actively matriculated by registration in the one-credit dissertation continuation course (NUR 7020) until the dissertation is successfully completed.

Students are dismissed from the PhD program upon failing to enroll for two consecutive academic

semesters. However, a dismissed student may reapply and be reviewed for readmission. If readmitted, the student remains subject to the stated time limits.

Registration Procedures for PhD Nursing

Students meet with the director and/or pre-candidacy academic advisor for advisement purposes prior to the registration period each semester, and candidates meet with their dissertation chair. If the student wishes to register for a cognate course in another department or at a participating institution, permission from the PhD Program Director must be gained in advance of registration. Students should be aware that registration and course dates on the other campuses may differ from those at Molloy University. Students are expected to have met the specified prerequisites for any course they wish to take.

Student Absence

It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify the faculty if an absence is necessary due to a serious situation. Failure to attend class for two consecutive weeks at any point in the semester without notification of extenuating circumstances may result in an administrative withdrawal from the course. Administrative withdrawal results in removal from the course with a grade of "WA" or “WF,” determined by the point in the term and the academic performance. Students should consult the University catalog for complete details on withdrawals and the potential financial implications.

Health and Wellness

A student in the program who is unable to meet course objectives due to health problems will be asked to either take an "incomplete" in the course or withdraw from the course, depending on which is more appropriate.

Student Health Services

If a student has health questions or concerns, they can reach Student Health Services by email at healthservices@molloy.edu or by phone at 516-323-3467.

Student Personal Counseling Center

The Student Personal Counseling Center (SPCC) is a confidential and free service available to all currently enrolled Molloy University students. If you are interested in scheduling an appointment, please call 516-323-3484 Monday through Friday.

ACCESS Office for Accommodations

Molloy College is committed to providing reasonable accommodation for any student with a documented disability or chronic illness. Students who may require accommodation or services related to a documented disability or chronic condition should contact ACCESS, the Center for Access and Disability at Molloy University. Students requiring accommodation to fully participate in the program are urged to contact Access at access@molloy.edu. Information about the process to request accommodations is found at: https://www.molloy.edu/academics/resources/resources-for-students/access/

Immunizations and Health Requirements

The Molloy University Barbara H. Hagan School of Nursing and Health Sciences' health policy has been established to minimize risks to students' health and to comply with regulations of both the agencies to which students are assigned, as well as the State of New York immunization requirements. The Department of Health requires all forms to be completed at the time of registration. Immunization forms are available from Student Health Services. Each student is responsible for her/his health care. Students are strongly advised to maintain health insurance coverage at all times. The University assumes no financial responsibility for students' health care. An accident and health insurance plan is available through the Student Health Center.

To the student: To ensure compliance with the health requirements for the contracted health care agencies, all students must submit their records for review before any clinical contact outside of their own work areas. Physical forms must be returned before any activity in which the doctoral student may be involved in a clinical visit, such as research data collection, can be approved. For further questions, contact the Health Office in Kellenberg 310, www.molloy.edu/studenthealthservices, or call 516 323 3467.

To the Physician/Health Care Provider: Please administer any needed immunizations, record the

immunization information, and submit it as instructed. Failure to comply with this requirement will impact the student's enrollment for subsequent semesters. The Molloy University School of Nursing requires that every student meet the following:

Physical examination	Measles: Two doses are required after 12 months of age, and after 1967, OR a titer showing seropositivity is acceptable. A history of the disease is not acceptable.
Polio: original series of three	Rubella: one dose after the first birthday OR a titer showing Seropositivity is acceptable. A history of the disease is not acceptable.
DPT: original series of three	Mumps: one dose
Tetanus/Diphtheria: last booster within 10 years	PPD (TB screening): required within the past year, then yearly. (Note: if PPD is positive, a chest X-ray report is required.)
COVID-19 primary series vaccine (booster recommended)	Hepatitis B vaccine: Series of three OR titer showing seropositivity is acceptable, or signed declination
*Additional requirements may be forthcoming, including but not limited to COVID-19 vaccination	

Academic Support for Students

Doctoral Student Study Areas

Doctoral student study areas are in the Barbara H. Hagan School of Nursing and Health Sciences Building: Doctoral Study Room 340 and Computer Lab Room 302. The doctoral rooms are available on weekends. Inquiries about using these rooms should be directed to the Doctoral Office in the Hagan Center, Room 309 (516-323-3652).

Library

Our librarian is available to teach students how to access electronic databases, use advanced search strategies, execute interlibrary loans, and use citation managers to store articles and create references.

Statistical Consultant

Our statistical consultant works individually with doctoral students and faculty in all aspects of statistical planning, data analysis, and interpretation.

Writing Center

The writing center is available to all students via face-to-face or remote modalities for all writing needs.

Communication

All students have a Molloy University email account. The Molloy email address will serve as official correspondence during the program. This is also the email account that your faculty and advisor will use to contact you. It should be checked frequently. The outcomes of several program milestones are sent via email and sometimes to the home address on file. Please inform the Doctoral Programs office if you change your home address or telephone contact number.

Doctoral Student Development Series

At Molloy University, doctoral education extends beyond the classroom. The Doctoral Student Development Series enriches the PhD experience through a year-round schedule of workshops, seminars, scholarly presentations, and conference-related activities designed to support students' academic, professional, and leadership development.

Through these engaging experiences, students connect with healthcare leaders, researchers, policymakers, and educators while exploring emerging trends and contemporary issues shaping healthcare and nursing. The series provides opportunities to strengthen research skills, expand professional networks, engage in scholarly dialogue, and gain valuable insights into leadership, policy, and innovation.

By complementing the PhD curriculum with real-world learning and professional engagement, the Doctoral Student Development Series helps prepare students to become influential nurse scientists, scholars, and leaders in healthcare and higher education.

Lunch and Learn Research Series

The Lunch and Learn Research Series is a signature scholarly offering that fosters the exchange of innovative ideas and advances nursing knowledge throughout the academic year. Designed to connect research with real-world impact, the series highlights the discoveries and evidence that inform nursing practice, education, leadership, and health policy.

Presentations feature a diverse group of experts, including nationally recognized researchers, Molloy faculty scholars, and recent doctoral graduates who are contributing new knowledge to the profession. Participants have the opportunity to explore emerging research, engage in scholarly discussion, and learn how evidence can be translated into meaningful improvements in healthcare outcomes.

Held virtually via Zoom, the seminars are free and open to students, faculty, alumni, healthcare professionals, and community members. Participants may also earn continuing nursing education (CNE) hours for attending eligible sessions.

For added flexibility, recordings of past presentations are available through the Research Series Archive, providing ongoing access to valuable scholarly content and nursing research innovations.

Join the conversation, engage with leading researchers, and discover how nursing research is shaping the future of healthcare.

Advisement

The Director of the PhD in Nursing Program advises all newly admitted students before enrollment and throughout the first year. Thereafter, the student is assigned to a Faculty Advisor.

Faculty Advisor Responsibilities

- Guides the students in planning their program of study.
- Provides academic counseling to facilitate the program of study, transition procedures, and selection of the Doctoral Dissertation Committee.
- Provides faculty advising, facilitating career planning.

