

**Ph.D. in Health
Professions
Education**

Student Handbook

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University of Evansville Mission and Vision Statement

Mission

To empower each student to think critically, act bravely, serve responsibly, and live meaningfully in a changing world.

Vision Statement

The University of Evansville – a leading private university in the Midwest – is recognized nationally for developing students' personal and professional competencies, cultivating critical and creative thinkers, and producing ethical, global citizens equipped to thrive in a world of complexity and change. We accomplish this by attracting and retaining talented and motivated students who succeed within a diverse, supportive, and sustainable environment.

Ph.D. in Health Professions Education Program Overview

The Ph.D. in Health Professions Education is a 44-credit hour (post-masters degree) cohort-based program with a blended delivery format. The degree prepares students from diverse healthcare backgrounds for college and university teaching, leadership, and research careers. Graduates of the program will fill the significant shortages of academically qualified faculty to meet regional and professional accrediting body requirements in healthcare-related fields including, but not limited to, nursing, physical therapy, respiratory therapy, occupational therapy, athletic training, speech-language pathology, medical laboratory sciences, imaging sciences, radiation therapy, dental hygiene, and healthcare administration. This program is intended for working professionals, with classes held on weekends. Students meet up to three weekends each semester, with online work done between course meetings. Coursework can be completed in seven semesters, with the dissertation completed in semesters six and seven.

The University of Evansville's Ph.D. in Health Professions Education curriculum prepares students to teach in both the college/university and clinical settings. The program includes

student development theories and andragogical strategies for teaching in the classroom, online, clinical, and laboratory settings. In addition, the program prepares graduates to understand and employ multiple teaching-learning theories and evaluate the program and curricular effectiveness. Coursework in qualitative and quantitative statistics and research methods will prepare students to engage in scholarly activities.

Student Learning Outcomes:

The Ph.D. program aims to prepare students to develop the skills necessary to become effective educators who utilize the evidence to inform their teaching and develop their scholarship skills to become successful contributors to interdisciplinary research across the healthcare continuum. Students will all need to fulfill the program objectives to complete it successfully. They are as follows:

1. Synthesize concepts, models, and theories by appropriately applying theoretical and empirical knowledge.
2. Design evidence-based adult learning strategies and methodologies with appropriate scope, sequence, and focus for various health profession learners.
3. Direct and compose multiple approaches to assessing student learning.
4. Evaluate the effectiveness of programs, curricula, and instruction.
5. Analyze and interpret qualitative and quantitative data sets.
6. Defend scholarly products in oral and written professional communications.

Admission Requirements:

- Applicants must possess a master's degree or professional clinical doctorate from an accredited college or University.
- A minimum of one year of experience in an educator role and/or three years of experience as a healthcare practitioner.
- Applicants must have a minimum grade point average (GPA) of 3.2 in all graduate coursework.
- The application will include submitting a personal statement, the applicant's official transcripts from all institutions attended, a currently active professional license, and two professional references.

Satisfactory Academic Progression

To remain in good standing, the Ph.D. in Health Professions Education student must:

1. Meet all requirements of the program, including
 - Complete all academic coursework with a 3.0 GPA while earning a B- or higher in all coursework.
 - Complete all practicum requirements.
 - Successfully defend the dissertation proposal.
 - Successfully defend the dissertation in a public forum.
 - The completed dissertation must be accepted by the University of Evansville Library through XXXXXXXX.

2. Complete the coursework requirements within five years. Students may take an additional two years (from the time of the dissertation proposal defense) to complete the dissertation. Once the two dissertation courses (HPE 700 and HPE 710) have been completed, students must maintain continuous enrollment in HPE 710 for the remaining semesters until the final dissertation defense is completed or the time limit has been reached. In rare instances, the student may petition the Program Director for additional time to complete coursework and/or a dissertation.
3. Meet all University of Evansville Graduate Policies.

Academic Requirements for Completion of the Doctoral Degree

To be awarded the Ph.D. degree in Health Professions Education, students must have satisfactorily completed all academic coursework, and dissertation proposal defense and have their dissertation accepted by their dissertation committee and library. Students must also be free of indebtedness to the university at the time of graduation. The academic requirements described on the following pages and the policies stated in the University of Evansville Catalog apply to all students pursuing this degree. The student must be aware of and comply with all extant requirements in force when applying for graduation.

