

UNIVERSITY OF EVANSVILLE

**PHD IN HEALTH PROFESSIONS EDUCATION  
STUDENT HANDBOOK**

2026-2027

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## **LEADERSHIP TEAM WELCOME**

Dear Students,

Please read this handbook carefully and become familiar with its contents. If you have questions about the information presented, you should direct them to your faculty advisor or the Program Director.

You are responsible for keeping this book at hand for reference. Additions or updates will be provided at the start of each academic year.

Best wishes for a productive and successful year!

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## DATES TO REMEMBER 2026-2027

Date	Event
August 26, 2026	Fall Semester Begins
August 29, 2026	Fall Saturday Synchronous Zoom Session #1
October 24, 2026	Fall Saturday Synchronous Zoom Session #2
December 5, 2026	Fall Saturday Synchronous Zoom Session #3
January 11, 2027	Spring Semester Begins
January 16, 2027	Spring Saturday Synchronous Zoom Session #1
March 20, 2027	Spring Saturday Synchronous Zoom Session #2
May 1, 2027	Spring Saturday Synchronous Zoom Session #3
May 8, 2027	UE Spring Commencement
May 10, 2027	Summer Session Begin
May 15, 2027	Summer Saturday Synchronous Zoom Session #1
June 26, 2027	Summer Saturday Synchronous Zoom Session #2
July 31, 2027	Summer Saturday Synchronous Zoom Session #3

## INTRODUCTION

This handbook is designed to provide a framework for the faculty and students to function as a community. Members of any community with common objectives must have policies and procedures that ensure that the rights and responsibilities of all are explicit and protected. These policies are not intended to be restrictive. They are an instrument for ensuring that the program's operation will be consistent with its obligations as a professional program. All policies are in effect for the 2026-2027 academic year. Changes may be made in subsequent years. Students may access the handbook on the following page of the department's website:

## THE UNIVERSITY OF EVANSVILLE MISSION, CORE VALUES, AND VISION STATEMENT

### **Mission Statement**

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

### **Core Values**

#### **1. Integrity**

- We promote academic and personal integrity to establish a culture of trust. Academic integrity begins with all students pledging to abide by our honor code and extends to faculty, staff, and administration adhering to our code of conduct. It culminates in an expectation of professionalism, transparency, and respect in all interactions. Personal integrity includes practicing informed, ethical decision-making and respecting ideas, rights, boundaries, and beliefs. Each member of our community is accountable and prepared to act as a responsible citizen of the world.

#### **2. Innovation**

- We recognize the value of interdisciplinary teamwork, creative problem solving, global immersion, and learning experiences at home and abroad. We recognize the importance of learning from failure. We have the freedom, flexibility, and motivation to create experiences that help our students think critically and act bravely. Each member of our community is challenged to discover novel solutions to modern problems and to become a catalyst for progress.

#### **3. Intellectual Curiosity**

- We strive to develop lifelong learners. We introduce students to various ideas that sharpen existing interests and awaken latent ones. We challenge students to stretch their minds while supporting them with solid faculty engagement. Research, experiential learning, and community outreach foster intellectual curiosity while exposure to new ideas and technologies broadens our students' view of the world and what might be possible.

#### **4. Inclusive Community**

- We value openness and collaboration and recognize that inclusion leads to

personal growth. Our commitment to actively fostering diverse cultures and perspectives reflects the characteristics required to thrive in an increasingly global society. The university demonstrates and benefits from inclusion by welcoming all.

## 5. Education for the Whole Person

- We cultivate intellectual, moral, social, physical, emotional, and spiritual wellness through engagement and discovery. We value the liberal arts, sciences, and professional programs as paths to intellectual and personal growth, and we encourage the integration of knowledge across disciplinary lines. We promote engagement in organizations, programs, and the community as essential to personal development. We equip individuals to examine their world, articulate their values, and develop the character needed to live healthy lives of meaning and purpose.

## **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.

## **PHD IN HEALTH PROFESSIONS EDUCATION PROGRAM OVERVIEW**

The PhD in Health Professions Education is a 44-credit hour (post-masters degree) cohort-based online degree program. 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 the majority of the week-to-week content being delivered asynchronously. Additionally, each semester three synchronous sessions are held on weekends with online course 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 PhD 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 PhD 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 successfully complete the program.

