

Student Handbook

Doctoral Programs

2016-17 academic year



Prepare to be the **best.**

Clarkson College Mission Statement

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Program Accreditation

Clarkson College is nationally accredited through the Higher Learning Commission, North Central Association of Colleges and Schools (NCA) located at 30 N. LaSalle Street, Suite 2400 Chicago, IL 68062 PH 800 621 7440 NCAHLC.org

The **Doctor of Science in Nursing** program has received accreditation candidacy status from the Accreditation Commission for Education in Nursing, Inc. (ACEN) located at 3343 Peachtree Road NE, Suite 850 Atlanta, Ga. 30326 PH 404 975 5000 acenursing.org

Notice

This document is intended to clarify and emphasize the program expectations of the Clarkson College doctoral programs. If you have questions about how to interpret what is in this Handbook or College policies in the catalog, please consult with your program director or dissertation/scholarly project committee chair. Official academic information and policies pertaining to Clarkson College doctoral students are provided to ensure a quality education and equity. For additional information you may go the registrar section of the Clarkson College website. **Clarkson College reserves the right to make changes to any of the College policies.** This document works in tandem with the Academic Catalog and Institutional Review Board (IRB) Handbook.

It is required that each student will read the handbook and sign the acknowledgement form during their first semester in the program.

Notice of Non-Discrimination

Clarkson College complies with all applicable federal, state and local laws relating to discrimination and does not discriminate on the basis of race, color, religion, ancestry, sexual orientation, physical or mental disability, age, national origin, ethnicity, sex, veteran's status or marital status in the administration of its educational programs and policies, financial aid, activities or other school administered programs. View the full Notice of Non-Discrimination statement by visiting ClarksonCollege.edu.

Clarkson College 101 South 42 St. Omaha, NE 68131-2739 PH 402 552 3100 TF 800 647 5500 ClarksonCollege.edu

College Contact Information

Aubray Orduña, Ed.D., M.S.N., R.N. PH 402 552 6118 orduna@clarksoncollege.edu
Dean of Nursing & Program Director, Doctor in Health Care Education and Leadership (Ed.D.)

Patricia Coyle-Rogers, Ph.D., M.S.N., R.N.-BC PH 402 552 3310 coylerogers@clarksoncollege.edu
Program Director, Master of Science in Nursing (M.S.N.) & Doctor of Nursing Practice (D.N.P.)

Table of Contents

SECTION 1: [INTRODUCTION](#) 4

SECTION 2: [DOCTORAL PROGRAM STRUCTURE](#)..... 7

SECTION 3: [DOCTOR OF NURSING PRACTICE](#)..... 9

SECTION 4: [DOCTOR IN HEALTH CARE EDUCATION & LEADERSHIP](#) 12

SECTION 5: [COLLEGE RESOURCES](#) 15

SECTION 6: [POLICIES ON STUDENT PERFORMANCE, PROBATION & DISMISSAL](#) 17

SECTION 7: [DISSERTATION/DNP SCHOLARLY PROJECT](#) 19
 Dissertation/Scholarly Project Flow 22

SECTION 8: [PROPOSAL PROCESS](#) 23

SECTION 9: [DISSERTATION/DNP SCHOLARLY PROJECT CONTENT](#)..... 26

SECTION 10: [CERTIFICATIONS, IRB & ACADEMIC INTEGRITY](#) 34

SECTION 11: [FORMATTING GUIDE FOR PROPOSAL & DISSERTATION/DNP SCHOLARLY PROJECT](#) 37

SECTION 12: [GRADUATION INFORMATION](#)..... 40

SECTION 13: [REFERENCES](#)..... 41

Introduction

SECTION 1.0

CLARKSON COLLEGE MISSION & VALUES

Clarkson College is a private, Episcopal affiliated, non-profit, co-educational institution offering undergraduate, graduate and doctoral health science degrees. The College is accredited by the Higher Learning Commission and is an affiliate of Nebraska Medicine. Our Mission is to prepare students to professionally provide high quality, ethical and compassionate health care services. To achieve our Mission and fulfill the vision of the College, we adhere to the following Values:

LEARNING The lifelong process of education through both structured and unstructured experiences.

CARING An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

COMMITMENT Dedication and accountability to the shared mission of Clarkson College.

INTEGRITY Adherence to moral and ethical standards in personal, professional and organizational actions.

EXCELLENCE A level of performance in which all individuals strive for extraordinary quality.

DOCTORAL PROGRAMS' PURPOSE

Through the doctoral programs, faculty seek to provide degree candidates with the knowledge, skills and opportunities necessary to advance the health care discipline and its practice. The purpose of the Doctor of Nursing Practice (DNP) program is to prepare Advance Practice Registered Nurses (APRNs) for a clinical leadership role in the nursing profession, while the Doctor in Health Care Education and Leadership (Ed.D.) program's purpose is to educate students to serve as faculty and administrators for health care education programs throughout the nation and world. The ultimate outcome of these programs is to provide advanced health care leaders for public and private sector environments.

Successful Clarkson College graduate candidates will demonstrate the ability to:

DNP Program

- Integrate advanced communication skills/processes that lead to caring practices improving the health care delivery for systems, diverse organizational cultures and populations including clients and providers.
- Formulate client-centered care approaches that meet current and future needs of populations based on scientific findings in nursing, other clinical sciences and organizational, political and economic sciences.
- Implement change in health care delivery systems through consultative and leadership skills with intra-professional teams, consumers and other stakeholders.
- Create health care delivery models using evidence-based nursing science and knowledge from law and ethics and the biophysical, psychosocial, analytical, and organization sciences.
- Synthesize principles of business, finance, economics, health policy, and quality improvement methodologies to develop and implement effective plans for practice- level and/or system-wide practice initiatives that will improve the quality of care delivery.
- Measure and improve accountability for quality health care and safety for populations and other professionals.
- Provide leadership in evaluating the use of information, information technology, communication networks, and client care technology.
- Mentor other nurses and health care professionals to achieve excellence in health care delivery.
- Influence health care policy and practice to achieve excellence in health care.

Ed.D. Program

- Create educational leadership strategies to meet the needs of diverse learners. Engage in interdisciplinary communication, analysis and problem solving that reflects evidence-based practice.
- Engage in interdisciplinary communication, analysis and problem solving that reflects evidence-based practice.
- Implement assessment and evaluation strategies using information technology to improve learning, productivity and professional practice.
- Synthesize knowledge of educational and leadership theory, management skills, leadership strategies and data to transform organizations and educational institutions.
- Integrate ethical, legal and professional principles into decision-making in the educational leadership setting.

CLARKSON COLLEGE DOCTORAL CURRICULA

Beyond the student’s master’s degree coursework, the students are required to complete a total of 31 credit hours for the DNP and 44 credit hours for the Ed.D. that include the Core courses.

The shared Core curricula for both the DNP and Ed.D. enable doctoral students to have interdisciplinary experiences to add depth and perspective to the student’s applied research knowledge base or professional goal-related field. A dissertation (Ed.D.) or scholarly project (DNP) will serve as both a culminating synthesis experience and a visible demonstration of performance. Dissertation/scholarly project committee chairs, working interactively with the student help to develop the plan and sequence of study. Each plan of study will include a solid foundation of research, and core understanding of health care and delivery systems.

Curricula of the doctoral programs consist of two components, Core and Major. The two components work **together** in assisting the learner in the mastery of a solid skill set to sufficiently enable the candidate’s dissertation/scholarly project and the critical evaluation of the research of others. As a direct consequence of this degree component, Clarkson College doctoral candidates are expected to be able to design, conduct, and report research knowledge and development activities and outcomes as dictated by their particular field. For successful completion of the doctoral programs, the following requirements must be met (Table 1.0).

<i>Doctoral Core</i>	DNP/Ed.D.	14 credit hours
<i>Major</i>	DNP	17 credit hours
	Ed.D.	30 credit hours
<i>Total Hours Beyond Master’s Degree</i>	DNP	31 credit hours
	Ed.D.	44 credit hours
<i>Total Doctoral Study</i>	DNP	61-78credit hours (405 clinical hours)*
	Ed.D.	74-91 credit hours
<i>Master’s Degree</i>		30-47 credit hours (595 clinical hours/ APRN minimum)*

NOTE: APRN students should have completed a minimum of 595 clinical hours associated with their MSN degree that will be added to the clinical hours completed in the DNP program to meet the minimum requirements of 1000 clinical hours for the DNP program. MSN-accrued clinical hours over 595 will not be credited toward the DNP clinical hours. Students lacking the minimum clinical hours (595) from their MSN program may have to complete additional semester hour(s) at 1 semester credit = 15 hours with their DNP coursework.

TIME LIMITATION

Students pursuing the doctoral degree have up to **seven** years from their initial enrollment to complete their program.

CONTINUOUS ENROLLMENT

Continuous registration is required once the student begins dissertation/scholarly project coursework. If the student exceeds the **seven year** limit, the student will be dismissed for lack of satisfactory progress or, when circumstances are justified, may be required to complete additional coursework.

Doctoral Program Structure

SECTION 2.0

The doctoral programs require students to complete a requisite number of course credit hours, pass a Portfolio Assessment of Core Competencies (COMPS), propose and execute the dissertation/scholarly project and successfully defend the dissertation/scholarly project. As a process, the experience includes:

1. Establish a plan of study with your program director,
2. Establish dissertation/scholarly project committee (chair and two members),
3. Successfully complete Core courses,
4. Successfully complete Core Comprehensive Assessment (COMPS),
5. Successfully complete Major courses, and
6. Successfully defend the culminating doctoral dissertation/scholarly project.

TRANSFER OF CREDITS

A maximum of six (6) semester credit hours will be permitted for credit from previous doctoral-level coursework. It is at the discretion of the Program Director if these transfer hours are acceptable. Using the College *Petition* process provides the mechanism for course review. Courses transferred in must have a grade of “B-” or better.

COURSE LOAD RECOMMENDATIONS

The maximum course load for graduate students is 18-21 credit hours per year (3 semesters). Six (6) credit hours are considered full-time for graduate students at Clarkson College.