When the student's dissertation committee has been approved, the Chair of the Dissertation Committee serves as the candidate's Faculty Advisor until graduation.

Student Advisee Responsibilities

- Initiate written requests in advance for accommodations applicable to the Americans with Disabilities Act.
- Supply documents required to fulfill transfer requests for coursework.
- Read written communique and adhere to policies and procedures applicable to the Doctoral Program. These may change during a student's enrollment.
- Initiate any changes to the Program of Study in writing to the faculty advisor (courses, leave of absence, reentry, resignation).
- Communicate with a faculty advisor at least once each semester to discuss progress and program planning.
- Obtain advisor signatures on required forms.
- Communicate any personal contact changes during the program in a timely manner with the advisor and Director of the PhD in Nursing Program.
- Meet deadlines for requests, forms, and applications, including documents related to research residency, progression in the program, and Comprehensive Exams.

Doctoral Comprehensive Examination

The Doctoral Comprehensive Examination aims to determine whether the student meets the minimum criteria for knowledge of nursing science and research methods at the doctoral level. The written examination is designed to test the student's knowledge of analyzing and synthesizing curriculum content. The content will include theory, research, and specialized substantive knowledge in leadership, policy, and ethics. Students must have completed all the required coursework to sit for the Comprehensive Examination. After successfully passing the Comprehensive Examination, the student is considered eligible for candidacy.

The doctoral comprehensive examination documents a student's scholarly analysis of substantive content within nursing theory, health policy, ethics, leadership, and research. All doctoral students must successfully pass the comprehensive exam to move to doctoral candidacy. Six (6) hours are allotted for completing the examination. A student who has successfully completed the required courses is eligible to take the Doctoral Comprehensive Examination. The exam is typically scheduled during the winter intersession, with re-testing as needed during the summer session.

The procedure for the Comprehensive Examination is as follows:

- During the semester, the student will ordinarily complete all courses before the Comprehensive Examination as per the Program Progression Plan. The examination will be scheduled during the Winter Intersession of Year Three. See the Molloy University Academic Calendar and consult the PhD Program office for the date.
- Members of the Doctoral Comprehensive Examination Committee will grade the examination. The committee will grade the examination as either "eligible for candidacy" or "not eligible for candidacy." If there is no unanimous decision about the grade, the PhD in Nursing Program Director will reconcile differences in evaluations.
- A student may be assessed as "not yet eligible for candidacy" only once. A student receiving a grade of "not yet eligible for candidacy" will meet with the Director of the PhD in Nursing Program, who will provide feedback and guidance to assist the student in preparing for a second administration of the Comprehensive Examination.
- Students who are unsuccessful in passing the comprehensive examination can proceed with current coursework and reapply for the examination after that semester.
- A second grade of "not yet eligible for candidacy" will result in dismissal from the program if the committee agrees that there is no alternative to be able to continue.
- The written comprehensive examination must be successfully passed before a student begins the Nur 7000 Dissertation Seminar. After successfully passing the examination, the student is considered eligible for candidacy.

Students eligible to take the comprehensive examination will be notified before the start of year three. Students may meet with the Director of the PhD in Nursing Program as a group to discuss the preparation for the Doctoral Comprehensive Examination. Generally, students are encouraged to prepare for the examination by:

- Critically reviewing, analyzing, and synthesizing the prevalent theory and research supporting required substantive areas of the Doctor of Philosophy Program.
- Prepare using prior course materials and learning experiences, as well as timely reviews of current

literature in the fields that have influenced the evolution of knowledge in the areas studied.
- Conducting individual and small group study activities according to learning style preferences.
- Allocating sufficient time to prepare before the examination.

Each student can expect to receive an emailed notification of the examination outcome (Eligible for Candidacy or Not Eligible for Candidacy) within six (6) weeks after the examination date. Students are responsible for maintaining their Molloy University email account. Should notice not be received at the end of the six weeks, please contact the Director of the PhD in Nursing Program.

Advancement to Candidacy

With the successful completion of the Comprehensive Examination, the student advances to candidacy. They are deemed by faculty to have demonstrated both a breadth and depth of knowledge in the field of study and are qualified to conduct the research necessary for the dissertation. Advancement to candidacy must be achieved at least two (2) semesters before their anticipated graduation. Upon review that the student has fulfilled all criteria, advancement will be granted. The student will then maintain matriculation through the dissertation process. The student will receive written notice when advanced to the Doctoral Candidacy stage of the PhD program.

The Doctoral Dissertation

The Doctoral Dissertation is the final requirement of the PhD program. The students will work closely with a Committee Chair and at least two additional members of the Dissertation Committee, who oversee the development of the dissertation. The Doctoral Dissertation should be a well-conceived and well-written research study that establishes the basis for the doctoral candidate's research program. The proposal is approved by the Committee following the successful defense of the presented document. The final completed dissertation is publicly defended and published with ProQuest for wide dissemination. The policies and procedures required for the successful acceptance of the completed dissertation are described in the Nursing Doctoral Program Handbook and the Nursing Doctoral Dissertation Guidelines.

Each student is required to conduct original, independent research that contributes to the development of nursing knowledge. The doctoral dissertation process begins with admission to the doctoral program, which includes close attention to the student's research interests. Early in the program, the student's Academic Advisor and the student should discuss the student's potential research interest. The Academic Advisor may recommend a faculty member with expertise in the subject matter and qualified to direct the student in dissertation research. Within the first year, the student should meet with relevant faculty to discuss the relevance and research potential of their particular interest. Students are also expected to explore the University faculty profile pages and actively seek out faculty with a shared research interest.

Faculty Members in each course also assist students in investigating and selecting a research topic that conforms to the University's and the Barbara H. Hagan School of Nursing and Health Sciences' standards for research quality. They do this in a manner consistent with the development of independence, initiative, and excellence in the student. The goal of the Hallmarks Seminars, NUR 6000 Hallmarks of Scholarly Inquiry, and NUR 6100 Hallmarks of Scholarly Design is to have students develop and refine a researchable question that will become the focus of their dissertation. The selection of the Dissertation Committee is expected at the end of N 6100 before enrolling in N 7000.

The candidate will select a Dissertation Chair and Dissertation Committee members with the approval of the Director of the PhD in Nursing Program. The Dissertation Committee Membership form must be submitted for signature to the Director of the PhD in Nursing Program.

Dissertation Defense for PhD Nursing

Each student is required to successfully defend the completed dissertation as evaluated by the Dissertation Committee. The final oral dissertation defense is scheduled after the dissertation is completed and approved by all members of the student's Dissertation Committee. The dissertation defense is an oral presentation and inquiry open to all faculty, students, and the community as deemed appropriate by the Doctoral Program Director of the PhD Program.