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:**

1. Applicants must possess a master's degree or professional clinical doctorate from an accredited college or University.
2. A minimum of one year of experience in an educator role and/or three years of experience as a healthcare practitioner.
3. Applicants must have a minimum grade point average (GPA) of 3.2 in all graduate coursework.
4. 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.

**PHD IN HEALTH PROFESSIONS EDUCATION CURRICULUM**

**Curriculum**

Curriculum for this program features a dual-core curriculum focusing on teaching and research. Distinctive to this program, the teaching components will focus on interprofessional education, innovative andragogy, including online education, and incorporating evidence-based instruction. The 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's 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.

**Table 1. Accelerated 2.5 Year Program Schema**

Term	Course	Credits	Track
Fall Semester Year 1, Semester 1	HPE-500: Innovative Curricular Design	3	Teaching
	HPE-550: Research Methods	3	Research
	HPE-505: Thriving in Higher Education	1	Teaching
	<i>Total Credits:</i>	7	
Spring Semester Year 1, Semester 2	HPE 610- Online Pedagogy and Course Delivery	3	Teaching
	HPE-570: Quantitative Research	3	Research
	HPE-615: Leadership, Ethics, and Organizational Change	1	Teaching
	<i>Total Credits:</i>	7	
Summer Session Year 1, Semester 3	HPE-510: Evidenced-Based Practice in Education	3	Teaching
	HPE-560: Qualitative Research	3	Research
	<i>Total Credits:</i>	6	
Fall Semester Year 2, Semester 1	HPE-520: Student and Program Assessment	3	Teaching
	HPE-650: Advanced Quantitative Research	3	Research
	HPE-655: Academic Writing	1	Research
	<i>Total Credits:</i>	7	
Spring Semester Year 2, Semester 2	HPE-620: Teaching Practicum	3	Teaching
	HPE-660: Dissertation Proposal	3	Dissertation
	<i>Total Credits:</i>	6	
Summer Session Year 2, Semester 3	HPE-600: Learning Theories	3	Teaching
	HPE-700: Mentored Dissertation I	4	Dissertation
	<i>Total Credits:</i>	7	
Fall Semester Year 3, Semester 1	HPE-710: Mentored Dissertation II	4	Dissertation
	<i>Total Credits:</i>	4	
	<b>Total Program Credits</b>	<b>44 credits</b>	

**Table 2. 4 Year Program Schema**

Term	Course	Credits	Track
Fall Semester Year 1, Semester 1	HPE-500: Innovative Curricular Design	3	Teaching
	HPE-505: Thriving in Higher Education	1	Teaching
	<i>Total Credits:</i>	4	
Spring Semester Year 1, Semester 2	HPE 610- Online Pedagogy and Course Delivery	3	Teaching
	HPE-615: Leadership, Ethics, and Organizational Change	1	Teaching
	<i>Total Credits:</i>	4	
Summer Session Year 1, Semester 3	HPE-510: Evidenced-Based Practice in Education	3	Teaching
	HPE-560: Qualitative Research	3	Research
	<i>Total Credits:</i>	6	
Fall Semester Year 2, Semester 1	HPE-550: Research Methods	3	Research
	HPE-520: Student and Program Assessment	3	Teaching
	<i>Total Credits:</i>	6	
Spring Semester Year 2, Semester 2	HPE-570: Quantitative Research	3	Research
	<i>Total Credits:</i>	3	
Summer Semester Year 2, Semester 3	HPE-600: Learning Theories	3	Teaching
	<i>Total Credits:</i>	3	
Fall Semester Year 3, Semester 1	HPE-650: Advanced Quantitative Research	3	Research
	HPE-655: Academic Writing	1	Research
	<i>Total Credits:</i>	4	
Spring Semester Year 3, Semester 2	HPE-660: Dissertation Proposal	3	Dissertation
	HPE 620: Teaching Practicum	3	Teaching
	<i>Total Credits:</i>	6	
Summer Session Year 3, Semester 3	HPE-700: Mentored Dissertation I	4	Dissertation
	<i>Total Credits:</i>	4	
Fall Semester Year 4, Semester 1	HPE-710: Mentored Dissertation II	4	Dissertation
	<i>Total Credits:</i>	4	
<b>Total Program Credits</b>		<b>44 credits</b>	

### **Transfer Credit and Visiting Student Status**

Occasions may occur when a student wishes to apply for credit from coursework completed at institutions other than The University of Evansville to applicable courses within the PhD 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 years.
2. A maximum of eight 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 PhD student wishes to enroll in coursework offered outside of The University of Evansville for the purpose 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.