CORE COURSES

The Core component is 14 semester credit hours in length. These courses focus on the skill set necessary for the research project as well as presenting an overview of basic health care issues. Graduates are expected to not only critically evaluate and utilize research, but also be able to design, conduct, and report appropriate research in health care disciplines. To this end, students must demonstrate proficiency in research and experiment design, statistics, and various research methods. The Core of the program is listed on Table 2.0.

TABLE 2.0 Core Courses

Course Number	Title	Semester Hours	Clinical Hours (DNP only)
DNP/EDD 910	Applied Research	3	0
DNP/EDD 915	Outcomes of Health Care in a Global Society	3	45
DNP/EDD 920-921	Doctoral Seminar(s) I – II	3	0
DNP/EDD 930	Health Care Organizational Systems	2	45
DNP/EDD 936	Advanced HC Policy, Law and Advocacy	3	45
	Total	17	135

PORTFOLIO ASSESSMENT OF CORE COMPETENCIES (COMPS)

Following the completion of the Core coursework, students are expected to complete the COMPS by the first week of Doctoral Seminar III. COMPS are not a credit course but rather a pass/no pass portfolio review. COMPS may be attempted **two** times only.

This portfolio approach will be used to assess student mastery of the doctoral Core. The portfolio presentation will reflect synthesis of knowledge gained through the Core coursework. This reflection will

provide evidence of change/growth in personal and professional goals/objectives identified at the time of admission.

The College Student Success Skills are integrated throughout the COMPS. The administration and faculty at Clarkson believe that students need to be well-rounded individuals intrinsic to all health care professionals regardless of discipline and degree level. Intense training is measured at the program level and the COMPS will provide evidence that students possess the foundational knowledge to encompass a wider scope of health care issues. The five Student Success Skills are the following: communication, critical thinking, technology, diversity and professional behavior. The student learning outcomes for these five Success Skills are:

Clarkson College students will:

1. Demonstrate effective communication
2. Demonstrate critical thinking to make educated decisions
3. Demonstrate proficient use of technologies
4. Demonstrate the ability to respectfully interact within a diverse society
5. Demonstrate professional behavior

Doctor of Nursing Practice

SECTION 3.0

This section provides an overview to the Doctor of Nursing Practice (DNP) program at Clarkson College.

INTRODUCTION

The Doctor of Nursing Practice (DNP) program provides advanced practice nurse practitioners (APRN) with expanded knowledge and expertise to provide leadership in an evidence-based practice environment. This program is designed for the master's prepared, currently licensed and certified nurse practitioner, midwife, clinical nurse specialist and/or nurse anesthetist and builds on the foundations of the advanced practice role. The program is based on the American Association of Colleges of Nursing (AACN) *Essentials of Doctoral Education for Advanced Nursing Practice* (2004), commonly called "pillars." These pillars form the basis of the Clarkson College DNP program and are listed below:

- I. Scientific Underpinnings for Practice,
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking,
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice,
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care,
- V. Health Care Policy for Advocacy in Health Care,
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes,
- VII. Clinical Prevention and Population Health for Improving the Nation's Health, and
- VIII. Advanced Nursing Practice.

The Clarkson College program structure is designed to meet the outcomes of the *DNP Position Statement* (AACN, 2004, p. 5) by encouraging development of these global benefits:

1. Development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles,
2. Enhanced knowledge to improve nursing practice and patient outcomes,
3. Enhanced leadership skills to strengthen practice and health care delivery,
4. Better match of program requirements and credits and time with the credential earned,
5. Provision of an advanced educational credential for those who require advanced, practice knowledge but do not need or want a strong research focus (e.g., practice, faculty),
6. Enhanced ability to attract individuals to nursing from non-nursing backgrounds, and
7. Increased supply of faculty for practice instruction.

CLARKSON COLLEGE NURSING PHILOSOPHY

We, the nursing faculty of Clarkson College, believe we possess the knowledge, skill and attitude to educate individuals for the professional practice of nursing. We are committed to scholarship through lifelong learning and the pursuit of knowledge. Consistent with the Clarkson College Values, the Nursing faculty value Learning, Caring, Commitment, Integrity and Excellence in our professional relationships. We are dedicated to the dignity, health and spiritual needs of people. We are committed professional nurse educators who foster nursing education in a caring environment. The entire philosophy statement can be found in the Clarkson College catalog.

DNP MAJOR COURSES TABLE

This central component of the DNP program is intended to be used to add depth and breadth as appropriate to the student's professional goals and simultaneously be consistent with the program's mission. This section seeks to develop 21st century cognitive skills by means of a seventeen (17) hour set of major coursework. The DNP *Major* courses are listed in Table 3.1.

TABLE 3.1 DNP Major Courses

Course Number	Title	Semester Hours	Clinical Hours
DNP 922	Doctoral Seminar III	2	0
DNP 923	Doctoral Seminar IV	1	0
DNP 942	Designing Theory for Guiding Holistic Care	3	0
DNP 944	Biostatistics/Epidemiology	2	45
DNP 947	Health Economics, Finance and Entrepreneurship	3	45
DNP 948	Evidence-Based Practice	3	45
DNP 950	DNP Scholarly Project I	1	45
DNP 951	DNP Scholarly Project II	1	45
DNP 952	DNP Scholarly Project III	1	45
	From DNP Core		135
	Total	17	405

DNP SCHOLARLY PROJECT

The DNP scholarly project must demonstrate the candidate's ability to conduct an applied research- based project in the health care venue. DNP candidates are expected to demonstrate mastery of the key literature in the field and use this mastery as background for the specific research project they propose.

Scholarly Project

- a. Obtain Collaborative Institutional Training Initiative (CITI) Certification,
- b. Receive approval of research proposal from Dissertation Committee,
- c. Complete Institutional Review Board (IRB) application,
- d. Receive IRB approval,
- e. Begin scholarly project (recruitment of subjects, data collection, etc),
- f. Complete data collection,
- g. Complete scholarly project,
- h. Complete oral defense of scholarly project,
- i. Revise final approval of scholarly project from project committee,
- j. Prepare final copy of scholarly project in prescribed manner and submit final copy of approved scholarly project to Clarkson College Library, and
- k. Submit the approved scholarly project to ProQuest.

DNP RESIDENCY GUIDELINES

The DNP residency is considered a key component of the Doctor of Nursing Practice (DNP) educational program that combines clinical practicum experiences with scholarly activities to provide in-depth learning for students. The DNP residency provides an opportunity for meaningful engagement with experts from

nursing, as well as other disciplines. During the DNP residency, the students integrate and synthesize knowledge by demonstrating competency in an area of nursing practice, completing a scholarly project and writing a publishable manuscript based on their project. The DNP residency is designed to provide a comprehensive clinical experience individually designed to meet the professional and clinical goals of each student. The DNP residency provides an opportunity for further synthesis and expansion of the learning developed to that point. Additionally, during the DNP residency, the student will:

- Refine communication, reflection and scholarly skills,
- Attain patient care expertise with emphasis on independent and inter-professional clinical practice,
- Develop analytic skills for appraising, implementing, and evaluating evidence-based, direct and indirect patient care across populations and settings, and
- Demonstrate advanced knowledge of health policy and health care delivery systems.

The essential components of the DNP residency are scholarly activities, reflective journaling combined with documented achievement of competencies and submission of a scholarly manuscript based upon their scholarly project. The DNP student assumes an expanded scope of practice for patients; provides leadership to foster intra-professional and inter-professional collaboration, demonstrates skills in peer review that promote a culture of evidence, and applies clinical investigative skills to evaluate health outcomes. Students must demonstrate ability to write professionally and influence health policy.

The following activities are some examples of time that can be applied toward the DNP residency hours:

1. Time spend with a preceptor/agency in an area of specialization dedicated to DNP level experience,
2. Special projects related to specialization and work in developing/implementing
 - a. Practice protocols, guidelines and process improvement,
3. Time spend on a clinical agency's committee to evaluate a practice protocol, guidelines and process improvement project,
4. Time spent participating in a health initiative in the state's health department,
5. Time spent in seminars/conferences that are appropriate for DNP project topic,
6. Time spend traveling to and from seminars/conferences, and
7. Time spent in CE programs may be applied to DNP clinical hours on a case-by-case basis.

Residency Contracts

The purpose of the clinical experience for residency is to increase the student's exposure to and involvement in doctoral level clinical. The student is responsible for identifying and initiating a residency clinical contract with a clinical preceptor/mentor involved in or with expertise in practice. The student and Scholarly Project Chair must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements and evaluation criteria will depend on the practice focus in which the student is participating. Objectives and requirements must address active involvement by the student in the clinical experience and examine impact on patient outcomes. The agreed upon objectives and evaluation criteria are recorded in the DNP Clinical Residency Contract located in the residency course shell.

Doctor in Health Care Education & Leadership

SECTION 4.0

This section provides an overview to the Doctor in Health Care Education and Leadership (Ed.D.) program at Clarkson College.

INTRODUCTION

The purpose of the Ed.D. program is to develop students to serve as faculty and administrators for health care education programs throughout the nation and world. The ultimate outcome of this program is to provide advanced leaders for public and private sector environments employing such levels of personnel. In doing so, this program also develops the concurrent skills involved in health care-relevant knowledge development, synthesis, and assessment.

PROGRAM OUTCOMES

Graduates from the Ed.D. program will have expanded knowledge and expertise required to provide health care leadership in both the academic and administrative roles. Graduates will demonstrate excellence in interdisciplinary communication, translational research, and problem-solving, while providing quality health care education. Their major course work will supply a foundation in outcomes assessment, learner development, transformational leadership and brain-linked research which strengthens their ability to implement innovative educational approaches. Graduates will have the skill set needed to assess, design, implement and evaluate a process or program utilizing change theory, conflict management and adult educational principles.

Graduates of the Ed.D. program will:

1. Create educational leadership strategies to meet the needs of local to global diverse learners.
2. Engage in interdisciplinary communication, analysis and problem-solving that reflects evidence based practice.
3. Implement assessment and evaluation strategies utilizing information technology to improve learning, productivity and professional practice.
4. Synthesizes knowledge of educational and leadership theory, management skills, leadership strategies and data to transform organizations and educational institutions.
5. Integrates ethical, legal and professional principles into decision-making in the educational leadership setting.