The Dissertation Committee

The Dissertation Committee is comprised of three members: the Dissertation Chair and two members. The Dissertation Chair and one committee member should be faculty members from the School of Nursing & Health Sciences; the dissertation chair is minimally at the rank of Assistant Professor or higher. Adjunct faculty and visiting professors may be members, but they may not serve as dissertation committee chairs. All committee members should hold doctoral degrees unless a significant rationale is presented for a member's particular area of expertise that would benefit the candidate's research. The Dissertation Chair must be experienced in directing research and have expertise in the dissertation's specialty area and subject matter. The committee members should offer general expertise related to the research problem, the specific variables under study, and/or the proposed research method.

The composition of the Dissertation Committee is subject to approval by the Director of the PhD in Nursing Program. Eligibility to serve on a doctoral committee is based on research productivity and/or expertise deemed central to the candidate's research area. A curriculum vitae must be submitted to the PhD Program office for a committee member who is not a full-time faculty member of Molloy University.

The candidate will first select a Dissertation Chair with the approval of the Director of the PhD in Nursing Program. Then, the candidate will select members of the Dissertation Committee, with the approval of the Chair and Director of the PhD in Nursing Program. The Dissertation Committee Membership form must be submitted for signature to the Director of the PhD in Nursing Program.

Responsibilities in the Dissertation Process

The successful completion of a dissertation depends on a collaborative partnership between the candidate and their committee. While candidates are expected to assume primary responsibility for their research project, the Chair (who also serves as the candidate's supervisor) provides academic guidance, constructive feedback, and administrative oversight. Committee members contribute subject matter expertise and evaluative support. All parties share a mutual commitment to maintaining high standards of scholarship, integrity, and professionalism.

This document outlines the complementary responsibilities of candidates, the Chair/Supervisor, and committee members. By understanding and respecting these roles, all parties can foster an effective working relationship that supports academic success and personal development, and the dissertation process is strengthened through clarity, accountability, and collaboration.

Responsibilities of Dissertation Candidates

Undertaking a dissertation is a significant academic commitment that requires high independence, responsibility, and professionalism. Dissertation candidates are expected to assume ownership of their research project while working under their supervisor's (chair) guidance.

The following responsibilities outline the expectations for all candidates engaged in dissertation work:

1. Academic Responsibilities

- **Topic Selection and Proposal**: Identify a viable research topic in consultation with the supervisor and prepare a dissertation proposal that meets institutional requirements.
- **Literature Review**: Conduct a comprehensive review of relevant scholarship to establish the academic context of the study.
- **Research Design**: Develop an appropriate methodology that aligns with disciplinary standards and research objectives.
- **Data Collection and Analysis**: Gather and analyze data accurately, transparently, and rigorously.
- **Writing and Presentation**: Produce a clear, well-structured dissertation that adheres to academic conventions and submission guidelines.
- **Original Contribution**: Demonstrate independent critical thinking and, where appropriate, make a substantive contribution to knowledge in the chosen field.

2. Ethical and Professional Responsibilities

- **Research Ethics**: Ensure compliance with ethical standards, including securing necessary approvals (e.g., Institutional Review Board or Ethics Committee), obtaining informed consent, and protecting participant confidentiality.
- **Academic Integrity**: Uphold the highest standards of academic honesty by avoiding plagiarism, fabrication, or misrepresentation of data. All sources must be appropriately acknowledged.
- **Time Management**: Plan, schedule, and adhere to agreed timelines for drafts, progress reports, and submission deadlines.
- **Communication with Supervisors**: Regularly communicate with the supervisor, respond constructively to feedback, and demonstrate steady progress throughout the project.
- **Professional Conduct**: Conduct research responsibly, respecting participants, colleagues, and institutional expectations.

3. Personal and Organizational Responsibilities

- **Independence and Initiative**: Take primary responsibility for the direction and completion of the dissertation, demonstrating initiative and self-motivation.
- **Record-Keeping**: Maintain accurate records of research activities, including data management, bibliographic references, and draft dissertation versions.
- **Resilience and Adaptability**: Respond positively to challenges, setbacks, and necessary revisions.
- **Scholarly Engagement**: Where required, participate in research seminars, workshops, and scholarly discussions that support the development of the dissertation.

Responsibilities of the Chair/Supervisor

The Chair, who also serves as the candidate's primary supervisor, holds overarching responsibility for guiding, mentoring, and overseeing the candidate's dissertation from inception to completion. This dual role combines academic supervision with committee leadership to ensure quality, timeliness, and rigor. Chairs/Supervisors are central in guiding and supporting candidates throughout the dissertation process. While candidates are expected to take primary responsibility for their research, supervisors provide academic expertise, constructive feedback, and professional mentorship.

The following responsibilities outline the expectations for dissertation supervisors:

1. Academic Guidance

- **Advisement:** Serve as the candidate's primary faculty advisor until graduation.
- **Guidance on Topic and Scope**: Advise candidates on the proposed research topic's feasibility, originality, and academic value. Assist the candidate in defining and refining the subject of investigation and the general methodology with input from committee members as appropriate.
- **Methodological Advice**: Provide appropriate guidance aligned with disciplinary standards on research design, methodological choices, and the use of relevant tools or resources.
- **Feedback on Work**: Critically reads and provides timely, evaluative, and constructive feedback on drafts, proposals, and other submitted materials, noting clarity, completeness, and comprehension; use of track changes is recommended for feedback documentation. When appropriate, designate the proposal and dissertation as defensible.
- **Standards of Scholarship**: Provide ongoing assessment of the quality of the candidate's work and their development as independent researchers. Support candidates in understanding and applying the academic and disciplinary standards required for successful completion of the dissertation. Guide the candidate in preparing for the defense of their work to the scholarly community, i.e., proposal and dissertation defenses. Provides final approval, when appropriate, of the candidate's work.

2. Ethical and Professional Oversight

- **Research Ethics Oversight**: Ensure that candidates are aware of and comply with institutional and disciplinary ethical requirements, including processes for ethical approval. Works with the candidate on the Institutional Review Board (IRB) requirements, reviewing documents before signing off.
- **Academic Integrity**: Model the highest standards of academic conduct and advise candidates on issues related to plagiarism, citation, and the responsible use of data.
- **Respect and Professionalism**: Treat candidates with respect, fairness, and impartiality, fostering an inclusive and supportive learning environment.
- **Confidentiality**: Respect the confidentiality of candidates' research ideas, data, and draft materials.

3. Supervisory Practice and Leadership

- **Availability and Accessibility**: Be reasonably available for consultation, holding regularly scheduled supervisory meetings as agreed. Weekly or bi-weekly meetings are recommended during the proposal and dissertation phases. Preside over the proposal and dissertation defenses.
- **Clarity of Expectations**: Establish clear expectations at the outset regarding communication, timelines, and the supervisory process.
- **Monitoring Progress**: Support and encourage the candidate's timeline for completion. Track candidate progress, identifying potential difficulties early, and advising on strategies to address them. Maintain documentation of meeting progress. Communicates candidate's progress and all committee decisions in writing to the Program Director.
- **Encouraging Independence**: Support candidates in developing independence, critical thinking, and project ownership, while avoiding excessive direction.
- **Scholarly Development**: Where appropriate, encourage candidates to engage with wider academic activities such as seminars, workshops, and opportunities for dissemination.

