Doctoral Programs in
The Department of Health Science and Clinical Practice

Doctor of Health Science (DHSc)
and
Ph.D. in Health Science

Jefferson College of Health Professions

Student Handbook

2025 - 2026

NOTICE OF EQUAL OPPORTUNITY

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

COMMITMENT TO DIVERSITY

Jefferson holds itself accountable, at every level of the organization, to nurture an environment of inclusion and respect, by valuing the uniqueness of every individual, celebrating and reflecting the rich diversity of its communities, and taking meaningful action to cultivate an environment of fairness, belonging, and opportunity.

DISCLAIMER STATEMENT

The Jefferson College of Health Professions reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the College, its students or its employees or agents.

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MESSAGE FROM THE DIRECTOR OF DOCTORAL PROGRAMS

On behalf of the Jefferson College of Health Professions (JCHP), I am delighted to welcome you to the Department of Health Science and Clinical Practice. The Department of Health Science and Clinical Practice houses two exciting doctoral programs – the Doctor of Health Science (DHSc) and the Ph.D. in Health Science. The JCHP DHSc degree is a **Health Science Scholarship and Leadership** Degree and the Ph.D. degree is an **Advanced Research Health Sciences** Degree.

The **DHSc** degree is a 43-credit doctoral degree for professionals seeking advancement to leadership positions in healthcare practice, education and policy. This fully online program accommodates both part-time students who are working healthcare professionals (who already hold masters degrees), and full-time students pursuing a Master's degree in Physician Assistant Studies (MPAS) concomitantly with the DHSc degree.

The **Ph.D.** is a 21-credit advanced research degree that stacks on top of the DHSc or similarly applied doctoral degree. This hybrid program is primarily offered online, but includes an annual, on-ground intensive. The Ph.D. program is **research focused**, emphasizing the development of new knowledge through original research and preparing graduates for academic and research-based careers.

This Student Handbook serves as a source of information, guidelines, policies and procedures that will be useful to you during your studies in your doctoral program. Please familiarize yourself with this Handbook. In some cases, it will refer you to other documents, such as the Jefferson College of Health Professions Student Handbook, the Thomas Jefferson University Catalog or the Thomas Jefferson University Student Handbook (all documents are available online), that contain more detailed information about College and University policies. I urge you to review this Handbook and all JCHP and University materials carefully and keep them nearby as a resource throughout the year.

The JCHP Administration, Faculty and Staff are committed to providing you an excellent education and directing you to the resources you need to meet the challenges of the rapidly evolving healthcare landscape. We value the opportunity to share our expertise and our passion with you. We invite and appreciate your feedback both through the formal evaluation processes as well as through informal recommendations regarding how we can enhance this experience for you and your colleagues.

We look forward to working with you and wish you success in the 2025-2026 academic year.

Best wishes for an exciting and fulfilling year,

Kirby L. Wycoff, PsyD, EdM, MPH, NCSP | (she / her /hers)
Director of Doctoral Programs

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PROGRAM ACCREDITATIONS

Thomas Jefferson University is fully accredited by:

> **Middle States Commission on Higher Education**
> 1007 North Orange Street
> 4th Floor, MB #166
> Wilmington, DE 19801
> (267) 284–5011
> info@msche.org
> españolinfo@msche.org (Spanish)

In addition to full accreditation by the Middle States Commission on Higher Education, the Master of Physician Assistant Sciences program of JCHP is approved by the Accreditation Review Commission on the Education of the Physician Assistant, Inc.

DESCRIPTION OF THE DEPARTMENT

The Department of Health Science & Clinical Practice, chaired by Dr. Christopher Sim, is home to a diverse portfolio of academic programs, including undergraduate and graduate degrees in Health Science and the Master of Science in Physician Assistant Studies offered at multiple Jefferson campuses.

Our work is grounded in the recognition that persistent disparities in U.S. healthcare access, distribution, and delivery have been brought into sharper focus in recent years. As the demand for highly skilled health professionals continues to grow, our mission is to prepare the next generation of healthcare leaders to excel in clinical practice, administration, education, and research.

Through innovative curricula, experiential learning, and a commitment to equity and excellence, we equip our students to address the evolving challenges of modern healthcare and to lead in shaping its future.

Within the Department of Health Science & Clinical Practice, we offer two doctoral degrees: the **Doctor of Health Science (DHSc)** and the **Doctor of Philosophy (PhD) in Health Science**. The DHSc program is designed for experienced health professionals seeking to advance their leadership, applied research, and practice expertise, with a focus on solving real-world problems in healthcare. The PhD program prepares scholars for careers in academic, research, and policy settings, emphasizing the generation of original research and the advancement of scientific knowledge in the health sciences. Together, these programs reflect our commitment to developing both practitioner-scholars and research scientists who will shape the future of healthcare.

DESCRIPTION OF THE DEPARTMENT

The Department of Health Science and Clinical Practice houses two exciting doctoral programs – the Doctor of Health Science (DHSc) and the Ph.D. in Health Science. The JCHP DHSc degree is a **Health Science Scholarship and Leadership** Degree. The JCHP Ph.D. degree is an **Advanced Health Science Research** degree**.**

DOCTORAL PROGRAM DESCRIPTIONS

The **DHSc** degree is a 43-credit doctoral degree for professionals seeking advancement to leadership positions in healthcare practice, education and policy. This fully online program accommodates both part-time students who are working healthcare professionals (who already hold masters degrees), and full-time students pursuing a Master's degree in Physician Assistant Studies (MPAS) concomitantly with the DHSc degree.

The **Ph.D.** is a 21-credit advanced research degree that stacks on top of DHSc or similarly applied doctoral degree. This hybrid program is primarily offered online, but includes an annual, on-ground intensive. The Ph.D. program is **research focused**, emphasizing the development of new knowledge through original research and preparing graduates for academic and research-based careers.

Students in both doctoral programs, will experience in-depth, individualized, multi-disciplinary training in a comprehensive range of healthcare leadership, teaching and learning, and research skills that support their development as leaders in the health professions career landscape.

DOCTORAL PROGRAM CURRICULUM

DHSc Program Curriculum

The JCHP DHSc curriculum consists of 43 credits presented completely online. The DHSc program is designed to prepare healthcare professionals for leadership positions in diverse clinical, academic and corporate settings. Students will deepen their knowledge in selected domains of clinical leadership and health professions teaching and learning, as well as leverage that knowledge in evidence-based practice.

Didactic courses provide deep immersion in a broad array of emerging areas in the health professions. Doctoral project courses deliver experiential learning in defining the leading edge of an area of health care, investigating the basis of new challenges and developing potential solutions. This combination of knowledge and skills will prepare DHSc graduates to become valuable problem solvers wherever their careers may lead.

Students will complete 11 core credits, 12 credits from the Clinical Leadership or Health Professions Teaching and Learning tracks, 12 elective courses and 4 doctoral project courses. Course selection will be guided by a program mentor who will assist in aligning courses with the core competencies of the student's target career.

Please note that all selective, elective, and track courses are subject to availability and may vary each academic semester. Course offerings may change based on student needs, institutional needs and available resources. Students are encouraged to regularly check course listings for updates and discuss their individual program of study with their program mentor.

DHSc Program Student Cohorts

There are two distinct cohorts of students within the DHSc program. The first is "Dual-Degree" students and the second is "Doctoral-Degree Only" students.

Dual-Degree Students:
- These are students who are enrolled in the dual-degree program. That is the DHSc Program and the Master of Science in Physician Assistant Studies (DHSc/MSPAS).
- These students are completing most of their doctoral training in the first year of their program. They then move into the PA curriculum in years 2 and 3. This group of students returns to the DHSc program for one final course (and to complete their research project) in year 3.
- This is a full-time program of study with a very rigorous course load and curriculum map.
- These students do not need a master's degree to enter the program.
- Students in the dual degree program are prepared on a "Physician Assistant Leadership" track. This includes elements of both the Clinical Leadership and Health Professions Teaching and Learning tracks. These courses focus on competencies relevant to the specific needs of future Physician Assistant leaders.