PROGRAM STRUCTURE & PROCESS

The Ed.D. program requires successful completion of a requisite number of course credit hours, successful mastery through the development of a Portfolio Assessment of Core Competencies (COMPS), a successful proposal and execution of the dissertation research project, and a successful defense of the dissertation.

Ed.D. MAJOR COURSES

This central component of the Ed.D. program is intended to be used to add depth and breadth as appropriate to the student's professional goals and simultaneously be consistent with the program's mission. This section seeks to develop cognitive skills by means of a thirty (30)-hour set of major courses. The Ed.D. Major courses are listed in Table 4.0.

TABLE 4.0 **Ed.D. Major Courses**

Course Number	Title	Semester Hours
EDD 922	Doctoral Seminar III	2
EDD 923	Doctoral Seminar IV	1
EDD 947	Health Economics, Finance and Entrepreneurship	3
EDD 960	Trends and Issues in Health Care Education	3
EDD 962	Learning Theories	3
EDD 964	Assessment of Health Care Educational Programs and Organizational Outcomes	3
EDD 966	Curriculum and Program Development	3
EDD 968	Managing Organizational Conflict	3
EDD 970	Transformational Leadership	3
EDD 972	Assessment of Instructional Technology and Distance Education	3
EDD 974	Dissertation I	1
EDD 975	Dissertation II	1
EDD 976	Dissertation III	1
	Total	30

Ed.D. DISSERTATION

The Ed.D. dissertation must demonstrate the candidate's ability to conduct an applied research- based project in the health care venue. Ed.D. candidates are expected to demonstrate mastery of the key literature in the field and use this mastery as background for the specific research project they propose.

Dissertation

- a. Obtain Collaborative Institutional Training Initiative (CITI) Certification,
- b. Receive approval of research proposal from Dissertation Committee,
- c. Complete Institutional Review Board (IRB) application,
- d. Receive IRB approval,
- e. Begin dissertation (recruitment of subjects, data collection, etc),
- f. Complete data collection,
- g. Complete dissertation,
- h. Complete oral defense of dissertation,
- i. Revise final approval of dissertation from project committee,
- j. Prepare final copy of dissertation in prescribed manner and submit final copy of approved dissertation to Clarkson College Library, and
- k. Submit the approved dissertation to ProQuest.

College Resources

SECTION 5.0

This section provides an overview of advisement and resources available to the doctoral students.

ACADEMIC ADVISOR

Each graduate degree plan of study is unique to the individual student and his/her background, experience, and degree objectives. To guide in the development of a degree plan, an advisor will be appointed to assist the student throughout the program. The duties of the advisor are to assist the student in the preparation of the plan of study, help in the course registration process and to provide academic advice during the period of graduate work. Additionally, the advisor initiates activities to assist students in becoming acquainted with potential faculty to serve on their Dissertation/Scholarly Project Committee. The advisor serves as advocate, mentor, and guide for the graduate student.

COLLEGE SUPPORT SERVICES

Equipment/Software Requirements and Internet Service Provider

Students enrolled in an online education course MUST download and read the Online Education Manual (ClarksonCollege.edu/default/assets/File/OnlineEducationManual.pdf) for the latest computer hardware and software requirements. If a student is thinking about purchasing a computer and/or software, they can call the Clarkson College Director of the Center for Teaching Excellence at 800.647.5500. The Director can assist in identifying the equipment and software that will best serve a student while attending Clarkson College.

Online Campus

Clarkson College offers a number of online education courses each semester. Courses for the doctoral program are organized into two 15-week semesters (fall and spring), and one 12-week summer session. Support services are provided to ensure online education students have similar access to the educational resources available on campus. Online education refers to the method by which instruction is delivered.

Expectations of online education students are the same as for students attending classes on campus. An online course will take at least the same amount of time as a traditional course. Time spent in the classroom is replaced with reading, completing assignments, listening to presentations and participating in online discussions.

Online education students completing courses that require preceptors are encouraged to enroll early and complete all the necessary paperwork for identifying a preceptor prior to the semester in which the preceptor will be necessary.

The Center for Teaching Excellence (CTE)

The Center supports teaching and learning at Clarkson College. The Center brings together a diverse assembly of resources for faculty and administration to aid in the continued pursuit of efficient and effective student learning. CTE houses specialists in faculty development, educational technology, instructional design, community relations and institutional effectiveness.

Library Resources

The Library offers resources to the online students through Pearson/eCollege or the Clarkson College website. The Library's present commitment is to utilize technologies to support student access to information resources is possible through full-text databases, electronic books, and instructional materials

available on the college's Online Campus course management system. The Library collection includes 150 current journals, 408 audiovisuals, 3302 books, and more than 20 databases.

The Library collection is evaluated continually by the library staff, and additional purchases are added to support College programs and curriculum changes. Recommendations from faculty and students and purchasing information from other medical libraries serve as the basis for collection purchasing decisions.

The Library is an active member of ICON, a Nebraska and Western Iowa consortium of health science libraries. ICON member libraries support the sharing of information and expertise through quarterly meetings and participation in free interlibrary lending. The library participates in the Nebraska Academic Libraries Reciprocal Borrowing Agreement that gives faculty and students access to academic libraries in Nebraska. Access to library collections throughout the United States is offered via DOCLINE and OCLC.

Doctoral Resource Website

Clarkson College offers a link to this resource site in the initial Applied Research course and all other subsequent courses. Students may enter the website with the same password used for the Library databases. Students are also encouraged to copy the link found in the Resource content area of the course shell so the site can be used throughout their program of study.

Veteran Services

Clarkson College is committed to assisting all students who are eligible to receive Veterans Administration education entitlements. Student Financial Service personnel are available to assist in the application process and other activities unique to Veterans Administration requirements. Inquiries concerning eligibility and pay should be made by the student directly to their Regional Veterans Administration Office.

Policies on Student Performance, Probation & Dismissal

SECTION 6.0

This section lists official academic information and policies pertaining to Clarkson College doctoral students. The academic policies are provided to ensure a quality education and equity. For additional information, go to the Registrar section of the Clarkson College website. **Clarkson College reserves the right to make change to any of the College policies.**

MINIMUM CUMULATIVE GPA REQUIREMENTS: ALL DOCTORAL COURSES

Graduate students must maintain a 3.0 CGPA for successful completion of the program of study. A grade of "C," "D," "F" or "NP" indicates failure of that course, and the course must be repeated. A student who fails to maintain a 3.0 CGPA in any given semester will be placed on academic probation.

STUDENT PERFORMANCE

Each semester doctoral student performance is evaluated to ensure that the student is performing well and will graduate with a 3.00/4.00. This is completed in the following ways:

- Doctoral student grades and academic progress will be monitored by the Registrar and program director.
- Students are expected to maintain a cumulative grade point average of at least 3.00/4.00 with no grade less than "B-" and earn grades of "Pass" in pass/no pass courses. Failure to maintain a 3.0 GPA will result in academic probation.

PROBATION

Probation occurs when a student performs below the Clarkson College standards in a semester. See College Policy AA-20 Academic Probation.

INCOMPLETE GRADES

A student who is passing in a course may be assigned a grade of incomplete ("I") if some portion of the coursework remains unfinished at the end of the semester. Assignment of an "I" is at the discretion of the course instructor and program director. Students who have an incomplete grade for *Core* coursework will not be permitted to progress to the Major course work until the incomplete grade(s) are changed to a passing grade. This may also impact the student's ability to progress with their cohort group. See College Policy AA-10 Incomplete Grades.

PROGRESSION

Students will not be permitted to progress to a higher level of coursework in the major area of study until successfully completing the prerequisite courses. See College Policy AA-2 Progression .

DISMISSAL

Clarkson College addresses dismissal in three forms: academic, administrative and non- academic dismissal. See College Policy AA-24 Dismissal.

LEAVE OF ABSENCE

A leave of absence is "time certain" student withdrawal from Clarkson College. Leaves are granted for a minimum of one semester and a maximum of three consecutive semesters. Any student on a Leave of Absence (LOA) who does not register in any classes after three consecutive semesters will be automatically withdrawn from the College. See College Policy AA-30 Leave of Absence.

MILITARY LEAVE OF ABSENCE

An educational leave of absence will be granted to any active duty service member who is called to perform military duty that would interfere with the member's ability to complete the current term of instruction. Educational leaves of absence will be granted for the periods of active duty. Educational leaves of absence are not granted for voluntary active duty or training when the member could schedule the training to avoid a conflict with school instruction. The educational status the member attained prior to being ordered to military duty will be restored upon his or her release of duty without loss of status, academic credits previously earned, scholarships or grants awarded by the College. The educational leave cannot exceed five years.

RE-ADMISSION INTO THE DOCTORAL PROGRAM

Students seeking re-admission to the DNP or Ed.D. program are required to submit a new application as well as updated transcripts (if the applicant has pursued any graduate academic studies in the interim). The student will be required to submit all documents required of first time admission, i.e., a revised personal statement and letters of recommendation from alternative sources that were submitted in the first application procedure.

It is also a Clarkson College policy that course credits earned by a student whose graduate course work and/or professional activity has been inactive for five years or more cannot be used on a plan of study for an advanced degree. A plan of study approved prior to such a period of inactivity is deemed invalid. Likewise, COMPS successfully completed prior to such a period of inactivity must be repeated.

PETITION FOR RECONSIDERATION

A student may file a petition for reconsideration requesting an exception to a decision or policy because of extenuating circumstances. The petition for reconsideration policy is designed to resolve disputes between an individual and an institution that might occur over such issues as grades (except grades related to academic integrity issues), billing, financial aid, terms of employment, course transfer, degree requirements, other similar disputes, or to review events or circumstances that have occurred in an individual's particular relationship with an institution. See College policy SW-22: Petition for Reconsideration.

Dissertation/DNP Scholarly Project

SECTION 7.0

This section is an overview of the Clarkson College research process. The Research Manual is available on the Doctoral Resource website.

APPLIED RESEARCH DEFINITION

The following definition was chosen by the College which reflects both the Mission of the College and the Clarkson College five Student Learning Outcomes: Communication, Critical Thinking, Technology, Diversity, and Professional Behavior:

Applied Research at Clarkson College

Clarkson College Applied Research focuses on the practical scholarship of integration and application.

