

Simmons

UNIVERSITY



Health Professions Education

Student Handbook & Program Information

2024-2025

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Greetings

Welcome to Health Professions Education at Simmons University! Simmons has had a long tradition in offering academic programs in the health profession. We have been educating nurses since 1901; dietitians and physical therapists since the 1940s; nurse practitioners since 1978; nursing executives since 2008; and health professions educators since 2003. While we have a long and rich history, we are preparing our graduates for a future that today is unknown. Our curricula are cutting edge and our faculty top notch scholars, researchers, clinicians, and leaders in their fields. We are a school with an inter-professional mission and approach.

The mission of the Health Professions Education Program is to educate students to become expert educators, scholars, and leaders in the health professions. We respect the inherent dignity of all humanity and are committed to educating students who embrace: social responsibility and social justice; professional standards and ethical comportment; culturally competent care; diversity, inclusion, and care for all populations, including the most vulnerable members of our society; and service to others.

This Handbook will serve as a guide during your time at Simmons. It contains program-specific terminology, policies and procedures. Please read it carefully as you are responsible for knowing and following the content herein. Additionally, this handbook will assist you in your success in the program as it delineates everything and everyone available to support you.

We wish you all the best in your studies and look forward to getting to know you and helping you achieve your goals!

Sincerely,
Health Professions Education Faculty & Staff

Preface

This handbook provides an overview of the practices, policies and procedures of the Health Professions Education Program at Simmons. It is updated annually for the start of the September semester and throughout the year as the need arises. The information here refers to the Certificate of Advanced Graduate Study in Health Professions Education (CAGS), the Doctor of Philosophy in Health Professions Education (PhD), and the Health Professions Educator Certificate (HPEC).

Please note that this handbook is not a contract. It is an informational guide. Simmons University, the College of Natural, Behavioral and Health Sciences, and the Health Professions Education Program retain the right to modify or change the guidelines, practices, policies and procedures reflected here and to tailor those guidelines, practices, policies and procedures for particular situations at any time. The Student Handbook provides current information on university policies, program requirements and expectations. When a new version is available, it is updated on the simmons.edu website.

Students are responsible for familiarizing themselves with the Student Handbook and are subject to the most recent version of the Student Handbook.

Overview

College of Natural, Behavioral, and Health Sciences

The College of Natural, Behavioral and Health Sciences (CNBHS) is an inter-professional school that prepares future leaders in nursing, nutrition, physical therapy, behavior analysis and health professions education. CNBHS is distinguished in many ways: as a health care pioneer, a nationally acclaimed faculty, with alumni who are recognized as leaders in their fields, and as an ideal Boston location in the Longwood Medical Area. We uphold our educational promise to students by making sure that you have direct and frequent access to faculty who know your name and understand your goals. We also offer a caring community and a highly collaborative academic environment one rarely finds at larger universities.

Health Professions Education

Simmons University has been a national leader for almost 20 years in the development of health professions education as a specialty area for advanced-level post-graduate study. Our innovative Certificate of Advanced Graduate Study (CAGS) in Health Professions Education, as well as our doctoral program, have been offered at Simmons since 2003. Many graduates of Simmons' Health Professions Education programs are currently practicing successfully in the field of health professions education. Our graduates work in a wide range of health disciplines, serving as academic, clinical, and policy leaders in the education of healthcare professionals and in the design, assessment, and management of teaching, training, and research.

The Health Professions Education Program (HPED) is part of the College of Natural, Behavioral, and Health Sciences. We welcome your interest and hope you find this handbook helpful.

PROGRAMS OF STUDY

Health Professions Educator Certificate (HPEC)

The Health Professions Educator Certificate (HPEC) is a 12-credit certificate specifically intended for professionals in clinical or academic roles who aspire to expand or improve their teaching, management or research-based roles in health professions education. If you are an academic health professions educator in the athletic training, dental, nutrition, nursing, physician assistant, occupational therapy, physical therapy, or speech pathology-audiology fields (and other), and desire to improve your skills and knowledge in specific health professions theory, evidence and practice, this program is for you.

This flexible program allows you to pick from one of the 3 specialized and focused tracks, *The Teacher*, *The Scholar* or *The Administrator* to learn more about health professions specific approaches to adult learning theory, didactic instruction, clinical reasoning, competency-based education, interprofessional education, programmatic assessment, adaptive expertise, focused research, curriculum design, program leadership and administration, and more. If you're not sure which track is right for you, or just generally interested in the expanding field of health professions education, consider *The Generalist Track*. This fully online program that can be completed in 8, 12 or 16 months.

For Tracks 1, 2 and 3, complete your studies with a required practical and personalized experience of application by conducting a small research study, constructing a clinical education plan, redesigning a curriculum, participating in a programmatic assessment project, or helping with a program re-accreditation/self-study process. The Teacher, Scholar and Administrator Tracks have options to select course offerings, pending your past experiences and professional interests, and whether or not you desire to take more than one class in a given term. The Generalist Track also provides options for you, pending your interests, and includes a total of 6 courses you can choose from in order to complete the 4-course requirement.

All HPEC classes also apply towards our 6-course CAGS (Certificate of Advanced Graduate Studies) and PhD programs in Health Professions Education (HPED) should you desire to continue your Health Professions Education.

Certificate of Advanced Graduate Study (CAGS) in Health Professions Education

The CAGS program in Health Professions Education is an 18-credit online post-Master's program that prepares students to assume a variety of practical roles within the health professions. Some graduates go on to become advanced-level clinical educators, while others choose to become clinical program managers, university faculty or administrators, faculty-development specialists, program and curriculum developers, or educational policy makers in the health professions, among other roles. Most of our entering students are expert clinicians, clinical educators, or clinical managers who are seeking additional training and understanding in the field of education.

The core curriculum consists of six courses: two in the first fall and spring semesters, and one in the summer and following fall semester. Courses address the theory and practice of education, the analysis and assessment of learning and learning outcomes, and the study of trends affecting healthcare practice and professional preparation for practice. The final course is a practicum, a hands-on educational experience in which students apply their learning in an educational setting. Students can complete the fully online CAGS program within 16 months.

Doctoral Program (PhD) in Health Professions Education

The Doctor of Philosophy (PhD) in Health Professions Education is a 48-credit sequence of courses (including prerequisite CAGS credits) that prepares expert scholars for careers as health profession educators, researchers,

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and leaders. Building on the CAGS-level focus on educational practice, the core curriculum of the PhD program provides students with extensive research training and experience in health professions education. The program culminates in the successful completion of a dissertation. Graduates of our PhD program teach at both the undergraduate and graduate levels; present their work at national and international meetings; publish their research in peer-reviewed academic and professional journals; and lead education, policy, and research programs and initiatives.

The PhD program begins in the fall semester only. Students must adhere to the required course sequence, including passing a written and oral comprehensive exam in order to begin work on their doctoral research. Students are expected to complete the program, including defense of the dissertation, within 7 years or 4 years after completion of academic coursework.

MISSION, VISION, AND VALUES

The Mission of Health Professions Education at Simmons

Our mission is to prepare transformative educators who inspire, design, lead and evaluate evidence-based instructional and curriculum innovation within a variety of health professions learning contexts, ensuring that clinicians and faculty are prepared to meet the evolving healthcare needs of individuals, families, and communities. In addition, the PhD program prepares students to conduct original, independent research to inform best practices in teaching and learning across the continuum of healthcare.

Our Vision

Our vision is to support the creation of healthcare educational systems that are based on best practices in pedagogy and learning science, promote equitable and inclusive learning environments, and respond to the evolving needs of practice.

What We Value

We value education and interprofessional development that are rooted in creativity, curiosity, respect, perseverance, a commitment to social justice, and the highest standards of scholarship and analytical rigor.

PROGRAM COURSES AND OBJECTIVES

Health Professions Educator Certificate (HPEC)

Depending on the Track selected, after completing the HPEC program, students are able to:

- Analyze social, political, economic, and scientific trends in healthcare including policies and structures that require meaningful transformations in health professions education.
- Navigate health professions educational systems and organizations in order to implement successful innovation.
- Apply educational theories and principles of cognitive and learning science to enhance student learning in health professions education.
- Design and deliver creative and impactful lessons, courses, curricula and programs in health professions education.
- Identify, evaluate, and apply evidence-based teaching strategies.
- Design learning environments and organizational structures to intentionally and equitably support and engage all learners, particularly those from historically marginalized groups.
- Develop and implement processes and tools to assess learning outcomes and evaluate programs in order to inform and improve practice.
- Critically analyze and evaluate research in health professions education, marshaling evidence in support of arguments and using data to support educational practice.
- Apply principles of ethical and inclusive educational leadership and management practices aligned with current research and theories of leadership in organizations.

Course options for HPEC include:

- 1) HPED 520 Trends in Health Professions Education
- 2) HPED 521 Learning Theory and Practice
- 3) HPED 530 Principles of Inquiry and Evidence in Health Professions Education
- 4) HPED 531 Teaching Methodologies, Course Design, and Assessment
- 5) HPED 540 Curriculum Development, Program Design, and Evaluation

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- 6) HPED 541 Educational Application and Immersion Experience (Practicum)
- 7) HPED 663 Qualitative Research Methods
- 8) HPED 665 Leadership and Organizational Change in Health Professions Education

Here is a sample course sequence for each of the HPEC tracks:

	Track 1*	Track 2*	Track 3*	Track 4**
	<i>The Teacher</i>	<i>The Scholar</i>	<i>The Administrator</i>	<i>The Generalist</i>
	Select 3	Select 3	Select 2	Select 4
Fall Semester	HPED 521 <i>Learning Theory & Practice</i>	HPED 520 <i>Trends in Health Professions Education</i>	HPED 520 <i>Trends in Health Professions Education</i>	HPED 520 Trends in Health Professions Education and/or HPED 521 Learning Theory & Practice
Spring Semester	<i>HPED 530 Principles of Inquiry and Evidence in Health Professions Education</i> and/or HPED 531 <i>Teaching Methodologies, Course Design and Assessment</i>	HPED 530 <i>Principles of Inquiry and Evidence in Health Professions Education</i> and/or <i>HPED 663 Qualitative Research Methods</i>	HPED 530 <i>Principles of Inquiry and Evidence in Health Professions Education</i>	HPED 530 Principles of Inquiry and Evidence in Health Professions Education and/or HPED 531 Teaching Methodologies, Course Design and Assessment
Summer Semester	HPED 540 <i>Curriculum Development, Program Design & Evaluation</i>	HPED 540 <i>Curriculum Development, Program Design & Evaluation</i>	HPED 540 <i>Curriculum Development, Program Design & Evaluation</i> REQUIRED HPED 665 <i>Leadership and Organizational Change in Health Professions Education</i>	HPED 540 <i>Curriculum Development, Program Design & Evaluation</i> and/or HPED 665 Leadership and Organizational Change in Health Professions Education
	REQUIRED	REQUIRED	REQUIRED	

Fall Semester	HPED 541 <i>Education Application & Immersion Experience</i>	HPED 541 <i>Education Application & Immersion Experience</i>	HPED 541 <i>Education Application & Immersion Experience</i>	N/A
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*The program strongly recommends consulting with the program director before deciding which courses to take to better personalize and fit your goals.

**The Generalist Track is designed for individuals who may not have or know of a specific track, or for those who may want or need to expedite their completion of the micro-credential by taking more than one class per semester. This track does NOT require HPED 541 as a capstone class, either. This Track also provides greater flexibility for start dates, and allows enrollment of 2 courses in any of the spring, summer or fall semesters to finish a customized 4 course sequence in faster time. For the Generalist Track, candidates can take any *FOUR* of the following courses: HPED 520, 521, 530, 531, 540 or 665; but not HPED 541.

Certificate of Advanced Graduate Study (CAGS)

After completing the CAGS program, students are able to:

- Analyze social, political, economic, and scientific trends in healthcare including policies and structures that require meaningful transformations in health professions education.
- Navigate health professions educational systems and organizations in order to implement successful innovation.
- Apply educational theories and principles of cognitive and learning science to enhance student learning in health professions education.
- Design and deliver creative and impactful lessons, courses, curricula and programs in health professions education.
- Identify, evaluate, and apply evidence-based teaching strategies.
- Design learning environments and organizational structures to intentionally and equitably support and engage all learners, particularly those from historically marginalized groups.
- Develop and implement processes and tools to assess learning outcomes and evaluate programs in order to inform and improve practice.
- Critically analyze and evaluate research in health professions education, marshaling evidence in support of arguments and using data to support educational practice.

Required courses for CAGS:

- 1) HPED 520 Trends in Health Professions Education
- 2) HPED 521 Learning Theory and Practice
- 3) HPED 530 Principles of Inquiry and Evidence in Health Professions Education
- 4) HPED 531 Teaching Methodologies, Course Design, and Assessment
- 5) HPED 540 Curriculum Development, Program Design, and Evaluation
- 6) HPED 541 Educational Application and Immersion Experience (Practicum)

PhD in Health Professions Education

After completing the PhD program, students are able to: Last Updated: 9/25/2024

- Analyze social, political, economic, and scientific trends in healthcare including policies and structures that require meaningful transformations in health professions education.
- Navigate health professions educational systems and organizations in order to implement successful innovation.
- Apply educational theories and principles of cognitive and learning science to enhance student learning in health professions education.
- Design and deliver creative and impactful lessons, courses, curricula and programs in health professions education.
- Identify, evaluate, and apply evidence-based teaching strategies.
- Design learning environments and organizational structures to intentionally and equitably support and engage all learners, particularly those from historically marginalized groups.
- Develop and implement processes and tools to assess learning outcomes and evaluate programs in order to inform and improve practice.
- Critically analyze and evaluate research in health professions education, marshaling evidence in support of arguments and using data to support educational practice.
- Design and conduct ethical and scientifically rigorous original research that informs best practices in health professions education.
- Apply principles of ethical and inclusive educational leadership and management practices aligned with current research and theories of leadership in organizations.
- Demonstrate proficiency in the range of research methods relevant to health professions education and in the collection, analysis, interpretation, and communication of data and evidence.
- Critically analyze existing published research and theoretical underpinnings in order to identify areas amenable to further research.
- Disseminate results of scholarly work in peer-reviewed journals and books, and at conferences, and other professional venues.

Required Courses for the PhD include all the CAGS courses and the following:

- 1) HPED 660 Perspectives in Research and Theory in Health Professions Education
- 2) HPED 661 Applied Statistics I
- 3) HPED 662 Applied Statistics II
- 4) HPED 663 Qualitative Research Methods
- 5) HPED 664 Qualitative Research Analysis
- 6) HPED 665 Leadership and Organizational Change in Health Professions Education
- 7) HPED 666 Quantitative Research Methods
- 8) HPED 670 Proposal Development
- 9) HPED 690 Dissertation Research

HPED Course Descriptions

The following course descriptions pertain to the HPEC, CAGS and PhD in Health Professions Education program at Simmons. HPEC students can track their progress using the Health Professions HPEC program checklist in the Appendices. CAGS students can track their progress using Health Professions Education CAGS Program Checklist in the Appendices; PhD students can track their progress Health Professions Education PhD Program Checklist in the Appendices.

HPED 520 Trends in Health Professions Education

This is the beginning course for the Health Professions Education program. The course reviews some of the national and international trends that are affecting health professions education and defining new teaching and

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learning needs in the health professions. It introduces basic elements of educational theory, practice, and research related to health professions education. It also introduces concepts of leadership and innovation related to health professions education program design and development.

HPED 521 Learning Theory and Practice

This course provides an overview of the major research and theories related to how adults learn. Students read and discuss key concepts in this area, relating the ideas to their specific health professions education areas of focus. Students design and facilitate an online lesson and a creative professional project that provides them with experience teaching online and creating resources for future use. This course models several key principles of adult learning, including relevancy, connecting to prior learning, Universal Design, integrating choice, reflection, and project-based learning.