Doctoral Degree / DHSc Only Students:
- These students are typically mid-career professionals who already have a master's degree in health sciences or an allied health field.
- These students are typically not enrolled in a full-time program of study (although they may take a more rigorous program of study in consultation with program leadership.)
- You may see "DHSc Only / Part Time Students" used to reference this cohort of students.

PhD Program Curriculum

The JCHP PhD in Health Science curriculum consists of 21 credits, including 12 credits dedicated to advanced research coursework. This program is designed as a terminal research degree for health science professionals who have already completed a practice-based doctoral degree (such as the DHSc or a similar professional doctorate). The PhD program is intended to prepare students to contribute original research and scholarship to the field of health sciences, advancing knowledge across clinical, educational, policy, and community health domains. The program is primarily online, with one, annual, on-ground intensive which may be completed in Philadelphia or in Ireland.

Coursework in the PhD program emphasizes advanced research design, methodology, and analysis, providing students with the skills to design and execute rigorous studies. Research seminars and dissertation-focused courses support students in developing, conducting, and disseminating original research projects. Students will deepen their expertise in areas of

professional interest, while gaining broad preparation as independent scholars capable of addressing complex health challenges.

Students will complete 9 credits of advanced coursework and 12 credits of research courses (HPS 801, 802, 803, 804, 804, 806), culminating in the completion of a manuscript-style dissertation. Each student's program of study will be guided by a faculty mentor and dissertation committee to ensure alignment with their research interests and professional goals.

Please note that all course offerings are subject to availability and may vary each academic semester. Course availability may shift based on student needs, institutional resources, and faculty expertise. Students are encouraged to remain in close communication with their faculty mentor to plan their individualized program of study.

List of Courses

Note: All course descriptions can be found in the [electronic course catalog here](#). *Courses will cover the content provided in the list below, however exact course names, numbers, and semesters offered may vary based on availability and programmatic decisions. *Please see the individual program of study and course map document (found on the DHSc Community Canvas page) for up-to-date information on available courses during any given semester.*

Every student will create and manage their own "Individual Program of Study and Course Map" document (excel file). It is the student's responsibility to update the document every semester, prior to consulting with their academic advisor. The "Individual Program of Study and Course Map" document will have the most up to date list of course names and available electives for students. This document can be found in the DHSc Community Canvas page.

Total Student Credit Requirements

DHSc Student Requirements (43 total):
- 11 credits from Core Courses
- 12 credits from either Track
- 12 credits from Elective Courses
- 6 credits of Doctoral Project Courses

PhD Student Requirements (21 total):
- 12 credits of Dissertation Courses
- 6 credits of Research-Intensive Courses (annual, on-ground learning)
- 3 credits of elective course in area relevant to dissertation

DHSc Program Core Courses (11 credits)

- HPS 600: Fundamentals of Applied Biostatistics (3 credits)
- HPS 601: Applied Health Research Design and Methods (3 credits)
- HPS 602: Responsible Conduct of Research (1 credit)

- HPS 603: Health Systems Science (2 credits)
- HPS 604: Scholarly Writing Foundations (2 credits)

DHSc Program Track Courses (12 credits)

Clinical Leadership Track

- HPS 605: Leading Change in Complex Healthcare Organizations (3 credits)
- HPS 620: Foundations of Interprofessional Education and Collaborative Practice (3 credits)
- NU 704: Philosophy, Foundations and Methods for Evidence-Based Practice (3 credits)
- NU 707: Leading Strategic Change in an Era of Healthcare Transformation (3 credits)
- MIDW 712: Introduction to Health Policy (3 credits)
- MIDW 805: Organizational Change (3 credits)
- LDSP 640: Psychology of Conflict and Negotiation in Organizations (3 credits)

Health Professions Teaching and Learning Track

- HPE 520: Simulation for Health Professions Education (3 credits)
- HPS 620: Foundations of Interprofessional Education and Collaborative Practice (3 credits)
- GC 749: Science of Learning (2 credits)
- GC 751: Instructional Technology and Learning (2 credits)
- GC 752: Curriculum and Instructional Design (2 credits)
- GC 753: Program Assessment and Evaluation (2 credits)

Elective Courses (6 credits)

For elective course selections, courses may take any available courses (please see the most up to date program of study document) that is approved by the advisor and is not already being used to fulfill track course requirements, core course requirements or research course requirements. Below you will find a partial list of available elective courses.

Business and Organizational Management Focus

- GC 600: Managerial and Teamwork Skills (2 credits)
- LDSP 510: Team Dynamics and Collaboration (3 credits)
- LDSP 515: Organizational Creativity and Change
- LDSP 590: Organizational Awareness: Deep Dive in Organizational Structure, Culture, Ethics and Perception Management (3 credits)
- LDSP 610: Organizational Performance Metrics (3 credits)
- POP 510: Health Economics, Risk and Finance (3 credits)

Health Science Research Focus

- PBH 605: Advanced Statistical Methods for Data Analysis (3 credits)
- HDS 532: Data Visualization (3 credits)

- HDS 500: Fundamentals of Data Wrangling (3 credits)
- HDS 502: Advanced Data Analysis (3 credits)
- HDS 538: Implementation Science (3 credits)
- HDS 513: Effective Communication and Dissemination of Data (3 credits)
- PBH 512: Qualitative Research Methods (3 credits)
- DHS 703: Evidence Synthesis Research (3 credits)

Health Science Teaching Focus

- OT 785: The Evidence Base of Teaching: Advanced Curriculum Development (3 credits)
- GC 748: Learner-Centered Education (2 credits)
- GC 753: Program Assessment and Evaluation (2 credits)
- GC 747: Teaching and Learning Online (2 credits)
- GC 751: Instructional Technology and Learning (2 credits)
- GC 752: Curriculum and Instructional Design (2 credits)

Population Health Focus

- PBH 500: Foundations of US Health Care Systems (3 credits)
- PBH 502: Society, Behavior and the Environment (3 credits)
- PBH 501: Foundations of Public Health (3 credits)
- PBH 509: Foundations of Policy and Advocacy (3 credits)
- PBH 511: Health Communication (3 credits)
- POP 500: Essentials of Population Health (3 credits)

Integrative, Holistic Health Focus

- IN 500: Foundations in Integrative Nutrition (3 credits)
- MBM 500: Foundations in Mind-Body Medicine (3 credits)
- MBM 510: Advances in Mindfulness-Based Stress Reduction (3 credits)
- IHE 600: Foundations of Integrative Health Education (3 credits)
- IHE 610: Integrative Development Model of Wellness and Leadership (3 credits)
- CSO 521: Cannabis and Public Health (3 credits)

DOCTORAL STUDENT RESEARCH

DHSc Program - Culminating Research Project

The DHSc is an applied doctoral degree, designed to enhance professional skills and leadership in clinical, educational, or administrative health care settings. The DHSc degree emphasizes **applied scholarship and real-world problem-solving**, preparing graduates for leadership roles in health care organizations, education, or health policy.

The DHSc culminating doctoral project is a capstone scholarly experience that is distinct from a dissertation, yet more substantial than a master's thesis. Students complete the project through a

structured four-course sequence, beginning with **HPS 701**, in which they finalize their topic and methodology. Once established, the project direction must remain stable, and students who change topics after HPS 701 will be required to retake the course. The remaining courses are HPS 702, 703 and 704. In order to progress to the next doctoral project course, students must both pass the previous doctoral course **and** receive program / advisor approval.