### **Satisfactory Academic Progression**

To remain in good standing, the PhD 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 and uploaded to the dissertation repository.

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 PhD 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 the University of Evansville 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:**

**Policy:** Students must attain a B- (80%) or better grade in all coursework in their program of study. If a student fails to achieve the minimum grade of B- (80%) 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- (80%) is achieved will be countable toward the degree.

All students enrolled in the PhD 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.

**PhD Program Grading Scale:**

Letter Grade	Score
A	92-100
A-	91-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-75
C-	74-73
D	72-70
F	< 70

**Procedure:** Each course instructor determines the means for achieving competence in professional coursework. These criteria are articulated in the course syllabus provided to the student in written or electronic form. Every student is responsible for reviewing these criteria, including the methods of evaluation and grading. Individual faculty members decide whether to round fractional percentages and are consistent about doing this within a course. Students are made aware of all grading policies via the PhD in Health Professions Education Student Handbook, individual syllabi, and verbally from the faculty member teaching the course. Each syllabus also contains the methods of evaluation for that particular course.

A student who does not successfully complete a course as defined by the course instructor will be required to repeat the course. Students who must repeat a course will not be allowed to enroll in HPE courses the following semester. This will result in a delay in the student's progression within the professional program.

Once the student successfully completes the failed course, the student will be allowed to progress to the next level of the professional program. All graduate work is counted, and none of it may be omitted in computing the student's overall grade point average.

A student is allowed to repeat only two courses within the professional program. If a third course is not successfully completed, the student will be dismissed from the program. In the event of delayed progression, conditions for the student's progression through the professional program will be determined by the faculty on a case-by case basis. These conditions will be conveyed in writing to the student, their advisor, Dean of the College of Education and Health Sciences, Dean of Students, Office of Financial Aid, and the Registrar. The student's failure to meet the conditions for progression will result in dismissal from the professional program.

**Remediation**

**Policy:** 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.

**Procedure:** If the faculty determines that a student is not performing adequately academically or professionally, the student's advisor, with the assistance of other PhD program faculty, will develop 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 forwarded 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 PhD 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 PhD 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 per semester with their Faculty Advisor for mentoring. During these mentoring/advising meetings, the student needs to present to the advisor: (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.

**Advising Table**

Participants	Time Period	Assignments
1 <sup>st</sup> year	Fall	Goals for academic year, research interest, spring course registration approval
	Spring	Review process on goals, list of potential dissertation ideas, fall/summer course registration approval

2 <sup>nd</sup> year	Fall	Review progress on goals, establish a dissertation chair, spring course registration approval
	Spring	Review progress on goals, establish dissertation committee, send our PhD Committee Member Approval Form, summer/fall course registration approval
3 <sup>rd</sup> year	Fall	Review process on goals and research activity including IRB approval and data collection, discuss timeline for completing dissertation write and tentative defense

### **Establishing a PhD Dissertation Committee**

It is anticipated that by the end of the Spring semester of their second year in the PhD Program, each student will have formed a three-member (minimum) Committee that must include at least two University of Evansville PhD Program Faculty, one of whom will serve as chair which will supersede the role of the faculty advisor. The third member does not have to be associated with the University of Evansville but must possess a terminal degree to qualify as a committee member. Once the student has established his/her committee members, the student is responsible for obtaining the signatures of all the committee members. The form can be found at [workflow.evansville.edu](http://workflow.evansville.edu) and is password protected. The student will need to use their UE username and password to access the form. The student will use the following link to start the signature process:

#### [PhD Committee Member Approval Form](#)

All committee members must sign the form which acknowledges their commitment to serve on the student's committee. The last two approvers are represented by the Program Director and Department Chair who reserve the right to approve or disapprove the committee member selection if it does not meet the above requirements.