Minimum Grades and Grade Point Average:

Students must attain a B- or better grade in all coursework in their program of study. If a student fails to achieve the minimum grade of B- in a course, the course must be repeated. Students may only repeat a course one time. No courses in which a grade lower than B- is achieved will be countable toward the degree.

All students enrolled in the Ph.D. program must maintain a minimum grade point average equal to 3.0 on all attempted coursework. Students whose cumulative GPA drops below 3.0 will be placed on academic probation and given the next semester to achieve a 3.0 for the semester in question and/or to raise the cumulative GPA above 3.0. To be eligible for graduation, a student must have a cumulative GPA of 3.00 or higher.

Grading Scale:

Letter Grade	Score	Quality Points/quality hour
A	100-96	4.00
A-	95-92	3.67
B+	91-89	3.33
B	88-85	3.00
B-	84-83	2.67
C	82-77	2.00
F	Below 77	0.00

Remediation

Each semester the faculty advisor will formally discuss the students' progress, during which each student's performance on academics, professional development, and scientific writing is reviewed. All faculty currently working with the student will provide feedback to the student. If the faculty determines a student is performing adequately, they will receive feedback from their advisor. In some cases of adequate performance, the faculty may have feedback on areas of growth for the student to continue to monitor and further develop during the rest of their time in the program. These areas of growth are typical among counseling students and do not constitute issues that raise the level of concern for faculty.

If the faculty determines a student is not performing adequately academically or professionally, the student's advisor, with the other faculty, develops either a Student Support or Remediation Plan.

Student Support Plan

Student Support Plans are developed for students for whom there is an issue that could hinder the student's academic, scholarly, or professional development and, as a result, could rise to the level of a more significant concern at some later point in time. The Student Support Plan is a written document developed by the student's advisor, in consultation with other faculty, that clearly outlines areas of needed support for the student, a plan that includes expected observable outcomes, and a plan for follow up on the Student Support Plan. The advisor and student will meet to review the plan and both the student and advisor sign the document. The document is sent to all relevant faculty who are working with the student.

Before the follow up meeting, the advisor solicits feedback from all faculty on the student's progress on the Student Support Plan and the advisor and student meet again to review progress on the plan and to determine if the plan is complete or if an extension of the plan is needed. The outcome is documented on the Follow Up Student Support Plan.

Remediation Plan

A Remediation Plan is developed for students about whom the advisor and faculty have concerns about their academic, scholarly, and/or professional competencies. Unlike a student support plan, which preventatively addresses an issue that could become problematic later, the Remediation Plan is intended to:

1. Address a change required for the student to continue in the program. The Remediation Plan is developed by the faculty advisor in consultation with the faculty. As with the Student Support Plan, the advisor and student meet to review the plan, which outlines areas of concern, the plan of action, expected observable outcomes, and a plan for follow up. At that meeting, the advisor and student sign the document, and it is forward for review and signatures by the program director and department chair. The plan is also forwarded to all relevant faculty committee members working with the student.
2. Prior to meeting again to assess progress on the Remediation Plan, the faculty advisor seeks feedback from other faculty about the student's progress on the plan. The advisor and student then meet to discuss progress. If the student has met all expected outcomes, the Remediation Plan is complete, and this is documented. If the student has made some progress, but more is needed, an extension of the Remediation Plan is implemented. If the student has not made any progress toward meeting the documented outcomes, the advisor and faculty convene to discuss dismissal from the program. The process is intended to be continuously transparent so that, if we reach the point of dismissing a student, it is because the student did not meet the agreed upon (and signed) outcomes.
3. There may be situations in which a student demonstrates an egregious academic, clinical, or non-academic violation. Such rare cases are considered on a case-by-case basis and could involve immediate dismissal, thereby forgoing the above Support/Remediation Plan procedure.
4. The student may appeal these decisions in writing and such an appeal will be considered by the faculty. Additionally, the student may file a grievance if they believe the Remediation Plan, or its outcomes are not appropriate.

Course Registration

Graduate Students at the University of Evansville have the responsibility to meet all

requirements for their chosen degree; seek academic advice when necessary; be knowledgeable of university policies, procedures, and requirements; and become acquainted with their graduate advisor and review regularly their progress toward degree completion.