Projects are designed to be rigorous yet manageable, with most focusing on **secondary data analysis, evidence synthesis, or the use of public datasets**. Original data collection involving IRB approval is generally not permitted unless the student demonstrates exceptional competency in the method, completes a methodology-specific course, and receives approval from both the Program Director and research mentor. Group projects are permitted, provided that each student maintains responsibility for their own distinct strand of data.

DHSc Doctoral Project — Scope & Student Competencies

1. Purpose & Distinction

- This doctoral project is **not** a dissertation but must be more substantial than a master's thesis—striking a balance between demonstrated mastery and scholarly depth.

2. Structure & Timing

- **Course Sequence**: Students complete four sequential research courses after completing the required pre-requisites, ensuring adequate preparation for the doctoral project.
- **Culmination of Course 1 (HPS 701)**: Students finalize their project topic and methodology in HPS 701. These must remain stable—significant changes post-HPS 701are not permitted to ensure efficient completion of the project. If a student elects to change a topic after HPS 701, they must re-take the course.

3. Scope of Projects

- **Permissible Methods**: Projects may involve secondary data analysis, public datasets, or evidence synthesis.
- **Original Data Collection** (involving new IRB protocols) or **mixed methods** are generally **not appropriate** unless the student:
    - Demonstrates competency in specific methods (e.g., interviews, thematic analysis, large dataset processing);
    - Enrolls in a **methodology-specific course** tailored to their intended data collection and analytic approach.
    - Prior approval from the Program Director and Research mentor.
- **Group Projects**: Allowed, provided each student contributes a distinct data strand and retains ownership of their component.

4. Recommended Formats

- One of the most often used formats for doctoral projects in the DHSc program are evidence synthesis projects on a focused topic, aligning with student interests.
- Alternatively, students may contribute to an existing faculty-led research project, (at Jefferson or another research institution, if appropriate and relevant) provided they focus on a secondary analysis or targeted component under faculty supervision.
- Students may also engage in primary data collection and analysis with permission of the faculty research mentor.

5. Competency & Skill Development

Students completing the doctoral project are expected to:

- Demonstrate **high-level topic conceptualization**, including literature review and methodology planning;
- Exhibit **analytical proficiency** in secondary data manipulation, evidence synthesis, or method-specific techniques if relevant;
- Maintain **methodological rigor** and academic integrity throughout all stages of the project;
- For those pursuing original data collection (only after securing permission to do so), show **competence in data collection tools, ethical conduct (IRB), and analytic methods**;
- Show autonomy in managing and executing their project, while engaging productively with mentors and coursework to bridge any temporal gaps.

6. Program Timeline & Flexibility

- Recognizing that securing data and completing analysis may extend beyond course semesters, there is **built-in flexibility** between the HPS seven hundred course sequence to accommodate data access, processing, and analysis tasks without penalty. Students should expect that all four courses will not occur in immediate succession.

PhD Program - Culminating Research Project

The PhD dissertation is the culminating scholarly requirement of the program and represents an original and significant contribution to the field of health science. Unlike the DHSc doctoral project, the PhD dissertation emphasizes the **creation of new knowledge**, demanding both independent inquiry and rigorous methodological application. Jefferson's PhD program utilizes a **manuscript-style dissertation**, in which students prepare two to three publishable-quality manuscripts that collectively demonstrate their capacity to conduct original research and advance the science of health.

Students complete the dissertation through a **six-course sequence (HPS 801–806)**, each course carrying two credits. This stepwise progression ensures continuous development, feedback, and refinement as students advance from proposal to completed manuscripts. By the end of the sequence, graduates will have produced scholarly work suitable for submission to peer-reviewed journals, positioning them as independent researchers and contributors to their discipline.

PhD Dissertation — Scope & Student Competencies

1. Purpose & Distinction

- The dissertation demonstrates a student's ability to conduct **independent, original research** that contributes new knowledge to the field of health science.
- It goes beyond evidence synthesis by generating novel insights, advancing theory, or addressing gaps in the literature with original data.
- PhD graduates are expected to disseminate their findings through manuscripts that contribute to the scholarly and professional community.

2. Structure & Timing

- Students' progress through **six sequential dissertation courses (HPS 801–806)**, each worth two credits.
- The sequence provides milestones for developing the research proposal, securing IRB approval, collecting and analyzing data, drafting manuscripts, and completing the dissertation defense.
- Students are expected to sustain steady progress through the sequence; extensions or delays must be approved by the Program Director and Dissertation Committee.

3. Scope of Projects

- Projects must involve **original research** that generates new data, insights, or theoretical contributions.
- Research designs may include quantitative, qualitative, mixed-methods approaches, or arts-based research, depending on the student's training and research question.
- IRB approval is required when working with human subjects, and students must demonstrate methodological and ethical readiness to conduct their chosen study.

4. Recommended Formats

- Jefferson uses a **manuscript-style dissertation** format. Students complete **two to three manuscripts** that:
    - Address different aspects of their research question(s);
    - Demonstrate methodological rigor;
    - Are suitable for submission to peer-reviewed journals.
- The manuscripts are framed by introductory and concluding chapters that situate the work within the broader scholarly literature.

5. Competency & Skill Development

Students completing the dissertation are expected to:

- Demonstrate independence in conceptualizing, designing, and executing research projects;

- Apply advanced methodological skills and maintain the highest standards of academic rigor;
- Uphold ethical principles in research, including IRB compliance and responsible data management;
- Produce manuscripts of publishable quality that advance knowledge in health science;
- Defend their research and its contributions before their Dissertation Committee.

6. Program Timeline & Flexibility

- The six-course dissertation sequence provides a clear framework for progress while allowing for flexibility in data collection and analysis timelines.
- Students should anticipate that data collection, analysis, and manuscript preparation may extend across multiple semesters.
- Built-in checkpoints across the six courses ensure accountability, support, and ongoing mentorship throughout the process.

PhD Dissertation — Logistics and Project Management

Dissertation Committee

The dissertation committee serves as a team of expert mentors who guide, support, and critically evaluate the student's research throughout the dissertation process. Committee members provide subject matter, methodological, and population-specific expertise to ensure the scholarly integrity and practical relevance of the student's work.

- Each doctoral student will work under the guidance of a **Dissertation Chair** and a committee of 2–3 additional members (bringing the total to 3–4 members.)
  - The Dissertation Committee Chair is a designated faculty mentor who serves as the primary advisor.
- Committee members are selected to provide complementary expertise aligned with the student's research project. At least one member should bring expertise in:
  - *Population*: (e.g., the community, clinical, or educational group under study)
  - *Methodology*: (e.g., quantitative, qualitative, or mixed methods)
  - *Phenomenon of Interest*: (e.g., the health issue, policy area, or intervention being examined)
- Students, in consultation with their Chair, are responsible for identifying and inviting committee members, subject to program approval.
  - **Note**: Committee members may be from within or outside the university, subject to approval by the program director. External members must hold a terminal degree and possess relevant academic or professional expertise.
- The committee plays a critical role in providing feedback, ensuring methodological rigor, and supporting the student through proposal, IRB submission, data collection, analysis, and final defense.

Dissertation Defenses

The dissertation defense is a formal academic process in which the student presents and justifies their research before their committee. The purpose of both the proposal and final defenses is to ensure scholarly rigor, methodological soundness, and the contribution of original knowledge to the field.

Proposal Defense

Before initiating data collection or submitting materials for IRB review, students must successfully complete a **Dissertation Proposal Defense**.

- The proposal defense is a formal presentation of the dissertation plan, including:
    - Problem statement and significance
    - Literature review
    - Research questions
    - Methodology and design
    - Data collection and analysis plan
- The defense is reviewed by the full Dissertation Committee.
- Approval is required before the student may proceed to IRB submission and data collection.
- Outcome of the defense may include:
    - Full approval
    - Conditional approval (pending minor revisions)
    - Revise and resubmit (for substantial revisions)

Final Dissertation Defense

Upon completion of data collection and manuscript preparation, students must schedule a **Final Dissertation Defense**.