### **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 by the end of the first year 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 University of Evansville faculty member. In rare cases, a full-time University of Evansville faculty member 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 (PhD or EdD) or comparable research-intensive doctoral degree.
3. Be approved by the Program Director.

### **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 PhD or EdD (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 from the faculty of The University of Evansville. The third member may be a faculty member, staff, or administrator from another academic institution. The individual must hold a terminal 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 terminal doctoral degree in an area related to the student's dissertation or have extensive experience and/or expertise in the area of study.

### **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.

### **Dual Academic Enrollment**

Students in the PhD 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.

### **SYNCHRONOUS CLASS ATTENDANCE POLICY**

**Policy:** The program expects regular class attendance from all students, and all PhD students will follow these attendance guidelines. Professional students are considered sufficiently mature to accept personal responsibility for attendance and accept the consequences of failure to attend. Synchronous Saturday sessions occurring three times per semester are required for PhD students. Excused absences include non-routine medical care, family funerals, and medical emergencies. Unexcused absences include missing classes for any other reason.

**Procedure:**

**Excused Absence**

In the event of an excused absence, the student is responsible for contacting the academic faculty as soon as possible. The faculty may request additional means for the student to demonstrate understanding of the missed course content. It is also helpful for the student to remind the faculty of scheduled absences during the class period before the class that will be missed.

**Unexcused Absence**

Missing a class session for any reason not listed under excused absence may not be excused, and consequences may apply, such as a grade reduction as determined by the faculty member or collective faculty. The course syllabi should be reviewed for specific consequences.

## **COMMUNICATION BETWEEN FACULTY AND STUDENTS**

**Policy:** Frequent communication between faculty and students is critical. This communication occurs individually or in groups orally, electronically, and by other means.

**Procedure:** E-mail is a standard method by which students and faculty communicate. Each student is assigned a university e-mail address. Each student cohort in the PhD program is placed in an e-mail group. Faculty may communicate with the students as a group using this system. Additionally, the faculty may communicate electronically with all students enrolled in a specific course or with individual students via Blackboard. Due to the frequency with which e-mail is used, the following serve as guidelines for its appropriate usage within the PhD Program.

1. E-mail or text message is an appropriate way to share or notify a faculty member of general information. E-mail and text messages are not to be used to discuss important student, course, or programmatic issues. Students should schedule an individual meeting with the faculty member involved for these discussion types.\
2. All e-mails must include the identification of a subject in the subject line.
3. Professional communication should be used when corresponding by e-mail. This includes the use of proper spelling, grammar, punctuation, etc.
4. It is not appropriate to express anger or significant disdain in an email. A faceto-face meeting with the faculty member involved should occur.
5. Students must respond to e-mails sent by faculty members promptly. Failure to abide by these guidelines will result in individual counseling, notification of one's advisor, and possible disciplinary actions. Students are encouraged to utilize faculty posted office hours. Scheduling an appointment with a faculty member is recommended to ensure faculty availability. Contact information for the PhD in Health Professions Education faculty and staff is available on the Department's website at:  
<https://www.evansville.edu/majors/health-professions-education/faculty.cfm>

## **COMPUTER ACCESS AND SKILLS**

**Policy:** Access to a computer and basic computer skills are required to succeed throughout the program. Many exams/assignments will be given using commercial examination software on computers. It is recommended that each student have and maintain their laptop computer. Examples of required computer skills include efficient use of internet-based applications such as accessing web pages and using web-based programs, and the ability to use word processing, presentation, and spreadsheet software.

**Procedure:** Most didactic courses will require basic computer usage skills, and most assignments will be given using commercial examination software. Students will be expected to possess these basic computer skills upon entry into the program.

## **COUNSELING, TESTING, AND DISABILITY SERVICES**

**Policy:** Counseling and testing services are available to students experiencing concerns related to personal adjustment, difficulty with academic course work, examinations, or behavioral health problems that require professional attention. Health education and wellness programs are offered to assist students in making healthy lifestyle choices.