HPED 530 Principles of Inquiry and Evidence in Health Professions Education

This course introduces students to principles of research design, critical reflection, and methodological rigor that inform practice in health professions education. Particular attention is paid to the skills required for scholarly writing, collecting, interpreting, and evaluating educational data and evidence; addressing threats to validity; best practices for item-writing; and techniques for summarizing and organizing research literature.

HPED 531 Teaching Methodologies, Course Design, and Assessment

In this course, students develop the knowledge and skills needed to design, deliver, and assess effective courses and training programs for both in-person and online learning environments. Students discuss research on a variety of evidence-based, inclusive, equitable, learner-centered teaching strategies, including problem-based learning, discussion, interactive lecture, and other innovative approaches, as well as a variety of techniques for assessing learning, and will then apply this knowledge to designing a course and lesson plan using the backward design model. This course also includes an applied component which enables the student to design, deliver, and assess a short online lesson for the class on a topic related to teaching methodology, design, and/or assessment.

HPED 540 Curriculum Development, Program Design, and Evaluation

This course introduces students to research-based frameworks and processes for designing and evaluating a post-secondary curriculum in the health professions. The course leads students through a team-based simulated process of designing a new curriculum or degree program, including collecting, analyzing, and using external and other needs assessment data to inform design; developing program learning objectives, a curriculum map, and a sustainable, comprehensive evaluation plan; and course development and sequencing. The course also addresses issues such as incorporating high-impact practices, integrating inclusive practices, alignment with professional standards, meeting accreditation requirements, and working with a variety of stakeholders.

HPED 541 Educational Application and Immersion Experience

This course provides students the opportunity to put into practice the theories, concepts, principles, and research from previous courses in the HPED program. Synthesis and integration of theory and practice are the focus of this experience. This course will operate in three areas: (1) a practicum, which takes place at a location of the student's choosing and involves about 100 hours of immersion in an educational experience consistent with the student's career goals; (2) an online community of practice, which involves discussion posting; and (3) three synchronous meetings during the semester.

HPED 550 Independent Study

The independent study is an individual program of reading, research, and writing on an approved topic under faculty supervision. The assignments are to be determined by the faculty member and student.

HPED 660 Perspectives in Research and Theory in Health Professions Education

This course helps students master the process of synthesizing literature to form clear problem statements; develop researchable, answerable, and meaningful questions for further dissertation inquiry; and identify relevant constructs towards their dissertation. Students are guided through an exploration of research literature, which will serve as the foundation for an initial draft of chapters 1 and 2 of their dissertation proposal.

HPED 661 Applied Statistics I

This first course in a 2-part statistics sequence is a fast-paced introduction to applied statistics. The overarching goal of the course is to provide students with the ability to identify the appropriate statistical method for their data, perform the analysis (using statistical software), and interpret the output in the context of the problem. A secondary goal of the course is to provide students with the ability to confidently critically analyze research literature.

HPED 662 Applied Statistics II

This second course in the statistics sequence covers correlation, simple linear regression, multiple linear regression, simple logistic regression, and multiple logistic regression. The course will make extensive use of statistical software packages. The goal of the course is to provide students with the ability to identify the appropriate statistical method for their data, analyze the data, and interpret the output in the context of the problem.

HPED 663 Qualitative Research Methods

This course introduces students to the historical and philosophical foundations of qualitative research methodology, key research strategies in qualitative research, and principles for research design in qualitative research. It involves intensive analysis of the theory and practice of qualitative research, including a review of primary methods such as grounded theory, case study, narrative, and phenomenology, among other approaches. Emphasis is placed on research design, multiple methods of data collection, and the exploration of the impact of researcher identity in this research process. Methodologically, students are introduced to participant observations and interviewing in context.

HPED 664 Qualitative Research Analysis

This course introduces students to qualitative research data analysis, with the opportunity for intensive practice with analysis of qualitative research data. The class offers opportunities to discuss the implications of the choices made in designing, implementing and reporting on the findings of a qualitative study. Students examine the process of collecting and analyzing data and situating results in the context of the social science of education and learning. This course will include a review of the qualitative methods introduced in HPED 663.

HPED 665 Leadership and Organizational Change in Health Professions Education

This course examines principles of effective and inclusive educational leadership and explores techniques for facilitating institutional reform and innovation in a variety of health professions education settings. It also explores contemporary organizational theory and research relevant to health professions education and change management. It introduces operational and administrative problems related to the design, implementation, and evaluation of innovation in health professions education.

HPED 666 Quantitative Research Methods

This course provides a foundation to prepare students to design a quantitative education research study. Initial emphasis is placed on critically reading and interpreting published quantitative research in terms of applicability to health professions education. The course includes research literature to clarify and expand on key research concepts of design, subject selection, measurement and data collection, appropriateness of statistical tests,

validity and reliability, and ethical principles of research. At the end of the course, the student will be able to apply the research process to answer a quantitative research question.

Comprehensive Exam (P/F)

The comprehensive exam is administered after all coursework is complete, at the end of the fall semester of the third year in the PhD program. Students will have access to all of their HPED courses (i.e. online coursework and materials) for a 2-month window leading up to their comprehensive exam time period so that they can study and prepare. The exam is designed for students to demonstrate mastery of health professions education knowledge and skills, research methods, and the theoretical underpinning of HPED research. It is a written and oral exam that assesses student understanding of key concepts in Health Professions Education. The online written exam has three parts and will be available for four days. The oral exam occurs after faculty review students' written exam responses. The oral exam provides students with the opportunity to further expand upon or clarify their work on the written exam. It also allows faculty to ask follow-up questions based on the written exam work to gain additional clarification for a more accurate assessment. Student responses will be voted upon by a committee of at least three HPED doctoral-level faculty members. The student will be informed of the pass/fail status (Comprehensive Exam Status Form). Students progress to HPED 670 Proposal Development after they pass this exam. If a student is unable to take the written or oral component of the comprehensive exam on the assigned date or schedule, due to significant illness or emergency circumstances, the student must contact the HPED Program Director in writing to report this inability and request an alternate exam date. In this situation, the Director will consult with HPED faculty to determine when an alternate exam date can be scheduled. In most cases, the exam will be rescheduled no more than 2 weeks later than the original exam date.

HPED 670 Proposal Development

Students will develop and defend a proposal for dissertation research according to the posted dissertation guidelines. The proposed research may be qualitative or quantitative or a combination of these. During this course, students will form their dissertation committee. The proposal is an independent endeavor completed with course faculty and dissertation committee members' critical review and support. Students should expect iterative and numerous substantive revisions to the dissertation proposal. Course deliverables include the written dissertation proposal, the oral defense of the dissertation proposal, and IRB application submission if applicable. A letter grade will not be assigned if the proposal is not successfully defended; rather a placeholder of 'S' for satisfactory progress will be applied.

HPED 671 Proposal Extension

Students who are not able to complete a dissertation proposal in HPED 670 Proposal Development may take one additional semester of Proposal Extension, which is a non-credit-bearing course. The student will receive a letter grade for the Dissertation Proposal course only after successfully defending the proposal. Registration for this extension will result in an additional fee equal to one credit.

HPED 690 Dissertation

During this course, students will complete their original, independent research and pass an oral defense of the dissertation. Students enter this phase when ready for data collection, meaning that a written dissertation proposal has been defended, approved, and revised, if needed, and all IRB permissions have been obtained. The six credits for this course are generally spread over two semesters.

HPED 699 Dissertation Extension

Students who do not complete and defend their dissertation in HPED 690 Dissertation are able to take HPED 699 Dissertation Extension, which is a non-credit bearing course. It has a 'continuing student fee' of 1 credit per semester for each semester of continuation.

THE PUBLISHABLE PAPER OR GRANT SUBMISSION

Students matriculating into the HPED PhD Program in 2021 or after are required to submit either a manuscript to a peer reviewed journal or a grant proposal to an appropriate agency prior to graduation. The manuscript or grant proposal must be approved for submission by the student's adviser and the HPED Program Director. Students are permitted to have co-authors on the paper/grant with the provision that co-authors contribute to the paper/grant, and that the student will be listed as first author and have participated in all aspects of the study the paper is reporting on and writing of all sections of the paper. The manuscript/grant must be submitted in accordance with the journal's/agency's instructions. A detailed description of all authors contributions to the manuscript must be delineated on the Publishable Paper/Grant submission form.

The following HPED courses offer opportunities to fulfill this requirement:

- 1) HPED 530 Principles of Inquiry and Evidence in Health Professions Education
- 2) HPED 663 Qualitative Research Methods
- 3) HPED 664 Qualitative Research Analysis
- 4) HPED 666 Quantitative Research Methods
- 5) HPED 670 Proposal Development
- 6) HPED 690 Dissertation Research

STUDENT ADVISING

A faculty advisor is assigned to each student when they enter the Program. Students are free to change advisors after the first semester, but must alert their current advisor to this change. When a PhD student chooses their dissertation committee, the chairperson of the dissertation committee becomes the student's advisor. The advisee is expected to meet with their advisor at least once each semester at a minimum. Students have primary responsibility for scheduling these meetings. Students are encouraged to meet with their advisor regularly to establish a productive mentoring relationship. Typically, this is 2-3 times per semester. For PhD students, when a student advances to doctoral candidacy, meetings are scheduled with the dissertation committee chair as needed. Both the time of the advisor and the advisee should be respected in regards to the scheduling of and frequency of meetings.

During the period of time when students are taking courses, meetings between students and advisors focus on progress through the program, development of professional identity including areas of research interest. When a student has advanced to doctoral candidacy and selected a dissertation chair, advising focuses on the dissertation work and professional development.

Students who require support related to personal issues or general academic concerns that fall outside of the traditional advisor role are encouraged to seek assistance through the [Student Counseling Center](#), the [Writing Center](#), the [Center for Student Success](#) or other student resources on campus.

Students experiencing emergencies or who are in crisis should contact 911 Emergency Services.

DOCTORAL CANDIDACY

Students advance into doctoral candidacy when all of these conditions are met:

- All required coursework has successfully been completed.
- The student has a GPA of 3.0 or higher.
- The student has passed the comprehensive exam.

Only when these conditions are met may students formally identify themselves as doctoral candidates. It is highly advised that students do not list an anticipated year of graduation as part of their student status as time to completion of the program is variable.

DOCTORAL DISSERTATION

The HPED PhD program culminates in the completion of an original research study that focuses on a health professions education topic. The successful completion of a dissertation and the oral defense of the research serve as the final and most complete demonstration of a PhD student's achievements in the program. The dissertation has two phases: development and defense of the dissertation proposal, and execution and defense of the dissertation research. For most students, the dissertation is a transformative experience, an expression of significant intellectual and professional growth and personal development. The process of developing a research proposal, conducting research, and disseminating the results are among the most significant milestones in the life of any learner. Students may negotiate with the HPED Program Director for a '3-manuscript' model before beginning their dissertation journey. Otherwise students follow the traditional format.

The dissertation is developed and completed over the course of the program, although some students may require additional time for completion. The timeline will be developed in collaboration with the faculty, dissertation committee members, the HPED Program Director and any collaborating institution or organization. In HPED 660, students begin an initial draft of Chapters 1 and 2 of their dissertation proposal. Then in HPED 670 students form their dissertation committee and write and defend their complete proposal. Lastly, in HPED 690, under advisement of their committee, students conduct their dissertation research, write their dissertation manuscript, and orally defend their research in a public dissertation defense. HPED 690 is taken over two semesters (3 credits each semester). In general, students can complete the dissertation over these two semesters. However, some research may take more time for completion. In this case, students must register for HPED 699 Dissertation Extension. Students must enroll in HPED 699 to continue to work on their research and receive ongoing feedback from their committee - otherwise they must take a leave of absence. Enrollment in HPED 699 is required until all requirements of the dissertation are met. HPED 699 is non-credit bearing; however, the student is responsible for a fee equivalent to one credit.

Objectives for the Dissertation

A PhD is a research doctorate. The National Science Foundation (NSF) defines a research doctorate as:

A doctoral degree that is oriented toward preparing students to make original intellectual contributions in a field of study and that is not primarily intended for the practice of a profession. Research doctorates require the completion of a dissertation or equivalent project. (NSF, 2019, Glossary section)

Given that the HPED PhD is a research doctorate and not a professional doctorate, the completion of an independent research study is integral to the HPED PhD degree. The goal of the dissertation is to contribute to the science of educational theory or practice in health professions education. For the Doctor of Philosophy in Health Professions Education, the dissertation must emphasize the links between education and a substantive issue in the health professions. The dissertation should generate new knowledge to fill a gap in the literature and potentially support a change in educational practice or theory or further elucidate a complex, poorly understood phenomenon.

The objectives of the dissertation are:

1. To generate empirical and conceptual knowledge in a substantive area of health professions education (i.e. areas of concern to health professions educators, administrators of health professions education programs or students in the health professions).
2. To demonstrate the application of rigorous scientific methodology to the substantive area of study.
3. To articulate the relevance of the scholarship and science resulting from the dissertation to health professions practice, policy and research, as well as the larger scientific community.

The dissertation must be the student's original work. It is planned and implemented while the student is matriculated in the PhD program. Students may not use work previously completed before matriculation into the PhD program as their dissertation research. If the student is working on a research team, the student must make a proposal to the HPED Program Director to discuss an original, individual contribution to the research in order for their work to meet the requirements for the dissertation.

The dissertation must use a research design appropriate to the formulation of the problem and research question and developed in accordance with the canons of sound research principles. The research design should be formulated in such a way that it can be feasibly carried out by a single investigator within the time frame required by the PhD program's policies.

Subject Matter for the Dissertation

The primary focus of the dissertation is education in the context of the health professions. Students identify an area in health professions education that would benefit from a more complete description or an innovative intervention in order to improve the teaching and learning of health care professionals.

The specific subject of the dissertation develops from the intellectual and professional interests and curiosities of the student. In selecting a topic and developing a methodological plan, the student will provide evidence that the following criteria are met:

- The topic is in an area of significance to education in the health professions.
- The dissertation is aimed at advancing knowledge and addressing issues that may not have been adequately previously explored. Therefore, it should not simply replicate an existing study without adequate justification of how the replication would add to existing knowledge.
- Considerations in developing a research question include the meaningfulness of the study, the feasibility of the research within the given time frame, and the resources required to conduct the research (both at Simmons and at any collaborating site).
- The dissertation is an original, creative and independent project. Dissertations may be quantitative, qualitative or mixed-methods. The research utilizes the student's competencies, skills, and areas of knowledge. It includes an independent conceptualization, literature review, and procedure for data collection and analysis. Secondary analysis of data collected by another investigator may be accepted in consultation with the HPED Program Director.

Dissertation Committee

The dissertation is developed and implemented by the student with the guidance of and evaluation by the dissertation committee. A dissertation committee is usually organized after taking HPED 660 Perspectives in Research and Theory in Health Professions Education. At this point, the doctoral candidate has decided on a topic area, developed a reasonable research question based on an initial literature review, and assessed the options for methodological approaches to best address the question.

Members of a Doctoral Committee

The doctoral candidate will select members of the dissertation committee in consultation with their advisor and the HPED program director. The objective in selecting a committee is to ensure that the areas of substantive, theoretical, and methodological expertise related to the topic are adequately represented. Committee members must be academically and professionally qualified. Faculty who are asked to chair or serve on a dissertation committee are free to accept or decline the candidate's request.

Each dissertation committee has no fewer than three committee members with at least two members chosen from among the Simmons faculty, one of whom must have an HPED appointment. The chair and the second member must be Simmons faculty who have earned a PhD or other research doctorate (e.g. ScD, DNSc, etc.) and have a

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record of research and scholarly peer-reviewed publication. The student, in consultation with the committee chair and second reader, will select a third committee member who also has a PhD or equivalent research doctorate but may be internal or external to Simmons University. The third member must have a strong interest in the student's topic and offer either content expertise, access to a site to conduct the research, methodologic guidance or some other skill set necessary for completion of the dissertation. One member of the committee must be a content expert and one must have methodological expertise needed for the candidate's study design. A non-doctorally-prepared faculty or faculty holding a non-research doctorate (e.g. DSW, DPT, DNP, etc.) could serve as a consultant/advisory group member if their skill set would substantially advance the dissertation. However, these experts are not permitted to be signatories on the dissertation proposal or dissertation. The composition of a dissertation committee must be approved by the HPED Program Director.