- The final defense is a scholarly presentation of the completed body of work, including:
    - Introduction and framing of the dissertation
    - 2–3 individual manuscripts
    - Conclusion or synthesis chapter
    - Contributions to the field, limitations, and future directions
- Students must demonstrate mastery of content, methodological rigor, and the ability to engage in academic discourse.
- The Dissertation Committee will vote on the outcome, which may include:
    - Pass with no revisions
    - Pass with minor revisions
    - Revise and resubmit (for major revisions)

Note: All revisions must be completed and approved before the dissertation is formally submitted to the university for graduation clearance.

PROGRAM AND DEPARTMENT LEVEL POLICIES AND PROCEDURES

Students will follow all relevant the policies and procedures of Thomas Jefferson University (TJU) and the Jefferson College of Health Professions (JCHP) as detailed in the TJU catalog, TJU handbook, and the JCHP Student Handbook. Students are also expected to follow all policies and procedures noted below for the Department of Health Science and Clinical Practice and the Doctoral Programs. It is the responsibility of students to be familiar with and observe these policies.

Generative Artificial Intelligence (GAI) Policy

Artificial intelligence (AI) is an umbrella term for any theory, computer system, or software that is developed to allow machines to perform tasks that normally require human intelligence (e.g., a personal assistant on a smart device such as Alexa, Siri, Hey Google, etc.). Generative Artificial Intelligence (GAI) is a type of AI system capable of generating text, images, or other media in response to prompts (e.g., ChatGPT, Copilot, DALL-E, etc.).

This policy is intended to foster a learning and research environment rooted in integrity, fairness, and professionalism. Our goal is not to penalize students unnecessarily, but to ensure all learners engage meaningfully with course content and uphold the ethical standards expected of future leaders in health and healthcare.

[All students are required to complete this course through the Jefferson Library.](#)

Permitted Use of GAI in This Program

The use of Generative Artificial Intelligence (GAI) tools is generally permitted on a restricted basis in the Doctor of Health Science (DHSc) and the PhD in Health Science program, with the goal of supporting students in developing strong critical thinking, communication, and research skills.

All research courses (this includes all research methods courses, DHSc doctoral project courses and PhD Dissertation courses) in the doctoral programs will adopt a consistent, restricted use policy (outlined below). In all other courses, individual faculty may implement their own course-specific GAI policy based on the nature of course content and assignments. These will be outlined in the syllabus and discussed as needed.

In the absence of an explicit GAI policy in the course syllabus, students **must assume that the use of GAI tools is strictly prohibited, in full, without exception**.

In research courses, GAI use is permitted on a restricted basis for the following activities. While these are considered permitted uses, they must explicitly be disclosed by the student. That is, if you use any of the permitted strategies below, **you must clearly indicate this use**. You will indicate use through the use of an APA style citation and a [GAI disclosure statement](#) at the beginning of the document. Accepted use includes:

- Brainstorming and refining your ideas

- Finding information on your topic
- **Checking** grammar and style only (for example, it would **not be permissible** to allow any AI tool to re-write your work for you.) (e.g., Grammarly, Packback)

Prohibited Uses of GAI in This Program

The use of GAI tools is not permitted in the following circumstances:
- Responding to a discussion prompt (initial post) or responding to a classmate's post (response post) in a graded discussion forum
- Answering questions on quizzes, tests, or exams
- Completing group work that your group has assigned to you
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete course assignments

Responsible and Ethical Use of GAI

Your use of GAI tools must be fully disclosed and properly cited using APA Style 7th edition (see How to cite ChatGPT for an example) in order to comply with the university's Academic Integrity Policy. ***Students must keep a record and log of all prompts and responses entered into any GAI model and be prepared to submit them to a faculty member or program director, upon request.***

- You are responsible for verifying the accuracy and reliability of any content produced by GAI, which may be inaccurate, outdated, fabricated, or biased.
- Overuse of GAI can hinder your ability to develop critical thinking and writing skills central to graduate-level education.
- If you are unsure whether a specific use of GAI is allowed, you must consult the course instructor before submitting your work

Ethical Use of GAI specifically in Research

As students in a graduate program committed to developing ethical healthcare scholars, clinicians, and leaders, it is essential to apply the same integrity and care to your research and data practices as you do to your coursework.

The following are expressly prohibited when using GAI tools in research-related work:

- Inputting confidential, identifiable, or sensitive data into any AI tool or large language model (LLM), including data obtained through interviews, clinical records, institutional repositories, or participant surveys.
- Uploading research protocols, unpublished manuscripts, IRB documents, or grant proposals into public-facing AI tools (e.g., ChatGPT, Bard, Copilot).
- Using GAI to analyze or summarize data without faculty approval or methodological justification.

Students are expected to approach AI use in research with transparency, discretion, and ethical responsibility, especially when handling human subjects' data or representing themselves as researchers. Misuse of AI in research can result in breaches of:

- Institutional Review Board (IRB) compliance.
- Confidentiality agreements.
- Academic and scientific integrity standards.
- Community based organization partnership agreements.

If you are interested in using AI tools in any phase of your research, you may only do so in ways that do not conflict with the general use policy of GAI noted above, and you must:

- Consult with your research mentor **prior** to using any AI tool in any phase of your research.
- Disclose such use in your project documentation.
- Ensure compliance with IRB protocols.
- Cite AI-generated content properly.

Detection and Follow-Up on Suspected GAI Misuse

Faculty reserve the right to use a wide range of strategies to evaluate the authenticity of student work and determine whether it aligns with the program's policy on AI use. These strategies may include:

- Comparing the writing style, tone, and voice of the submission with prior student work.
- Verifying the accuracy and traceability of citations and references.
- Assessing the logical structure, originality, and coherence of ideas presented.
- Reviewing content flagged by AI detection tools embedded in Canvas or Turnitin.

If an assignment is flagged as potentially containing unauthorized GAI use:

1. *Initial Outreach:* The instructor will first contact the student to open a non-punitive conversation about their writing process, including whether and how GAI tools were used. Students will be asked to explain their approach and may be offered the opportunity to revise and resubmit their work, especially if the issue appears to stem from a misunderstanding.

2. *Live Discussion* (If needed): If questions remain, the student may be asked to attend a live (synchronous) meeting with the instructor to further discuss their process. During this meeting, students may be asked to:

   - Orally explain the steps they took to complete the assignment
   - Discuss key concepts or arguments from their submission
   - Clarify any sections that appear inconsistent with the rest of their work.
   - Provide a log of input and responses into the GAI model.

3. *Escalation:* If the student is unable to sufficiently demonstrate authorship or clarify inconsistencies, or if a pattern of unauthorized use is identified, the matter may be referred to the appropriate academic integrity review board in accordance with the University's Academic Integrity Policy.

Doctoral Programs Grading Criteria

At the close of each academic term, each instructor will assign a letter grade indicating the quality of a student's work in the course.

The following is the grading system used in the College, including the quality points assigned for use in the calculation of the grade point average (GPA). Please refer to individual course syllabi for specific grading elements within each course. For the DHSc and Ph.D. Programs, any course grade below a B- or 80% is considered a failure and can result in dismissal from the Program.

DHSc and Ph.D. Program Grading Criteria

Letter Grade	Numeric Value	Quality Points	Letter Grade	Numeric Value	Quality Points
A	93-100	4.0	C+	77-79.99	2.3
A-	90-92.99	3.7	C	73-76.99	2.0
B+	87-89.99	3.3	C-	70-72.99	1.7
B	83-86.99	3.0	D	60-69.99	1.0
B-	80-82.99	2.7	F	Below 60	0.0
			WF		0.0

If a student wants to challenge a final course grade, then the grade appeal policy and procedure affords recourse to a student who has evidence that an inaccurate final grade has been awarded under specific conditions. See Grade Appeal Protocol in TJU Handbook.