**Procedure:** Programs offered by the Office of Counseling and Disability Services are outlined in the University Student Handbook, and students are encouraged to utilize these services if needed. The Office of Counseling and Disability Services may be reached at 812-488-2663. It is in the Student Life Center on the second floor of the Ridgway University Center.

## **PROGRAM PROGRESSION**

The PhD program faculty makes decisions regarding a student's progression through the professional program. Successful progression through the program depends on the following factors:

1. Demonstration of academic integrity
2. Demonstration of ethical and professional behavior
3. Successful completion of all didactic courses
4. Successful Dissertation Proposal Approval Defense
5. Successful Oral Defense of Dissertation
6. Submission of a minimum of two journal formatted original research manuscripts with the University of Evansville Dissertation Repository

Student infractions involving any of the above areas will result in disciplinary action, which may include dismissal from the PhD program.

### **1. Demonstration of Academic Integrity**

**Policy:** Academic integrity is expected for all students and faculty. The University of Evansville has an Honor Code included in the University's Student Handbook. It is each

student's responsibility to become familiar with the Honor Code. Academic dishonesty includes but is not limited to cheating and plagiarism.

### **Cheating**

Cheating includes, but is not limited to, the following:

1. Memorizing or copying any questions from any written examination taken at the University of Evansville.
2. Providing, receiving, or soliciting any memorized or copied questions from any written examination taken at the University of Evansville.
3. Using unauthorized aid during any written or practical examination taken at the University of Evansville

### **Plagiarism**

Plagiarism is defined as representing another person's intellectual property, e.g., words, ideas, data, or work, as one's own. Plagiarism includes but is not limited to the exact duplication of another's work and the incorporation of a substantial or essential portion thereof. A sequence of five or more words taken verbatim without quotes may be considered plagiarism. This includes work found in any medium, including those from electronic resources, i.e., the internet, compact disks, and thumb drives. Materials found in course manuals, including examples of case documentation, should be considered the intellectual property of the instructor(s) or the source cited by the instructor. Paraphrasing another work without attributing the ideas to the original author is also considered plagiarism. All work submitted must be credited appropriately to the information source(s). Direct quotations, paraphrased statements, summarizations of another's work, and other information that is not considered common knowledge must be cited or acknowledged. Students may not submit work previously submitted to fulfill requirements in another course unless approved by the instructor. All assignments must be completed independently unless explicitly designated as group work by the instructor. Any breach of the preceding criteria will be subject to disciplinary action in accordance with the University Honor Code. Disciplinary actions may include but are not limited to counseling, grade deductions, course failure, dismissal from the professional program, and expulsion from the University. Loss of a course within the professional program due to a breach of the University Honor Code will be considered the same manner as course failures for other reasons.

**Procedure:** Faculty will discuss any suspected incident of cheating, plagiarism, or another form of academic dishonesty with the student involved. Suppose the student accepts responsibility for the alleged violation. In that case, a document outlining the occurrence and the disciplinary action taken will be placed in the student's file or sent to the Dean of Students. This letter will be composed by the faculty member and signed by the student(s) involved. Suppose the student does not accept responsibility for the occurrence, and the faculty member continues to believe that an infraction took place. In that case, the faculty member will report the incident in writing to the Dean of Students. A formal investigation will occur in accordance with the University Honor

Code policies. Through confession or due process, students who are determined to have violated the Honor Code, but are not dismissed from the professional program, will be placed on an individual corrective program as determined by faculty discussion. Counseling and academic remediation may also be required in individual cases.

## **2. Demonstration of Ethical and Professional Behavior**

**Policy:** Students must demonstrate appropriate ethical and professional behavior and didactic course competence to progress through the PhD program. It is the responsibility of the student to exhibit these behaviors in all situations. Students are also expected to adhere to the University and department policies for conduct. See the University Student Handbook (specifically the policy entitled Student's Rights and Responsibilities) and general campus policies for additional details.

Unethical, or unprofessional behavior may prevent a student from completing a didactic course even if the student successfully meets other course requirements. Breaches in conduct resulting in course failure may require repetition of the course with delayed progression through the program and/or other disciplinary actions, including dismissal from the program.