Responsibilities of Committee Members
Committee members provide targeted expertise and supplementary guidance to support the candidate's research and dissertation development.

The following responsibilities outline the expectations for dissertation committee members:

1. Meetings and Communication

- Hold periodic meetings with the candidate in areas of their specific expertise (e.g., methodology, content, or population).
- Maintain documentation of meeting progress.
- Support and encourage the candidate's timeline for completion.
- Communicate candidate progress to the Chair/Supervisor.
- Participate in full committee meetings, proposal and dissertation defenses, and contribute to evaluating the candidate's final oral defense.

2. Academic Guidance and Review

- Advise the candidate concerning their specific area(s) of expertise.
- Critically read the proposal, dissertation, and related materials, providing detailed feedback on clarity, completeness, and comprehension.
- Provide constructive suggestions and targeted recommendations in their area of expertise.
- Use tools such as track changes when providing written feedback to document revisions clearly.

3. Evaluation and Assessment

- Provide evaluative and constructive feedback, and, when appropriate, designate the proposal and dissertation as defensible.
- Provide ongoing assessment of the quality of the candidate's work in their area of expertise.
- Assess the candidate's competence as an independent researcher.

Summary of Roles and Responsibilities in the Dissertation Process

	Primary Focus	Key Responsibilities
Candidate	Ownership of the dissertation project	Selects topic; conducts literature review; designs and conducts research; ensures ethical compliance; writes and revises dissertation; manages timeline; communicates progress; demonstrates independent scholarship.
Chair/Supervisor	Primary advisor and leader of the dissertation process	Serves as leading faculty advisor until graduation; holds regular meetings; monitors progress; advises on feasibility and scope; supports proposal and IRB preparation; provides methodological and academic guidance; reviews and approves dissertation drafts; ensures academic standards; prepares candidate for defenses; presides over defenses; communicates with program director; monitors quality of research and candidate's development as an independent scholar.
Committee Members	Subject matter expertise and evaluative support	Provide expertise in methodology, content, and/or population area; meet with candidates as needed; provide targeted feedback; review and comment on drafts; support proposal and dissertation defenses; assess the quality of work and the candidate's competence as an independent researcher.

Maintaining an Effective Working Relationship

The dissertation process is most successful when candidates, the Chair/Supervisor, and committee members communicate clearly, professionally, and respectfully. Establishing mutual expectations and maintaining ongoing dialogue helps prevent misunderstandings, ensure timely progress, and promote a productive academic environment.

Best Practices for Candidates

- **Regular Communication**: Keep the Chair/Supervisor and committee members informed of progress, challenges, and upcoming deadlines.
- **Active Engagement**: Take initiative in meetings, ask clarifying questions, and seek feedback proactively.
- **Responsiveness**: Respond promptly to feedback, requests for information, and scheduling needs.
- **Professionalism**: Maintain courteous and professional interactions in all communications and meetings.

Best Practices for the Chair / Supervisor

- **Availability**: Maintain regular meetings and be accessible for consultation as agreed with the candidate.
- **Constructive Feedback**: Provide timely, actionable, straightforward guidance to help the candidate advance their project.
- **Support and Encouragement**: Offer mentorship that fosters independence, confidence, and scholarly growth.
- **Documentation and Communication**: Keep clear records of decisions, progress, and feedback, and communicate these to the candidate and program director as appropriate.

Best Practices for Committee Members

- **Targeted Guidance**: Offer expertise in specialization, giving detailed and constructive feedback.
- **Collaboration**: Work cooperatively with the Chair/Supervisor and candidate to support timely progress and quality of research.
- **Participation**: Attend scheduled meetings and defense sessions and actively contribute to evaluating the candidate’s work.
- **Professional Conduct**: Maintain respectful and professional communication, focusing on scholarly development and support.

By following these best practices, all parties contribute to a dissertation process that is efficient, rigorous, and supportive, ensuring both academic excellence and the candidate's professional growth.

The Dissertation Process

1. Proposal Development

Under the direction of the dissertation chair and in consultation with all committee members, the candidate will develop their research proposal. See the proposal package described below. The Committee guides the structure, format, and expected details. Endorsement of the proposal package by the student's Dissertation Committee is required before a proposal defense is scheduled. The defense of the Dissertation Proposal must be successful before the research is initiated.

The student must contact the Dissertation Committee members to schedule a Proposal Defense meeting time. Committee members should have at least 2 weeks' notice to arrange a meeting time. Under the direction of the Dissertation Chair and with consultation from the other committee members, a proposal defense date is scheduled through the PhD program office. It is expected that all members will be present.

Ten days before the proposal defense, the candidate must submit a proposal package to the PhD in Nursing Program office. The proposal package, previously approved by the candidate's committee, contains 1. A draft of the first three (3) chapters of the dissertation (Chapter 1 Introduction, Chapter 2 Review of the Literature, and Chapter 3 Research Method) with references; 2. All recruitment documents (consent forms, invite, flyer, script, as applicable); 3. Demographic questions and all instruments and/or structured interview guides as applicable; 4. Letter(s) of support from the proposed setting; and 5. Names and addresses of the IRBs required for approval.

2. Proposal Defense

The Proposal Defense is a formal process coordinated by the Dissertation Chair with consultation from the other committee members. The candidate prepares a slide deck presentation (max 30 minutes), orally defends the proposal, and answers questions from the committee and the PhD in Nursing Program Director. The document must meet the acceptable standard to be approved by the committee and the Director of the PhD in Nursing program. The proposal's approval signifies that the proposed plan is developed sufficiently to conduct the research to be carried out for the dissertation. The duration of the proposal defense shall not exceed one hour.

The Dissertation Chair presides over the Proposal Defense. In the first segment of the meeting, the candidate presents the merit, soundness, and significance of the dissertation topic and proposed methodology. Questions, comments, and discussion follow this. Inherent in the discussion, there should be recommendations for revisions/changes that will strengthen the quality of students' research. After a closed session for discussion, the recommendation to approve or revise is recorded. "Approve" indicates that the proposal and supporting materials are accepted unanimously by the committee as submitted or with minor revisions/changes as recommended. "Revise" indicates that substantial changes are required. A revised proposal may be submitted, and the Chair and members will review and approve it. The proposal defense is not repeated unless the entire topic is changed.

3. Human Subjects Review: IRB Submission

The dissertation proposal approved by the committee must be submitted to the Molloy University Institutional Review Board (IRB) for protection of human subjects. Following proposal approval, the candidate will obtain the appropriate IRB forms (see the university website and IRBNet) and follow the same procedures as all faculty and/or students. The IRB approval letter and other necessary documents from the IRB office will become part of the appendices in the final dissertation.

All Doctoral Dissertations involving human subjects, whether directly or indirectly, must be reviewed by the appropriate Human Subject Review/Institutional Review Board (IRB) at Molloy University and the IRB of any other organization in which the research is conducted. All committee members are included in the Molloy University IRB application and must have current CITI training. The dissertation committee chair guides the candidate through the procedure required to obtain IRB approval in the necessary offices. Institutional Review Board Guidelines must be met, and written approval from the IRB Director must be obtained. Agreements regarding the IRB responsible for the research will be executed if multiple IRBs are involved. Any outside Institutional Review Board (IRB) approval and agreements regarding which IRB will be responsible for the study will be solicited with guidance from the Chair. Research cannot begin until consent from all universities and other organizations is obtained and verified in writing.