Professional practice benefits from the translation of original research to the **global society**, bringing life theory and reality to research. Scholarship is demonstrated through a research project that reflects the breadth of the student's education and that synthesizes the knowledge gained through their course of study. Students will use **critical thinking** skills to propose an evidence-based strategy, implement an intervention, and/or evaluate outcomes. The project may take on many forms. However, the common elements are translation of evidence to improve practice, processes and/or outcomes related to the research question, and to **communicate** their findings using appropriate **technology**.

The Applied Research Process is intended to clarify and emphasize the expectations and process flow of research for the doctoral dissertation/scholarly project and to answer questions related to the dissertation/scholarly project process.

APPLIED RESEARCH COURSE: DNP/EDD 910

During the admission and application process, students identified potential dissertation/scholarly project topics in the admission essay. The Applied Research course will allow students to explore the viability of potential topics. Many times students discover various theories and methodologies used to research a topic. The course faculty and program advisor will support the student in this first step of the dissertation/scholarly project process.

The Applied Research course provides students with knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the application of research to the practice setting. Quantitative, qualitative, and mixed-method research designs and methods are analyzed. The focus of the course is the translation of evidence to improve practice, processes and/or outcomes.

DOCTORAL SEMINARS

The four doctoral seminar courses (6 credit hours) support the learners in the dissertation/scholarly project journey and prevent impediments that might delay their progress. The coursework in doctoral seminars includes: elements in applied research, problem formulation, research question development, literature review, evidence analysis, and data collection methodologies.

Doctoral Seminar I (one credit hour)

This course focuses on a thorough review of the literature surrounding the student's proposed topic and the development of a problem statement and research questions.

The student's committee chair and members will be identified and the roles of the chair and members are discussed.

Doctoral Seminar II (two credit hours)

This course, focusing on scientific inquiry, emphasizes the formulation and the writing of a dissertation/scholarly project/research project proposal and the process for IRB. Methodology and content for each of the proposed chapters are defined.

Doctoral Seminar III (two credit hours)

This course focuses on the data collection, data analysis, and formulation of dissertation/scholarly project/research project outcome chapter(s). A thorough discussion of the review of literature refuting or supporting the dissertation/scholarly project/research project topic is highlighted.

NOTE: The Portfolio Assessment of Core Competencies (COMPS) must be successfully completed (with a grade of Pass) by the end of the first week of Doctoral Seminar III.

A portfolio approach will be used to assess student mastery of core learning outcomes. The portfolio presentation will be in the form of a “reflective-practitioner” report synthesizing the knowledge and experiences gained in the program to enable the student to meet the goals of the doctoral program as well as their personal goals/objectives identified at the time of admission.

Doctoral Seminar IV (one credit hour)

This course focuses on the completion of the dissertation/scholarly project/research project. Content and format issues and recommendations for further research are discussed. Dissemination of the project outcome and possible outlets for publication are covered.

EDD 974 – 976: Dissertation Courses

These three courses culminate in the final dissertation/scholarly project as demonstrated through research that reflects the breadth of the student’s education, synthesis of the knowledge gained, and the translation of evidence to improve practice. The dissertation/scholarly project will be defended in an open forum to an inter-professional committee.

DNP 950 – 952: Residency/Dissertation

These three courses will apply knowledge and skills to improve health care outcomes while providing students with the opportunity to participate in a residency in their area of specialization. Students gain competence analyzing organizational systems and facilitating change in health care delivery. Students will have opportunities to evaluate current practice, translate research into practice and participate in activities aimed at improving the access, efficiency and quality of health care systems. Residency activities provide the students with opportunities to participate in professional service activities to expand their area of research or clinical interest and/or develop significant scholarly pursuits. The focus is on creating change in the health care system through analysis, synthesis, critique, and application of evidence-based practice to support accessible, high quality, safe, efficient, and effective health care. Clinical sites for the DNP Residency may include collaboration with experts in community, local, state, and national health care agencies. Residency activities are selected by the student under the guidance of the faculty advisor and preceptor.

DNP/EDD 999: Dissertation/Scholarly Project Completion (one to eight credit hours)

The course includes guided study in dissertation/scholarly project completion under the supervision of committee chair. Independent Study Form is required before registration. Approval by committee chair required.

DISSERTATION/DNP SCHOLARLY PROJECT COMMITTEE

The Dissertation/DNP Scholarly Project Committee consists of a Chair and two members, for a total of three members. The Chair and one other member of the committee must be Clarkson College faculty whereas the third may represent an area that supports the dissertation/scholarly project interest of the student. This outside member need not be Clarkson College faculty but must hold the appropriate degree and be approved by the Chair and program director. The dissertation/DNP scholarly project Chair will be appointed by program directors. The Chair and student will select the appropriate Clarkson College member.

The dissertation/scholarly project committee Chair will be established during the first semester of enrollment as part of DNP/EDD 920 Doctoral Seminar I. Committee members may be assigned later in the course of study. The committee will then be in place to help the student further develop their research and review/approve the student's dissertation/scholarly project proposal, which must be approved before actual work on the project may begin. The student should discuss the research project with the dissertation/scholarly project committee members and secure their permission to list them on the proposal/dissertation/scholarly project before the dissertation/scholarly project is submitted for final approval. Questions related to the committee process and membership should be directed to the appropriate program advisor.

RESPONSIBILITIES OF THE DISSERTATION/DNP SCHOLARLY PROJECT COMMITTEE CHAIR

Clarkson College has established clear responsibilities for both the Chair and committee members. Once the dissertation/scholarly project committee is established, students are required to communicate directly with the Chair of their committee. The Chair's responsibilities include:

- Oversee doctoral student's research process,
- Determine process schedule for student completion and distribute to committee members,
- Distribute drafts of student's proposal and dissertation/scholarly project to the committee members and synthesize committee member's feedback,
- Synthesize committee's feedback on student's drafts and submit feedback to student,
- Make final decisions on revisions needed for each draft of the proposal and dissertation/scholarly project,
- Report student progress, questions and updates to Research Forum and committee members,
- File the IRB application,
- Finalize IRB process with dissertation/scholarly project completion, and
- Schedule proposal presentation and defense of dissertation/scholarly project

RESPONSIBILITIES OF THE DISSERTATION/DNP SCHOLARLY PROJECT COMMITTEE MEMBER

Clarkson College has established clear responsibilities for both the Chair and committee members. The committee member's responsibilities include:

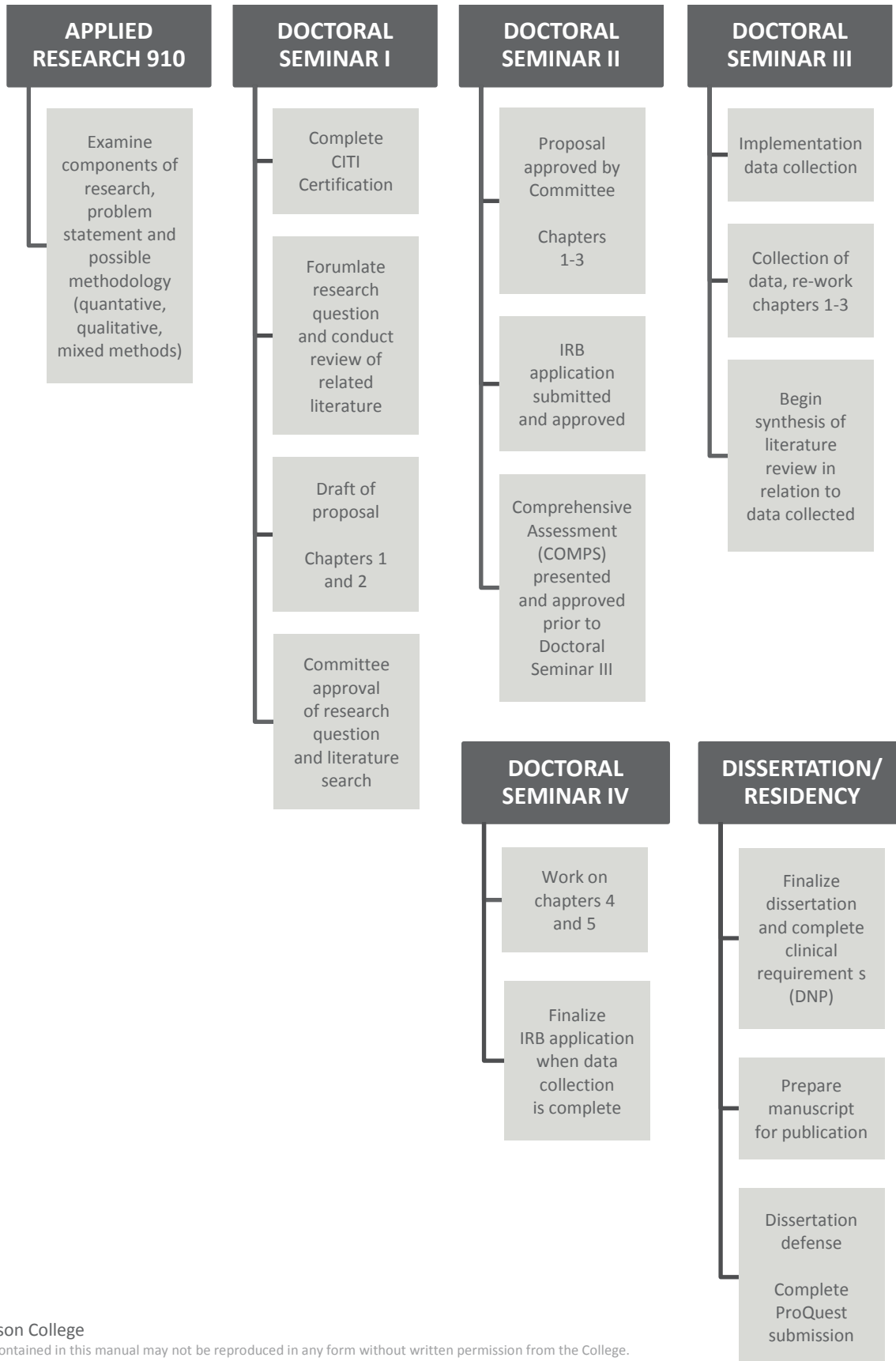
- Read, critique and submit written feedback of proposal and dissertation/scholarly project drafts to Chair per the established process schedule,
- Attend committee meetings, COMPS and final defense as scheduled, and
- Sign off on the final dissertation/scholarly project

DISSERTATION/DNP SCHOLARLY PROJECT DEFENSE

The completion, manuscript for publication and defense of a dissertation/scholarly project are the final requirements for the doctoral degree. A common focus of the dissertation/scholarly project is the application of theory to practice within the context of the work experiences of the student's discipline. Following the sequence plan, the dissertation/scholarly project process is within the timeframe of the program; not to exceed five years. With the doctoral programs, the Clarkson College Student Success Skills, communication,

technology, critical thinking, professional behavior, and diversity are assessed throughout the dissertation/scholarly project process.