The student will provide the HPED Program Director with the contact information and CV of any proposed external committee member. The director and the committee chair will review the CV and evaluate their suitability. Upon approval of the committee, a letter will be sent to committee members defining expected roles and responsibilities, including the expectation that they must attend the proposal hearing and defense. The member will then confirm their willingness to accept this appointment.

Once the members of the dissertation committee have been confirmed, the student will submit the Committee Member Establishment Form to the program administrative assistant.

All committee members agree to advise the candidate; however, the chair retains the right of final approval of all dissertation materials. Committee members will make their own arrangements with candidates when they are on sabbatical or leave regarding how they will engage in the dissertation process. Committee members who are unable to participate during their sabbatical or leave period may be temporarily or permanently replaced on the committee if they are unable to participate as committee members during their sabbatical or leave and this is determined by the Director of the HPED program to not hinder the candidate's ability to make adequate progress towards graduation.

Faculty teaching HPED 670 and 690 guide the development of the student's dissertation in conjunction with the dissertation committee.

Responsibilities of the Chair

The chair provides content expertise, which could include topic interest or subject matter expertise, experience in dissertation direction, or methodology expertise. The chair is responsible for guiding the candidate to produce doctoral level, original scholarship in the proposed topic area. The chair must be a full or part-time member of the Simmons University faculty.

The chair's responsibilities include:

- Leading the dissertation committee through all phases of the dissertation process
- Being familiar with current dissertation policies and procedures in the HPED program
- Understanding the expectations regarding the level of required scholarship demonstrated in dissertation work
- Engaging in regular communication with all committee members
- Providing primary mentorship, including timely feedback, to the PhD candidate
- Advising the candidate from the proposal development stage through the final defense of the dissertation
- Guiding the candidate in the selection of dissertation committee members
- Assisting the candidate in developing a quality proposal and in navigating the proposal approval process
- Providing guidance on the research proposal structure, formatting, content and setting clear expectations for timely completion of the proposal
- Assisting the candidate in navigating the IRB approval process, if applicable

- Guiding the candidate toward achieving a high level of technical and ethical quality in the dissertation research
- Guiding the candidate in the selection of methods/procedures for data collection and analysis*
- Helping the candidate resolve questions about data collection and analysis*
- Preparing the candidate for the dissertation defense process

** If a separate methodologist is assigned, the chair may serve in a support role.*

In cases where there are significant concerns regarding the continuance of a faculty member in the role of dissertation chair, by either the faculty member or the candidate, a change may be warranted. The Director of the HPED Program should be consulted in cases where a change in dissertation chair is sought.

Responsibilities of the Committee Members

All members of the doctoral candidate's committee share responsibility in ensuring that the candidate produces high-quality scholarship. Committee members who identify issues that are likely to lead to a candidate's unsuccessful defense should discuss these concerns with the dissertation chair and HPED Program Director immediately.

Committee member responsibilities include:

- In cooperation with the chair, advising the candidate from proposal development through the final defense of the dissertation
- Providing subject matter expertise
- Guiding the candidate in the selection of methods/procedures for data collection and analysis
- Helping the candidate resolve questions about data collection and analysis
- Reading manuscripts and providing constructive feedback within the agreed-upon 14-day time frame (unless a different deadline is negotiated individually)
- Suggesting substantive editorial changes, and providing rationale for their support and critiques.
- Participating in the dissertation proposal defense and dissertation defense
- Occasional communication with the doctoral committee and/or doctoral candidate

In cases where there are significant concerns regarding the continuance of a committee member, by either the committee member, the chair, or the candidate, a change may be warranted. The Director of the HPED Program should be consulted in cases where a change in committee membership is sought.

Responsibilities of the Dissertation Candidate

Candidates are responsible for all aspects of their dissertation study. Candidate progress towards completion of the dissertation phase will be monitored by the HPED Program Director.

The candidate is expected to actively engage in the dissertation process, and will direct the process of their research. Candidates will choose a topic, submit proofread drafts of materials to the committee members, schedule and prepare for meetings, review all dissertation policies and procedures, and communicate on a regular basis with the chair and the committee.

The candidate is responsible for timely submission of material for committee review and feedback, which usually takes two weeks, but may vary by faculty workload, and should be discussed in committee negotiations of roles and responsibilities.

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THE DISSERTATION PROPOSAL AND PROPOSAL HEARING

Upon passing the Comprehensive Exam, candidates may register for HPED 670 Dissertation Proposal. Candidates prepare a dissertation proposal in consultation with HPED 660 and 670 faculty, their dissertation Chair and committee. An outline for the dissertation proposal is found in the Appendices. The dissertation proposal must state the problem for study; summarize relevant theoretical and empirical literature; specify the expected contribution of the study; provide a detailed methodology of the study including plans for data analysis and state the relationship to the field of health professions education. The proposal should also include a discussion of human subjects protection and identify any expected difficulties and explicit plans for solving them in the course of carrying out the dissertation research.

The dissertation committee Chair provides primary mentorship to the candidate in developing the dissertation proposal. Committee members should be consulted on proposal drafts prior to the dissertation proposal hearing to obtain feedback and recommendations. Candidates should expect their dissertation proposal to go through several draft iterations before it is ready for the proposal defense.

The written dissertation proposal must be approved by the dissertation committee and HPED Program Director in order for the candidate to proceed to an oral dissertation proposal defense. Upon approval of the written proposal, the candidate will set a date for the proposal hearing in consultation with their dissertation committee members and the HPED Program Director. The Proposal Defense must occur three weeks prior to the last day of classes for the semester. It is the candidate's responsibility to distribute the final written proposal to all participants two weeks prior to the date of the proposal hearing. An electronic copy should also be sent to the Director of the HPED Program. The proposal hearing is live online. It is the responsibility of the candidate to send an email to the program administrative assistant with the relevant information to complete the Dissertation Proposal Defense Application Form. The program administrative assistant will notify all participants of the time and place, prepare the forms required for the meeting, and set up online conferencing required for the hearing.

Prior to the Proposal Defense the candidate is required to submit their presentation slides for review and approval by their committee chair. Use the HPED Dissertation Proposal Defense Template provided in HPED 670 to prepare your presentation. The candidate is responsible for ensuring their computer, internet and presentation slides are in working order for their live online proposal defense. It is recommended to log into the online conferencing system a half hour early to check for technical issues.

At the proposal hearing, the candidate presents a summary of their proposal and the committee discusses any relevant concerns or recommendations based on the written proposal and presentation. The committee chair leads the hearing. Required attendees at the proposal hearing include the candidate's dissertation committee and the HPED Program Director.

At the conclusion of the hearing, the committee must reach a unanimous decision regarding the proposal. The committee can approve the proposal without modification, approve with modification, or disapprove the proposal. The candidate will receive a copy of the signed Dissertation Proposal Defense Approval Form indicating the committee's decision. A proposal approved without modification permits the candidate to begin the IRB process. If a proposal is approved with modification, the committee Chair will prepare a written summary of required modifications for the candidate, which will be included on the Dissertation Proposal Defense Approval Form. The candidate must make these modifications and submit the revised proposal for review to the committee. The Chair will then query the committee to obtain their approval of the revised proposal. If the proposal revisions are not approved, further revision may be requested and this process repeated. If a proposal is disapproved without a request for revision, the candidate will consult with their Chair and the

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HPED Program Director in a Level 2 meeting (see Section: Policies And Procedures For Review Of Academic Performance Or Professional Conduct Issues) to assess the candidate's progress in the program. Inability to prepare an approved dissertation proposal may result in administrative termination from the PhD program.

After a successful proposal defense, the candidate submits an IRB application and receives approval prior to initiating their research. A candidate cannot advance to HPED 690 until the committee approves the proposal.

If a student does not successfully defend their proposal in HPED 670, they may register for two semesters of HPED 671 Proposal Extension after a Level 2 meeting with their dissertation Chair and HPED Program Director.

Institutional Review Board

All dissertation research must be approved by the Simmons University Institutional Review Board prior to beginning the study. The IRB approval governing the dissertation study must be in current and in good standing throughout the dissertation process and at the time of the dissertation defense in order for a candidate to continue engaging in the study and using study data.

IRB approval is granted for one year. If data collection extends beyond one year, the student must resubmit to the IRB. It is the student's responsibility to obtain and maintain these approvals. Simmons IRB applications and detailed instructions are available through the Office of Sponsored Programs.

<https://www.simmons.edu/academics/research/sponsored-programs/institutional-review-board>

CITI training must be completed prior to submission of the IRB application. The dissertation committee chair cosigns the IRB application before the student submits to the IRB.

Students may be required to submit their proposal to IRBs at other institutions as well. All approvals must be obtained before the student can begin the dissertation research.

If you plan to engage with an external organization for your doctoral work please allow for additional time to receive the necessary approvals from Simmons and the external organization.

THE DISSERTATION AND DISSERTATION DEFENSE

The dissertation must conform to the standards presented for the traditional or 3-manuscript format in the Appendices. The candidate is responsible for adherence to these standards. The dissertation committee Chair provides oversight of the candidate's dissertation work including adherence to these standards. The dissertation must be independent work. The dissertation manuscript must be independently written. Committee members may provide guidance to candidates on the dissertation work, but not directly collaborate. Statistical consultants, editors and writing coaches must be approved by the HPED Program Director.

The dissertation committee Chair provides primary mentorship to the candidate in developing the dissertation. Committee members should be consulted on the dissertation document prior to the dissertation hearing to obtain feedback and recommendations. Candidates should expect their dissertation document to go through several draft iterations before it is ready for the defense.

The submission of the complete dissertation manuscript and the scheduling of the oral defense may take place when, in the judgment of the Chair and with the concurrence of the other committee members and the HPED

Program Director, the document has reached the stage at which final acceptance is appropriate. It is the responsibility of the Chair to communicate with the other members of the committee in order to ensure that all members have an agreed consensus on the general acceptability of the document.

Upon approval of the dissertation committee and HPED Program Director, the candidate will set a date for the dissertation hearing in consultation with their committee members and HPED Program Director. It is the candidate's responsibility to distribute the final dissertation to all participants three weeks prior to the date of the dissertation defense. The candidate submits an application for dissertation defense (Dissertation Defense Application Form), at least 3 weeks before any possible defense dates. Once a date and time have been determined, the program administrative assistant notifies the Dean and Associate Dean of Health Sciences in CNBHS no later than 3 weeks prior to the dissertation defense and advertises the defense internally for a minimum of two weeks. All HPED dissertation defenses are live online and are open to the Simmons University community.

The program administrative assistant will notify all participants of the time and place, prepare the forms required for the meeting, prepare and send dissertation defense announcements and set up online conferencing required for the hearing. Members of the Simmons community are also invited to attend the online live defense.

Conduct of the Dissertation Defense

The committee chair leads the live online defense. Attendees at the dissertation defense include the candidate's dissertation committee and the HPED Program Director. Members of the Simmons community may also attend.

The defense consists of three components: an oral presentation, discussion and response to questions, and the decision of the committee regarding approval.

Students prepare a 30-minute oral presentation, with accompanying visual materials as appropriate. The presentation is a summary of the doctoral research and includes a description of the background of the research, the objectives and research question(s), a brief synopsis of the literature review, a brief explanation of the methods and procedures used to meet research objectives and answer the research question(s), a summary and analysis of the findings, and a discussion of the implications for education practice and policy.

Prior to the Dissertation Defense the candidate is required to submit their presentation slides for review and approval by their committee chair. Use the HPED Dissertation Defense Template provided in HPED 690 to prepare the presentation. The candidate is responsible for ensuring their computer, internet and presentation slides are in working order for their live online dissertation defense. It is recommended to log into the online conferencing system a half hour early to check for technical issues.

After discussions and questions from the committee and from the invited audience, the committee members adjourn to consider approval of the research. The committee discusses any relevant concerns or recommendations based on the written document and presentation during their deliberations to determine the sufficiency of the dissertation with regards to meeting the requirements of the PhD degree. Decisions regarding the outcome of the defense rest solely with the dissertation committee. The decisions include approving the dissertation, approving with specific modifications, or not approving. Any modifications must be completed and approved within a two-week time frame. The Dissertation Defense Approval Form is submitted to the candidate after the Dissertation Defense. A student may not graduate unless the final corrected and complete manuscript with committee signatures has been submitted to the HPED Program Director and Simmons University Archives.

The committee's options are: to approve the dissertation, to approve with specific modifications, or to withhold approval. In the case where the committee withholds approval, the candidate will be asked to substantially revise

the dissertation and repeat the dissertation defense within two semesters. The student must be enrolled in HPED 699 while revising the dissertation. After the second defense, the committee has the same three options for a decision. In the situation where approval is withheld twice for a candidate's dissertation, the candidate will be administratively withdrawn from the PhD program.

Timeframe for Graduation

Students may be eligible to graduate at various times during the academic year (May, August, October and January) and will be able to participate in the May graduation ceremony if all program requirements for the PhD are met.

A student cannot graduate until the HPED Program Director has verified receipt of a corrected and complete dissertation manuscript with signatures and verified submission of the dissertation manuscript to the Simmons Archives.

It is the candidate's responsibility to monitor the timetable for submitting all required materials to graduate.

The dissertation must be successfully defended by the following deadlines:

- April 15 for a May graduation date.
- July 30 for an August graduation date.
- September 30 for an October graduation date.
- November 30 for a January graduation date.

Students may not walk at graduation until all program requirements are met, including the entire dissertation process.

May Defense Timeline

- By March 1, students should submit a final draft of the dissertation manuscript to the dissertation committee. Each committee member must approve (or approve with revisions) in order for the student to proceed to the Dissertation Defense and graduation.
- For May graduation, dissertation manuscript revisions must be approved by the student's committee by the 3rd Friday in March, at which time an April date (on or before the 15th) will be scheduled for the Defense. Revisions must be completed, and the manuscript re-submitted, before the dissertation defense. Additional edits may be required following the defense.

August Defense timeline

- By June 1, students should submit a final draft of the dissertation manuscript to the dissertation committee. Each committee member must approve (or approve with revisions) in order for the student to proceed to the Dissertation Defense and graduation.
- For August graduation, dissertation manuscript revisions must be approved by the student's committee by the 3rd Friday in June, at which time a July date will be scheduled for the Defense. Revisions must be completed, and the manuscript re-submitted, before the dissertation defense. Additional edits may be required following the defense.

October Defense timeline

- By August 1, students should submit a final draft of the dissertation manuscript to the dissertation committee. Each committee member must approve (or approve with revisions) in order for the student to proceed to the Dissertation Defense and graduation.
- For October graduation, dissertation manuscript revisions must be approved by the student's committee by the 3rd Friday in August, at which time a September date will be scheduled for the Defense. Revisions must be completed, and the manuscript re-submitted, before the dissertation defense. Additional edits may be required following the defense.

January Defense Timeline

- By October 1, students should submit a final draft of the dissertation manuscript to the dissertation committee. Each committee member must approve (or approve with revisions) in order for the student to proceed to the Dissertation Defense and graduation.
- For January graduation, dissertation manuscript revisions must be approved by the student's committee by the 3rd Friday in October, at which time a November date will be scheduled for the Defense. Revisions must be completed, and the manuscript re-submitted, before the dissertation defense. Additional edits may be required following the defense.

AUTHORSHIP AND PUBLICATION OF STUDENT WORK

All doctoral students are encouraged to publish scholarly work and present scholarly presentations while they are in the program.