The Molloy University Committee for the Protection of Human Research Subjects' action on the proposal will be communicated to the candidate by email. The student will complete any required revisions and resubmit them. After the final approval letter is received, the candidate will forward copies to the Dissertation Committee and the Director of the PhD in Nursing Program. If any agreement regarding the IRB responsible for the study is carried out, the candidate will also forward copies of the agreement to the Dissertation Committee and the Director of the PhD in Nursing Program. The approval by the Committee for the Protection of Human Research Subjects is limited to one year. If the candidate requires more time to collect or analyze data, an extension should be requested before expiration. This extension request should be forwarded to the Dissertation Chair and the Committee for the Protection of Human Research Subjects.

4. Dissertation Development

The candidate may begin data collection after final approval of the Dissertation Committee and the Institutional Review Boards involved in the study. The procedures that the candidate follows in conducting the research will have been approved by the committee at the Proposal Defense and, pending no changes or any significant modifications, will proceed until the candidate is ready to present the dissertation publicly at the Dissertation Defense (oral defense). Candidates must remain actively enrolled throughout the dissertation process and while completing all degree requirements.

The candidate conducts the full study independently, in close consultation with their dissertation chair and committee. The chapters are written in accordance with the Molloy University Doctor of Philosophy in Nursing Dissertation Guidelines and Dissertation Template. Referrals to the writing center may be necessary. Professional editorial services may be warranted at the candidate's own expense.

The candidate will advise all committee members and the PhD in Nursing Program Director of their progress. The candidate will complete a dissertation progress report while enrolled in a dissertation course. Regular committee meetings are arranged by the candidate with guidance from the chair. The

primary direction of the candidate's work is vested in the Dissertation Chair. However, final approval of the dissertation is the responsibility of all committee members.

The Director must approve any changes in membership of the Dissertation Committee of the PhD in Nursing Program. The Request for Change in Doctoral Dissertation Committee form is used to initiate the approval of a proposed change in membership of the committee.

5. Dissertation Defense

Upon completing the dissertation research, the candidate must successfully defend their work. The dissertation defense is a formal oral presentation of the research and inquiry, open to all faculty, students, and community members, as deemed appropriate by the PhD in Nursing Program Director. The dissertation defense is scheduled following the approval of the dissertation by all members of the candidate's Dissertation Committee. The defense may be scheduled once all dissertation committee members agree that the candidate is ready to defend. The candidate must be registered in the program during the semester of the planned defense. Target dates for scheduling an oral defense are April 15th (Spring), July 15th (Summer), and November 15th (Fall).

At least three weeks before the dissertation defense is scheduled, the candidate must provide a final version of the approved dissertation to the PhD Program Office. The final version is a polished, meticulously edited, and correctly formatted dissertation that adheres to the Molloy University Doctor of Philosophy in Nursing Dissertation Guidelines and Template. Additionally, the candidate will provide the PhD office with a brief bio and one (1) page abstract of the dissertation.

Two weeks before the dissertation defense, the PhD in Nursing Program Office shall prepare and distribute an announcement to the Molloy community. The announcement will include an attendance registration link, the dissertation title and abstract, and a brief biography of the candidate (prepared by the candidate). Also, at this time, a copy of the dissertation will be made available to the Molloy community upon request.

All members of the dissertation committee must be present for the oral defense. The duration of the oral defense shall not exceed two hours. The candidates will have approximately 45 minutes to present their dissertations, followed by questions from their chair, their committee, the Director of the PhD in Nursing Program, and, finally, the community. The committee convenes privately to discuss and vote. Each member of the committee has one vote. To pass, the candidate must receive a "pass" vote from all members of the Dissertation Committee and the Director of the PhD in Nursing Program. Although a "pass" has been determined, the committee may recommend that amendments be made to the dissertation. Amendments required due to the oral defense should be completed promptly, as they must be applied to the dissertation before the defense documents are signed. Once the committee reviews the amended dissertation, the committee signatures are obtained, and the dissertation is submitted to the Office of Graduate Studies. Signed defense documents become part of the dissertation.

If the candidate has an unsuccessful oral defense, permission must be obtained from the Dissertation Committee and the Director of the PhD in Nursing Program to repeat the oral defense. Two failures constitute a candidate's failure.

6. Submitting to the Office of Graduate Studies

The Office of Graduate Studies must receive the dissertation and signature page at least one week before the end of the semester when the dissertation is defended. If the dissertation cannot be submitted by this deadline, an extension for another semester may be granted. Once returned from the Office of Graduate Studies, the candidate makes additional amendments as needed and arranges for copyright and publication through ProQuest after a final check-in with their dissertation chair.

7. Publication

ProQuest's publication instructions are available through the Molloy University Library and in the PhD in Nursing Program office. The candidate shall arrange for copyright ownership of a dissertation prepared by the candidate toward degree requirements through ProQuest, with the accompanying rules regarding access. Candidates must order at least one (1) hardcover bound copy of the dissertation for the PhD in Nursing Program Office. Candidates are responsible for the fee as a condition of their graduation. Additional copies (hard- or soft-cover) may be purchased separately. Candidates are also required to submit their dissertations to the Molloy University Library for publication in the institutional repository, and they are encouraged to submit dissertation information to Sigma Theta Tau International.

Graduation

The candidate must apply for graduation in accordance with Molloy University policy. This is one semester before their anticipated graduation and before the doctoral candidate expects to finish all degree requirements, including the final oral dissertation defense. The candidate submits a Graduation application to the Registrar. The application forms are obtained from the Office of the Registrar. They must be submitted per the graduation policy in the Graduate Catalog by the date in the Academic Calendar.

The Office of Student Affairs manages the commencement celebrations. Special dates have been set for the mass, hooding, and commencement ceremonies. Regardless of the semester in which the dissertation is defended, all Molloy University PhD in Nursing program graduates during a given academic year will take part in the May commencement celebrations.

Molloy University PhD in Nursing Regalia is required to participate in all commencement celebrations. Candidates will be notified by the PhD in Nursing Program office when it's time to order their regalia.

Major Transition Points in PhD Program

Admission and Enrollment

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Program of Study approved by Advisor and Director of the PhD in Nursing Program.
Successful completion of required coursework before the Comprehensive Examination

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Successful passing of the Doctoral Comprehensive Examination

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Selection and Approval of Dissertation Committee
Obtain committee members' signatures on the Dissertation Committee Form
and forward to the Director of the PhD in Nursing Program.

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Enrollment in N7000
Plan and Present the Proposal Defense to the Committee in conjunction with N7000.

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Approval of Dissertation Progression Enrollment in N7010

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Approval from Human Subjects - Institutional Review Board(s) (IRB)
Conduct a dissertation.