DISSERTATION/DNP SCHOLARLY PROJECT FLOW



Proposal Process

SECTION 8.0

This section provides an overview of the guidelines for formatting the dissertation/scholarly project at Clarkson College.

NOTE: Some contents of this section are taken with permission from Purdue University's *College of Technology Graduate Handbook* (2012).

CHARTING THE DISSERTATION/DNP SCHOLARLY PROJECT PROCESS

Formal dissertation/scholarly project work begins with committee selection and a proposal meeting. Students begin the dissertation/scholarly project process in the first semester of course work. The four doctoral seminar courses support the learner in this dissertation/scholarly project journey. The student will finalize the dissertation/scholarly project and defend in an open forum before interdisciplinary professional academics and the student's dissertation/scholarly project committee.

The formatting for the DNP scholarly project/Ed.D. dissertation is aligned with the APA parenthetical citation format with some specific additions. Students may use the Word Template for APA style found in Microsoft Word Templates. However, since some Microsoft Templates will not automatically format some items so some manual adjustments may be required.

PREPARING THE DISSERTATION/DNP SCHOLARLY PROJECT PROPOSAL

The student may submit their research proposal to their committee at any time deemed appropriate by their chair. Students should discuss with their chair the procedures the chair wishes to have followed in preparing the proposal and vetting it with the other committee members. Usually, the chair will want to approve a proposal draft prior to it being circulated to the other members of the student's committee. The committee's expectation for the applied research proposal is that it is of sufficient detail to enable careful assessment of the project's significance, its locus within the literature, and the validity and reliability of the proposed methodology and instrumentation. The proposals are written in APA (current edition) guidelines for citations and references. Each proposal must include the following:

1. A statement of the research problem and research question(s),
2. An explanation of the significance of the problem and question focusing on possible contributions to professional practice,
3. A context for understanding the problem and the question in concise literature review,
4. An explanation of and rationale for the method(s) proposed, positioning the study philosophically in a qualitative, quantitative or mixed methods paradigm, and
5. A plan for data collection and analysis.

NOTE: Dissertation/scholarly project proposal document outlined in 8.0 consists of chapters 1-3 of the final dissertation/scholarly project.

Time-tested advice is to select a dissertation/scholarly project topic and research question that (1) you are passionate about and (2) will contribute knowledge to the field of education/nursing. A well- focused proposal will describe clearly and sufficient detail the proposed research so that the committee understands what you are undertaking.

You should assume that the committee has knowledge about the topic but may not be expert in the specific area that is the focus of your dissertation/scholarly project. Thus, while the proposal is not written as a primer, it does contain sufficient background and definitions so the committee can readily grasp the concepts you address.

Proposals are always written in future tense. Thus, statements that refer to procedures should be stated as, "This proposed study will collect data using . . ." or "Results of this study will be used to . . ." Similarly, Clarkson College standards recommend that the proposal be written in **third** person. However, depending on the type of work being executed, first person writing may be acceptable. For example, most quantitative research projects use third person. Most qualitative research projects use first person. Students should consult with their chair and discuss which is appropriate based upon the direction of their research and the methodology they intent to employ.

The Proposal Meeting

Work consistently with your chair, and other committee members as needed, to develop your proposal. When the chair and you are satisfied with the proposal, the proposal meeting may be scheduled. Please provide each member the proposal at least two weeks before the meeting.

During the proposal meeting, you should be prepared to present and discuss your study in detail and answer questions. The committee's role is to guide the project and help assure its success. You must convince the committee that you are knowledgeable about the topic and competent to conduct the research. There are three possible outcomes of a proposal meeting:

- *Approved:* Proposal form signed. You may conduct your study.
- *Approved with Modification:* Proposal form signed, modifications clearly indicated. You may conduct your study after modifications have been completed.
- *Not Approved:* Make all requested revisions. With chair's approval, schedule another proposal meeting

At the end of the proposal meeting, the committee members may ask you to leave the room while they deliberate, or they may discuss their decision in your presence. The Proposal Acceptance form will be signed by all committee members. The proposal and acceptance form must be also copied for the program director.

Dissertation/Scholarly Project Content

SECTION 9.0

DISSERTATION/SCHOLARLY PROJECT CONTENT

The exact structure of a dissertation/scholarly project is subject to committee-approved adaptations as long as the resulting document still meets APA and Clarkson College format parameters. The typical dissertation/scholarly project for both quantitative and qualitative designs consists of five chapters which are supplemented by some preliminary and appendix materials as shown in Table 9.0. The headings appropriate for the qualitative design depend on the type of design selected. The example included in the qualitative design represents headings appropriate for a phenomenological study. Mixed method design provides another type of design that combines the richness of qualitative data with the precision of quantitative data, often producing a more comprehensive understanding than one or the other could do alone.

NOTE: The dissertation/scholarly project proposal document outlined in 8.0 consists of chapters 1-3 of the final dissertation/scholarly project. Where the proposal is written in future tense, it is important to review Chapters I through III to update into the past tense after the study has been completed. *In the outline below, the * designates items NOT typically included on the proposal.*

TABLE 9.0 **Dissertation/Scholarly Project Content**

Quantitative Design	Qualitative Design
<u>Preliminary</u> Cover page Abstract * Dedication * Acknowledgements * Table of contents List of tables List of figures	<u>Preliminary</u> Cover page Abstract * Dedication * Acknowledgements * Table of contents List of tables (if applicable) List of figures (if applicable)
<u>Chapter 1: Introduction</u> Statement of the problem Research question(s)/hypotheses Significance of the problem Purpose of the study Definition of Terms Assumptions Limitations Delimitations Summary	<u>Chapter 1: Evolution of the Study</u> Introduction Phenomenon of interest Justification for study Context Phenomenology Experiential context Summary
<u>Chapter 2: Review of the Literature and Theoretical Framework</u> Introduction Description of the theoretical framework * Application of the theoretical framework to the study * Sections in the review of the literature may vary Summary	<u>Chapter 2: Literature Review</u> Headings vary according to topic of interest Sections in the review of the literature varies Summary

Quantitative Design	Qualitative Design
<p><u>Chapter 3: Methodology</u> The outline of this chapter varies according to the design of the study Typically the sections for a quantitative design includes:</p> <ul style="list-style-type: none"> Introduction Research design Population and sample of the study Description of the setting Method of data collection Procedures for collecting data Protection of human subjects Plan for data analysis Budget Summary 	<p><u>Chapter 3: Methodology</u> The outline of this chapter varies according to the design of the study Typically the sections for a qualitative design includes:</p> <ul style="list-style-type: none"> Method of inquiry Rationale Outcome Sample Recruitment Research procedures Interviews Standards for Evaluation Budget Summary
<p><u>Chapter 4: Data Analysis</u> *</p> <p>The outline of this chapter is highly variable Typically it includes sections describing:</p> <ul style="list-style-type: none"> Introduction Data analysis Interpretation of the findings Summary 	<p><u>Chapter 4: Presentation of Findings</u> *</p> <ul style="list-style-type: none"> Data analysis Natural setting Pertinent characteristics of the participants Characteristics of the research design Participants' stories Presentation of essential themes Hermeneutic summary of the essential themes Summary
<p><u>Chapter 5: Conclusions, Discussions and Recommendations</u> *</p> <ul style="list-style-type: none"> Introduction Conclusions Discussion Recommendations Summary 	<p><u>Chapter 5: Discussion of Findings</u> *</p> <ul style="list-style-type: none"> Overview Relevance and significance of the study Comparison with recent literature Implications for research and practice Personal reflections Summary
<p><u>List of References</u></p>	<p><u>List of References</u></p>
<p><u>Appendices</u></p>	<p><u>Appendices</u></p>

DETAIL OF DISSERTATION/SCHOLARLY PROJECT CONTENTS

The following sections primarily provide a general overview of the major parts of a dissertation/scholarly project proposal for a quantitative study; however, some information on qualitative design is included.

Dissertation/Scholarly Project Cover Page

The dissertation/scholarly project cover page is established based upon the College formatting guidelines; an example will be placed on the Doctoral Resource website. Note that students should fill in the title (in all caps), type (dissertation/scholarly project), name, and graduation month and year of the dissertation/scholarly project cover page.

Abstract (not needed in proposal)

The student must prepare a one (maximum) page abstract that succinctly describes the proposed problem to be addressed, the purpose for the study, the significance of the proposed study, an overview of the proposed methods to be employed, and of the anticipated deliverables.

CHAPTER ONE

Introduction

The form of the introduction will vary with the nature of the proposed project; however, the introduction usually does not have a heading (the title of the chapter serves as the heading). It is important to remember that the introduction is the sole chance to establish a frame of reference in the reader's mind. The introduction may include the theoretical framework for the study.

Appropriate introductions are designed to establish the need for a study. A "right way" to write an introduction is unrealistic to describe. However, several possible ways can be used to craft an introduction that will accomplish its intended goal. One common method is to identify the problem in a global way (without specifics) and end with general statements pertinent to the current problem. This approach creates an overall frame of reference that makes it much easier for the reader to focus on the more detailed portions of the proposal and logically leads up to the next section describing the problem statement.

Statement of the Problem

Composing the "Statement of the Problem" section gives beginning proposal writers a significant challenge. Too often early drafts present either a restatement of the introduction, a detailed description of the methods to be used, or a suggested solution. None of these are appropriate statements of the problem.