Satisfactory Academic Standing

Students' academic records are reviewed at the end of each term, to evaluate academic standing and satisfactory progress toward program requirements. Upon review, the Program Director will notify the student when problems in academic performance may jeopardize a student's good standing. Official notification of probation or dismissal will be in writing and sent directly to the student by the Program Director. One core aspect of maintaining Satisfactory Academic Standing is the expectation for regular, proactive communication (initiated and maintained by the student) with the program (i.e. Program Director, Faculty and Administrative Support team). There is an expectation of timeliness and responsiveness by the student.

To remain in good academic standing and be eligible for graduation, students enrolled in the Doctoral Programs must maintain a minimum cumulative grade point average (CGPA) of 3.0 and have earned a minimum grade of B- in all coursework. Failure to maintain a cumulative grade point average of 3.0 or the receipt of any grade below B- may result in repeating a course, academic probation, and/or dismissal from the program.

Students receiving payment from Title IV Programs (Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Direct Loan Programs) must maintain satisfactory progress in their program of study. Students should consult with the Office of Financial Aid to determine any implications of probation, delayed time to degree, course repeats, etc. on their aid eligibility.

Requirements for Graduation

In order for students to qualify for graduation they must have met or exceeded all the following requirements:

- Maintain a minimum cumulative GPA of 3.0 or higher upon completion of all required coursework.
- Achieve at minimum a B-/Pass grade in all required coursework.
- Meet all financial obligations to the University.
- Complete the program course of study within six (6) years of the date of matriculation.
- Complete all University graduation application requirements.
- Complete the DHSc Doctoral Project or PhD Dissertation.
- Meet all standards of professionalism throughout the entirety of the doctoral program.

Process for Addressing Concerns within the Doctoral Program

1. If it is a question or concern about a class, you should talk with the course instructor first.
2. If your course instructor/liaison cannot help you resolve the matter, you should then speak to your Program Mentor, who will consider the problem and attempt to resolve the issue.
3. If the issue or concern needs further review or you do not feel that the question/problem has been addressed, it should then be presented to the Program Director.
4. If you still feel the problem has not be appropriately addressed, it should be presented to the Department Chair.

Failure to Complete a Course

Under extenuating circumstances (i.e. documented serious illness), a student who has not completed all requirements of a course may request a grade of I (Incomplete). The student must meet with the Director of the Doctoral Program. If granted permission by the Director of the Doctoral Program, the student will be allowed to complete and submit remaining coursework within six weeks of the date of the last official class of the course. At the end of the six weeks, the final grade will be calculated based on evaluation criteria set forth in the course syllabi.

Repeating Courses

A student must receive a **grade of B- or better** in any course required for the JCHP DHSc and PhD programs, including any repeated courses. **A course may be repeated only once**. To repeat a course, students must obtain approval from the Program Director prior to registration. Upon completion of the repeated course the subsequent grade earned will replace the initial grade in determination of cumulative grade point average (CGPA); however, the grade for the first attempt will remain on the student's transcript. If a student does not achieve a minimally acceptable grade necessary for progression (B- or better) and the cumulative GPA (minimum 3.0) after a course is repeated, they will be dismissed from the program. Students are not eligible to apply for readmission when unsuccessful in a course a second time.

- Students will have one calendar year from the time of the course failure (end of semester of the class in which the failure takes place) to repeat the course and receive a passing grade and bring their GPA to 3.0 or better.
- Students will take the exact same course that was failed, for repeat course credit. With written approval from the Program Director, a suitable replacement course may be taken from another program or college.
- Suitable replacement determinations will be made by the Program Director and will include full syllabus review to ensure the replacement course aligns with the original course that was failed.
- The need to repeat a course may delay a student's time to graduation. Repeating a course may result in a delay of progression through the program sequence and therefore a delay in the completion of the program.
- Students are financially responsible for all costs associated with a repeated course.

Academic Probation

Students enrolled in the JCHP DHSc or PhD doctoral programs, who do not maintain a minimum cumulative grade point average (CGPA) of 3.0 will be placed on academic probation for up to one full year. Academic probation may be resolved sooner than a year, if the conditions related to the academic probation are satisfied sooner.

At the end of the probationary period:

1. The student achieves the minimum cumulative grade point average (3.0) and/or successfully passes a previously failed course by earning a B- or better and is reinstated in good standing, or
2. The student fails to achieve a B- or better in a repeated course and/or achieve the minimum grade point average (3.0) at the end of the probationary period and is dismissed from the program for academic underachievement.
3. In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the program director may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below 3.0, the student is dismissed for academic underachievement.

If a dual degree student is on academic probation in the DHSc Program, the student is not permitted to move forward into the PA Program to earn their degree, until the probation is rectified. Admission into the dual degree program does not permit sole entry into the PA Program. Repeating a course may result in a delay of progression into the PA Program.

Grounds for Dismissal

1. Failure to meet minimum 3.0 CGPA requirements at the end of the student's probationary period.
2. Failure to earn a minimum B-/Pass grade on a repeated course.
3. Unprofessional behavior that violates Program, Department, College and/or University policy, inclusive of Community Standards.
4. Violations of the program, college, or university policies.

If a dual degree student is dismissed from the DHSc Program, the student is not permitted to move forward into the PA Program to earn their degree. Admission into the dual degree program does not permit sole entry into the PA Program. Students who fail to complete the PA Program are not permitted to earn a DHSc degree.

Readmission

Matriculated students who withdraw from the JCHP DHSc or PhD Program, whether administratively or self-initiated, or who have been dismissed from either of the doctoral programs may be eligible to reapply within one (1) year of the withdrawal or dismissal. Eligibility to reapply is contingent upon the student successfully completing a repeated course. They may reapply by submitting a written request directly to the Program Director and the Chair of the Department. The written request must address the following:

- Please indicate why you feel you were not successful previously in the Doctoral Program. Provide enough detail to allow the Program to evaluate the circumstances that impacted your success in the Program.

- Please share if you have done anything since your dismissal that will help contribute to your success if you were readmitted into the Program? (Has a personal circumstance been resolved, have you put resources in place to address areas for improvement, how has your support plan improved etc.?) Please describe in detail.

- It is your responsibility to demonstrate that you have the skills to improve performance and achieve the required academic and professionalism standards of the Doctoral Program. What strategies will you continue to utilize to improve your academic performance and succeed in the Program should you be re-admitted?

Upon receipt of a student's written request for readmission, it will be reviewed by the Program Director and the Chair of the Department (and relevant program leadership/faculty as needed). They may also review the student's academic record, notes from past meetings with the student,

and any additional information that will assist the program in making an informed recommendation. The Program Director and the Department Chair will make the final decision regarding readmission. If readmitted, the Program Director will indicate any additional specific requirements that the student must meet upon readmission.

Any student dismissed from the JCHP DHSc or PhD program because of academic underachievement, who is subsequently readmitted, must achieve a term grade point average of 3.0 for the term in which they were readmitted and a cumulative grade point average of 3.0 by the following term. If the student fails to do so, the student will be dismissed. Once a student is dismissed a second time, the student cannot be readmitted back into the program.

Please note: All readmitted students are subject to the academic and curricular requirements in place at the time of readmission. Additionally, start terms for the readmitted students will be determined by the program and based on the student's plan of study; readmitted students cannot assume that they will start in the next immediate term after readmission has been granted.

Full-Time and Part-Time Students

The DHSc program's guidelines for full time and part time status is as follows:
- Full-time: 6 credits or greater
- Part-time: 3 credits

The FT/PT credit designation is used to determine a student's enrollment status for loans, immunizations, medical insurance requirements, and verifications requested by other agencies and organizations. Any students enrolled in less than 3 credits are also considered part time, but are not eligible for financial aid.