**Procedure:** Each student will annually self-assess their demonstration of the core values. Faculty advisors will also annually evaluate their advisees on their progress toward meeting the core values. Input for this evaluation may be provided to the student's advisor by other academic or clinical faculty. Each student should schedule a meeting with their advisor at least one time during each semester to discuss the student's professional development plan. Any student who demonstrates inappropriate professional behaviors in either the University or clinical setting must address those behaviors. Failure to do so may result in dismissal from the program.

Examples of unprofessional behavior include but are not limited to the following:

1. Inappropriate communication, by any means, with academic faculty, staff, classmates, and colleagues.
2. Disrespectful/disparaging comments to academic faculty, staff, patients, classmates, and colleagues.
3. Consistent late arrival for or early departure from class and/or scheduled individual or group meetings, or another required event.
4. Violation of the departmental or University Honor Code.
5. Lack of preparation or participation in academic courses, including but not limited to sleeping in class, not being prepared to participate in class discussions or demonstrations.
6. Consistent lack of initiation/responsibility in communication about academic issues.
7. Offensive jokes or comments (e.g., those based on ethnic background, gender, religion, and scatological jokes/comments).
8. Unprofessional posting on social media.

### **3. Successful Completion of all Didactic Courses**

**Policy:** Progression through the program depends on successfully completing all required courses. The PhD in HPE program consists of all courses with a HPE prefix. All classes have a minimum grade requirement of 80% or better to demonstrate competence in course content. Course-specific criteria for successful completion are found in course syllabi. Failure to successfully complete one or two courses will result in delayed progression. Failure to complete three or more courses will result in dismissal from the PhD program. In that case, progression through the program will be delayed, and the student will be placed on an individual program of remediation that will allow repetition of up to 2 courses.

In the event of delayed progression, conditions for the student's progression through the professional program will be determined by the faculty on a case-by-case basis. These conditions will be conveyed in writing to the student, their advisor, Dean of the College of Education and Health Sciences, Dean of Students, Office of Financial Aid, and the Registrar. The student's failure to meet the conditions for progression will result in dismissal from the professional program.

### **4. Successful Dissertation Proposal Defense**

**Policy:** 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.

**Procedure:** 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. After completion of the Dissertation Proposal course, students will schedule a full dissertation committee meeting to 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.

#### **DISSERTATION PROPOSAL FORMAT**

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.

- Introduction to the Proposed Research Project
- Abstract and Purpose (clear, concise summary of the specific goal (or outcome) of this project
- Hypothesis (Clearly state outcomes or relationships you expect to find. These should be directly related to and supported by your background]
- Delimitations
- Limitations

- Definitions
- Background/Literature Review (Integrated summary of the state of the science)
- Conceptual and/or Theoretical Framework/EBP Model
- Participants/Population/Sampling including inclusion/exclusion criteria
  - Setting
- Materials and Measures
  - Instruments/indicators to be used for measurement
- Research Methods and Procedures
  - Intervention (if applicable), including who will be responsible for implementing
- Resources
- Risk to Participants
- Incomplete Disclosure or Deception
- Benefits to Participants
- Compensation
- Confidentiality
- Research Data
  - Plan for data analysis
- Non-English-Speaking Participants
- Individuals who Lack the Ability to Give Consent
- Withdrawal from the Study
- Consent Process
  - Ethical considerations including potential risks to participants
  - Potential barriers to project implementation and sustainability including plan for addressing barriers
- Timeline
  - Detailed data collection plan, including dissemination
- References
- Significance and/or Potential Implications
- References (AMA or APA)
- Appendices (as appropriate):

Content from the Student's Dissertation Proposal is used to create the IRB application using the University of Evansville IRB template found at <https://www.evansville.edu/institutional-research-board/>

Following successful presentation and approval of the dissertation proposal, the student is responsible for obtaining the signatures of all the committee members affirming their approval of the proposal defense. The form can be found at workflow.evansville.edu and is password protected. The student will need to use their UE username and password to access the form. The student will use the following link to start the signature process.

[PhD Dissertation Proposal Approval Form](#)

All committee members must sign the form which acknowledges their approval of the student's proposal and support for moving forward with IRB submission and entrance into the dissertation phase. The last two approvers are represented by the Program Director and Department Chair who reserve the right to approve or disapprove the dissertation proposal if it does not meet the above requirements.