A problem is something that is wrong. Therefore, the statement of the problem is merely a brief description of what is wrong, written in specific enough terms so the reader is provided a logical and succinct explanation of the problem. One test of the quality of a problem statement is always, "Could the problem be recognized if the statement were being read for the first time?"

Research Question(s)/Hypotheses

Once the statement of the problem is generated, the research question(s) and hypotheses (if applicable) follow. The research question(s) is/are a testable statement of the problem; the guiding mission for the research. For example, maybe the statement of the problem acknowledges that a new method of learning is needed within a particular class. The research question would then be phrased, "What is the effect of learning technique A on scores in class Z?" This statement would be used to generate hypotheses that could then be tested statistically.

Another example might be that a new algorithm is needed to solve a problem in some health care domain. The research question might be, "How does an algorithm on xxx affect the intensity of computer security in a health care environment?" In this example, rather than using statistics, the student might create the algorithm and test it to see if it works or does not work under certain conditions.

An example might be that health care facility X needs to solve a workflow issue in a particular unit. The research question might be, "What is the difference in workflow in health care facility XX prior to and after process XX is implemented?" In this example, maybe the student will implement a new flow process and then report on the effect related to efficiency and effectiveness.

While these are merely examples (and should not be assumed to fully define the wide range of health care dissertations/scholarly projects), nearly all projects should have a defined research question that is derived from the statement of the problem. Such a question should also be testable. Whether the dissertation/scholarly project has hypotheses will depend on the type of research being conducted (quantitative or qualitative).

Significance of the Problem

Once the problem has been stated, the significance of the problem must be established. The significance section should be drafted in a manner that removes any question of the importance of the proposed study. This is the part of the proposal in which the proposed project can be tied to the student's overall plan of study and career goals. Generally, this section should "sell" the project as being worthy of doing in the business/industry and/or academic/disciplinary context. Often students will also deal with how or why this is important beyond the confines of Clarkson College. What contribution will be made to industry, academia or the world at large as a result?

One of the effective methods of strengthening this section is to highlight key citations from credible sources that indicate that the problem is real and that things would be better if it were solved. However, this should not be overdone. Selection of two or three major supporting pieces of literature is sufficient. The review of literature can be used to expand this support.

Statement of the Purpose/Scope

Once the problem and its significance have been stated, the purpose of the project must be described. Here is where the student indicates what they propose to do about the problem, that is, what part of it they wish to address and what the deliverables of their work will be. Often this section will also be used to define and limit (generally) the scope of the project. Later in the proposal, the assumptions, limitations and delimitations provide further insight related to the scope and outline specific details related to scope limitation.

Definitions of Terms

Definitions must be included in a proposal whenever it is necessary to inform the reader of the unique way in which the terms are to be used in the proposed research. For example, if learning is to be defined as "a change in behavior," both the entering and terminal behaviors must be defined. But when terms are used in standard ways, it is not necessary to include the definitions.

An important issue to remember related to definitions is that each definition should have an associated citation. The student's use (and definition) of terms should be based upon the academic literature. As such, because definitions usually use the words of others, most definitions are typically directly quoted source material. When this is the case, the citation should follow the APA guidelines.

Definition lists usually also include acronyms and abbreviations. Be sure to spell out all acronyms or abbreviations not only in the definitions list but also in the first of instance of their use in the body text of the proposal. The sample paragraph below is what you should not do:

What would happen if the president of the BBB requested the assistance of the FTC in order to convince the DOC that it should investigate the effect of the WSJ interference with NAFTA signatories regarding concerns about the impact of UL standards on GATT?

The preceding statement demonstrates the inappropriate and excessive use of acronyms (as well as one that is overly long and cumbersome). If acronyms are used to reduce volume or repetition in a proposal, the convention requires the term to be spelled out in full the first time it is used and then followed by the acronym in parentheses. Thereafter, the acronym may be used in lieu of the full term. Even when spelled out on first use, abbreviations or acronyms should appear in the definition list.

Assumptions

Every study requires some assumptions; they will vary with the type of problem. Typically, assumptions are conditions that could affect the results of the project, but are beyond the researcher's control. For example, one assumption could be that all members of the group being studied know Windows-based operating systems. Another assumption may be that employees will be willing to participate in the training exercise being proposed. Assumptions, of course, must be established as part of the proposal writing stage, and they must be approved by the dissertation/scholarly project committee.

Limitations

Limitations are descriptions of potential weaknesses of a study. If the student knows about these at the time of generating the proposal, they are advised to reveal them explicitly in advance. Often, however, in addition to any weaknesses known in advance of conducting a project, some invariably arise during the course of project execution. When this occurs, these new limitations are to be added to the limitations section of the final project report and they must be taken into account when discussing the project conclusions.

NOTE: The approved proposal is the contract for the study. If the proposal were ambiguous about its limits, the student could be required to gather further information to fill in missing gaps. It is very important to outline limitations in the proposal as they often assist in making sure committee expectations and student expectations match.

Delimitations

Delimitations are restrictions in the scope of a project, that is, specific statements about things that the study will not address. There are always constraining factors in a study. This is particularly true of projects in which time, money, and other resources are limited to those that the individual student can bring to the study.

Delimitation is a factor that will narrow the scope of the study being proposed. This is a factor that is known about before the study is performed. For example, one delimitation may be that time does not allow a follow-up after the initial treatment or evaluation. Will the study be limited to a single facility of Corporation X, or will it be conducted at multiple sites? Clearly, a multiple-site study is more generalizable than a study at a single location. However, students must strike appropriate balance between generalizability and resource limits.

NOTE: Delimitations are distinctly different from limitations. A limitation is a potential weakness in a study. Delimitation is a specific, conscious limit in scope. Limits affect inference; delimits affect breadth of study.

CHAPTER TWO

Review of Literature

The review of literature serves several important functions. First, it is a method to indicate that the problem is more universal than the specific proposal. Second, it serves as a justification for the proposed study in that others have addressed related problems. Third, it positions the study in the discipline-field, giving context to what has and has not been done and where this dissertation/scholarly project is positioned. Fourth, it identifies possible methods for the conduct of the study by identifying possible data collection strategies, statistical procedures, or sources of other procedural information.

There are three principle justifications for additional investigation of a problem. One justification is that there are plausible alternative hypotheses to conclusions reported in existing studies. That is, there may be another possible variable that is influencing the results of existing studies. The second reason for proposing a new study is to determine if the reported study can be duplicated (replicated) in a new environment. A third reason for conducting a study accounts for the introduction of new data or procedures that have become available. In this case, the review of literature serves to demonstrate that no examples of the use of new techniques could be found.

Typically, the review of the literature includes some appropriate description of four sections:

- A description of the methodology and terms employed to conduct the review of the literature itself,
- A description of the literature pertinent to choices of data collection and analysis, and
- A summary of the review of the literature section

For the purposes of a proposal, the review of literature should focus on the key studies. These cannot be determined without extensive review of the literature prior to the preparation of the proposal. The review must be sufficiently extensive to insure that all sides of an issue have been researched and that a balanced evaluation of the problem area has been accomplished. Only the most germane or seminal studies should be included.

Committee members will typically ask discipline- and literature-based questions regarding the problem, significance, purpose and procedure sections. While it is imperative that the proposal's literature review be summarized, it is equally important that an extensive literature review be done before undertaking the writing of the proposal. It is infinitely easier to do a thorough research review prior to the writing of the proposal for another reason: the more the problem is studied, the more possible solutions will be discovered. Also, it should be noted that reviewing the literature does not cease after a proposal is accepted. Typically, effective researchers/developers continue to review the most pertinent literature throughout their conduct of the study. Subsequently, all appropriate literature will be integrated into the final report/thesis, so the time and effort will not be lost.

The review should generally concentrate on the current literature. For example, if the student is interested in a "Hawthorne effect" study, reference to the original work is only appropriate in a historical context. Failure to review the current literature can fatally flaw the proposal. A study that has recently been conducted may inadvertently be proposed.

Theoretical Framework

A theoretical framework consists of concepts, together with their definitions, and existing theory/theories that are used for a study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of the research paper and that will relate it to the broader fields of knowledge. The theoretical framework is not something that is found readily available in the literature. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power.

NOTE: The theoretical framework may be found in chapter one of some dissertations/scholarly projects.

The theoretical framework strengthens the study in the following ways:

1. Permits the reader to evaluate research critically,
2. Directs the research methods,
3. Connects the researcher to existing knowledge. Guided by a relevant theory, the researcher is given a basis for your hypotheses and choice of research methods,
4. Articulates the theoretical assumptions of a research study forces the researcher to address questions of why and how. It permits him/her to move from simply describing a phenomenon observed to generalizing about various aspects of that phenomenon, and
5. Identifies the limits to those generalizations and specifies which key variables influence a phenomenon of interest (USC Libraries, 2012).

Application of the Framework to the Design of the Study

The use and application of a theoretical framework to a research process provide a logical chain of reasoning. It is the connecting element in a dissertation/scholarly project. The framework is a thread that provides the researcher a way to connect the problem situated in a context, to the purpose and assertions, to the conceptual and theoretical frameworks, to the need for the study, to the research design, to the data sources and analyses, to the findings and knowledge claims, and to the implications and recommendations. The framework is used to demonstrate the problem as well as defines the resolution.

A Dissertation/Scholarly Project Budget & Timeline PowerPoint

A PowerPoint presents the dissertation/scholarly project budget and timeline for realistic planning of the dissertation/scholarly project process by the doctoral student. Every dissertation or scholarly project has expenses; direct and indirect. Realistic planning of the dissertation/scholarly project expenses avoids surprises of unexpected financial demands on the doctoral student.

No standard exists for how long the completion of a dissertation/scholarly project should take! However, Clarkson College established the timeframe for completion of the dissertation/scholarly project in seven years. Students and advisors easily underestimate the time required for the completion of the dissertation/scholarly project. The PowerPoint includes creating a Gantt chart as a visual representation, and an explicit account of time for the doctoral student to systematically approach the completion of the dissertation/scholarly project.