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Scheduling and successful completion of Oral Defense of Dissertation. A copy of the Dissertation submitted to the PhD Program Office is to be available to the community at least two weeks before the Oral Defense. Announcements are sent to all departments. Oral Defense is open to members of the Molloy University community.

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Final Dissertation approval in accordance with the required changes
Submission of completed dissertation and uploading to ProQuest and Digital Commons

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GRADUATION

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Continue to work with your dissertation committee to submit research for peer-reviewed journal publication.

Nursing Doctoral Course Descriptions

NUR 6000 HALLMARKS OF SCHOLARLY INQUIRY
This seminar introduces the doctoral student to the scholarly process of dissertation research preparation. The focus includes stewardship, reflection, critique, and creativity. Students develop connections between theory and research with an emphasis on problem identification as well as professional goal trajectory focus. 3 credits. CORE

NUR 6010 ETHICS: THE FOUNDATION OF LEADERSHIP
This course explores traditional and contemporary ethical principles and core nursing values to develop complex analytical skills within students. These skills are needed to address moral issues and dilemmas in health care research and delivery as well as in the arenas of leadership, politics, scholarship, and organizations. Advanced ethical theories and their applications and topics in research ethics are addressed. 3 credits. CORE

NUR 6020 NURSING CONCEPT ANALYSIS THROUGH THE HUMANITIES
An exploration of concept analysis and its development through the humanities is the focus of this course. Certain phenomena are of central concern to the nursing profession: hope, joy, wellness, grief, suffering and vulnerability. These concepts, and others, are analyzed through the mindful study of the humanities: art, music, dance, poetry, and literature. The unique yet integral role of the humanities in uncovering the meaning of the human experience is the central focus. Students investigate phenomena of concern and illuminate them through the study of the humanities. Students develop theoretical connections and philosophical reflections for future theory construction. 3 credits. CORE

NUR 6030 SCHOLARSHIP OF HEALTH CARE ORGANIZATION AND POLICY
Students explore the United States health care system and the organizations and public and corporate policies that shape and influence it as a background for nursing leadership. Students explore theories related to organizations, policy planning, implementation, and evaluation. Complex health issues and their relationship to public policy are analyzed and synthesized with an emphasis on future trends. This course includes combined class and experiential hours developed as an intensive policy experience. Participation in the experiential component will incur additional costs. 3 credits. CORE

NUR 6040 PHILOSOPHICAL EVOLUTION OF NURSING KNOWLEDGE
Elements of philosophy of science are used as a guide to exploration of the evolution of nursing science. Nursing theory construction is examined as a foundation for research. The integration of the roles of praxis, scholarship and stewardship of the profession is investigated, with an emphasis on generation of knowledge. Students evaluate theories that complement nursing, including theories related to development, social learning, behavior change and health promotion. Integrated course content assists students in development of the theoretical basis of the dissertation. 3 credits. CORE

NUR 6050 QUALITATIVE RESEARCH METHODS
This introductory, overview course examines qualitative research methodologies, including ethnography, grounded theory, historiography, and phenomenology, as well as various design aspects of qualitative nursing research. Students study published, qualitative, empirical research in nursing and related disciplines with emphasis on paradigm distinctions, theoretical perspectives, various research approaches, designs and methods, critique of research reports, and ethical issues in qualitative research. Learning experiences include fieldwork exercises in data collection, management and analysis that lead to the development of a modified, qualitative research proposal. 3 credits. CORE

NUR 6060 QUANTITATIVE RESEARCH METHODS
This course examines the foundation of research design and methodology used in scholarly scientific inquiry. Advanced quantitative research designs are critically analyzed, with an emphasis on correspondence between research questions and optimal designs. Applicability of processes of inquiry to future independent endeavors is emphasized. Prerequisite NUR 6090, 3 credits. CORE

NUR 6070 ADVANCED QUANTITATIVE ANALYSIS
This course is designed to build upon the introductory courses in statistics and research. It focuses on multivariate analytic techniques and analysis. Students analyze complex relationships among multiple variables and synthesize factors contributing to an understanding of those relationships, including the application of advanced statistical methods. Students demonstrate the ability to interpret the results of multivariate analysis and apply such statistical analysis in the research process. Prerequisites: NUR 6060. 3 credits. CORE

NUR 6080 ADVANCED QUALITATIVE ANALYSIS
This course explores advanced qualitative data analysis methods, including analysis of field notes and text, using computerized and alternate techniques. Students analyze, critique, and synthesize qualitative data using a variety of contemporary and evolving methods. Analytical strategies are based on relationship to the research design and related to potential dissertation research questions. Prerequisite: NUR 6050. 3 credits. CORE

NUR 6090 ANALYSIS PRIMER: FOUNDATIONAL STATISTICS CONCEPTS AND REVIEW
The application of statistical methods is an essential component of quantitative methods research. This course will provide PhD students with the understanding and practical expertise in applying statistical methods that are widely used in nursing and health research. This course investigates the statistical techniques for nursing and health research. It provides an introduction into design aspects, methods of summarizing and presenting data, estimation of descriptive, correlational, and inferential statistics. 1 credit. CORE

NUR 6092/3/4 RESEARCH RESIDENCY
The research residency course provides an opportunity for doctoral students to immerse themselves directly in research activities under the supervision of (multiple) 2 research mentors. Relevant research experiences include developing a research question and plan, writing a research proposal, preparing an IRB application, preparing for the conduct of research, data coding and preparation, conducting human research, analyzing data, publishing, and disseminating research, and planning for future research. Flexibility is possible in formulating the research immersion experience in either a 2-credit block or in 1 credit per semester experiences. 1-2 credits. The course is Pass/Fail. CORE

NUR 6100 HALLMARKS OF SCHOLARLY DESIGN AND IMPLICATIONS
This seminar continues the process, begun in the Hallmarks of Scholarly Inquiry, of students' deepening connections to their dissertation research with an emphasis on scholarly design and proposal development. The context of the dissertation design and implementation is viewed within the issues pertinent to the nursing profession. Exploration of these issues and their implications aid in the integration of the contribution of the students' doctoral work to the nursing profession. 3 credits CORE

NUR 6400 LEADERSHIP INNOVATIONS AND INTERVENTIONS
Students in this course use analytical frameworks and theories to examine the complex interaction of forces shaping organizations. Elements of leadership such as cultural competence, strategic thinking, communication, economic planning as well as consensus and coalition building are integrated. Collaborative and trans-disciplinary facets of leadership are explored. Students build on their previous analytical endeavors to formulate organizational or policy goals and objectives, and design, implement and evaluate programs that contribute to health care. Vision and advocacy for quality outcomes are synthesized to contribute new knowledge to the role of nursing in health care. 3 credits CORE

NUR 6401 BUILDING EXECUTIVE LEADERSHIP
This cognate course analyzes the symbiotic relationship between leadership and organizational design, economics, technology, difficult conversations, grant writing, data-driven decision-making, power differences, influence and persuasion, and cultural and generational competencies. The course also focuses on executive leadership roles and responsibilities in complex organizations. Emphasis on systems thinking, shared learning, personal mastery, integrative thinking, and technological innovators. Case studies, team activities, articles, and lived experiences are synthesized to contribute new knowledge to executive leaders' roles and challenges. 45 lecture hours. 3 credits. COGNATE