Credit for Prior Learning and Professional Experience in Health Sciences

Students entering the program with an academic background in the health sciences may be eligible to request credit for demonstrated prior learning, allowing them to earn advanced standing. This option is designed to reduce redundancy by minimizing repetition of learning activities for knowledge and skills already acquired in prior foundational coursework, while ensuring students are fully prepared to progress into advanced didactic and applied (including skills-based and experiential learning) courses.

Two pathways are available:

- **Prior Learning Course Waiver:** Eligible students may obtain advanced standing through a Prior Learning Evaluation process, enabling them to bypass designated prerequisite or foundational courses. This pathway does not award Jefferson academic credits for prior learning, nor does it allow transfer of credits from other institutions. Prior learning that equates to approximately 6 credits of knowledge is permitted.

- **Transfer Credits:** Students admitted to the Jefferson Health Sciences graduate program may transfer graduate-level credits from other accredited institutions only if the courses

are determined to be equivalent in scope, rigor, and content to Jefferson graduate courses. Approval from the Program Director is required, based on review of official transcripts, course syllabi, and an evaluation of prior learning (as described above). <u>A maximum of 6 transfer credits is permitted, and all transfer credits must have been completed prior to matriculation into the current doctoral program.</u>

Prior Learning Evaluation (PLE)

The Prior Learning Evaluation (PLE) process allows students with relevant professional or academic experience in the health sciences to gain advanced standing for specific courses. The purpose of the PLE is to recognize existing competencies and avoid duplication of learning, while ensuring students meet all program standards. The process for the PLE includes the following steps:

1. **Identify Course(s):** The student notifies the Program Director of the course(s) for which they are seeking advanced standing and submits a brief request outlining their relevant experience.
2. **Portfolio Submission:** The student compiles a professional portfolio demonstrating competency in the course learning outcomes. Portfolios may include work samples, project summaries, publications, training certificates, and other evidence of knowledge and skills.
3. **Additional Assessment (if required):** At the program's discretion, the student may be asked to complete a written or oral examination to further demonstrate competency in the subject area.
4. **Review & Decision:** The Program Director (or designee) reviews the portfolio and any additional assessment to determine whether advanced standing is granted.
5. **Credit & Waiver Policy:** No academic credit is awarded for prior learning. Approved PLEs result in advanced standing and modification or reduction of course requirements, rather than complete course waivers, ensuring students continue to progress toward program competencies.

Transfer of Program Credits

Students may request to transfer up to six graduate credits completed at other academic institutions, or other colleges in the University prior to enrollment in the doctoral program to satisfy program requirements. The acceptance of transfer credits from an external accredited institution into a graduate degree program at TJU must conform to the standards set forth by the University, College, and Program which the student seeks to transfer credits. Preliminary determinations regarding course transferability may be done at the time of application, but the actual transfer will not be initiated until the student is accepted into the doctoral program. A student wishing to transfer credits for a graduate course earned at another institution or TJU college should submit a written request to the doctoral Program Director accompanied by a course description and a syllabus. A grade of B or better is required in each course for which transfer of credits is requested and the course(s) must be taken at an accredited institution. A grade of Pass/Fail will not be considered for transfer. An official transcript from the outside institution should be obtained if not already included in the student's academic file. Grades for

courses for which transfer of credits is approved are not recorded on the student's TJU transcript and are not used to compute cumulative or term grade point average.

Students who have completed courses from the DHSc or PhD curriculum that are part of other graduate degree programs at TJU, and earned a grade of B or better may request transfer of these credits to the DHSc or PhD program. These grades will contribute to the student's cumulative GPA computed for the DHSc or PhD program.

Withdrawal from the Doctoral Program

A student may initiate a withdrawal from the Doctoral Programs by submitting a request in writing, specifying an effective date to the Program Director. Before the withdrawal will be processed, the student is encouraged to meet with the Program Director or their designee. A student can withdraw by completing the Change of Status Form from the University Office of the Registrar. The effective date will be the last day of class.

Professionalism Policy for Doctoral Students (DHSc and PhD Programs)

Professionalism is a foundational expectation for all doctoral students in the DHSc and PhD in Health Sciences programs. As future leaders in healthcare, education, and research, students are expected to demonstrate a high level of professional conduct in all interactions with faculty, staff, peers, research collaborators, and community stakeholders. This includes online classroom settings, written communication, and all aspects of the research and dissertation process. Doctoral students should be mindful that their behavior, attitudes, values, and communication reflect their professionalism and impact how they are perceived by others in academic and professional communities.

General Professional Expectations:
Students are expected to:

- Communicate respectfully and proactively with faculty, staff, and peers.
- Respond to emails and communication from faculty in a timely manner (generally within 48 hours during the work week).
- Take responsibility for their own conduct, behavior, and academic performance.
- Demonstrate maturity, accountability, and self-awareness in handling feedback and addressing concerns.
- Uphold ethical standards in all scholarly, professional, and interpersonal interactions.

In the Online Classroom:
Students are expected to:

- Attend and participate in all required synchronous and asynchronous learning activities.
- Notify instructors in advance of any expected absences from class or delays in assignment submissions.
- Submit all assignments and deliverables on time and proactively communicate with instructors if challenges arise.

- Come prepared to class discussions, contributing thoughtfully and professionally.
- Demonstrate academic integrity and originality in written work.
- Respect diverse perspectives and maintain a collegial tone in discussion boards, group projects, and live sessions.
- Maintain appropriate online etiquette (e.g., professional in communication, polite and respectful, use of video/audio, minimizing distractions).

In Written and Digital Communication:
Students are expected to:

- Use professional language in emails and digital correspondence with faculty, staff, and peers.
- Include appropriate greetings, clear subject lines, and timely responses.
- Avoid informal or inappropriate communication in academic settings (e.g., excessive abbreviations, slang, or unprofessional tone).
- "Reply all" when appropriate to maintain transparency and shared understanding in group or faculty communications.

In the Research Process:
Students are expected to:

- Communicate regularly and respectfully with research mentors, dissertation chairs, committee members, and community partners.
- Honor timelines and expectations set for drafts, revisions, and meetings.
- Come prepared to all research-related meetings and demonstrate ownership of the scholarly process.
- Respond professionally to feedback and incorporate revisions with care and diligence.
- Maintain ethical research practices, including protecting participant confidentiality and ensuring data integrity.
- Respect all ethical processes related to research, including IRB and institutional protocols and deadlines.
- Acknowledge collaboration and assistance appropriately in presentations and publications.

Examples of Unprofessional Behavior:
Students are expected not to:

- Repeatedly miss deadlines without communication or follow-up.
- Fail to respond to instructor or committee outreach in a timely manner.
- Submitting substandard work (i.e. work that is below expectations stated in the assignment) without application of faculty feedback.
- If a faculty directs a student to a support service (i.e. the writing center) for additional support, and the student fails to respond to the directive.
- Failing to engage in scholarly dialogue or participate in required academic activities.
- Demonstrates hostility or aggressiveness towards peers, faculty, staff or other members of the Jefferson community.

Evaluation of Professionalism among Health Sciences Doctoral Students

Professionalism is assessed on a daily basis formally and informally by the program faculty and your peers. Within each of your core courses, professionalism is assessed via the professionalism rubric below which is embedded in each syllabus. The rubric below provides clarity of expectations and clarity of impact when students demonstrate a lack of professionalism.

The student's final numerical grade in the course will be reduced by **0.0**, **0.50**, or **1.00** point in each domain, based on the rubric below. No infractions in a domain result in no deduction. One infraction in a domain results in a 0.50-point deduction. Two or more infractions in a domain result in a 1.00-point deduction. Deductions from multiple domains are added together and then subtracted from the student's final numerical grade. Each of the domains below is evaluated for every student. Each domain is evaluated for every student in each course. Please see examples below to better understand how professionalism impacts your final grade in your doctoral courses.