Advising and Mentoring

Upon admission to the Ph.D. Program, each student will be assigned a preliminary “Faculty Mentor” who will serve as a provisional advisor for the first year of the program. The Faculty Mentor will provide advising regarding the PhD curriculum. By the end of the first year, each student will select a Dissertation Chair which will serve as the student’s permanent Faculty Advisor. The advisor’s role is to assist the graduate student with any problems that may arise in their Ph.D. Program, to monitor the student’s progress, and to aid the student in the development of their dissertation committee.

Each student is required to meet at least once each semester with their Faculty Advisor for mentoring. During these mentoring/advising meetings the student needs to present to the committee: (1) an update on course/academic progress, (2) plans for future classes, (3) update on research activities, (4) update on potential dissertation topics. Effective mentoring/advising can take place via email correspondence, phone conversations, electronic video conferencing, or in-person conversations. Documentation of formal mentoring/advising is maintained in a student’s academic file consistent with FERPA regulations.

It is anticipated that by the end of the Fall semester of their second year in the Ph.D. Program, each student will have formed a three-member (minimum) Committee that must include at least two Ph.D. Program Faculty, one of whom will serve as chair which will supersede the role of the Faculty advisor.

Dual Academic Enrollment

Students in the Ph.D. in Health Professions Education Program may not enroll in two programs (either at The University of Evansville or another institution) during the same period without the Program Director's written permission.

Leave of Absence

Studying in the doctoral program requires continuous enrollment (spring, summer, and fall semesters). Students who wish to interrupt their graduate study must petition the Program Director for an authorized leave of absence. Approved leaves of absence are granted for a maximum of one year; however, they may be extended for an additional year in some rare instances. Those without authorized leave and who fail to register may be dismissed from the program. If a student wishes to resume graduate study at The University of Evansville, a petition for reinstatement must be requested through the Graduate Admissions Office. Ph.D. Program Office. In addition, a Ph.D. in Health Professions Education re-enrollment form must be submitted to the Program Director.

Credit for Graduate Courses Taken as an Undergraduate

Course credit earned as part of one’s undergraduate degree, as defined in the student’s official transcript, cannot be used as partial fulfillment of degree requirements for the Ph.D. in Health Professions Education Program.

Time Limitation

The doctoral degree must be earned within seven (7) consecutive years. All coursework and the dissertation proposal defense must be completed within five (5) years of the student's original admission to the program. The student may take up to six semesters (spring, summer and fall) of dissertation credit following completion of required coursework and the dissertation proposal defense. In rare instances, students may petition the Program Director for additional time to complete coursework or the dissertation.

Grades earned in courses at The University of Evansville older than program time limits will be shown on the transcript and calculated in the cumulative GPA, however, will not be accepted for graduation purposes.

Ph.D. in Health Professions Education Curriculum

Curriculum

Curriculum for this program will be a dual-track curriculum focusing on teaching and research (see Table 1). Distinctive to our program, our teaching components will focus on interprofessional education, innovative andragogy, including online education, and incorporating evidence-based instruction. Our distinctive secondary curricular core will focus on research, including methods to prepare the scholar for qualitative and quantitative research in real-world environments. Emphasis on research productivity in small liberal arts and R-1 institutions will be examined, and practical approaches for completion will be provided to ensure faculty success in both settings. These curricular cores will allow students to prepare themselves for impactful teaching and meaningful scholarship that can continue to propel their respective professions forward and advance the development of future healthcare professionals.

Term	Course	Credits	Track
Year 1, Semester 1	HPE-500: Innovative Curricular Design	3	Teaching
	HPE-505: Thriving in Higher Education	1	Teaching
	HPE-550: Research Methods	3	Research
	Total Credits:	7	
Year 1, Semester 2	HPE-510: Evidenced-Based Practice in Education	3	Teaching
	HPE-515: Current Issues in Higher Education	1	Teaching
	HPE-560: Qualitative Research	3	Research
	Total Credits:	7	
Year 1, Semester 3	HPE-520: Student and Program Assessment	3	Teaching
	HPE-525: Core Concepts of IPE	1	Teaching
	HPE-570: Quantitative Research	3	Research
	Total Credits:	7	
Year 2, Semester 1	HPE-600: Learning Theories	3	Teaching
	HPE-615: Leadership, Ethics, and Organizational Change	1	Teaching
	HPE-650: Advanced Quantitative Research	3	Research
	HPE-655: Academic Writing	1	Research
	Total Credits:	8	
Year 2, Semester 2	HPE-610: Online Pedagogy and Course Delivery	3	Teaching