CHAPTER THREE

Methodology

All procedures to be used in the proposed study should be defined. Whenever possible, the proposed procedure should be justified by reference to other published studies that were used and recommend the steps defined. This will insure that the dissertation/scholarly project committee understands the steps the student wishes to take and establishes those steps as appropriate in other published studies.

Dissertations//scholarly projects at Clarkson College include the application of previous research and/or its application to a particular setting.

References

The reference list should include only the publications cited in the body of the proposal. All reference citations within the body of the proposal and the reference list must comply with the standards of the most

recent edition of the Publication Manual of the American Psychological Association (APA). References will follow chapter 3 for the proposal and will be after chapter 5 for the dissertation/scholarly project.

Obtaining Permissions to Conduct Research

To conduct research often requires various types of permission, depending on the type of research being conducted. For example, use of human subjects (even for what many consider innocuous research such as anonymous surveys) requires IRB approval. Graduate students are encouraged to discover the type of permissions they might need to obtain by reviewing the materials provided online via the IRB web site, discussing it with the chair of their committee, and discussion at the monthly Research Forum.

CHAPTER FOUR

Presentation of the Data

Chapter 4 of the dissertation/scholarly project provides a presentation of the data. Typically chapter 4 does not include interpretations or conclusions; it simply presents only the facts of what the data presents. In quantitative research, this may be elaboration on the results of statistical tests, or the results of tests of an apparatus or new device. In qualitative research, this chapter typically presents the narratives from interviews, raw documents or other artifacts discovered. The interpretation of what the data means, that is, conclusions made from the data are typically reserved for chapter 5 of the dissertation/DNP scholarly project.

CHAPTER FIVE

Conclusions, Discussion & Recommendations

Chapter 5 of the dissertation/scholarly project focuses on the conclusions that can be drawn from the data, as well as discussion (where the conclusions are typically tied back or compared to the literature in the field and the existing findings in the field). At the end of this chapter are recommendations; usually this is a discussion of parts of the dissertation/scholarly project that could be expanded to form entire studies in their own right. Recommendations may also include things the researcher would have done differently in the current study.

There are different ways to structure chapter 5. Sometimes the writer will take each research question and its associated hypotheses and deal with them in turn (in the conclusions). At other times, other structures can be used. Ultimately, chapters 4 and 5 should be written as dictated by the research, the researcher and the dissertation/scholarly project committee.

NOTE: Depending on the scope or breadth of the study, more chapters may be necessary. Typically, chapters 1 through 3 are standardized in the contents they contain. Subsequent chapters can vary in title and contents depending on the research being conducted. A business plan can constitute an additional chapter.

Appendices

The appendices of a dissertation/scholarly project are used to provide supporting materials to the work. There is no set number of appendices, nor is there a common structure. Related to structure, appendices are usually ordered in the manner in which they are referenced in the body of the material (and, indeed, all appendices should be referenced in the text body that occurs in the chapters). Some examples of items that might be included in the appendix of a dissertation/scholarly project include:

- IRB or other approval documents that establish the ability to conduct the research or conduct it in a legal manner,

- Cover letters (emails),
- Tests, surveys, or other instruments used in the study (if not copyrighted),
- Examples of code, programs or images used in the study,
- Transcripts of interviews, focus groups or other qualitative data, and
- Raw quantitative data gathered during the study.

NOTE: With anything included in the dissertation/scholarly project, the writer must insure that anonymity is maintained (where applicable) and do not break copyright agreements (for example, most tests are copyrighted).

With all of these items, the goal is to provide enough detail in the dissertation/scholarly project that someone else could take the dissertation/scholarly project and replicate it.

NOTE: In the dissertation/scholarly project process, brevity is not a friend! All aspects and thoughts must be clearly and concisely written.

Certifications, IRB & Academic Integrity

SECTION 10.0

The following section provides information about certifications (IRB, CITI, etc.), research integrity, plagiarism and copyrights.

CERTIFICATIONS & APPROVALS

To be able to conduct research at Clarkson College, faculty and students alike must be certified in specific ways: 1) Collaborative Institutional Training Initiative Certification (CITI) and 2) IRB approval (when human subjects are involved). The following sections provide more information related to these items.

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI) CERTIFICATION

The CITI Program is a subscription service providing research ethics education to all members of the research community. Clarkson College uses this system to certify faculty and graduate students to conduct research. Of particular importance, researchers involved in the use of human subjects are required to complete the CITI web-based education program in order to be certified as eligible to engage in human subject research. All researchers on an IRB protocol must complete the CITI training before the IRB protocol will be approved. To become CITI certified, faculty and students should create an account at citiprogram.org and complete the required training modules. CITI certification will be included in the Doctoral Seminar I course content.

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

Overview of the IRB at Clarkson College

“Investigators must balance their interest in gathering data and answering research questions with society’s mandate to protect the rights and safeguard the welfare of research participants. Society has granted a conditional privilege to perform research on human beings...the condition is that it must be conducted in a way that puts the rights and welfare of human participants first” (Gottesman, 2004, p. i).

Clarkson College IRB is composed of at least five members from a variety of disciplines with experience and preparation in research as well as community members. The members determine the viability of proposed research in accordance with institutional standards, professional practice, and applicable law. The IRB reserves the right to consult with other experts when a research proposal is beyond the scope of the expertise of the current board members.

IRB Responsibilities

The IRB is responsible for the review of all research performed at Clarkson College in order to ensure that *professional, ethical, and legal standards* concerning the use of human participants are being followed. The Standards are those in Title 45 Code of Federal Regulations, Part 46: Protection of Human Participants (45 CFR Part 46) and include the ethical principles of The Belmont Report. In order to approve research covered by this policy, the IRB shall determine that *risks to subjects are minimized* by using procedures which are consistent with *sound research design* and which do not unnecessarily expose subjects to risk. In addition, risks to subjects must be reasonable in relation to anticipated benefits, if any, to subjects, and the importance of the knowledge that may reasonably be expected to result (46.111). Privacy and confidentiality must be protected, and data must be monitored to ensure subject safety. Additional safeguards must be provided for vulnerable populations including children, pregnant women, veterans of military service, prisoners, and individuals who are decisionally impaired such as developmentally delayed or psychiatric patients. Research involving vulnerable populations must have Full Board Review. Research that has been approved by another IRB may be subject to further appropriate review and approval or disapproval by the Clarkson College IRB. Students may consult the Doctoral Resource website for the annual IRB schedule of meetings and submission dates.

NOTE: The Clarkson College Institutional Review Board will not approve research that is deemed more than minimal risk to participants and will not approve any research involving animals.

Review Process for Clarkson College IRB Applications

- A. IRB applications will be reviewed with specific attention to the components in the applications that address the following:
 1. Purpose of the study,
 2. Description of population,
 3. Description of subject selection,
 4. Description of study sites,
 5. Methods and procedures for data collection,
 6. Process and procedures of informed consent,
 7. Documentation of informed consent, and
 8. Compensation for participants.

- B. Applications will be critiqued attending to Federal Regulations 45, Part 46, section 111 with particular evaluation of the following:
 1. *Risks, physical and mental harms to subjects are minimized:*
 - a. By using procedures which are consistent with sound research design and which do not unnecessarily expose subjects to risk, and
 - b. Whenever appropriate, by using procedures already being performed on the subjects for diagnostic or treatment purposes.
 2. *Risks to subjects are reasonable* in relation to the anticipated benefits (risk/benefit ratio), if any, and the importance of the knowledge that may reasonable be expected to result. Only consider those risks and benefits that may result from the research. Do not consider long-range effects of applying knowledge gained in research (for example, the possible effects of the research on public policy) as among those research risk that fall within the purview of responsibility.
 3. *Selection of subjects is equitable.* Take into account the purposes of the research and the setting in which the research will be conducted. Be particularly cognizant of the special problems of research involving vulnerable population, such as children, prisoners, pregnant women, mentally disable persons, or economically or educationally disadvantaged persons.
 4. *Informed consent will be sought* from each prospective subject or the subject's legally authorize representative, in accordance with and to the extent required by §46.116.
 5. *Informed consent will be appropriately documented,* in accordance with, and to the extent required by §46.117.
 6. When appropriate, the research plan makes adequate provision for monitoring the data collected to ensure the safety of subjects.
 7. When appropriate, there are *adequate provisions to protect the privacy of subjects* and to maintain the confidentiality of data.
 8. When some or all of the subjects are likely to be vulnerable to coercion or undue influence, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons, *additional safeguards* have been included in the study to protect the rights and welfare of these subjects.

NOTE: The IRB Manual which contains the process and form completion examples is located at on the Doctoral Resource website.

ACADEMIC INTEGRITY

Clarkson College views academic integrity as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of academic integrity in the preparation of all work and examinations. Students found in violation of the academic integrity policy (SW-25) are subject to disciplinary action. Students can obtain more information about the Academic Integrity Policy in the College Student Handbook.

COPYRIGHT ISSUES WITH FIGURES

Figures and images included in a publication can pose significant issues for authors. Generally, any figure that is directly from another source, such as a journal, book, or other publications (including web publications) is copyrighted. Including them within one's publication requires more than just a citation if used directly from the source. If the researcher desires to use an image from another publication or from an online source, the safest course of action is to secure a release to do so. Otherwise, it could be classified as copyright infringement. A secondary method, albeit in certain cases it could still be considered copyright infringement, is to redraw the image. However, in many cases, redrawing or recreating the image is not enough to ensure it is still not a copyright infringement.

A release to use an image can vary from a specific legal document to a simple email. The key element of a release is that the "copyright holder" gives permission to use the image for research purposes. Yet, determining who the copyright holder is can sometimes be quite difficult, and often authors do not fully understand what rights they have.

If you want to use an image, the first course of action is to email the author of the source from which the image is being taken. A release from an author needs to include two things:

1. That the author has the right to grant use of the image, and
2. That he or she gives permission for the image to be used for specific research purposes.

It is always a good idea, even if an author gives permission, to contact with the publisher of the source from which the image is taken and to verify if a release is also needed from the publisher.

Formatting Guide for the Proposal & Dissertation/Scholarly Project

SECTION 11.0

This section guides the doctoral student in the dissertation/scholarly project preparation at Clarkson College. The current version of the American Psychological Association (APA) *Publication Manual* is used as the foundation for this section. Other resources can be found on the Doctoral Research website.