Once approved by the Dissertation Committee, the student may submit their IRB application to the University of Evansville Institutional Review Board. IRB approval is required prior to beginning data collection.

## **ORAL DEFENSE OF DISSERTATION**

**Policy:** 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, will schedule their defense in person or through online video conferencing. Students must defend their dissertation in a public forum and provide a written copy of the final document to the library for publication.

**Procedure:** 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 approves or disapproves 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 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 University of Evansville 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 2 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 committee 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.

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.

## **DISSERTATION MANUSCRIPT**

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 between two primary formats.

- Option 1 (submission of two journal formatted research manuscripts)
- Option 2 (traditional five-chapter dissertation report)

### **Dissertation 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) or American Medical Association (AMA). Other requirements for dissertations are listed below. Below are details pertained to the suggested formats to consider:

#### **1. Submission of a minimum of two journal formatted original research manuscripts with the University of Evansville Dissertation Repository**

**Policy:** 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 the University of Evansville Dissertation Repository.

**Procedure:** 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:

- The papers relate to advanced health professions education and focus on an issue affecting a group, population or community.
- The project is conducted according to ethical principles.
- A critical review of existing evidence supports the need for the project.
- A systematic approach is used to collect data using reliable and valid methods.
- Outcomes are clearly defined, measured and evaluated.
- Both papers must be ready for submission to a peer-reviewed journal; however, neither manuscript needs to be accepted for publication to meet this requirement.

**2. 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)

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 formats as approved by chair and committee members.

**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, ProQuest. 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.

### **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 [irb.evansville.edu](http://irb.evansville.edu)

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.

### **Use of Research Subjects**

**Policy:** All research using human or animal subjects requires approval by the Institutional Review Board. All research in the PhD Program will comply with the U.S. Department of Health and Human Services policies and the University of Evansville.

**Procedure:** Research proposals involving human or animal subjects must be submitted to the Institutional Review Board. The guiding principles for research using human subjects are found in Title 45, part 46 of the Code of Federal Regulations. For animals, the principles are found in Title 9, Chapter 1, Subchapter A of the Code of Federal Regulations, and Title 7 of the United States Code, sections 2131-2156 (Animal Welfare Act). The faculty sponsor of the research may approve collecting data for pilot work. Any questions regarding the conduct of research should be addressed to the Institutional Review Board.

### **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.

### **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 from 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.

### **Library Services**

**Policy:** The library provides books, CDs, DVDs, videotapes, and journals of interest to students within the physical therapy programs. In addition, extensive online databases are available. Interlibrary Loan (ILL) is available and assists scholarly research by obtaining library materials unavailable at the University's Library.

**Procedure:** A complete list of books, journals, and other resources is available on the library website. The reference collection has over 3,000 book titles and over 70 abstract and full-text database subscriptions in electronic and paper form. Networked workstations are available on all floors of the library. Library instruction is available on an individual basis. Reference services provide personalized assistance at 812-488-2482. ILL requests take several days to fill, and there is no charge for this service. Students may also check the local hospital libraries for medical journal holdings.

### **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 PhD in Health Professions Education Program.

### **Leave of Absence**

Studying in the doctoral program requires continuous enrollment (fall, spring, and summer semesters). Students who wish to interrupt their graduate study must petition the Program Director for an authorized leave of absence.

**Policy:** 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 University of Evansville's Admissions Office. In addition, a PhD in Health Professions Education re-enrollment form must be submitted to the Program Director.

## **UNIVERSITY GRADUATE POLICY AND PROCEDURES**

Students are expected to follow all university policies and procedures. Graduate students are strongly encouraged to review the following policies.

### **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

### **Non-Discrimination - Students**

**Policy:** The University of Evansville PhD in Health Professions Education program operates under a non-discriminatory policy regarding race, color, age, religion, disability, gender, sexual preference, and national origin. The department endeavors to provide an environment that encourages tolerance and diversity. The department reserves the right to exercise judgment in the selection process for the PhD program. All students will be treated in a non-discriminatory manner before, during, and after selection into the program. The University and the PhD program comply with the Americans with Disabilities Act regarding the admission of students into the program and assistance once in the program. This assistance may include but is not limited to allowing additional time for examinations and tests, recording of lectures, extra study sessions, and other necessary aids to ensure successful completion of the academic program in which the student is enrolled.