	HPE-660: Dissertation Proposal	3	Research
	Total Credits:	6	
Year 2, Semester 3	HPE-620: Teaching Practicum	3	Teaching
	HPE-700: Mentored Dissertation I	3	Dissertation
	Total Credits:	6	
Year 3, Semesters 1+	HPE-710: Mentored Dissertation II	3	Dissertation
	Total Credits:	3	

Transfer Credit and Visiting Student Status

Policies related to transfer of credit and visiting student status are found in the University of Evansville's Catalog at XXXXXX.

Occasions may occur when a student wishes to apply credit for coursework completed at institutions other than The University of Evansville to applicable courses within the Ph.D. program. General guidelines for approval of such credit are as follows:

1. Coursework must have been completed at a regionally accredited institution within the previous five (5) years.
2. A maximum of eight (8) semester hours can be approved.
3. Courses to be considered for transfer credit must be at the advanced graduate level and previous graduate level credits in a closed degree are not eligible.
4. Coursework considered for transfer credit must have been completed with a B- or higher grade.
5. Coursework under consideration for transfer credit must directly apply to an applicable course within the doctoral program and meet articulated course objectives
6. The student applying for credit is solely responsible for providing the supporting original transcript, course description, and syllabus for each course where credit is being requested.
7. Final determination of transfer credit is made by the Program Director who must approve all applications.

Visiting Student Status

Occasions may arise when the Ph.D. student wishes to enroll in coursework offered outside of The University of Evansville for the purposes of applying the credit toward coursework required within the program. The following guidelines apply to the pursuit of Visiting Student coursework at another university:

The student's Program Director must approve requests for consideration to enroll in visiting student coursework.

- Credit earned as a visiting student is considered transfer credit.
- To be eligible to seek approval as a visiting student, the student must have a minimum grade point average of 3.0 or higher at both the time of application and enrollment in any approved course.
- Coursework must be completed at a regionally accredited institution and must be at the Master's degree level or above.

- Coursework considered for transfer credit must have been completed with a B- or higher grade.
- Transcripts for credit as a visiting student must be sent to the Registrar's Office.
- The University of Evansville allows for the completion of up to six (6) hours of coursework under visiting student status. To engage in coursework beyond six (6) hours, the student must complete a Petition form seeking a waiver of academic policy.

Progression to Dissertation Phase

1. Complete required coursework (semesters one through six) – During the coursework phase, each student will identify his/her proposed project, and identify his/her dissertation committee chairperson, and dissertation committee members.
2. During semester five, students will enroll in the Dissertation Proposal course (in addition to the final didactic course). During the HPE 660 Dissertation Proposal, students will complete the Dissertation Proposal (see pg X of this handbook).
3. At the completion of the Dissertation Proposal, students will defend his/her Dissertation Proposal. To enter the dissertation phase of the program, students must complete all required coursework with grades of at least B- in each course and a 3.0 overall grade point average. Students must obtain permission from his/her Dissertation Chair to defend the Dissertation Proposal. Once the Dissertation Proposal has been successfully defended, the student will move into the dissertation phase.
4. Students will complete his/her dissertation project (including Institutional Review Board approval if required) enrolling in HPE 700/710. Students, in consultation with their Dissertation Chair and committee members, may choose the format of their dissertation. Below are suggested formats to consider:
 - a. Traditional, five chapter dissertation format:
 - a. Chapter 1 – Introduction
 - b. Chapter 2 – Review of the Literature
 - c. Chapter 3 – Methods
 - d. Chapter 4 – Results/Findings
 - e. Chapter 5 – Discussion (including conclusions and suggestions for future research)
 - b. Two publishable manuscripts, which comprise the project report:
 - a. The two interrelated scholarly manuscripts pertain to the dissertation, with one reporting a description of the project and the evaluative component, including results and outcomes.
 - b. The specific nature of the second paper will be determined in conjunction with the student's Dissertation Committee Chair and dissertation committee members; typically, an integrative review of literature or a report that focuses on a specific aspect of the dissertation is appropriate.
 - c. Criteria for evaluation of the dissertation include:
 - i. The papers relate to advanced health professions education and focus on an issue affecting a group, population or community.
 - ii. The project is conducted according to ethical principles.
 - iii. A critical review of existing evidence supports the need for the project.
 - iv. A systematic approach is used to collect data using reliable and