NUR 6500 NURSING EDUCATION: PRINCIPLES, DYNAMICS, AND INNOVATIONS
Students critically explore the evolution of educational practice in the context of political, philosophical, scientific, and cultural forces. Pedagogical theories are analyzed and synthesized. Contemporary and evolving educational interventions are investigated as students in this course explore and critique the dynamics of higher education. Innovations in education, shifting paradigms, trans-disciplinary interface and the multiplicity of educational roles are explored. Informed by the underlying theoretical framework of situated learning, this experience encourages students to explore complex scholarly leadership within the context of an academic setting, health care organization or policy arena. Students build on previous analytical endeavors as they design, implement, and evaluate programs that contribute to innovations in educational processes. 3 credits. CORE

NUR 6501 NURSING EDUCATION PRACTICE: ROLES, POLICIES, AND STANDARDS
This cognate course provides an overview of the current state of educational practice within higher education in nursing. Transformation of nursing education during this emerging knowledge era is explored through documents providing direction. Students will analyze the expectations for preparation for nursing education both clinically and academically. Foundations for current nursing education standards and accreditation will be analyzed for their utilization by faculty. Transformation of nursing education during this emerging knowledge era is explored through documents providing direction in this arena. Transition to the role of academic instruction and socialization will be explored. 1 credit. COGNATE

NUR 6502 NURSING EDUCATION PLANNING: ASSESSMENT AND MEASUREMENT
This cognate course will explore the theoretical principles of educational assessment, measurement, and evaluation necessary to enhance the teaching needs of doctoral students. Specific content area will include characteristic of a well-developed test; basic statistical techniques in testing; the implementation of test data in the development and analysis of effective test construction; and the discrimination among cognitive, psychomotor, and affective domain related to assessment and evaluation. Students will describe selected issues of assessment in education and identify methods of formulating, analyzing, and interpreting an educational assessment plan. 1 credit. COGNATE

NUR 6503 CREATIVE TEACHING: STRATEGIES AND TECHNOLOGY
This cognate course incorporates foundational concepts and focuses on the development of a repertoire of creative methodologies and effective use of technology for education. Emphasis is placed on implementation of methods to foster a spirit of inquiry in the adult learner in diverse educational venues including classroom, clinical and distance learning. Specific content areas include the application of teaching-learning theory, the use of technology and the arts in teaching, legal and ethical implications of technology and current research in nursing education. One credit is delivered as 15 lecture hours per semester in a non-traditional format. 1 credit COGNATE

NUR 6504 RESEARCH FOR ACADEMIC AND HEALTHCARE LEADERS IN NURSING
This cognate course focuses on research for academic and organizational nurse leaders in both academia and healthcare to explicate the complex process of knowledge acquisition to address challenges in nursing education and administration. Students will explore topics of interest with the aim of identifying researchable problems and the appropriate scientific methods by which these can be studied. The components of both quantitative and qualitative research designs are reviewed and critically evaluated. Statistical techniques for evaluation of educational data are included. The culminating experience of the course is to explore ideas to expand the research evidence in nursing education or administration through analysis of the existing research. 3 credits. COGNATE

NUR 6800 MEASUREMENT IN RESEARCH
This cognate offers students a foundation in measurement in research for nursing and related disciplines. There will be a broad view of psychometrics which will include survey, observational, biological, and computer-based methods used to operationalize research variables. Additional foci include critical evaluation of pertinent instrument development literature and selection of appropriate existing instruments. Students will have direct experience with instrument development and piloting. 3 credits. COGNATE

NUR 6801 ANALYTICS I: QUANTITATIVE TECHNIQUES AND APPLICATIONS
This cognate course includes survey development (paper, online), entering, coding, and re-coding variables (by hand and in SPSS), entering and cleaning data (SPSS), labeling, sorting, and treating missing data (SPSS), other tools (SurveyMonkey, SNAP, Microsoft EXCEL/ACCESS), research management. 1 credit. COGNATE

NUR 6802 ANALYTICS II: QUALITATIVE TECHNIQUES AND APPLICATIONS
This cognate course includes interview development (structure, settings), capturing narrative data in different settings – i.e., phone, focus group, interviews (recordings, transcriptions, preparation for analysis), manual coding – in vivo (memo – ing, card sorts), managing narrative data with software (Word, Excel, NVivo), electronic coding and sorting (NVivo). 1 credit. COGNATE

NUR 6803 ANALYTICS III: SECONDARY DATA USE AND APPLICATIONS
This cognate course includes understanding the potential and limitations of big data or secondary analysis of existing data, finding, and assessing large data sets for projects, reading and interpreting formats and instructions, downloading existing data and technical issues of compatibility, cleaning, coding, and re-coding, writing scripts for analysis (SPSS), running summary statistics of focus variables (SPSS), interpreting results. 1 credit. COGNATE

NUR 6701/2/3 – INDEPENDENT STUDY
This course is designed to fulfill the cognate requirements if taken to meet the PhD student individualized learning need. It is open to students to pursue advanced focused readings of significant relevance tailored to the student's dissertation area of study. Specified content that is relevant for the dissertation development is mutually defined in learning contract by faculty and student and pursued over the length of the course. Submission of an Independent Study form required. Approval of the Director of the PhD in Nursing Program required. Can be taken for 1-3 credits.

NUR 6901/2/3 ADVANCED DIRECTED STUDY TOPICS I, II, III
This course can be designed to fulfill the cognate requirements. Open to students to pursue advanced focused readings of significant relevance to the student's dissertation area of study. Literature development, discussion and advanced applications of the study problem, health policy or methods are guided by a member of the faculty in the doctoral or graduate programs. Approval of advisor and the Director of the PhD in Nursing Program required. Can be repeated for up to 3 credits. 1-3 credits

NUR 7000 DISSERTATION SEMINAR
Candidates who have completed the majority of their coursework and attained candidacy attend the Dissertation Seminar. Candidates enrolled in this course are developing their dissertation proposal that will lead to their dissertation research. Dissertation seminar provides a formal, collaborative opportunity, with faculty guidance, to critically examine assumptions, biases, and ideas relating to doctoral work in process. The seminar format exposes the dissertation researcher to a diversity of feedback. Seminar candidates have the opportunity to refine their critiquing skills as they develop and examine their own work. 3 credits. Grading is Pass/Fail. DISSERTATION CORE

NUR 7010/7015 DISSERTATION PROGRESSION
Candidates enrolled in this course are actively conducting research under committee direction that will culminate in the dissertation. Candidates must be engaged with the dissertation committee chair to meet benchmarks relative to course credit throughout the process. Upon completion of credits and until the successful defense of the dissertation, candidates can remain actively enrolled via the continuous enrollment fee to maintain continuous matriculation until completion of all degree requirements. Grading is Pass/Fail. Total 6 credits (Can be taken over two semesters as 3 credits each (7010) or one semester as 6 credits (7015)). DISSERTATION CORE

NUR 7020 DISSERTATION CONTINUATION
Candidates who have completed all required coursework for the program and are in the process of conducting research under committee direction to successfully defend the dissertation can maintain continuous registration and active enrollment in this course. Candidates enroll in this course after Dissertation Progression credits are exhausted. Grading is Pass/Fail. 1 credit as needed until completion.