NOTE: The APA *Publication Manual* and the APA Style website (apastyle.org) provides the comprehensive reference guide to writing using APA style, organization, and content authored by D. Degelman, Ph.D., of Vanguard University of Southern California.

INTRODUCTION

Purpose

The dissertation/scholarly project is the culminating event of the doctoral program that demonstrates the student's ability to conduct an investigative study using the research process. This section has been prepared as an aid to students completing a dissertation/scholarly project and to faculty serving on dissertation/scholarly project committees. The structural guidelines will be used to review and evaluate all dissertations/scholarly projects prepared by students at Clarkson College.

STYLE GUIDELINES FOR DISSERTATION/SCHOLARLY PROJECT PREPARATION

Font Size

The required font for the dissertation/scholarly project is 12 point Times New Roman, including page numbers. In some instances the size of the font may be reduced when completing tables and/or figures.

Format

The format used for the proposal and dissertation/scholarly project at Clarkson College is the most current version of the American Psychological Association (APA) *Publication Manual*. If there are any questions regarding the correct format to use in certain circumstances that is not included in the *APA Publication Manual*, the student should query the dissertation/scholarly project committee chair. Microsoft offers an APA template in Word. However, you must make sure the formatting is adhered to, as it will be strictly enforced.

Margins

The following margins must always be used:

- *Left:* 1 inch, including pages with tables, instruments, etc.
- *Top:* 1 inch
- *Bottom:* 1 inch
- *Right:* 1 inch with no intrusion of letters or anything else into the right margin

Page Numbering

Number the preliminary pages (for example, dedication page, acknowledgments page, table of contents, and abstract) that precede the main text with **lower case Roman numerals beginning with i**. Put page numbers in the right-hand corner one inch from both top and side of the paper.

Number the main text consecutively beginning with **Arabic numeral 1** in the upper right-hand corner one inch from both top and side of the paper. Ensure that all pages are present and in numerical order.

Spacing

NOTE: One space is to occur after each punctuation mark in the text of the dissertation/scholarly project (APA format). However, periods at the end of sentences will take two spaces. All other punctuation marks, including periods on the reference list and in-text citations, take one space.

The text of the dissertation/scholarly project manuscript should be **double spaced** with these exceptions:

- Column headings and lines that follow or precede a table or figure. It is recommended that three spaces should be placed between the text and top and bottom of a figure and/or table.
- Reference entries evenly double spaced between entries
- Figure captions
- Explanatory material for figures, tables, and illustrations
- Appendices—the spacing is optional depending on the source and content.

Writing Style

Because the dissertation/scholarly project is usually an objective, unbiased investigation based upon the author's scholarly work, it should be written in a formal scholarly manner appropriate to academic publications. The use of the first or second person is not permitted in the body of the dissertation/scholarly project unless it is a study the author personally performed. It is important to be consistent in matters of style, usage, and punctuation.

Paragraphs

Indent the first line of all paragraphs one-half inch using the tab function. One sentence paragraphs are not permitted nor paragraphs that span several pages.

Widows or Orphans

When reviewing the final copy of the dissertation/scholarly project, the student should be alert for the presence of widows or orphans. A widow or orphan is a single, short line at the bottom or top of a page that occurs at the beginning line of a paragraph or one that is left over from the last paragraph on the preceding page. These should be avoided when possible.

Title Page

The following information and format requirements should be included on the title page:

- A. *Pagination:* The title page is page 1
- B. *Running Head:* The running head is typed flush left (all uppercase) following "Running head:"
- C. *Key Elements* Paper title, author(s), institutional affiliation(s), author note
- D. *Paper Title:* Uppercase and lowercase letters, centered on the page
- E. *Author(s):* Uppercase and lowercase letters, centered on the line following the title
- F. *Institutional Affiliation:* Uppercase and lowercase letters, centered on the line following the author(s)
- G. *Author Note:* Provide information about the author's departmental affiliation, acknowledgements of assistance or financial support and a mailing address for correspondence

Abstract

- A. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper.
- B. *Pagination:* The abstract begins on a new page (page 2)
- C. *Heading:* "Abstract" (centered on the first line below the running head)
- D. *Format:* The abstract (in block format) begins on the line following the Abstract heading. The abstract word limit is set by individual journals. Typically, the word limit is between 150 and 250 words.

Body of the Dissertation/Scholarly Project

- A. *Pagination*: The body of the dissertation/scholarly project begins on a new page (page 3). Subsections of the body of the paper do not begin on new pages.
- B. *Title*: The title of the paper (in uppercase and lowercase letters) is centered on the first line below the running head.
- C. *Introduction*: The introduction (which is not labeled) begins on the line following the paper title.
- D. *Headings*: Five levels of headings are available to be used to organize the paper and reflect the relative importance of sections. For example, many empirical research articles utilize two levels of headings: Main headings (such as Method, Results, Discussion, References) would use Level 1 (centered, boldface, uppercase and lowercase letters), and subheadings (such as Participants, Apparatus, and Procedure as subsections of the Method section) would use Level 2 (flush left, boldface, uppercase and lowercase letters).

Permissions

It is necessary to obtain letters or emails of permission for the reproduction of any copyrighted materials that exceeds the Federal law pertaining to "Fair Use." Copies of those letters will be appended in the form empowering ProQuest to microfilm the dissertation/scholarly project, copyright it, and obtain a Library of Congress registration for it.

If a figure or table or a large section of someone's work (such as a survey tool) is used, the student is required to include copies of written permission letters from the publisher or author(s) of the works cited in the Appendixes and to indicate in the text, after mentioning the source, that it was "copied or adapted with permission." It is **extremely** important that the student begins the process of seeking permission very early in the thesis process as locating the author/publisher and getting permission can take a great deal of time.

If a letter of permission is not submitted with the final copy of the dissertation/scholarly project, the Chair of the dissertation/scholarly project committee conducting the final review will indicate the paper is incomplete. Until this letter of permission is obtained, the final approval will not occur. This may delay the expected graduation date of the student.

Proofreading/Use of an Editor

Students can prevent undue revisions of the dissertation/scholarly project by ensuring that the final manuscript is free of the following errors that frequently occur: pages for which no numbers are assigned or entered; misspelled words; inconsistencies in style; incorrect spacing or centering; incorrect use of headings and subheadings; inconsistencies or inaccuracies in grammar and/or punctuation; inconsistent use of past tense; inappropriate margins; and incorrect reference entries.

In circumstances where it is evident that the student requires extensive assistance in meeting the above requirements, the Dissertation/Scholarly Project Chair will recommend the use of an editor throughout the writing of the dissertation/scholarly project. The student and Dissertation/Scholarly Project Chair are responsible for carefully proofreading the dissertation/scholarly project as the student progresses through the process. However, it is the student's responsibility for submitting a grammatically and structurally correct document **each time** any portion of the dissertation/scholarly project is submitted.

If a student does not access the use of an editor during the initial stages of dissertation/scholarly project development, it is highly recommended the student use an editor to review the final copy of the dissertation/scholarly project. Such proofreading will usually reveal typographical errors, misspelling, and inconsistencies of style and punctuation. This careful review should prevent the need to make extensive corrections and possible delay of graduation at the expected semester.

Reproduction of Final Approved Dissertation/Scholarly Project Copy

The Dissertation/Scholarly Project Committee Chair will notify the student when it is appropriate for the student to submit their electronic document to the Clarkson Library and ProQuest.

Graduation Information

SECTION 12.0

This section guides the doctoral student in graduation and final dissertation/scholarly project process at Clarkson College.

APPLICATION FOR GRADUATION

Students must fulfill all of the requirements for graduation to be eligible for the awarding of a degree. Students expecting to complete degree requirements must file for graduation by the published deadline (one semester prior to graduation). The specific dates for filing for graduation are listed on the Clarkson College website.

NOTE: Student must register and pay for all deficient coursework before participating in the graduation ceremony.

COLLEGE COPIES & DEPOSIT OF THE DISSERTATION/SCHOLARLY PROJECT

Clarkson College does not require a printed and bound copy of the dissertation/scholarly project; a digital copy is required for the College Library. Your committee chair will advise you on the submission process. After electronically depositing your dissertation/scholarly project with the College Library site, it is common practice to provide a copy to the committee chair. Traditionally a printed bound copy of the project is given; however, some chairs might prefer a digital/electronic copy. Confer with your chair to determine which he/she prefers.

ADDITIONAL REQUIREMENTS FOR GRADUATION

College Survey

All students must complete the doctoral exit survey. Students typically receive an email and/or notification that details how they complete this requirement.

ProQuest Submission

All students must submit their completed dissertation/scholarly project to ProQuest. Your committee chair will advise you on the submission process.

PARTICIPATING IN COMMENCEMENT

All graduating students are encouraged to participate in the Clarkson College commencement and baccalaureate ceremonies. Information pertaining to commencement (dates, attire, etc.) will be sent to you via email at the appropriate time. You will be notified of the Doctoral hooding ceremony prior to graduation.

References

SECTION 13.0

1. The American Psychological Association (APA) and the APA Style website (apastyle.org) provides the comprehensive reference guide to writing using APA style , organization, and content. Last modified March 15, 2011 by Douglas Degelman, Ph.D. of Vanguard University of Southern California. This APA breakdown was used with permission.
2. Purdue University's College of Technology Graduate Handbook, with permission (2012).
3. Excerpts taken from:
 - a. Dissertation Guide and Student Handbook , Hamline University, School of Education (2009).
<http://www.hamline.edu/SiteSearch.aspx?searchtext=IRBManual>
 - b. Ed.D., Doctor of Education Handbook, Lincoln Memorial University (2012)
<http://lmunet.edu/academics/edd/Handbook.pdf>

Mission

Preparing students to professionally provide high quality, ethical and compassionate health care services.

Values

LEARNING

The lifelong process of education through both structured and unstructured experiences.

CARING

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

COMMITMENT

Dedication and accountability to the shared mission of Clarkson College.

INTEGRITY

Adherence to moral and ethical standards in personal, professional and organizational actions.

EXCELLENCE

A level of performance in which all individuals strive for extraordinary quality.