- valid methods.
 - v. Outcomes are clearly defined, measured and evaluated.
 - vi. Both papers must be submitted to a peer-reviewed journal; however, neither manuscript needs to be accepted for publication to meet this requirement.
- c. Students may use other formats if approved by the Dissertation Chair and dissertation committee members. These formats may include (but not limited to) the following:
- a. Systematic literature review
 - b. Conceptual model
 - c. Clinical commentary
 - d. Case Study/Report
 - e. Other format as approved by chair and committee members.
5. Students must defend the dissertation in a public forum and provide a written copy of the final document to the library for publication. See Dissertation Policy and Procedures (pg. XX) for additional information.

Dissertation Proposal

Proposal should be 25-35 pages excluding appendices and references and be written in APA Style.

The following outline is designed to provide a framework for the dissertation deliverables, but format details will be finalized in collaboration with the student's dissertation chairperson (see also Proposal Rubric in Forms Section)

1. Background and Significance (description of the phenomena, its importance to health professions' education and affected stakeholders, epidemiological perspectives, etc.)
2. Purpose Statement (clear, concise summary of the specific goal (or outcome) of this project)
3. Literature Review (brief, integrated summary of the state of the science)
4. Conceptual and/or Theoretical Framework/EBP Model
5. Methods and Procedures
 - Participants/Population/Sampling including inclusion/exclusion criteria
 - Setting
 - Intervention (if applicable), including who will be responsible for implementing
 - Evaluation plan: For each objective/research question, indicate:
 - Instruments/indicators to be used for measurement
 - Detailed data collection plan, including timeline
 - Plan for data analysis
 - Ethical considerations including potential risks to participants
 - Potential barriers to project implementation and sustainability including plan for addressing barriers
6. Significance and/or Potential Implications
7. References
8. Appendices (as appropriate):
 - Results of needs assessment
 - Literature matrix
 - Tools to measure variables
 - Participant invitation letter/consent form
 - Key personnel listing
 - Stakeholders - notification
 - Proposed implementation timeline
 - Anticipated resources needed and estimated costs
 - Required approvals needed for implementation

Following successful presentation and approval of the dissertation proposal, the student should submit a signed copy of the "Dissertation Proposal Approval Form" (See Forms Section on Blackboard) to the Chair of the Ph.D. in Health Professions Education Program.

Once approved by the Dissertation Committee, the proposal is used to guide development of the IRB application, when applicable. (See information regarding the Human Subjects Review Process, located on pg. XX of this Handbook.

Dissertation Policy and Procedures

A candidate for the doctoral degree must present an acceptable dissertation for approval to their Dissertation Committee Chair and Dissertation Committee. The dissertation demonstrates that the candidate has technical competence in the field and has done research of an independent character. The dissertation must add to or modify what was previously known within the inquiry field of study or present a significant interpretation of the subject based upon original investigation. The dissertation must be unanimously approved by the voting members of the student's dissertation committee.

Dissertation Committee Chair Appointment

In consultation with the Program Director, the doctoral student will invite a full-time University of Evansville faculty member to serve as the Dissertation Committee Chair. Students should identify the Dissertation Committee Chair within the first two semesters of the program. In some cases, a Dissertation Chairman may be assigned to the student by the Program Director. The Dissertation Committee Chair must meet the following requirements:

1. Be a full-time, tenured (or tenure track) faculty member, or administrator holding faculty status as described in 7.1.2(C) of the Faculty Policy and Procedures Manual (aka "Chapter 7"). In rare cases, a full-time, tenured (or tenure track) University of Evansville faculty member or administrator holding faculty status with an appointment outside of the College of Education and Health Sciences may be permitted to serve as the Dissertation Committee Chair.
2. Possess a terminal degree (Ph.D. or Ed.D.) or comparable research-intensive doctoral degree.
3. Be approved by the Program Director.