**Procedure:** Any student who feels that they have experienced discrimination while in the PhD program should follow the Grievance Procedure outlined in the PhD Student Handbook and the University Student Handbook. Information about the Americans with Disabilities Act can be found in the University Student Handbook.

### **Privacy and Confidentiality**

**Policy:** The University of Evansville complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (Public Law 93-380). Students have the right to limit disclosure of their education records to third parties with some limited exceptions. These exceptions include when written consent has been given for disclosure, directory information if the student has not provided a written refusal for disclosure, and some other instances under provisions of FERPA that allow disclosure without written consent.

**Procedure:** All permanent PhD student records, including medical records, are filed in a locked record room in the School of Physical Therapy and Health Professions Education Office. Access to these is limited to department personnel. Other student records are maintained in the offices of faculty advisors that are kept locked when the faculty member is not in the office. Each faculty member has an individual office that can be used to ensure maximum privacy in conversations with a student. Confidential information includes but is not limited to health

status, student counseling and advising sessions, clinical performance, and grades. The release of any medical/health information will require the written informed consent of the student for each inquiry.

### **Dismissal Policy**

The PhD faculty makes decisions regarding a student's progression through or dismissal from the PhD in Health Professions Education program.

Procedure: The following conditions will cause the PhD Department faculty to dismiss a student from the professional program:

1. The student does not successfully complete a repeated course within the professional program.
2. The student fails three courses within the professional program.
3. The student does not meet the conditions outlined in a progression letter or a corrective plan.
4. The student does not demonstrate appropriate, safe, ethical, and professional behavior after receiving two breaches of professional conduct.

A student accused of and denies academic dishonesty will be referred to the Honor Council. If the charge is affirmed, the student will be dismissed from the program. A student found guilty of an Honor Code violation may appeal that decision to the University Appeals Board.

Three breaches of professional conduct.

### **Appeal**

A student may appeal the decision of the PhD Department regarding progression and/or dismissal from the PhD program. The appeal is to be made in writing to the Program Director within 30 days after the student is informed of the decision. Duplicate copies of the appeal will be sent to the Dean of the College of Education and Health Sciences and the Executive Vice President for Academic Affairs/Provost. If the appeal is unresolved, the student may appeal directly to the Dean of the College of Education and Health Sciences and the Executive Vice President for Academic Affairs/Provost, in that order. Copies of any appeal must be sent to the Department Chair and Program Director.

### **Withdrawal from the Professional Program**

A student wishing to withdraw from the professional program should notify their advisor and write their intentions to the Program Director. Students planning to complete a degree in another discipline at UE should also inform the Office of Academic Advisement.

### **Incomplete Grades**

A grade of "Incomplete" will be submitted to the Registrar only in cases of genuine hardship when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. When this occurs, the following policies are in effect: See the UE catalog for the policy regarding time limits for removing Incompletes.

The student will receive in writing the conditions required to remove the Incomplete. An "Incomplete" grade may alter the student's progression within the professional program.

## **Degree Awarded**

After successfully completing all didactic coursework and successfully defending their dissertation, the student will be awarded the Doctor of Philosophy in Health Professions Education degree.

## **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.

To find the application - Go to Self-Service -> academics page -> graduation overview-> then complete the form and submit.

### **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.

## **UNIVERSITY RESOURCES**

Bookstore Ridgway	812-488-2678
Career Center 234 Ridgway	812-488-1083
Counseling Center 2nd floor, Ridgway	812-488-2663
Financial Aid Room 105, Olmsted	812-488-2364
Health Center Sampson Hall	812-488-2033
Human Resources Room 118, Olmsted	812-488-2943

Library Clifford Memorial	812-488-2482
Office of Technology Room 168, Library	812-488-2077
Parking Services General Services	812-488-2052
Registrar Room 116, Olmsted	812-488-2052
Security General Services	812-488-2052
Student Accounts Room 105, Olmsted	812-488-2565
Student Affairs Room 264, Library	812-488-2605
Veterans Affairs Room 116 Olmsted	812-488-2364
Writing Center Room 253, Library	812-488-2218