When students submit work where they are the principal investigator or the lead researcher or scholar on a project, they retain the right for first authorship on the paper or presentation. Students who submit a paper for publication or a presentation for a conference that stems from a course paper or other course work in a doctoral class, where they are the main author or project lead, retain the right of first authorship. In cases where students collaborate with others on their work, including faculty members, they should discuss authorship and author order prior to beginning the collaboration. Faculty members who provide technical assistance including guidance on research, editing, or other types of assistance should not assume authorship will be offered by a student if prior discussion has not been had regarding authorship before the faculty member provides the assistance.

Students retain the right of first authorship on all dissertation work. Students should include committee members as co-authors of scholarly papers or presentations after the dissertation has been defended. In order to warrant authorship, committee members must demonstrate contribution to the dissertation-related publication in accordance with the International Committee of Medical Journal Editors authorship guidelines which have been recommended for adherence to by scientific journals by COPE, the International Committee on Publication Ethics.

ICMJE guidelines for inclusion as an author are:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

In addition to being accountable for the parts of the work they have done, an author should be able to identify which co-authors are responsible for specific other parts of the work. In addition, authors should have confidence

in the integrity of the contributions of their co-authors. All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors. Those who do not meet all four criteria should be acknowledged.

See: <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>

IMPORTANT NOTICES

The principles and policies outlined in this section apply to admissions, progression, attendance, course exemption, transfer, education mobility, withdrawal, re-admission, graduation, student rights and grievances.

Non-Discrimination and Title IX Policies

Simmons University does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, veteran's status, or age, in its programs and activities.

Please read the information contained in the below links to learn more about Simmons University Non-Discrimination and Title IX policies:

[Admissions Notice of Non-Discrimination](#)

[Notice of Non-Discrimination Grievance Procedures](#)

[Title IX and Freedom from Discrimination and Harassment](#)

[Gender-based Misconduct Policy](#)

Simmons University Graduate Catalog

Each year the course catalog is updated at the start of the academic year. All available course catalogs can be found [here](#).

Bias Response Protocol

Simmons is committed to inclusive excellence in all aspects of an individual's community experience. Our values, vision and mission mandate that we strive to create an environment that is free of bias, prejudice, discrimination and hurtful acts. Individuals who believe they have experienced or encountered bias, harassment or discrimination can utilize the Simmons bias response protocol to have their concern addressed. Information about protocol can be accessed via the link below.

[Bias Responses Protocol](#)

Religious Observances

Classes may be scheduled and held on days that fall on one or more religious holidays. Please consult the academic calendar to see the dates when classes are held in a given year. Faculty members or students who are unable because of their religious beliefs to give a class, to attend classes, or to participate in an examination, class, or work requirement on a particular day so that they can observe a religious holiday shall be excused and provided with an opportunity to make up the examination, study, or work they may have missed consistent with [Massachusetts General Law](#). Religious accommodation is a legal right for students and faculty; it is not a matter left to the discretion of any faculty member or administrator. Absences due to religious observances are not limited to certain religions or particular holidays; the law covers all religions and all religious holidays.

A student should inform the instructor prior to missing a class if they expect to miss class as a consequence of their religious observances.

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Students who need to be excused from the practicum experience due to religious observance should make arrangements with their practicum preceptor prior to the anticipated absence. Students will be provided the opportunity to make up missed time.

Questions about absences for religious observances should be directed to the Associate Dean for Health Sciences or the Office of Student Life.

Academic & Educational Records

Contact Information

All students are responsible for information sent to them using their simmons.edu address. You may forward the Simmons email to another email account.

The Family of Educational Rights and Privacy Act (FERPA)

The University's practice in regard to student record-keeping is based on the provisions of the Family Educational Rights and Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. This act applies to all enrolled students, former students, and alumni. It does not apply to applicants seeking admission into an institution.

Under the provisions of the act, it is the right of the student to view their official educational records. Educational records are defined as records regarding a student that are maintained by an educational institution. Such records are kept in the Office of the Dean for Student Life, the Office of the Registrar, faculty advisors' offices, and the Academic Support Center. Not included in this category of records are the following:

- Records containing confidential information written before January 1, 1975
- Financial records submitted to the University by the parents of a student
- Medical and counseling records
- Records containing information on more than one student
- Private records intended for use of an individual
- Law enforcement records
- Student employment records
- Records to which a student has waived their right of access as required by a judicial order or a lawful subpoena

A student may view their record in Workday at any time. A student must make a request in writing to order an official transcript so please email the Office of the Registrar at registrar@simmons.edu to do so. The office has 45 days to fulfill the request. If requested, copies of a student's record are available to the student for a slight charge to cover the cost of duplicating. Any information in a student's record found to be "inaccurate, misleading, or [that] violates the privacy or other rights of the student" ([FERPA](#)) may be challenged by the student. Only the accuracy of the information may be challenged. For example, a grade received may not be questioned, only the accuracy of its recording. In order to contest the information in their record, the student must submit a written statement to the person responsible for the content of the record and request that they receive a written response. If no written response is forthcoming or if an unsatisfactory response is received by a student, they may appeal to the chairperson or appropriate supervisory person. In the event that no resolution is made, it is the student's right to request a hearing, to be presided over by the Dean of Student Life or a University designee.

The University has the right to publish a directory listing all enrolled students and containing the following information:

- student's name
- address
- telephone number

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- place and date of birth
- concentration
- digital photo
- year of graduation and dates of attendance
- awards and degrees received
- membership in organizations
- educational institution most recently attended

A student who wishes to be omitted from the directory must indicate this via email to the Office of the Registrar at registrar@simmons.edu by the last day of the term prior to the start of the following term. For example, in order to be omitted from the directory for Term 2, the Office of the Registrar must be notified by the last day of Term 1.

A student's record is not accessible to anyone outside the University without the written authorization from the student. Exceptions to this regulation are as follows:

- officials at an institution where the student is applying for admission
- officials disbursing financial aid
- parents of a dependent student (for tax purposes)
- accrediting and educational testing organizations
- federal officials
- officials complying with a judicial order
- appropriate officials in the event of an emergency (only if necessary to safeguard the health or well-being of the student or other individuals)
- the alleged victim of a crime of violence may receive results of any disciplinary proceedings conducted by the University against the alleged perpetrator of that crime in reference to that crime. Student records are available to the above with the stipulation that this information is only for the use of the above unless written consent is secured from the student.

Student records may not be distributed to other parties. It is the responsibility of each office maintaining records to keep a log that verifies the name and date of each person who has viewed the record and for what reason. Students have the right to see this log.

A student may sign a waiver of access to confidential recommendations, but the student must be kept informed of those people providing recommendations.

Student Work

Definition

Papers, computer programs, dissertations, theses, artistic works, musical works, and other creative works made by Simmons students in the pursuit of their academic coursework while enrolled as a student.

Ownership and Use

Students shall own copyright in student work except in the following cases:

1. Copyright to Traditional Works authored by faculty with assistance from students shall be owned by faculty or the University.
2. The University shall own a student work that is a sponsored or externally contracted work.
3. Students Works created in the course of the student's employment by the University shall be considered Works Made for Hire, and the University shall retain ownership and use of such works.

***Works created by students for third parties as part of an internship or experiential learning program are not subject to this policy.

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To ensure that Simmons University continues to respect the learner's rights, Simmons University may not and will not accept information from learners under an obligation of confidentiality. Types of information that could be subject to confidentiality requirements include information obtained from an employer, unpatented inventions and information obtained pursuant to a nondisclosure agreement. Information that is subject to an obligation of confidentiality may not be used in any part of the Simmons University learning process, including but not limited to web postings, materials prepared for a course, dissertation work and/or comprehensive examinations.

To the degree that applicable laws or regulations provide for confidentiality, such as in connection with certain learner records and financial aid, Simmons University will abide by such laws or regulations.

Faculty members do not have authority to modify this policy. Simmons University therefore recommends that prior to disclosing any information to faculty members, learners ensure that the information being disclosed is not confidential information of a third party.

Copyright

As a community of scholars, Simmons University subscribes to the belief that intellectual property rights should be respected and honored and also that fair and appropriate use of published materials is both a legal and an ethical obligation that all members of the Simmons community should observe.

It is the policy of the University that all members abide by the relevant copyright laws. These laws include:

- The Copyright Law of the United States of America
- Title 17, U.S. Code, Sect. 101, et. seq.
- General Revisions of the Copyright Law
- Public Law 94-553 (effective January 1, 1978)
- 1998 Digital Millennium Copyright Act
- Public Law 105-304
- 1998 Sonny Bono Term Extension Act
- Public Law 105-298

The intent of the Simmons University Copyright Policy is to encourage scholarship conducted in the spirit of honest inquiry. Using the works of others obligates scholars to acknowledge such use whose works are protected by the law. It is the individual user's responsibility to comply with copyright law. You should permanently keep a copy in your files of any permission-to-use that you obtain.

Access to Learning Resources

For regulatory, accreditation and other business purposes, the online learning management system may be accessed and observed by persons other than Simmons students, faculty and staff. Access to courses may be granted by the Program Director only after determining that access is necessary, appropriate, does not infringe on the activities of learners and faculty, and does not threaten the academic integrity of the online course. Although the learning management system is not open to public access, it is not a private or confidential domain; neither students nor faculty should assume privacy within the online course.

Honor Code & Academic Integrity

Honor System

A vital part of the collegiate experience at Simmons University, the Honor System, embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the University community has based the Simmons Standards of Conduct. The Simmons University Honor System has existed since 1907, making it one of the oldest continuing honor systems at any

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University in the country. Throughout the decades, the Honor System has been revised and amended on an annual basis. Changes are made after consultations with faculty, staff, and students.

Student Principles

Individual responsibility is the foundation of the Simmons community. The student's enrollment at Simmons University carries with it the expectation that one will abide by the Honor Code of Responsibility.

Enrollment in a course implies an agreement between instructor and student. The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material. Three hours spent out of class in preparation for every hour in class is a reasonable expectation.

Attendance and punctuality are expected at all classes. While there are no established University-wide penalties for absences, the instructor may take attendance into account when evaluating the student's performance in the course. In accordance with Massachusetts state law, no student will be penalized for absence due to religious observances.

Honor Code of Responsibility

The students, faculty, and administrators of Simmons University agree to accept the following responsibilities:

- Each member of the Simmons University community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of their own creation, and refraining from representing as their own work which is not theirs.
- Conduct in keeping with the policies outlined in this handbook and all other official University publications is expected of each member of the Simmons community.

The Honor Code of Responsibility is shared by the entire Simmons community. It implies that each segment has obligations based upon its specific function within the University.

Faculty/Administrative Responsibility

At the beginning of every semester, each instructor is expected to define and explain—clearly and carefully—standards of conduct as they relate to cheating and plagiarism in their course. Simmons University expects that instructors will refer explicitly in their syllabus to the Simmons University Honor Code and also formally discuss their expectations and standards around academic integrity and attribution and citation practices in each of their classes. The instructor should also clarify their interpretation of individual work, and the extent to which student collaboration and the use of outside assistance will be permitted on papers, laboratory reports, and in-class or take home examinations. The instructor will use the Statement on Cheating and Plagiarism as a guide for constructing their definition.

Each instructor is asked to make conditions in the online classroom synchronous sessions conducive to the best possible academic achievement of the students. To reinforce student responsibility under the Honor System, students will answer the Honor Pledge as question #1 on all major examinations before testing begins. Instructors will indicate any time limits that apply as well as the procedure for submitting the examination upon its completion.

The instructor should provide specific written instructions as to the use of source materials, time limitations, and the methods of submitting the exam. The instructor should also indicate where and when they can be reached if further clarifications are necessary.

Each administrator is responsible for clarifying policies and procedures with respect to the function of their office in relation to the Honor System.

Statement on Cheating and Plagiarism

Cheating and plagiarism are major academic violations of the Honor Code of Responsibility. It is the responsibility of the instructor and students in a particular class to clarify specific applications of the Statement on Cheating and Plagiarism.

Selling or distributing lecture notes, handouts, readers, or other information provided by an instructor, or using them for commercial purposes without the express permission of the instructor, is an academic violation and also violates the University's Honor Code.

Cheating is defined as the representation of someone else's work as one's own. A partial list of examples follows:

- Copying another person's test, paper, or report.
- Collaborating, including a) working with another person or persons in execution of a test, report, or paper without authorization to do so; and b) discussing a test, report, or paper.
- Using crib notes, such as referring to notes brought into class for use during an examination without authorization to do so.
- Using books, class notes, or other source material during an exam without authorization to do so.
- Downloading information from the Internet and presenting it as one's own work and/or without proper attribution.
- Committing laboratory violations. Except where collaboration is permitted or special regulations are made by the instructor, all work for which credit is sought must be performed by the individual student. The unauthorized use of old laboratory reports is a violation of the code. Where procedures are not clear, it is the responsibility of the student to confer with their instructor.
- Submitting the same paper, or substantial parts thereof, in more than one course without the knowledge of the professor.
- Committing computer violations. Except where collaboration is permitted or special regulations are made by the instructor, all computer work for which credit is sought must be performed by the individual student. Tampering with or unauthorized reading of files belonging to others are violations of the code. Where procedures are not clear, it is the responsibility of the student to confer with their instructor.
- Violating any other explicit regulation announced by the instructor and/or circulated in writing to each student at the beginning of the semester.

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. All work for which a source is not cited is assumed to be the sole product of the author, i.e., the student. This includes handing in as their own work a paper on which they received extensive aid with substance and/or structure. When using material from outside reading, reference material, etc., the student must use proper citation. The use of term papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited.

Turnitin

Turnitin is a text--matching software tool that is integrated into the online LMS and is available to faculty for both educational purposes (i.e., improving student writing and citation practices) and for the review of student work in case of suspicion of plagiarism or other breaches of Simmons's academic integrity policies.

Turnitin indicates whether the text in a submitted document matches text in its database, which has three components: the Internet, journal article databases, and papers previously submitted to Turnitin by participating universities.

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In instances of suspected plagiarism, the instructor will notify the student and HPED Program Director. The HPED Program Director or designee will review the paper and arrange to have a conversation with the student to gather information and adjudicate the assignment to determine whether or not the student has violated the Simmons University Honor Code. The HPED Program Director or designee may consult with the Director of Academic Integrity. If found in violation of the Honor Code, the student will receive a letter from the HPED Program Director outlining the findings and any consequences.

Professionalism and Integrity Issues

A three-level review process is used to address student academic performance, including academic integrity, and professional conduct issues. This process is detailed in the section *Policies and Procedures for Review of Academic Performance or Professional Conduct Issues*.

Academic Integrity

Each student is expected to read, understand, and observe the policies outlined in this handbook as well as all other policies that govern students enrolled at Simmons University including those found in the [Simmons Student Handbook](#), and the [Simmons University Student Code of Conduct](#).

Simmons University reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the [Undergraduate Catalog](#), [Graduate Catalog](#), Student Handbooks, and other official publications.

Student Legal Name and Name Changes

A student's name of record is defined as the legal name under which the student was admitted to Simmons University. Legal name is that name, verified by a birth certificate, marriage certificate, social security card, passport, or court order.

Your legal name appears on all Simmons records, including transcripts, verifications, and diplomas. Current Simmons students who have legally changed their names since the time of admission may request that this change be made on their official records.

Students who wish to change their name from the name of record at the time of admission must provide the Office of the Registrar with legal documentation reflecting their new legal name, such as a marriage license or government-issued ID, as well as a Name Change Form. Forms may be faxed along with a scanned copy of legal documentation to the Registrar's Office at 617-521-3144 or brought to the Office with legal documentation in person, Room C-115 in the Main College Building.

Consult the Registrar's page on the University website for additional information about updating your first name for class rosters or your diploma and for indicating preferred pronouns.

Equal Access Policy

All students are given equal access to the University's programs and resources. As permitted by state and federal law, admission to the University's undergraduate baccalaureate program is reserved for individuals who identify as women. Simmons is committed to admitting qualified students of any race, color, age, religion, sexual orientation, gender identity, and national and ethnic origin, regardless of disability, to all the programs and activities generally made available to students, including scholarship and loan programs, athletic programs, and other University-administered social, educational, and recreational programs, and student services. All graduate schools and programs are open to both men and women.