Once a faculty member has agreed to serve as Dissertation Committee Chair, the student must complete the *Appointment of Dissertation Chair* form and submit it to the Program Director for approval. Both the student and the faculty member will be notified by e-mail of acceptance (or rejection) of the Dissertation Chair appointment.

Dissertation Committee Appointment

Once the Dissertation Committee Chair has been appointed, the doctoral student, in consultation with their Dissertation Committee Chair and Program Director, should identify potential members for the Dissertation Committee. A doctoral committee must consist of a minimum of three (3) individuals (inclusive of the dissertation chair) who meet the following requirements:

1. Possess a Ph.D. or Ed.D. (or comparable research-intensive doctoral degree) from a regionally accredited university.
2. Possess expertise relevant to a particular aspect of the student's dissertation.
3. Is approved by the Doctoral Dissertation Chair and Program Director.
4. Two (2) of the three committee members must be drawn from the faculty or staff of The University of Evansville.
5. The third member may be a faculty member, staff, or administrator from another academic institution. The individual must hold a doctoral degree in an area related to the student's dissertation.

All doctoral committee members must be approved by the Dissertation Committee Chair and Program Director. Additional qualified committee members (beyond the three-person minimum) from within or outside the University of Evansville community may be invited to sit on the dissertation committee. These members should hold an earned doctoral degree in an area related to the student's dissertation or have extensive experience and/or expertise in the area of study.

Once consent for committee membership is obtained from each potential committee member, the student must complete the *Request to Appoint Dissertation Committee* form and submit it to the Dissertation Committee Chair and Ph.D. in Health Professions Education Program Director for approval. The Ph.D. in Health Professions Education Program Director will then notify the committee member's Department Chair.

Reconstitution of Dissertation Committee Chair and/or Dissertation Committee Members

The doctoral dissertation committee may be modified with the Dissertation Committee Chair's and Program Director's approval. The student must submit the appropriate form with signatures to the Program Director for approval.

Writing Format

All writing submissions by students for courses within the doctoral program will adhere to the current edition of the Publication Manual of the American Psychological Association (APA). Other requirements for dissertations are listed below.

Human Studies Review Process

Students completing a scholarly project or thesis involving human subjects will need to submit an application for The University of Evansville's Institutional Review Board (IRB) review and approval. IRB approval must be obtained before beginning the project or thesis. IRB procedures and documents can be retrieved from the website at: XXXX

Students conducting a project at his/her place of employment must follow all institutional policies. If that facility requires that the project go through its own IRB of record, then the project should be submitted to that IRB. Once you have received approval, a copy of the approval letter should be submitted to the University of Evansville's IRB. As a result, the University of Evansville's IRB will have a record of the project but will not be responsible for project oversight.

If a student is not required to submit the project to his/her facility's IRB, the student should submit the project to the University of Evansville's IRB for review and determination of status. While a student may believe the project is exempt or does not meet the definition of research, the project should still be submitted for the IRB to make that determination.

Dissertation Time Allowance

The dissertation must be completed within two (2) years following the semester in which the dissertation proposal defense was completed. The student may be dismissed from the doctoral program if such a period has expired without successfully completing the dissertation.

Readmission to the program and to candidacy requires reapplication to the program and subsequent approval of the Program Director. In such cases, the student may be required by their Dissertation Committee Chair and committee to demonstrate competence for readmission by taking a qualifying examination or additional coursework.

Continuous Enrollment Policy

Once admitted to candidacy, students must be enrolled in dissertation credit each Fall, Spring, and Summer semester until the dissertation is completed. If students have enrolled in the minimum number of six dissertation hours (in HPE 700 and 710) and the dissertation is not yet complete (accepted by the Dissertation Committee and submitted to the library), then the student must continue to repeat HPE 710 each semester (for a maximum of four semesters) until satisfactory completion is achieved. Students must be enrolled in the semester in which they defend their dissertation, even if this is a summer semester.

The only exception to this policy is if the student's Dissertation Committee Chair is on leave or otherwise unavailable. In such cases, approval to not enroll in HPE 710 for a semester requires prior approval of the Program Director. As noted elsewhere in this document, in case of serious medical circumstances, students may request a leave of absence subject to the approval of the Program Director and Dissertation Chair. Retroactive approval will not be granted. A leave of absence does not extend the time limitations for a degree program.