In summary, doctoral students are expected to engage in the highest level of professionalism. Even strong academic performance can be lowered by unprofessional behavior. If students display appropriate levels of professionalism for doctoral level students, there will be no deductions to the students' academic grade.

Professionalism Rubric			
	Meets Expectation for Professional Behavior	**Partially Meets the Expectation for Professional Behavior**	**Does Not Meet the Expectation for Professional Behavior**
	(-0.0)	(-0.5)	(-1.0)
Rubric Calculations and Impact on Final Grade.	*The student's final numerical grade in the course will be reduced by **0.0**, **0.50**, or **1.00** points in each domain, based on the rubric below. No infractions in a domain result in no deduction. One infraction in a domain result in a 0.50-point deduction. Two or more infractions in a domain result in a 1.00-point deduction. Deductions from multiple domains are added together and then subtracted from the student's final numerical grade. Each of the domains below is evaluated for every student.*		
Attendance	Attends all classes and/or has received pre-approved excused absences.	One unexcused absence from class and/or assignment.	More than one unexcused absence from class and/or assignments.
Punctuality and Attentiveness	Consistently arrives a few minutes before the start of class; remains for entire session. Fully attentive, avoids distracting behaviors (e.g., side conversations, unapproved device use).	Arrives 5 minutes late; occasionally disruptive or inattentive.	Arrives >5 minutes late; frequently disruptive or inattentive.

Assignment Completion	Completes all course assignments on time without reminders.	Requires occasional reminders; submissions meet minimum expectations but lack depth or integration.	Frequently late or incomplete; quality of work is below doctoral-level expectations.
Communications	Consistently uses a professional and polite communication in all written and verbal interactions (including with faculty, peers, collaborators, and external stakeholders). Responses are timely and thorough.	One inappropriate or unprofessional communication OR one or more delayed responses.	More than one inappropriate or unprofessional correspondence via email, phone and/or in-person interactions. More than two delayed (i.e. longer than 48 hours) email responses or no response.
Demeanor	Always respectful of others, including faculty, staff and peers, in behavior, and attitude. Demonstrates humility and openness to constructive feedback. Exemplifies dependability, honesty and trustworthiness.	Usually respectful of others, including faculty, staff and peers, in behavior, and attitude, but may display occasional lapses. Does not accept constructive feedback well. Asks for exceptions to class/program/university policies.	Disrespectful to others, including faculty, staff and peers, in behavior, and attitude. Demonstrates dishonest or untrustworthy behavior. At times argumentative when presented with constructive feedback is given (i.e. not actively able to listen to feedback, obstructing the process of learning and development).
Leadership & Professional Identity	Contributes to a positive academic culture, demonstrates leadership in group or project settings, and supports peer learning.	Participates in group work but without taking initiative or demonstrating leadership potential.	Avoids collaborative work or undermines group efforts.
Ethical & Responsible Scholarship	Consistently adheres to the highest standards of academic integrity and ethical research; discloses conflicts of interest; upholds confidentiality when required.	Minor, unintentional lapses in citation or adherence to standards without intent to mislead.	Plagiarism, fabrication, or serious breaches of professional or research ethics.

Examples: How the Professionalism Rubric Affects Your Final Grade

Professionalism deductions are calculated **after** your academic grade is determined.
Each domain (e.g., Attendance, Communications) is evaluated individually. Deductions in multiple domains are **added together** before the final grade is calculated.

Each domain in the Professionalism Rubric is scored separately.

- **No infractions** in a domain = **0.0** points deducted from your final numerical grade.
- **One infraction** in a domain = **0.50** points deducted from your final numerical grade.
- **Two or more infractions** in a domain = **1.00** point deducted from your final numerical grade.

Deductions in multiple domains are added together before being subtracted from your final numerical grade

Example 1 – One minor infraction in one domain

- **Course Grade (before deduction)**: 93.14
- **Professionalism Deductions**:
  - Communications: **–0.50** (one inappropriate or delayed email response)
- **Calculation**: 93.14 – 0.50 = **92.64**
- **Final Grade in Banner**: **92.64** *(The initial A, now becomes an A-)*

Example 2 – More than two infractions in one domain

- **Course Grade (before deduction)**: 87.24
- **Professionalism Deductions**:
  - Demeanor: **–1.00** (multiple unprofessional interactions during group project meetings)
- **Calculation**: 87.24 – 1.00 = 86.24
- **Final Grade in Banner**: **86.24** *(The initial B+, now becomes a B)*

Example 3 – Multiple domains with deductions

- **Course Grade (before deduction)**: 83.02
- **Professionalism Deductions**:
  - Attendance: **–1.00** (more than two unexcused absences)
  - Communications: **–0.50** (one delayed faculty email response)
- **Total Deduction**: –1.00 + –0.50 = **–1.50**
- **Calculation**: 83.02 – 1.50 = **81.52**
- **Final Grade in Banner**: **81.52** *(The initial B, now becomes a B-)*

Student Advisement and the Individual Program of Study

Student advisement in the DHSc program occurs through a combination of group sessions and individual meetings**.** These sessions are designed to support your academic progress, professional growth, and successful completion of the program.

Each student is assigned a faculty advisor and will develop an Individual Program of Study document (POS**)** in collaboration with their advisor. This document serves as a personalized roadmap for your coursework, helping you track completed and upcoming courses, plan

electives, and ensure timely progression toward degree requirements. Students are responsible for maintaining and updating their POS throughout the program.

Group advisement sessions provide opportunities to receive program-wide updates, engage in peer-to-peer learning, and discuss topics relevant to the entire cohort. Individual advisement meetings allow for focused, personalized guidance on academic planning, project development, research progress, and professional goals.

Students should meet with their advisor periodically to review their POS, discuss academic performance, and address any questions or challenges. Ongoing communication with your advisor is an essential component of your success in the program.

ADDITIONAL COLLEGE AND UNIVERSITY LEVEL POLICIES AND PROCEDURES

The following policies are college level policies that govern both doctoral programs within the Department of Health Science and Clinical Practice and within the College of Health Professions at Thomas Jefferson University.

University Community Standards

The University Community Standards outline the expectations for behavior, ethics, and professionalism for all Jefferson students, regardless of program level. They cover areas such as academic integrity, respect for others, responsible use of resources, compliance with university policies, and adherence to applicable laws. These standards are designed to foster a safe, inclusive, and respectful learning environment and can be found here University Community Standards.

Continuous Enrollment

A student matriculated in JCHP DHSc or PhD program must maintain continuous enrollment each term until completion of the program, unless a leave of absence from study is requested and approved. The leave of absence must be approved by the Program Director and a Student Status Change Form must be signed and submitted to the Registrar's Office. Students who are finished all of their courses, with the exception of the doctoral project courses, must enroll in an Independent Study course to maintain their enrollment.

Leave of Absence

When personal circumstances necessitate a temporary absence from the program and return is evident, a leave of absence may be granted to students who file the Student Change of Status form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one term to a full academic year. Students considering a leave should first consult with the Director of Doctoral Programs regarding possible effects on their academic progress. The leave of absence request must be approved by the Doctoral Program Director. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will be administratively dismissed from the Program and have to apply for readmission to return. All students who return from a leave of absence (of any kind) must meet with the Director of Doctoral Programs or Department Chair, **no less than four (4) weeks prior to the start of the upcoming semester**.

For medical leaves of absence students must meet with the Director of Doctoral Programs and proceed through Jefferson Occupational Health Network, which will notify JCHP and/or the Program. No medical leaves will be reviewed without endorsement of the Director of Jefferson Occupational Health Network, or other physicians designated by the Director of University Health Services. Medical Leave will be for a period of up to one year. A leave of more than a year's duration will be granted only under the most extraordinary circumstances and only after

review by the Director of Doctoral Programs. In order to return from a medical leave, the student will need to receive health clearance through Jefferson Occupational Health Network. All students who return from a leave of absence (of any kind) must meet with the program director **no less than four (4) weeks prior to the start of the upcoming semester**.