Nursing Master's in Education Course Descriptions

NUR 5054 EDUCATION THEORY AND METHODS
This course focuses on foundational concepts and skills for nursing education that address innovative methods and effective use of technology for teaching nursing students, staff, and hospital or community-based clients. Emphasis is placed on implementing methods to foster a spirit of inquiry in the adult learner and the application of electronic information and education resources in various venues that include the classroom, clinical, simulation, and virtual and distance learning environments. Specific content areas include the application of teaching-learning theory, the use of technology and the arts in teaching, and current research in nursing education.

NUR 5055 ADVANCES IN PATHOPHARMACOLOGY
This course examines recent developments in understanding normal and abnormal cellular function and the related pharmacological therapies developed for use in treating common disease states. Universal pathophysiological concepts, such as genetics and immune function, will be integrated with new research findings and new pharmacological therapies. The nurse educator student will demonstrate the ability to interpret, describe, and share this information in a professional setting. The nurse educator student will examine the ethical, regulatory, and legal implications of providing care, including access, cost-effectiveness, and safety.

NUR 5056 ADVANCED PHYSICAL ASSESSMENT FOR NURSE EDUCATORS (150 CLINICAL PRACTICUM HOURS)
This course further develops the physical assessment skills of the nurse educator student through case-based studies, clinical scenarios, didactic and laboratory settings, and synthesizes these skills and pathopharmacology concepts in caring for patients in a specialty practice setting. Students will demonstrate competency in the systematic collection, organization, interpretation and communication of health status data across the lifespan using various teaching methods. A supervised clinical field experience is required, during which students will be expected to refine assessment skills, develop comprehensive health histories and problem lists, and utilize accepted documentation formats to communicate results to the health care team.

NUR 5058 ASSESSMENT AND EVALUATION IN NURSING EDUCATION (150 PRACTICUM HOURS)
This course will explore the principles and application of educational assessment, measurement, and evaluation, and their role in educational decision-making in nursing education. Characteristics of a valid, reliable measurement instrument, test construction and writing objective and constructed-response items, score interpretation, standardized testing, performance-based assessment and portfolios in education will be addressed. Emphasis is on the use of assessment data in grading and evaluating the effectiveness of instruction and programming, and the issues of accountability in assessment in nursing education.

NUR 5059 SYNTHESIS OF EDUCATION AND NURSING PRACTICE (200 PRACTICUM HOURS)
Education is an integral element of the nursing profession. The overarching goal of this course is to achieve proficiency in the fusion of education and nursing in contemporary healthcare. It focuses on educational principles and issues applied to healthcare. This course is designed to provide an opportunity to engage in the full scope and depth of the educational process within the nursing profession and the healthcare environment. Seminars are conducted biweekly and emphasize intellectual exchange related to historically valid tenets and practices and current influences on

education and nursing. A precepted practicum of 90 hours at an affiliating institution is the venue for an experiential component in an academic and/or clinical setting. The preceptorship allows for the analysis of processes and implementation of principles and practices. Ongoing assessment of the student by faculty and preceptor leads to final evaluation according to course criteria. Concepts of scholarship, leadership, quality, and collaboration are integrated throughout the course.

Molloy University Catalog

Each student is required to be familiar with the Molloy University Catalog during the first semester of the program and is expected to review the policies and procedures described. Students are accountable for adhering to the published, current policies and procedures in force during their program of study. The electronic catalog can be found at the following link:
https://www.molloy.edu/academics/resources/course-catalogs

Honor Pledge and Academic Honesty

The Honor Pledge and Academic Honesty are integral to Molloy University and uphold a tradition that has existed within the institution. Each doctoral student is responsible for conforming to and upholding the Honor Pledge and Academic Honesty as published in the Molloy University catalog. Attempted or actual cheating, plagiarism, lying, and stealing of academic work constitute Honor Pledge and Academic Honesty violations. Each student is responsible for reviewing the Honor Pledge and Academic Honesty as published.

Quick Reference: Comprehensive Exam to Final Defense and Graduation

Completion of the PhD Comprehensive Examination to Proposal Defense:

- ☐ Enroll in N 6100 Hallmarks of Scholarly Design
- ☐ Begin preparing the dissertation proposal draft.
- ☐ Consider the selection of the committee chair and members.
- ☐ Enroll in N 7000 Dissertation Seminar
- ☐ Prepare dissertation timeline.
- ☐ Finalize the selection of committee members.
- ☐ File the Dissertation Committee Membership form
- ☐ Complete Dissertation Proposal
    - Carefully edit your writing as you go- make appointments with the writing center as needed.
- ☐ Schedule proposal defense at an agreed-upon time with the committee and the Director of the PhD in Nursing Program.
- ☐ Submit the Dissertation Proposal package to the PhD office at least 10 business days before the planned proposal defense date.
- ☐ Prepare a slide presentation for proposal defense.
- ☐ After the proposal defense, the determination to approve or revise is made.

Proposal Defense to Dissertation Defense:

- ☐ Obtain IRB approval(s) from Molloy University and other agencies before beginning the research.
- ☐ Conduct dissertation research.
- ☐ Maintain regular contact with your committee as you write the dissertation. Create a regular schedule for submitting chapters and receiving feedback.
- ☐ Carefully edit your writing as you go- make appointments with the writing center as needed.
- ☐ Apply for graduation according to Molloy University policies in the semester before expected graduation.
- ☐ Order graduation regalia at the start of the semester of expected graduation.

Preparing for Dissertation Defense *At Least Five Weeks in Advance of the planned Dissertation Defense date*

- ☐ Submit the final polished draft of the dissertation to committee members, including the abstract, title pages, and appendices.
- ☐ After two weeks of draft dissertation submission, the candidate obtains approval from each committee member that they have read the entire dissertation and approve going forward to the defense.
- ☐ As soon as the committee approves the dissertation, schedule a defense with committee members and the Director of the PhD in Nursing Program.
- ☐ Send the final polished version of the dissertation, a separate abstract of no more than 300 words, and a brief biography of no more than 200 words to the Director of the PhD in Nursing program. The final draft must adhere to the Doctor of Philosophy in Nursing Dissertation Guidelines. This must be received at least three (3) weeks before the planned defense.
- ☐ Prepare slide presentation for oral defense.
- ☐ After the defense, the Chair will record the recommendation of the dissertation committee and submit the form with signatures to the PhD Program Office. If substantive changes are required, signatures will be obtained after the required changes are made.

Dissertation Defense to Graduation

- ☐ After completing subsequent corrections, finalize the document for upload to ProQuest: Within two weeks of defense and at least one week before the end of the semester, submit the final dissertation to the PhD Program Office.
- ☐ With assistance from the PhD office or library, complete all ProQuest instructions, notify the office of graduate studies electronically via ProQuest, and have 1 copy bound and distributed to the PhD Program Office.