Dissertation Defense

Defense of the dissertation is the culminating experience of the doctoral program. The dissertation must be successfully defended at an oral examination as determined by the candidate's dissertation committee. The University of Evansville's Faculty, Staff and Students are invited to attend the candidate's oral defense. Through the defense process, the dissertation committee is approving or disapproving both the dissertation manuscript and the student's ability to orally defend the work. After the oral defense has been completed, candidates may be asked to make final revisions to the manuscript, if needed.

Final approval of the candidate's dissertation by the University, in terms of form and format, is determined by the library. All dissertations must conform to published guidelines provided by the University. Awarding of the degree is dependent on this final approval process.

Scheduling the Oral Dissertation Defense

In order that sufficient time is available for graduation preparations, the candidate must work with their Dissertation Committee Chair to successfully defend his or her dissertation and obtain final approval of the manuscript by the library.

Oral Defense Process

The Dissertation Committee Chair will decide when the dissertation is ready to be reviewed by committee members in preparation for the final oral examination. The final oral examination is administered by the student's dissertation committee on the topic of the submitted dissertation and the larger context in which the dissertation is grounded. Once the Dissertation Committee Chair has determined that the candidate is ready for the final examination, the doctoral candidate must complete the Defense of Dissertation form and submit it to the Program Director no later

than four (4) weeks prior to the examination date. At this point, the dissertation chair will notify the student to distribute final copies of the dissertation to all committee members for review. The candidate shall also submit the Announcement of Dissertation Defense form to the Program Director at least two weeks before the defense date. The chair will then notify the University community of the examination's place and time and the dissertation's title. The defense of the dissertation is open to the public and is announced to the University of Evansville community. All committee members are present either in person or by teleconference, except for the chair, who must be physically present.

At the oral defense, the dissertation committee may pose questions or concerns to the candidate on any detail or topic regarding the dissertation. Once all questions have been answered, the candidate is dismissed from the room, and the committee votes to pass (approve or approve with revisions) or fail (disapprove) the student on the final dissertation examination. For the candidate to pass the final examination, the final vote of approval must be unanimous. The Dissertation Committee Chair will notify the student of the final examination outcome immediately.

Once the candidate has passed the oral dissertation defense and made any required revisions to the dissertation, the student must prepare the dissertation manuscript for deposit in XXXXX.

Institutional Repository for Dissertations

Dissertations are intended to be of benefit to the academic community and to society in general, and thus are required to be made publicly available in open access *before the student will be allowed to graduate*. This is accomplished by posting a properly formatted electronic version of the complete dissertation in the institutional repository, DSpace. Review the detailed guidelines on the library's website to prepare for electronic storage.

After submission, the dissertation must be approved for proper formatting by the University. Students should allow thirty days to receive formal approval stating that formatting follows the prescribed procedures.

In some instances, students may request a delay (embargo) in the release or posting of their dissertations for a limited time period. This can be done, for example, to protect intellectual property, allow time to file a patent application or coordinate with publication timing in another form. In no circumstance will the release of the dissertation be delayed for more than two years. An agreed embargo to the posting of the dissertation does not relieve the doctoral candidate of the responsibility to submit a properly formatted manuscript before the doctoral degree can be awarded.

Select University Graduate Policies & Procedures

Students are expected to follow all university policies and procedures. Graduate students are strongly encouraged to review the policies (using the provided links).

Academic Grievance:

The University of Evansville embraces a culture that encourages students to seek informal resolutions to issues or concerns by directly contacting the faculty member or administrator with the authority to respond. The University recognizes, however, that not all concerns can be handled effectively or efficiently by one individual. Therefore, it provides formal processes by which students may pursue a more formal resolution to their concerns. Students seeking counsel about such processes may contact the student ombudsman or the Office of the Dean of Students.

Students wishing to file a formal grievance regarding an academic matter should submit a written and signed statement, as well as the resolution sought, to the vice president for academic affairs, except where other procedures specific to the concern are in place (e.g., grade appeals).

Academic Honor Code:

See this catalog's Undergraduate Academic Policies section for the Withdrawal Policies.