Return from Medical Leave of Absence (MLOA)

    a. Students returning from MLOA must review the email they previously received from the Provost Office setting forth the TJU Medical Leave of Absence process and procedures.

    b. Next, students should contact the Provost Office and Program Director to discuss their academic plan for retuning and the process for obtaining clearance to register for classes.

    c. Contact Jefferson Occupational Health Network (JOHN) by sending an email to TJU-CCStudentHealth@Jefferson.edu for specific MLOA return instructions and a medical form for the student's healthcare provider to complete.

    d. Students will be required to visit their treating clinician or healthcare provider to complete the required medical l form provided by Jefferson Occupational Health Network.

    e. Once the form is submitted to the evaluating clinician at JOHN, they will review the medical form and if required, communicate with the student's treating clinician.

    f. For return after medical leave, if the evaluating clinician needs additional information, they may consult an independent specialist, or require the student to be evaluated by an independent specialist, for medical clearance. This referral care would be at the student's personal expense.

    g. The Jefferson Occupational Health Network evaluating clinician will communicate in writing to the Provosts Office and student's academic program if the student is cleared to return.

    h. Once approval from JOHN is provided to the program, the student returning from MLOA will need to meet with the JCHP Doctoral Programs Director to be reactivated in the program and registered for courses.

Non-Degree Status Enrollment

Students may apply for non-degree status and register for graduate courses offered by the JCHP DHSc Program. Students with non-degree status are permitted to register for a total of six (6) earned credits and thereafter must apply for matriculating status. Credits earned under non-degree status cannot be used to receive a certificate or degree without matriculating. Students enrolling in a course without matriculation into a program must meet all program and course prerequisite requirements and obtain approval through JCHP prior to registration. The Continuous Enrollment policy does not apply to students in non-degree status.

Time to Degree

Students enrolled in the JCHP DHSc or PhD Programs must complete their coursework within six (6) years after matriculation. This time period includes any approved leaves of absence time and deceleration. Any student not meeting graduation requirements within six (6) academic years of matriculation, will be administratively withdrawn from the DHSc or PhD Programs. In

extreme or extenuating circumstances, the DHSc Program is permitted to allow a student additional time, not exceeding one (1) year, to complete the DHSc or PhD Programs.

Changes in Schedule

Students who wish to revise their schedules after registration must complete a Drop/Add form and return it with the appropriate signatures to the University Office of the Registrar by emailing it at University.Registrar@jefferson.edu. The last day to drop/add is listed on the academic calendar.

Students who stop attending classes or do not participate in online discussion without filing the required Schedule Change form will be responsible for the full payment of tuition and fees and will receive a grade of F for the course. Verbal or written (email) notification to the course instructor does not constitute as an official course drop. Also, students who attend classes without properly registering will not receive credit for the course.

Course Withdrawal

After the conclusion of the Drop/Add period, a student may withdraw from a course by completing a Course Withdrawal form from the University Office of the Registrar with an authorized signature of their program director. In alignment with dates indicated in the academic calendar

Students should refer to the TJU Tuition Refund Policy for processes used in determining any refund associated with a course withdrawal.

The effective date of withdrawal is the date on which the student's written request for withdrawal is received and accepted in the University Registrar's Office. Students are encouraged to contact the University's Registrar's Office and the Financial Aid Office to understand the impact of withdrawal on their grade.

Academic Integrity Policy

Academic Integrity is the foundation of all Jefferson teaching, learning, and professional endeavors and is vital to advancing a culture of fairness, trust and respect. All members of the University community must maintain respect for the intellectual efforts of others and be honest in their own work, words, and ideas. The University Academic Integrity Policy can be found **here.** Violation of University, College, Department or Program's academic integrity policies may be grounds for program dismissal.

Accommodations for Disabilities

A student may request accommodation for a disability through the Office of Student Affairs. Information about the process is available online. The University policy on Disability Accommodations is also available online.

Evaluating Doctoral Programs

The JCHP Doctoral Programs are committed to maintaining an environment that meets the educational and training needs of our students. Feedback from students and alumni provides information invaluable for guiding the adaptation of the program to the constantly evolving academic and professional landscapes inhabited by our students. The Program will utilize a number of instruments and methods for collecting feedback. Students will be asked to participate by giving thoughtful feedback and constructive criticism regarding the effectiveness of instruction, examinations, assignments, experiences, and mentorship provided by the Program.

Student Grade Appeal

The grade appeal policy and procedure affords recourse to a student who believes they have evidence that an inaccurate final grade has been assigned under identified circumstances. For the detailed grade appeal policy and corresponding procedures, please refer to the Graduate Policies found here: TJU Policies and Procedures. Please note the grade appeal process is for final grades only, not individual assignments.

Student Grievance Procedures

All members of the TJU community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure provides students this opportunity. For academic grievances within the program, students should refer to the Student Grievance Procedure outlined in the JCHP Student Handbook. For grievances external to the academic program, students should consult the Grievance Procedure outlined in the Rights and Responsibilities section of the TJU Student Handbook.

Management of Transcripts

Unofficial transcripts can be printed from Banner. Official transcripts are available through the University Office of the Registrar. Transcripts can be requested in person by visiting the Registrar's Center City Office or they can be requested via the National Student Clearinghouse Secure Site.

The Banner Information System

The Banner Information System enables students and faculty to access academic records and process routine academic functions. Appropriate security features have been built in to maintain confidentiality of this information. Students are issued a Campus Key upon matriculation which is the universal login credential and personal identifier for accessing University resources such as JeffMail, Canvas, and Banner Web. Features that are available through Banner include:
- Application for financial aid
- Course registration
- Viewing of course schedules
- Viewing of final grades (unofficial transcript) and request for official transcript

- Payment of tuition charges
- Viewing and updating demographic information

STUDENT RESOURCE LIST	
Office and Hyperlink	Contact Information
Office of Student Life and Engagement	StudentLife@jefferson.edu 215-503-7743
Tuition and Financial Aid	Financial.Aid@jefferson.edu 215-955-2867
Office of Academic and Career Services	215-503-6335
Student Writing Center	Shawn.Gonzalez@jefferson.edu 215-955-1402
Accessibility services	Ethan.Wasserman2@jefferson.edu 215-503-6531
Scott Memorial Library	AskaLibrarian@jefferson.edu 215-503-6994
Student Counseling Center	215-503-2817

Student Handbook Acknowledgement Form

Thomas Jefferson University

College of Health Professions

Doctor of Health Science Program and Ph.D. in Health Science

Please visit the link below to complete the attestation form indicating you have received, downloaded and reviewed the student handbook in its entirety. Once you have clicked the link below, you will be prompted to watch a brief video summarizing the most recent program handbook and providing your signature for the attestation form. The language on the attestation forms reads as follows and is required for all students enrolled in the program.

My signature acknowledges receipt of the Thomas Jefferson University College of Health Professions (JCHP) Student Handbook for the Doctor of Health Science and Ph.D. in Health Sciences Programs. I understand that I am responsible for reading and abiding by the materials contained within the DHSc Student Handbook, which contains important information needed during my student experiences at Thomas Jefferson University. Additionally, I understand that it is my responsibility to be familiar with and observe the policies and procedures of the Jefferson College of Health Professions and Thomas Jefferson University.

ALL STUDENTS MUST VISIT **THIS LINK** OR USE THE QR CODE IN ORDER TO COMPLETE AN ELECTRONIC VERSION OF THE ACKNOWLEDGEMENT FORM. THIS MUST BE COMPLETED AGAIN, EVERY YEAR THAT A NEW HANDBOOK IS RELEASED.