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The Simmons Commitment to Diversity, Equity and Inclusion

The Simmons Commitment to Diversity, Equity and Inclusion was developed with input from the Diversity, Equity and Inclusion Action Council, supported by the College leadership, and unanimously affirmed by our Board of Trustees.

Simmons is committed to inclusive excellence in all aspects of an individual's community experience. Our values, vision and mission mandate that we strive to create an environment that is free from bias, prejudice, discrimination and hurtful/hateful acts that can prevent each member from thriving in the Simmons community.

Our Diversity & Inclusion Mission

We seek to extend to the entire Simmons University community opportunities for learning, growth, success, and meaningful participation and to build a welcoming, diverse, and inclusive culture for our community. To that end, we will engage in ongoing work to combat racism, bias, and all forms of individual and institutional oppression.

We believe diversity is necessary in all aspects of an educational and residential environment to ensure inclusive excellence. As an academic community, rich with varied life experiences, perspectives, and values, we are uniquely positioned to facilitate the ongoing engagement and intellectual dialogue that honors the inherent and unique characteristics of each member of our community. This includes, but is not limited to, interrogating socially constructed concepts and addressing issues of power, phobia, isms, or any other detractors to building and sustaining an equitable community.

Simmons will affirm diversity and inclusion by moving beyond tolerance and civility to a respect and appreciation that recognizes the social positioning of underrepresented and marginalized segments of the population.

Simmons values academic excellence, intellectual freedom, critical thinking, leadership, innovation, respect for the dignity of all individuals, and continuous improvement. We adhere to policies and practices that promote and support diversity and inclusion.

We prepare students to be well informed, open-minded, and sensitive to the values and diversity of others. We strive to foster an atmosphere where students can become actively engaged leaders in a changing, diverse society. We promote this goal through proactive and continual exchange of ideas among students, faculty and the general college community.

To ensure that these goals are attained, Simmons University commits to the following principles.

- We recognize, respect and honor the inherent individuality of all. We strive to ensure that all decisions concerning the educational progress of students are based on considerations appropriate to an academic institution and not on factors such as race, color, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, or veteran status.
- All students are given equal access to the University's programs and resources. Admission to the University's undergraduate baccalaureate program considers people who self-identify as women. The University is committed to admitting qualified students of any race, color, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, or veteran status to all programs and activities made generally available to students at the University, including scholarship and loan programs, athletic programs, and other University-administered student services, and social, educational and recreational programs.
- We subscribe to the policies set forth in Section 504 of the Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified persons with disabilities in educational programs and activities.
- We are committed to creating an atmosphere where diversity is supported with understanding, respect, and encouragement. The University does not tolerate unlawful or other harassment of employees or

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students. Any discrimination or harassment by any member of the faculty, staff, or student body against any other member of the community will be handled according to the process articulated in the Bias Response Protocol, Title IX Policy, Faculty Policy Manual, Employee Handbook, and other relevant Simmons policies.

Notice of Non-Discrimination

Chartered in 1899 and opened in 1902, Simmons is first and foremost an academic community whose goals include preparing students and other members of the Simmons community to be well informed, open-minded, and respectful of the values and diversity of others.

Simmons is, therefore, committed to the following principles:

- We support equal educational and employment opportunities for all persons, based on each individual's qualifications and fitness, and we seek to administer our university policies without regard to race, color, sex, sexual orientation, gender identity, marital or parental status, religion, age, national or ethnic origin, socio-economic status, ancestry, disability, veterans' status or genetic predisposition.
- We strive to administer our educational programs and activities, as well as the employment opportunities we provide, in accordance with all relevant state and federal requirements and implementing regulations. This includes, but is not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Titles I and III of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, the Massachusetts Equal Rights Law (M.G.L. 93, Section 102 et seq.), and Equal Pay Act, and Chapter 151B of the General Laws of Massachusetts, as amended.
- We are committed to making our programs and activities accessible to individuals with disabilities, including our online/digital services and offerings. We recognize that in the virtual/online learning environment, technology-dependent teaching and learning processes may create unique and unanticipated access barriers. We encourage individuals to contact us if an obstacle to access is found to exist. (See below for how to do so.)
- We seek to build and maintain a Simmons where the diversity of our community members is met with understanding, respect, and encouragement, and where unlawful discrimination, harassment and retaliation by any member of the administration, faculty, staff, or student body against any other individual will be investigated, evaluated and redressed. The University does not tolerate unlawful discrimination or harassment of its employees or students or retaliation against those who report incidents of unlawful behavior or those who cooperate in the investigation of such complaints.

Reporting Sexual Misconduct

If you believe you have been subjected to gender-based misconduct (sexual harassment, sexual violence, gender discrimination, stalking, exploitation), please contact our Title IX Coordinator, at (617) 521-2768. She is located in Room E-200 in the Main Campus Building.

Students Reporting Discrimination or Retaliation

If you are a student and you believe you have been subjected to unlawful discrimination or retaliation, please contact the Dean of your University, the Director of your Program or the Dean for Student Life. The Dean for Student Life can be found in C-115 of the Main Campus Building.

Reporting a web/online accessibility barrier: Please use this form: <http://www.simmons.edu/report-barrier>. We are committed to making our programs and activities accessible to all individuals.

Advice on Whom to Contact about a Concern or Incident

If you are unsure of where to bring complaints or concerns about unlawful discrimination, harassment or retaliation, please contact the Office of the General Counsel in E-200 in the Main Campus Building or call 617-521- 2276.

Grievance Procedure

A written complaint alleging violation of the federal sex and disability discrimination laws and/or regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the University by any student, employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A University employee's allegation that they have been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure.

Inquiries concerning the application of non- discrimination policies may also be directed to the Assistant Secretary for Civil Rights at the U. S. Department of Education, Office for Civil Rights, 330 C Street, Washington, DC 20202.

Information for Students with Disabilities

Simmons University is committed to the full participation of all students in its programs and activities. Simmons is committed to providing support services and reasonable accommodations when requested by students who qualify for them. Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Amendment Act of 2008 (the ADAA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADAA protect the following persons: those who have a physical or mental impairment that substantially limits a major life activity, those who have a record of impairment, or anyone who is regarded as having impairment.

The process for obtaining a reasonable accommodation for a documented disability is an interactive one that begins with the student's disclosure of their disability to the Office of Accessibility Services, along with the request for a reasonable accommodation. Every Simmons student who is seeking an accommodation for a disability must provide Simmons with sufficient current medical documentation from a qualified clinician or health care provider supports the request for an accommodation and sets forth suggestions for accommodations.

Requests for accommodations and supporting documentation should be directed to the Office of Accessibility Services, located in the Center for Student Success. The Office of Accessibility Services is responsible for assisting Simmons students who have identified themselves as having a disability and who are seeking accommodation as a result of their disabilities. Timeliness is an integral part of the accommodation process. Students should initiate the process for obtaining accommodations as soon as possible, preferably no later than the start of the course in which they are seeking the accommodation. Academic accommodations for a disability are not granted retroactively. Concerns or grievances with the Office of Accessibility Services and/or its determinations regarding accommodations should be brought to the Director of Accessibility Services.

Campus Security

Simmons University subscribes, without exception, to the Campus Security Act of 1990. It is University policy to provide members of the Simmons community with information, reports, and statistics as required by P.L. 101-502, to maintain working relationships with other law enforcement agencies to ensure co- operation between different law enforcement jurisdictions, and to provide educational programs designed to increase crime and safety aware- ness among students, faculty, and staff. For information regarding the Campus Security Act, contact the Director of Public Safety at 617-521-2289.

Human Subjects

The University has established policies on the use of human subjects in all Simmons-initiated research and training projects. The Institutional Review Board (IRB) is charged with overseeing all research involving human subjects at Simmons University. Students undertaking research projects that propose to use humans must do the following prior to beginning their projects: 1) prepare and submit an application to the IRB for review and approval and 2) complete the Collaborative Institutional Training Initiative (CITI) Program, a web-based human subjects research investigator education program. A copy of the Simmons University human subjects research policy, IRB forms, and link to the CITI training program may be found on the Office of Sponsored Programs site. The contact for the IRB is the Office of Sponsored Programs, 617-521-2415. It is expected that all members of the Simmons community will fulfill their legal and ethical responsibilities to ensure that the rights and safety of human subjects are protected.

Student Support Services

Academic Advisor

Your academic advisor (AA) provides guidance in regards to concerns or conflicts that might arise with course progression, plans of study, and leave of absences. The AA can assist with guidance on the materials found in any of your student handbooks as well as direct you to appropriate resource support. The AA serves as an advocate during your tenure as a student.

Library Resources

The Simmons University Library fully utilizes online and information technologies that facilitate providing information resources and services that support the University's curricular and research activities. The online catalog includes e-books, journals, government publications, audio-visual and multimedia materials, World Wide Web sites, and other library resources.

Students can contact library@simmons.edu or call the general line at 617-521-2780.

The Writing Center

The Simmons University Writing Center can assist with citation requirements and proofreading papers. Details on its resources are covered in the Foundations course. Students can contact the Director of the Writing Center, Terry Muller, at terry.muller@simmons.edu or 617-521-2471.

Accessibility Services

The University adheres to the philosophy and the standards of the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973. These laws mandate equal opportunity for qualified persons with disabilities in educational programs. All educational programs at Simmons University are dedicated to the principle of nondiscrimination. This includes a commitment not to discriminate against students with disabilities who are otherwise qualified to be enrolled as HPED students.

The Office of Accessibility Services (OAS) is available to students who need to utilize academic accommodations for their courses and/or field work due to a documented diagnosis/disability. Any student who believes their diagnosis/disability will impact their ability to fulfill the HPED program requirements should contact the OAS.

To request a reasonable accommodation(s), students must first register with OAS. Students can learn how to register with OAS [here](#). Following a review of the registration information and submitted documentation, the OAS provides eligible students with an Academic Accommodations Authorization document to share with each instructor that confirms the student's authorized accommodations. For more information about the services and accommodations available through the OAS, please visit simmons.edu/access, call 617-521-2658, or email access@simmons.edu.

Career Center

Simmons Career Center offers many opportunities for online students. Students can access the Virtual Career Center where they can find industry specific development resources. The VCC offers many downloadable resources as well. Students can also sign up for 1-on-1 career coaching. Staff can help with resume reviews, mock interviews, salary negotiation, and career goal and path definition. Students can also visit the Career Center's website at [Simmons Career Center](#).

ACADEMIC POLICIES & PROCEDURES

ADMISSION TO THE HPED PROGRAM

A completed admission application must be received by August 1 in order to be considered for the CAGS or PhD programs, which both commence in the fall semester only. For the HPEC, the application deadlines for Fall, Spring and Summer start dates are as follows:

- Fall - August 1st
- Spring – priority November 15th, with rolling admissions up until the start of the spring semester
- Summer – priority April 15th, with rolling admissions up until the start of the summer semester

Application

All applicants must possess at least a Master's degree in a Health Professions discipline from an accredited US institution or equivalent. All applicants must have practical experience in their field within the past three years. If relevant to the discipline, the applicant should also be licensed in that field.

The GRE is not required for HPED Programs. However, a minimum overall GPA of 3.0 (combined undergraduate and graduate) is required for all applicants.

Health Professions Educator Certificate (HPEC)

HPEC applicants will submit:

- Transcripts from previous educational programs (undergraduate and graduate)
- A current curriculum vitae or resume
- A one-page personal statement in response to a writing prompt
- One professional reference
- A satisfactory score on the Test of English as a Foreign Language (TOEFL) for applicants for whom English is not their native language

HPEC students will be allowed to transfer in a maximum of one (3 credit) class towards completion of their certificate. Transcripts of such will be reviewed on an individual basis and credit awarded, accordingly and based on the relevant class, content and learning objectives.

Students admitted to the HPEC program may transfer into either the CAGS or PhD programs in Health Professions Education.

- To transfer from the HPEC to CAGS students must have a cumulative GPA of 3.0 or above in HPED courses
- To transfer from the HPEC to the PhD, students must have a cumulative GPA of 3.0 or above in HPED courses and will be required to submit:
 - A writing sample (e.g. capstones, articles written for professional newsletters, other writing samples from coursework, etc.)
 - One letter of support from an HPED faculty member
 - An updated personal statement OR participate in an interview with the HPED Program Director

Certificate of Advanced Graduate Study (CAGS)

CAGS applicants will submit:

- transcripts from previous educational programs (undergraduate and graduate)
- a curriculum vitae or resume
- a writing sample (e.g. capstones, articles written for professional newsletters, other writing samples from coursework, etc.)
- Letter of intent (a personal statement in response to a writing prompt)
- Three letters of recommendation (one letter of recommendation for Simmons University employees)
- An applicant for whom English is not their native language must submit a satisfactory score on the Test of English as a Foreign Language (TOEFL).

Doctor of Philosophy in Health Professions Education (PhD)

PhD applicants will submit:

- transcripts from previous educational programs (undergraduate and graduate)
- a curriculum vitae or resume
- a writing sample (e.g. capstones, articles written for professional newsletters, other writing samples from coursework, etc.)
- Letter of intent (a personal statement in response to a writing prompt)
- Three letters of recommendation (one letter of recommendation for Simmons University employees)
- An applicant for whom English is not their native language must submit a satisfactory score on the Test of English as a Foreign Language (TOEFL).
- An admissions interview will be conducted for PhD applicants

In order to hold a place in the CAGS and PhD programs for fall semester, accepted applicants must submit a tuition deposit by August 15th. If an applicant is admitted to the program but requests a deferral, the deferral is valid for one year.

Please reach out to admissions for any additional information regarding HPED programs or the application process: <https://www.simmons.edu/graduate/admission/request-information/inquiry-form-hs>.

Transfer Students

Transfer students are not typically accepted into the HPED program. However, if a student holds an education-focused post-master's CAGS from another institution and wishes to apply to the HPED PhD program, they must complete the regular admission application and submit evidence of courses taken within the last five years, including but not limited to official transcripts, syllabi for those courses, and assignments completed. This will enable the school to evaluate whether the material covered in the student's degree program is equivalent to courses at Simmons. If the applicant is accepted, the admissions committee will make a determination regarding the number of credits, not to exceed 8 credits, that can be transferred. Applicants may be required to take additional CAGS-level courses before admission to the PhD program. The HPED Program Director will inform the applicant in writing of the committee's determination.

Transfer Credit

Students who have already transferred the maximum number of courses/credits upon matriculation into the HPED program are not eligible to take further courses from an external institution to meet HPED requirements.

Otherwise, a maximum of two courses, up to eight (8) credits, may be considered for transfer into the PhD program. Any such course must be a doctoral level course and must be approved by the HPED Program Director prior to enrolling in the course.

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A maximum of one course, up to (4) credits, may be considered for transfer into the HPEC or CAGS programs. Transcripts of such will be reviewed on an individual basis and credit awarded, accordingly and based on the relevant class, content and learning objectives.

The student must complete the transfer of credit form and submit the syllabus to the HPED Program Director for review. The student must achieve a B (83%) or better in the transfer course. If the student achieves less than a B, the course must be retaken at Simmons. Approval of the HPED Program Director is required for all transfer credit requests.

Financial Aid

For information about financial aid at Simmons, contact Student Financial Services:

<http://www.simmons.edu/admission-and-financial-aid/student-financial-services/apply-for-financial-aid>

Note that the Health Professions Education Programs do not offer direct financial aid awards. Scholarships, traineeships, and post-doctoral funding are not available for students in the Health Professions Education Programs.

Professional Expectations & Standards

Communication

The student must be respectful in all communications with faculty, staff, and peers. They must be open to feedback and demonstrate a willingness to incorporate feedback into their academic and dissertation work.

The student must be able to communicate and exchange information effectively, accurately, and in a timely manner with faculty, staff, and colleagues. Responses to any communication from faculty or staff is expected to be within 24 - 48 business hours.