Academic Probation and Dismissal Based on GPA:

Graduate students whose cumulative grade point average (GPA) falls below 3.00 are placed on academic probation. The probation and dismissal process, including summer, occurs at the end of every semester.

Students placed on probation have one semester (the next semester of enrollment in the program) to raise their cumulative GPA to 3.00. If, after a semester of probation, the student's GPA does not warrant removal from probation, a determination will be made by the program director or applicable committee to either continue the student on probation or academically dismiss the student. Dismissal appeals must be made to the academic dean, whose decision is final.

Graduate students whose semester GPA falls below 3.00 (but whose cumulative GPA does not fall below 3.00) are considered at risk. Although at-risk students are not on probation, they should work closely with their advisor or program director to determine improvement strategies.

Probationary and at-risk status are not noted on the official academic transcript. Academic dismissal is recorded on the official academic transcript.

Graduation Information:

Applying for Graduation & Degree Evaluation

All students must formally apply for graduation by submitting a Graduation Application form to the Registrar's Office according to this timeline:

- Graduate level students: one semester in advance of the intended graduation date

Applying for graduation is the first step in the process to be eligible for graduation. The student is responsible for being aware of the application process and deadlines. The University does not assume to know the student's intended graduation date and will not automatically complete a student's degree without a Graduation Application form on file.

Submitting a Graduation Application form places the student into graduation candidacy status. Shortly thereafter, the Registrar reviews the academic transcript, and the student is notified via email with instructions on how to review their degree evaluation online.

The Graduation Application form can be found on the Forms link of the Registrar's Office website.

Graduation Fee

A fee of XXX is charged to students in the final semester once a Graduation Application form has been submitted to the Registrar's Office. The fee is charged whether or not the student chooses to participate in the commencement ceremony.

Participation in the Commencement Ceremony

To be eligible to participate in the commencement ceremony, a student must complete all degree requirements before the ceremony. Graduation ceremonies are held in May. Approximately two months before commencement, graduation candidates are sent an Intent to Walk form; completion of this form is required to RSVP for the ceremony.

Grading Policies (including Grade Change, Incomplete Grades, and Grade Appeals):

Incomplete Grades

See the Undergraduate Academic Policies section of this catalog for the Incomplete Grade Policy.

Repeat Policy

A student is permitted to repeat a course in which a grade of C, D, or F has been earned. In deciding to exercise the repeat option, the student agrees to accept for the record the grade earned for the course as repeated. The earlier grade and quality points will remain on the transcript for the term it was received but will not be used in computing the student's cumulative grade point average and cumulative earned hours. The student will receive the grade and quality points of the repeat, which will determine the grade point average and the number of hours earned.

No more than two graduate courses may be repeated unless otherwise stated in the student's degree program handbook. Students must consult with their program director before repeating any course.

Grade Change Policy (for faculty)

See the Undergraduate Academic Policies section of this catalog for the Grade Change Policy.

Grade Appeal Policy

Any student who questions a course grade should speak to the instructor. If the instructor is unwilling to change the grade and the student is not satisfied with the reasons given, the student may commence a formal appeal.

Any student wishing to contest a course grade formally must do so in writing within 60 calendar days after the last day of the semester. Correspondence should be addressed to the instructor

with a copy to the immediate supervisor. A grade change will occur if the instructor and his or her immediate supervisor approve and sign a change of grade form, which is forwarded to the Office of the Registrar.

If the instructor or the immediate supervisor disapproves of the grade change, the student can appeal to the Graduate Curriculum and Admissions and Standards Committee within two weeks of receiving written disapproval. Any appeal to the Graduate Curriculum and Admissions and Standards Committee must be filed during the semester (exclusive of summer terms) immediately following that in which the disputed grade was received.

When appealing to the Graduate Curriculum and Admissions and Standards Committee, the student must send a copy of the appeal to the instructor and immediate supervisor. The student, the instructor, and the immediate supervisor will be requested to appear before the committee. In exceptional circumstances, the committee may allow other parties to attend the hearing to provide additional information.

The committee chair will notify all parties of the decision. It is the student's responsibility to retain all dated correspondence until the final decision is reached.

Withdrawal Policies:

See this catalog's Undergraduate Academic Policies section for the Withdrawal Policies.