Behaviors

As in all professional environments, the following behaviors demonstrate commitment to professional standards of conduct:

- Attending each class
- Arriving on time and being well-prepared
- Turning off all pagers and cell phones
- Being attentive to and respectful of the individual presenting information
- Being attentive to and respectful of classmates
- Adhering to the Simmons University Honor code at all times
- Being respectful of all faculty and staff involved in the administration and delivery of the program
- Abiding by commonly held standards of scientific integrity including publication and authorship standards as well as standards for engagement with human subject research.

Online Specifics

Mode of Delivery

You have chosen to pursue your course of study via distance learning. Students will not need to be proficient with distance education technology before enrolling, but basic computer literacy, such as knowing how to access a web site, is required. Students log onto the learning management platform using a secure Simmons login and password. Synchronous sessions in the HPED program are done via a web video camera. An orientation module for the program is provided and a technology help-desk is available to both students and faculty.

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Technology requirements and best practices can be found here: [HPED Tech Requirements and Best Practices \(2021\).pdf](#).

Important information regarding Chromebook/ChromeOS compatibility can be found here: [HPED Simmons - Chromebook \(2021\).pdf](#).

Live Session Protocol

HPED faculty strive to provide students with the best learning experience possible. Live sessions occur in all HPED courses. Attendance at ALL live session classes is mandatory, for the full duration of the live session. Students who partake in outside class activities or attend class in a setting with friends, family members, or pets during the live session will be asked to leave the live session, which will impact any participation grade and result in a class absence. The live session class time is intended to deepen understanding of asynchronous material. It also offers a time to discuss, demonstrate, analyze skills, and knowledge that will be applied in health professions education practice. Active participation in the course contributes to the development of the community of learners and is an essential component of class attendance.

According to the live session protocol, students should arrive on time for each live session class, consistently demonstrate professional behavior, and respect the live session classroom. This includes being dressed appropriately, exhibiting professional behavior, and ensuring the setting is in a quiet, private area away from friends, family members, pets, and other distractions that can interrupt learning. Students are also expected to be engaged and fully present during the entire live session class. Talking with others or completing side work irrelevant to the live session class interferes with the ability to fully participate in the learning experience. Driving or being a passenger during the live session class, for example, not only poses a safety hazard but impedes the ability to be completely engaged with faculty and peers.

Expectations

- Be on time
 - Log into the session early enough to have your audio and camera setup. All students must have their audio & camera active to be considered present. Be ready to work when the class begins.
- Be professional
 - HPED is a professional education program in an applied field. Live classroom is an extension of the field, and therefore you are expected to treat live class time as you would a professional setting.
 - Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others.
 - Respect confidentiality. To facilitate shared communication in a teaching and learning environment and to respect privacy, refrain from disclosing private information.
- Respect the classroom
 - Dress: Be appropriately dressed—comfortable clothing is fine, but you should not attend class in your pajamas or beachwear, for example.
 - Setting: Make sure that you are in a quiet, private setting where people, pets, and other distractions will not interrupt your learning or the learning of your classmates.
 - Lighting: Be sure your camera has the appropriate lighting on your face. Make sure that you do not have too much back light, such as a bright light or window behind you, because this will make it difficult to see your face.
- Be prepared
 - Each week you are expected to prepare for the live session prior to class time. Please refer to your syllabus or the Coursework section of your online class module to know what tasks need to be completed.
- Be engaged

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- You are expected to be ready to work during your live session. Live sessions require your full presence and commitment to learning. Each week you must be prepared to listen to your classmates, offer feedback and engage in discussion.
- Share expert knowledge. Be willing to share your expertise.

Excused Absences

Although attendance is mandatory we recognize that unexpected circumstances arise, and that students might not be able to attend all required sessions and may require an excused absence. Students will be allowed one faculty approved excused absence per course. The student is responsible for notifying the appropriate instructor(s) of a potential absence at the beginning of the semester for events already scheduled, and not less than a week before a potential missed absence once a semester begins outside of an event of illness, death, or other emergent crises.

- Acceptable Excused Absences Examples (*instructors may require written verification)
 - documented illness*
 - deaths in the immediate family and other documented crises*
 - call to active military duty*
 - court-imposed legal obligations (e.g., jury duty and subpoenas)*
 - religious observance
 - special requirements of other courses currently enrolled in by the student
 - consideration will also be given to students whose dependent children experience serious illness*
- Absences that will not be considered “Excused”
 - missing class without clear communication with the instructor(s) and approval for an excused absence
 - employment schedules are typically not an excused absence outside of extreme circumstances and supporting documentation*
 - athletic training/practice schedules
 - vacation

If excused for an absence, the student is responsible for all missed material. The student will be responsible for the material covered in the missed session, meeting with the instructor, and completing all academic work within a period of time and in a manner deemed appropriate by the instructor. One unexcused absence from a live session class will result in the instructor submitting an academic warning. Two or more unexcused absences may result in course failure.

Technology Disputes

To assure consistency with respect to managing technology-related disputes in regards to submission of coursework—whether it is discussion board posts, examinations, quizzes, written work, or other assignments—the only documentation that will be used to determine the outcome of any appeal will be what is provided by Simmons’ Moodle and Simmons University’s review of the incident. No outside evaluations, repairs, or connectivity issues will be part of the process related to any review. It is the student’s individual responsibility to ensure that they have submitted all exams, quizzes, and course work in the allotted time.

Add/Drop Course Registration

Students may add or drop a class according to the timeline and procedure listed by the Simmons Registrar, as specified in the academic calendar. Students adding a course must inform the instructor and make up any missed course work. Students dropping a course must inform the instructor and HPED Program Director or HPED advisor.

Students who change their schedule by dropping or adding a course must consult with an HPED advisor or the HPED Program Director to ensure that they will continue to meet degree and graduation requirements. Students should also consult with Student Financial Services to be fully apprised of the impact of course changes on their financial aid.

Withdrawal from a Course

Each semester, the Office of the Registrar posts the:

- Deadline to withdraw from a course with no notation on the student transcript.
- Deadline to withdraw from a course with a "W" (Withdrawn) noted on the student transcript. After that date, the student transcript will note the earned grade.
- A student who fails to attend a course or ceases attending a course and has not formally withdrawn by the deadline will receive a grade of "F" in the course and on the student transcript.

Please refer to the [University Registrar's web page](#) for detailed course withdrawal procedures and schedules and for the specific deadlines for each program each semester.

Students must confer with the HPED Program Director or advisor before withdrawing from a course.

Withdrawal from School

Students who withdraw from Simmons should first meet with the HPED Program Director to ensure they withdraw in good standing. Students who withdraw from school and who wish to seek re-admission at some later time must apply for readmission through the standard admissions process applicable to all candidates seeking admission. Admission once does not guarantee that admission will be granted a second time.

Withdrawal from HPED in Good Standing

In order to withdraw from either a course or the program in good standing, a student must be passing and meeting all requirements for the program. If they wish to be reinstated, they should submit a written request to the HPED Program Director. The Director will notify the student if any supplemental materials need to be submitted to be considered for reinstatement and will ultimately make the final decision.

Program Progression

The HPEC micro-credential program is structured for completion in 8, 12 or 16 months, depending on the selected track.

The CAGS program is structured for completion in 4 semesters or about 16 months. Students should be able to complete the CAGS program within no more than 16-36 months of enrollment.

The PhD program is structured for coursework completion in about 3 years for students taking 2 courses per semester, followed by 3 credits of proposal development and 6 credits of dissertation. Students are expected to complete the program in full, including the dissertation, in 4-7 years, except in unusual circumstances. If a student does not graduate from the program within 4 years after course completion, this will be grounds for dismissal.

Residency

There are no residency requirements for HPED programs

Consecutive Semesters

If a student does not register for classes in consecutive semesters, is not on an official leave, or has not officially withdrawn, that student will be administratively withdrawn by Simmons. A new admissions application is

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required to be considered for return to the active student status. Admission once does not guarantee that admission will be granted a second time.

Voluntary Leave of Absence

From time to time, students may take a voluntary leave of absence from their studies as a result of medical, mental health, or other personal matters that compromise their ability to continue in an academic program. A student may apply for a Leave of Absence (LOA) at any time after enrolling. A LOA is limited to a maximum of one year after which the student will be withdrawn and may reapply to the program at a later date. An extension may be granted under extenuating circumstances. To request a Leave of Absence or extension, students should contact the HPED Program Director. The LOA does not extend the dissertation time clock. See the [Graduate Catalog](#) for more detailed information.

Students who are working on dissertation research must remain enrolled in course HPED 690 Dissertation. Once dissertation credits are completed, if the dissertation has not been defended, students must pay a 1 credit 'Continuing Student Fee' each semester by registering for HPED 699 Dissertation Extension in order to remain in good standing. Students who do not sustain continuous enrollment may be administratively withdrawn from the program.

Involuntary Leave of Absence

Simmons is committed to the safety and well-being of its community members and to the integrity of our living and learning environment. Our goals therefore are to maintain the health and safety of every member of the Simmons community and to enable all enrolled students to participate fully in the life of the community.

As noted above, students may take a voluntary leave of absence from their studies as a result of medical, mental health, or other personal matters that compromise their ability to continue in an academic program. There may be times when it will be necessary for Simmons to require a student to take an involuntary leave – a leave which Simmons has concluded is in the best interest of the student but which the student may object to.

In instances where a student's mental, emotional, or medical health pose a threat to themselves and/or others, or where health circumstances or conditions become a barrier to appropriate or prescribed levels of self-care, or when a student's health condition causes significant disruption to the activities of the Simmons community, students may be required to take an involuntary leave of absence for a specific period of time.

Any student placed on an involuntary leave of absence will not be allowed to remain on campus. This includes attending classes, participating in Simmons-related activities online, participating in Simmons sponsored events, and living in residence.

Please refer to the [Graduate Catalog](#) for details regarding Involuntary Leaves of Absence and the process for returning to Simmons after an Involuntary Leave.

Student Performance

Students are expected to maintain a minimum of a B (3.0) grade average throughout their HPED programs. Courses are graded using the A-F grading system. Students must take all classes for a letter grade with the exception of the comprehensive exam, HPED 670 Proposal Development, HPED 671 Proposal Extension, HPED 690 Dissertation, and HPED 699 Dissertation Extension, in which Satisfactory, Unsatisfactory, Pass, Fail, or the A-F grading system are used.

Grading System

Letter Grade	100 point scale equivalent	GPA equivalent
A	95 - 100	4.00
A-	90 - 94	3.67
B+	87 - 89	3.33
B	83 - 86	3.00
B-	80 - 82	2.67
C+	77 - 79	2.33
C	73 - 76	2.00
C-	70 - 72	1.67
D+	67 - 69	1.33
D	63 - 66	1.00
D-	60 - 62	0.67
F	59 or less	0

Request for Extension of Assignment Submissions

Students are expected to complete coursework assignments on time; course syllabi describe policies regarding extensions and grading for assignments passed in after the deadline. An extension must be requested by a student prior to the due date of the assignment and a revised date for submission of work must be approved by the instructor.

Instructors will consider time zone differences when collecting assignments, but students are responsible for adjusting for time zone differences and should follow Eastern Time. For example, if an assignment is due at 5:00pm Eastern Time and a student lives in the Pacific time zone, the assignment should be turned in at 2:00pm Pacific Time.

Coursework Completion While on Active Duty/Military Assignments

Students who are required to participate in weekly or monthly meetings, weekend drills, annual training, military schooling or any other training or official military event as a member of the ROTC, National Guard, Reserves, or the Inactive Ready Reserve, will be excused from class. The student must provide a copy of their orders or a letter from a unit commander or a readiness/full-time staff Non-Commissioned Officer (NCO). These must be sent to the student's academic advisor. The academic advisor will send the provided information to the faculty for documentation purposes. This is not an approval process. This is for documentation purposes only.

The student is required to contact their faculty regarding making up work prior to missing class. The faculty member is responsible for giving the student a reasonable extension for making up missed work. A one-day extension per day of class excused is recommended.

Policy on Incompletes

Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, students may request an "incomplete" by obtaining approval from the course instructor and program director, which will be facilitated by the academic advisor. The advisor will distribute the Petition for Incomplete Grade form (see [Graduate Catalog](#)) electronically to the student. The form must be completed and submitted in order to be officially granted an incomplete grade in the course. Once the form is submitted, a grade of "I" will be entered by the Office of the Registrar. It is the student's responsibility to monitor their progress and complete all work so that the instructor can submit a final grade by the date set. Students can only extend their final grade with an incomplete for two weeks from the last day final grades were due. If a student does not submit required work by the new due date, the instructor will grade the student based on what has been done up until that point. The student will be assigned a zero for incomplete assignments. The grade earned will be assigned accordingly on the due date listed. Grades not submitted by the instructor to the Office of the Registrar on the approved deadline will automatically be converted to a grade of "F". Incomplete grades not accompanied by a petition will be automatically converted to a grade of "F" by 11:59pm EST on the date grades are due.

Course Evaluations

Each course is evaluated by students by the end of the last class meeting. The evaluations can be reviewed by the instructor only after student grades have been submitted. Evaluations are reviewed by the instructor, the Program Director, the Associate Dean of Health Sciences and/or the Dean of CNBHS.

Course Progression

A student can be dismissed from a course in the program at any time with cause. The instructor can submit an academic warning when the progression students' performance is considered to be marginal and/or unsafe. The justification for a warning includes but is not limited to the following:

- Quizzes or exams with a grade B- or below
- Overdue assignments
- Poor attendance
- Violation of the Honor Code
- Violation of the Professional Code of Ethics

Maintaining Academic Standing

Students who withdraw from the same course more than once will be academically withdrawn.

Students must earn a final grade of B (83.0%) or better in each course. Grades are not rounded.

Any student earning a grade lower than a B in a required course is required to meet with the HPED Program Director or their Academic Advisor no later than the first day of the subsequent semester. The purpose of the meeting is to discuss strategies for academic success and identify specific goals the student must meet in order to continue in the program. The student must retake the class and earn a minimum of a B grade. Until completing the second grade, the student will be on academic probation.

Failing Grades

When a student is required to repeat a course, both grades remain on the transcript and are accounted for in the GPA. All students are required to earn the requisite number of unique degree credits to graduate. A student is allowed to repeat a maximum of two courses in which they have earned a grade below a B (83%). Students are allowed to repeat a failed course only once. A student will be dismissed from the program if they fail to obtain a grade of B or better in a repeated course.

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The same course cannot be enrolled in more than twice, therefore students are only permitted to withdraw from the same course once earning a W grade.

A student is not permitted to re-submit any work submitted in the prior class. This includes asynchronous work as well as written papers and exams. Students required to repeat a course will do so at their own expense.

A student who fails a course may proceed into another course only if the subsequent course does not require prior successful completion of the failed course.

Repetition of a course may affect a student's ability to progress with their class and/or their expected date of graduation.

Comprehensive Exam Completion

Passing the comprehensive exam is required to remain in the program. If a student fails the comprehensive exam, they will have one additional opportunity to take an alternate version of the exam within one year. The date of the second attempt will be determined by the HPED Program Director. Failure to pass the exam at the second attempt will result in dismissal from the program. If dismissed from the program, the student will be notified of the decision orally and in writing by the HPED Program Director.

Academic Probation

Poor academic performance, which is one course grade below a B and/or a cumulative GPA of less than 3.0, results in the student being placed on academic probation. A student on academic probation will have a meeting with their HPED advisor or the Program Director no later than the end of the first week of class of the subsequent semester. The purpose of the meeting is to discuss strategies for academic success and identify specific goals the student must meet in order to continue in the program.

Students who earn two grades below a B will be excluded from the program.

A student will also be placed on probation for demonstrating behavior inconsistent with ethical, legal, or professional standards.

If a student takes a leave of absence after being placed on probation, they will be on probation for the semester they return to the program.

Removal from Academic Probation

A student is removed from academic probation when they have a cumulative GPA of 3.0 or higher and pass the repeated course with a B or higher. The student will be informed when they are removed from academic probation.

GPA Required for Graduation

Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.

Student Concerns

An individual or group of students who have concerns related to a course are expected to follow these steps:

Student-Faculty Level

An individual student or group of students should directly discuss with the instructor(s) involved any misunderstanding or grievance related to the academic performance or expectations. If a satisfactory resolution is not achieved, the student or group has the prerogative of informing the faculty member of the intention of bringing the situation to the HPED Program Director. This process should be initiated within two weeks.

Program Director Level

A problem which is not satisfactorily resolved at the instructor level may be taken to the HPED Program Director within two weeks. The Program Director will review the information or data related to the concern and act to resolve the concern. This includes communication with both students and course faculty. The Program Director will not review the concern without confirmation that the student first brought the concern to the instructor. A problem which is not satisfactorily resolved at the Program Director level may then proceed to the Associate Dean of Health Sciences for review.

University Level

Policies and Procedures for Review of Academic Performance or Professional Conduct Issues

The University is committed to supporting student success and the achievement of academic and practice proficiency while also upholding professional standards and the expectations set forth by the University-wide code of conduct. A three-level review process is used to address student academic performance, including academic integrity, and professional conduct issues. The specific level of review depends upon the severity of the concern. Information shared by the student with faculty and school administrators related to the concerns being reviewed will not be treated as confidential if the information shared raises concerns about professional performance or student safety. Students are advised that faculty or administrators will share pertinent information with each other on a need to know basis for the purpose of identifying student issues and enhancing problem solving about those issues and concerns. A student will be reviewed at the level (1, 2 or 3) that is appropriate to the concern.

Reviews of Students include but are not limited to the following circumstances:

- To identify need for academic support
- To determine a remediation plan for an Academic Integrity violation
- If a student fails to meet or maintain academic requirements
- If a student is terminated from a practicum placement either by the experience setting or by the department due to performance issues
- If a student exhibits behavior judged by faculty to be in violation of professional ethics and/or Simmons University and CNBHS policies
- If a student exhibits a consistent pattern of unprofessional behavior in the classroom or in practicum placements

The Three Levels of Review

There are three levels of review to address student academic performance and conduct issues. A student can be reviewed at any level, and consecutive level reviews are not required. Specifically, a student may have undergone a Level 1 review and then may be asked to engage in a Level 3 review, without having engaged in Level 2 review.

Level 1: Student/Instructor Consultation

A Level 1 review involves a consultation between a faculty member and a student, typically at the request of the faculty member. When a faculty member has concerns about a student meeting any of the academic criteria, whether related to professional behavior or academic performance, that faculty member will:

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- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the Academic Advisor of the concerns.
- Summarize plans and or recommendations in an email to the student.

If a problem arises in an external practicum site the intensive practicum mentor (i.e. supervisor) is expected to promptly discuss concerns directly with the student and with the HPED Program Director. It is the responsibility of the mentor to apprise their department contact of the concerns.

The purpose of the Level 1 review is to provide the student an opportunity to receive feedback from their instructor about areas of concern and suggestions for addressing the concerns.

The outcome of many Level 1 consultations is that together the faculty and students resolve the concerns and no further reviews are desired or required. Examples of situations triggering a Level 1 review are attendance issues, a poor grade, or a missed assignment.

Level 2

A Level 2 meeting can be convened when concerns have not been resolved at Level 1 or when a student appears to be developing a pattern of not following academic or program standards, policies, or procedures. All students on academic probation will have a Level 2 review meeting.

A Level 2 review usually involves a meeting with the appropriate faculty member, student, and the Program Director. The student will be informed of the Level 2 review by their instructor. In preparation for the Level 2 meeting, the instructor and/or Program Director will gather information about the nature of the concern. The meeting will be used to discuss the concerns and to develop a Corrective Plan to address that concern. If the outcome of the meeting is that no further action is needed, the meeting will be documented to the student and the Program Director but no Corrective Plan will be created. When a Corrective Plan is determined to be appropriate next steps, the Corrective Plan may address the need for the student to modify their behavior and/or seek appropriate help or academic assistance. All parties to the Level 2 meeting, including the student, shall receive a copy of the Corrective Plan.

The purpose of a Level 2 review is to assist students in fully understanding and addressing the academic or behavioral concerns that are negatively impacting their success in the program. Examples of issues that may lead to a Level 2 review are repeated attendance problems, poor grades, other difficulties meeting the standards and expectations of a course.

The administrator overseeing the Level 2 review may consult with the Dean, Associate Dean of Health Sciences in CNBHS or designee to determine if the Level 2 assessment is sufficient or whether it would be in the Student's and Simmons's best interests to conduct a more comprehensive review, pursuant to Level 3.

Level 3

A Level 3 review involves the Dean, Associate Dean of Health Sciences in CNBHS, or designee, the Program Director, and the student. Generally, the Level 3 review is called when serious or complex problematic patterns are identified with students or when the issues are serious enough to require formal consultation with faculty and the student. A Level 3 review may be conducted when concerns have not been fully resolved at prior Level 1 or Level 2 meetings; when a student continues to not meet the criteria for academic performance or when a student exhibits unprofessional or unethical behaviors in a classroom, practicum placement or other academic setting.

When a Level 3 review is called, the Dean, Associate Dean of Health Sciences in CNBHS or designee will convene a meeting with the appropriate faculty and the student. Information will be provided by the student and by appropriate faculty to determine the nature of the problem and to identify alternatives for its remediation.

The student will be notified in writing of the concerns and meeting date by the Dean, Associate Dean of Health Sciences in CNBHS or designee, with sufficient time to prepare for and attend the meeting. If a student chooses not to attend, a finding can be made with the available information in the student's absence.

Once an understanding has been reached, the student will be excused from the meeting. Faculty, including the Program Director, conducting the Level 3 review will confer and agree on recommendations, which will then be made to the Dean or Associate Dean of Health Sciences in CNBHS who will determine a course of action based on the recommendations.

The Dean, Associate Dean of Health Sciences in CNBHS or designee will inform the student of the decision, which can include one of the following:

- Continue the student in the program with no conditions.
- Establish written conditions for the student's continuance in the program.
- Consult with or referral to the Simmons University Assistant Dean of Community Standards or Director of Academic Integrity.
- Dismiss student from the program.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that the concerns have been discussed with the student and attempted to be ameliorated when appropriate. Students must be notified of the decision in 10 business days of the review.

Level 3 Reviews and Referral and/or Consultation with the Simmons University Assistant Dean for Community Standards

In some instances, depending on the nature of the problem, the Simmons University Assistant Dean for Community Standards may be consulted to determine whether a Level 3 Review or a referral to the Assistant Dean for Community Standards, and/or Director of Academic Integrity is the most appropriate course of action.

After consultation, if it is determined that a referral to the Assistant Dean for Community Standards and/or Director of Academic Integrity is appropriate, the student will be notified in writing about the nature of the concern and that the referral is taking place. Situations that may result in referral to the Assistant Dean of Community Standards and/or Director of Academic Integrity include: academic dishonesty, plagiarism, cheating, gender-based misconduct (which includes unlawful harassment), damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, campus visitor or member of the Simmons community and conduct that disrupts the functioning of the University as an open, educational community.

Cases that are referred directly to the Assistant Dean for Community Standards and/or Director of Academic Integrity may be referred back to the Dean, Associate Dean of Health Sciences in CNBHS or designee and HPED Program Director for the purpose of developing an implementation plan (Corrective Plan) for sanctions that have been determined by the Assistant Dean for Community Standards or Director of Academic Integrity.

Students have the right to appeal the final decision regarding the academic or conduct violation according to the [appeals policies](#).

Program Dismissal

Grounds for Academic Dismissal

The following academic performance circumstances lead to dismissal:

- Not having a minimum cumulative GPA of 3.0 at the completion of the HPEC or CAGS programs
- Earning two grades below a B
- Earning a cumulative GPA falling below a 3.0 for two consecutive semesters
- When it is determined that a student cannot return their cumulative GPA to at least a 3.0 at the conclusion of the following term
- Withdrawing from the same course more than once
- Being on probation for more than two semesters over the course of obtaining the degree
- Failing to progress as described in course progression policy
- In the case of conditional admission (or readmission), failing to meet the conditions set forth by the Program Director
- Additionally, for PhD students:
 - Not having a minimum cumulative GPA of 3.0 at the completion of the CAGS portion of the program
 - Not having a minimum cumulative GPA of 3.0 before taking the comprehensive exam
 - Failure to pass the comprehensive exam after the second attempt
 - Failure to successfully defend a dissertation proposal during HPED 670 Dissertation Proposal or after two additional semesters of HPED 671 Proposal Extension failure to complete the dissertation within seven years, or 4 years after completion of academic coursework.
 - Failure to pass the dissertation defense, as determined by the student's dissertation committee members

Grounds for Conduct Dismissal

- Simmons Academic Integrity violations
- Simmons Code of Conduct violations
- Behavior judged to be in violation of Simmons University Policies
- Behavior that is deemed unprofessional per the code of ethics of the student's professional discipline
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study at Simmons or occurring prior to admission and becoming known after admissions
- Behavior that is illegal, unethical, or unprofessional
- Verbally or physically threatening members of the University administration, faculty, staff, students, or clients in the practice setting
- For PhD students:
 - Behaviors and actions judged to be in violation of human subject protocols and/or IRB ethical standards as articulated by the Simmons University Institutional Review Board
 - Behaviors and actions judged to be in violation of commonly held scientific ethical standards

Notification of Dismissal

A student who is dismissed will be informed in a letter from the Dean or designee. The reasons for the dismissal will be included in the letter.

Appeal of Dismissal

Health Sciences Appeals Committee

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1. Purpose and Function

The Health Sciences Appeals Committee considers formal written requests from students who are seeking an exception to program or CNBHS policies that impact their academic status. All appeals must be submitted to the CNBHS Office of the Dean designee within the time frame for the particular appeal: 90 university business days for program exclusion, 10 university business days for final grade appeals, and 14 university business days for all other appeals.

A student may seek an exception to a policy, or appeal a decision if:

- There is new information that could influence outcome;
- The student views the original decision as a disproportionate response; and
- The student believes that the policies were administered unfairly.

2. Membership

The Health Sciences Appeals Committee is composed of Program Chairs or Directors from each CNBHS department (or their designee), the Associate Dean for Health Sciences, the Director of the Dotson Bridge and Mentoring Program, and an at-large-faculty member appointed by the Dean for a two-year term. The CNBHS Director of Operations, or an Executive Assistant from the CNBHS Deans' Office shall be a non-voting, ex officio member of the committee. The Associate Dean of Health Sciences shall serve as the Committee Chairperson. The Committee has regularly scheduled meetings throughout the academic year.

3. Process

FINAL GRADE APPEALS:

Per the Simmons University Graduate Course Catalog, graduate students should first consult with their respective faculty member (in course of record) and academic unit head (Program Director or Chair) for all **FINAL GRADE** appeals. If, after seeking informal resolution with the Faculty member or Academic unit head regarding a final grade issue, the student continues to believe that the assigned grade is unfair and wishes to pursue the appeal, the student may submit a written (electronic) appeal to the CNBHS Dean's Office using an electronic form that will be provided to them.. This e-form represents the formal written process and initiates the appeal process beyond the Academic Unit level.

Once submitted, the Committee Chair (Associate Dean) will review the submitted form and ask for a written (electronic) statement from the faculty member and/or academic unit to complete the data gathering process. If needed, the Chair or their designate shall meet with the appealing student, the faculty member and/or the Academic unit head to gather additional information, and/or clarity. If the Chair's subsequent review of all submitted materials determines that there is no merit to the grade appeal, the Chair then informs the student that the final grade stands, as it was originally filed by the corresponding faculty member. However, the student can then choose to appeal that decision, by bringing their appeal to the full CNBHS Appeals Committee for a secondary appeal.

Final Grade APPEALS and Program Exclusion APPEALS:

If the student wants to secondarily appeal a final grade decision made by the Committee Chair, *or* if a student is appealing a program exclusion decision from their Academic Unit, the matter will go directly to the full CNBHS Appeals Committee for adjudication, per the following process and procedures:

- Students submit written appeals to the Dean's office via an available electronic form, provided to them by their Academic Unit. Students are strongly encouraged to consult with their faculty advisor, in preparing their appeal form and planning for their appearance in front of the Appeals Committee.
- For

grade appeals, this has already been done, for all other instances, the process starts with completion of this online form.

- Prior to meeting with the student, the Appeals Committee Chairperson may choose to consult with faculty or others involved in the case by having them submit (electronically) a program/department background information form regarding the nature and details of the appeal. For grade appeals, this has already been done, for all other instances, the process starts with completion of this online form.

- The Committee Chair will place the student's appeal for consideration at the next available Appeals Committee meeting. The Committee will make reasonable effort to consider appeals in a timely manner according to the academic calendar, timing and other relevant factors.

- The student will be invited and scheduled to appear at the next available Appeals Committee meeting where their case will be presented and heard. Students may have their faculty advisor or other faculty representative attend the meeting with them if they choose (no other representatives are allowed).

- The student will be notified, in writing, of the Committee's decision, within 10 university business days of the meeting at which their appeal is heard. Written notification of the decision will also be sent to the Dean, the student's academic advisor (if applicable), the Registrar's Office, and the corresponding Department Chair or Program Director.

- In the event that the Appeals Committee grants an exception to a policy (accepts the student's appeal), the matter will be referred back to the student's academic department. The corresponding Department or Program will be responsible for determining the appropriate plan, and will stipulate terms for student progress; which will be communicated to the student in writing. A copy of this written plan will be shared with the Appeals Committee.

- The CNBHS Dean will be the final arbiter for cases appealed beyond the Health Sciences Appeals Committee. Students wishing to appeal the Committee's initial decision have 5 university business days to notify the CNBHS Dean of this decision and desired action. In return, the CNBHS Dean will inform the student of their decision within 5 university business days.

Administrative Withdrawal

If a student withdraws from all of their courses, fails to return from leave of absence after the date approved by the registrar, or fails to register for any courses by the end of the add/drop period, they are considered to have withdrawn from the University. No student will be permitted to register after the add/drop period for their program has ended. Students who are administratively withdrawn must reapply to the program if they wish to return. Admission once does not guarantee that admission will be granted a second time.

Sources

National Center for Science and Engineering Statistics, National Science Foundation. 2019. *Doctorate Recipients from U.S. Universities: 2019*. NSF 21-308. Alexandria, VA. Available at <https://nces.nsf.gov/pubs/nsf21308/>.

APPENDIX A: Health Professions Education HPEC Program Checklist

For HPEC Students Entering Fall 2022 And After

HPEC Program: This is a 12-credit micro-credential. Check the box when the required course has been completed. Course offerings are projected and are subject to change.

	Track 1*	Track 2*	Track 3*	Track 4**
	<i>The Teacher</i>	<i>The Scholar</i>	<i>The Administrator</i>	<i>The Generalist</i>
	Select 3	Select 3	Select 2	Select 4
Fall Semester	<input type="checkbox"/> HPED 521 Learning Theory & Practice	<input type="checkbox"/> HPED 520 Trends in Health Professions Education	<input type="checkbox"/> HPED 520 Trends in Health Professions Education	<input type="checkbox"/> HPED 520 Trends in Health Professions Education and/or <input type="checkbox"/> HPED 521 Learning Theory & Practice
Spring Semester	<input type="checkbox"/> HPED 530 Principles of Inquiry and Evidence in Health Professions Education and/or <input type="checkbox"/> HPED 531 Teaching Methodologies, Course Design and Assessment	<input type="checkbox"/> HPED 530 Principles of Inquiry and Evidence in Health Professions Education and/or <input type="checkbox"/> HPED 663 Qualitative Research Methods	<input type="checkbox"/> HPED 530 Principles of Inquiry and Evidence in Health Professions Education	<input type="checkbox"/> HPED 530 Principles of Inquiry and Evidence in Health Professions Education and/or <input type="checkbox"/> HPED 531 Teaching Methodologies, Course Design and Assessment
Summer Semester	<input type="checkbox"/> HPED 540 Curriculum Development, Program Design & Evaluation	<input type="checkbox"/> HPED 540 Curriculum Development, Program Design & Evaluation	<input type="checkbox"/> HPED 540 Curriculum Development, Program Design & Evaluation REQUIRED <input type="checkbox"/> HPED 665 Leadership and Organizational Change in Health Professions Education	<input type="checkbox"/> HPED 540 Curriculum Development, Program Design & Evaluation and/or <input type="checkbox"/> HPED 665 Leadership and Organizational Change in Health Professions Education
	REQUIRED	REQUIRED	REQUIRED	
Fall Semester	<input type="checkbox"/> HPED 541 Education Application & Immersion Experience	<input type="checkbox"/> HPED 541 Education Application & Immersion Experience	<input type="checkbox"/> HPED 541 Education Application & Immersion Experience	N/A

*The program strongly recommends consulting with the program director before deciding which courses to take to better personalize and fit your goals.

**The Generalist Track is designed for individuals who may not have or know of a specific track, or for those who may want or need to expedite their completion of the micro-credential by taking more than one class per semester. This track does NOT require HPED 541 as a capstone class, either. This Track also provides greater flexibility for start dates, and allows enrollment of 2 courses in any of the spring, summer or fall semesters to finish a customized 4 course sequence in faster time. For the Generalist Track, candidates can take any *FOUR* of the following courses: HPED 520, 521, 530, 531, 540 or 665; but not HPED 541.

Last Updated: 9/25/2024

Important Notes for the HPEC micro-credential:

- Each of the 4 tracks consists of 12 credits, or 4 three credit courses (for completion)
- Complete Tracks 1, 2 or 3 in just 12-16 months. Track 4 can be completed in 8 months.
- All classes also apply towards our 6-course CAGS (Certificate of Advanced Graduate Studies) *and* PhD programs in Health Professions Education (HPED) should you desire to continue your Health Professions Education.
- In addition to your chosen specialty Track 1, 2 or 3 content, complete HPED 541 to cap off your experience by applying what you have learned to your local and personal interests. In HPED 541, you will immerse yourself with students from other tracks to combine and apply what you have learned with your professional and academic interests to complete a meaningful project that's of use to you, your employer, your program or your profession. Design or update a professional curriculum, develop meaningful assessment strategies and tools for your program or profession, conduct a small research study, or work on an accreditation project—whatever suits your interests and professional needs.

APPENDIX B: Health Professions Education CAGS Program Checklist

For CAGS Students Entering Fall 2018 And After

CAGS Program (Full-Time): This is a 6 credit/semester sequence.

Required Courses (Check box when complete)		Course Number	Credits	Prereqs	Semester / Year Completed
Year 1 Semester					
Fall	<input type="checkbox"/> Trends in Health Professions Education	HPED 520	3	none	
Fall	<input type="checkbox"/> Learning Theory and Practice	HPED 521	3	none	
Spring	<input type="checkbox"/> Principles of Inquiry and Evidence in Health Professions Education	HPED 530	3	none	
Spring	<input type="checkbox"/> Teaching Methodologies, Course Design, and Assessment	HPED 531	3	none	
Summer	<input type="checkbox"/> Curriculum Development, Program Design, and Evaluation	HPED 540	3	none	
Year 2 Semester					
Fall	<input type="checkbox"/> Education Application and Immersion Experience	HPED 541	3	none	

***Course offerings are projected and are subject to change.**

APPENDIX C: Health Professions Education PhD Program Checklist

For Doctoral Students Entering Fall 2018 And After

PhD Program (Full-Time): This is a 6 credit/semester sequence.

Required Courses (Check box when complete)		Course Number	Credits	Prereqs	Semester / Year Completed
Year 1 Semester					
Fall	<input type="checkbox"/> Trends in Health Professions Education	HPED 520	3	none	
Fall	<input type="checkbox"/> Learning Theory and Practice	HPED 521	3	none	
Spring	<input type="checkbox"/> Principles of Inquiry and Evidence in Health Professions Education	HPED 530	3	none	
Spring	<input type="checkbox"/> Teaching Methodologies, Course Design, and Assessment	HPED 531	3	none	
Summer	<input type="checkbox"/> Curriculum Development, Program Design, and Evaluation	HPED 540	3	none	
Summer	<input type="checkbox"/> Applied Statistics 1	HPED 661	3	none	
Year 2 Semester					
Fall	<input type="checkbox"/> Education Application and Immersion Experience	HPED 541	3	none	
Fall	<input type="checkbox"/> Applied Statistics 2	HPED 662	3	HPED 661	
Spring	<input type="checkbox"/> Quantitative Research Methods	HPED 666	3	HPED 530, HPED 662	

Spring	<input type="checkbox"/> Qualitative Research Methods	HPED 663	3	none	
Summer	<input type="checkbox"/> Qualitative Research Analysis	HPED 664	3	HPED 663	
Summer	<input type="checkbox"/> Leadership and Organizational Change in Health Professions Education	HPED 665	3	none	
Year 3 Semester					
Fall	<input type="checkbox"/> Perspectives in Research and Theory in Health Professions Education	HPED 660	3	HPED 664, HPED 666	
Winter Interession	<input type="checkbox"/> Written Comprehensive Exam (P/F)	---	No Credits	all courses above	
Spring	<input type="checkbox"/> Proposal Development	HPED 670	3	Comp. Exam	
Summer	<input type="checkbox"/> Proposal Extension (May begin dissertation if the proposal is defended successfully in the spring.)	HPED 671	0**	HPED 670	
Year 4 Semester					
Fall	<input type="checkbox"/> Dissertation	HPED 690	3	HPED 670	
Spring	<input type="checkbox"/> Dissertation	HPED 690	3	HPED 670	
Summer	<input type="checkbox"/> Dissertation Extension	HPED 699	0***	HPED 690 (6 cr)	

***Course offerings are projected and are subject to change.**

****Continuing fee equivalent to one credit.**

***** Continuing fee equivalent to one credit. Must be registered continuously through the semester of graduation.**

APPENDIX D: TRADITIONAL FORMAT FOR THE DISSERTATION PROPOSAL

A Traditional Format Dissertation Proposal Rubric is provided in HPED 660 which covers chapter by chapter information in detail.

Students planning to complete the three-manuscript dissertation must consult with their dissertation chair and HPED Program Director on the proposal requirements for this format.

The dissertation proposal should be written in future tense to indicate the research has not yet been conducted and must be written according to APA format (7th edition). The proposal will be organized as follows:

I. Title Page

- a) Name
- b) Date
- c) Research Title
- d) Running head
- e) Committee members

II. List of abbreviations used in the document, if any

Chapter 1. Introduction (~5-8 pages)

Chapter 2. Review of the Literature (ROL) related to the problem (~10-20 pages)

Chapter 3: Methods (~5-7 pages)

Reference List (APA Format)

Appendices

- a) Copies of all tools and data collection instruments
- b) Recruitment flyer or letter
- c) Consent form
- d) Letters of collaboration from cooperating facilities
- e) Statistical analysis plan worksheet
- f) Confidentiality agreement if using transcriptionist services
- g) Other information as needed

APPENDIX E: TRADITIONAL FORMAT FOR THE DISSERTATION MANUSCRIPT

Components of the Final Dissertation Manuscript

The final dissertation manuscript should be prepared according to the format specified by the American Psychological Association (APA) Publication Manual (7th or latest edition). The manuscript should include the following components:

1. Title page. The title page should include the following: the title of the research, the name of the author, the degree to be awarded at Simmons; copyright (see title page template provided in HPED 690).
2. Signatures page. The signatures page, Dissertation Manuscript Approval Form, includes the names and signatures of committee members. Insert a blank signature page as a placeholder until the dissertation has been successfully defended.
3. Abstract. The Abstract should be no longer than 350 words and should include the following: statement of the problem, methods used in the research, results of the research and conclusions/implications for research and practice.
4. List of Abbreviations, if applicable
5. Acknowledgments
6. Dedication (optional)
7. Table of Contents
8. List of Tables (if applicable)
9. List of Abbreviations (if applicable)
10. Text of the manuscript (See below): Chapters 1-5. Be sure that each chapter has a very brief introductory paragraph (i.e. a few sentences) at the beginning that tells the reader what this chapter will be about and a few summary sentences at the end of the chapter to summarize what you just told them and the transitions into the next chapter.
11. References. An alphabetical listing by author of references cited in the text of the study. Students should follow the format of the APA Manual (7th edition or later). If references were consulted, but not cited in the text of the paper, they should be included in a separate Bibliography (in the appendices section of the paper).
12. Tables and Graphics (if applicable)
13. Appendices. Appendices should include copies of instruments used in data collection, permissions obtained, IRB approvals, consent forms, optional bibliography and other materials as appropriate.

Outline of the Body of the Dissertation Manuscript

The final manuscript should be in the past tense to indicate the research has been completed and will include sections previously described in the Dissertation Proposal above but in exhaustive depth here - i.e.:

- Chapter 1: introduction, purpose, research questions and specific aims, significance, conceptual framework, definition of terms, etc.
- Chapter 2: exhaustive and continuously updated synthesis of the literature.
- Chapter 3: The methods section should be updated and describe the methods that were actually used in the study, e.g., actual sampling techniques, description of the sample, recruitment methods, data collection, etc. The data analysis section should include the actual methods used in

the analysis and the ways in which data were prepared for analysis (i.e., “data cleaning”, ‘recoding of variables’, etc).

- Chapter 4: The results section details the findings of the research and should include the following:
 1. Introduction to this section.
 2. Recruitment of participants: Dates of recruitment, method used for recruitment, numbers recruited, numbers who declined participation or who dropped out. Consider a graphical representation especially if an intervention was used (see [CONSORT Flow Diagram](#)).
 3. Description of the final sample: Demographics and characteristics (inclusion/exclusion criteria, as well as recruitment procedures, are included in methods section only, not here in results). Here is where the student describes how many were recruited out of how many invited (calculate and present recruitment rate for quantitative studies), and describe who they are. Refer in the body of the text to any tables used to describe your data. Do not duplicate in text what is in the tables but rather summarize the main points of the tables in the text and refer the reader to ‘see table 1 for more details’. That table will be a free standing page to be included after the reference list. See APA manual for table formatting issues.
 4. Outcomes of the research: Address each research question or objective. Report results for each. Start with descriptive statistics and progress to the inferential statistics. Make sure not to ‘discuss’ or interpret the results in this section- that should occur in the discussion section.

- Chapter 5:
 - Discussion: The discussion section includes careful analysis and integration of the results of the study. In this section, the researcher comments on the meaning of the study results. This section is similar in quantitative and qualitative research studies. The discussion should briefly describe important, significant and surprising findings. It should include a comparison of the study findings with those of other studies on the topic (which hopefully you reviewed in the literature review section). This means there should be an interpretation of study findings in relation to existing literature and theory and new knowledge generated from the study. The discussion should also include any limitations in the research methods that may affect interpretation of the results (e.g., small sample size in quantitative studies, participant attrition, glitches in data collection, etc.).

 - Conclusion: The conclusion should reiterate key findings of the study and describe implications for education, policy and further research on the topic.

If the student has **more than one research question** and **the questions were addressed through different methods**, the dissertation may be organized with methods, results, discussion sections by research question after consultation with the committee. The conclusion will be an umbrella conclusion that ties in all that is now known from the research. The format would look like this:

Different research questions with different methods (see Traditional Dissertation Format for a detailed description of what goes in each section)

- a. Chapter 1: Introduction
- b. Chapter 2: Literature Review
- c. Chapter 3: Methods
 - i. Introduction to how you will display this section

- ii. Question 1 methods
 - iii. Question 2 methods
 - iv. Questions 3 methods
 - v. Summary of all
 - d. Chapter 4: Results
 - i. Introduction to how you will display this section
 - ii. Question 1 Results
 - iii. Question 2 Results
 - iv. Question 3 results
 - v. Summary of all
 - e. Chapter 5: Discussion
 - i. Introduction
 - ii. Question 1 discussion, strengths, limitations, implications for future research
 - iii. Question 2 discussion, strengths, limitations, implications for future research
 - iv. Question 3 discussion, strengths, limitations, implications for future research
 - v. Summary of all
 - vi. Conclusion overall

However, if all the questions use the same recruitment and sample, provide an umbrella methods section and then in the results section you can start breaking down the results by question and the format would look like this:

Different research questions with the same methods section (see Traditional Dissertation Format for a detailed description of what goes in each section)

- a. Chapter 1: Introduction
- b. Chapter 2: Literature Review
- c. Chapter 3: Methods
- d. Chapter 4: Results
 - i. Introduction to how you will display this section
 - ii. Question 1 Results
 - iii. Question 2 Results
 - iv. Question 3 results
 - v. Summary of all
- e. Chapter 5: Discussion
 - i. Introduction
 - ii. Question 1 discussion, strengths, limitations, implications for future research
 - iii. Question 2 discussion, strengths, limitations, implications for future research
 - iv. Question 3 discussion, strengths, limitations, implications for future research
 - v. Summary of all
 - vi. Conclusion overall

APPENDIX F: GUIDELINES FOR THREE-MANUSCRIPT DISSERTATION

The traditional dissertation includes five chapters – Introduction, Literature Review, Methods, Results, and Discussion/Conclusion. This format may not be best suited for every student’s doctoral research. Therefore, an alternate format, the three-manuscript dissertation, may be used. This format must be approved by the HPED Program Director in consultation with the dissertation committee. Careful consideration is required to determine whether the three-manuscript format is suitable for the proposed doctoral research. Please note that it may take longer to prepare and defend and may take more work than a traditional dissertation. The three-manuscript dissertation has its own special preparation, formatting and set of requirements. There must be coherence between the three manuscripts that comprise the dissertation and the rationale for grouping the three articles together must be clear.

Guidelines

- Students must propose this dissertation format choice to their dissertation committee and the HPED Program Director, describing the three papers they will write, how they constitute a “package” of related work, and how as a group these papers develop the student’s research capability.
- The three-manuscript dissertation must be approved by the HPED Program Director.
- The minimum number of articles to be included in the dissertation is three. Students can include more as deemed necessary by the dissertation committee.
- The articles submitted for the defense must be of publishable quality and journals to which the articles will be submitted for publication must be identified and approved by the dissertation committee. The student’s dissertation committee decides whether the articles meet the standard of publishable quality.
- Journals vary in format and style. Prepare your papers in the format that will meet the specifications of the journals to which you plan to submit. Consult with your dissertation committee. They will have recommendations for you.
- Students must be lead author on each paper. As first authors, students are responsible for leading the project in most ways (i.e. development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, writing major portions of a manuscript, designing an intervention or assessment (if relevant), and interpreting results). Although they may have co-authors--including the HPED faculty and dissertation committee members -- the following criteria must be explicitly met by the student:
 - Each section of each paper must be written by the student. However, the student may receive formative feedback on these sections. Receiving feedback preserves the parallel between this format and a traditional dissertation.
 - Each empirical paper must clearly lay out a problem, use research methods that are appropriate to study the problem, use appropriate and state-of-the-art analytic techniques conducted by the student, and interpret the findings within the context of the theory or conceptual framework that supports the research.
 - Students will send these papers to quality peer-reviewed journals in their area, although the papers do not have to be submitted before the defense.
- The dissertation committee along with the student should determine each contributor’s role and if the student has met the criteria for first authorship. No other students can be coauthors of any of the articles. Coauthors must be identified at the student’s proposal defense. The article and the role of the coauthors must be presented to and approved by all members of the dissertation committee and the HPED Program Director. Any changes in co-authorship must be approved by

the student’s dissertation committee and HPED Program Director. Students must include an Appendix that specifically details the contributions of all coauthors for each of the papers. For example, you may note for paper 1: XX designed the study, performed a systematic literature review, planned and conducted the analysis, and wrote the first version of the manuscript. XX provided feedback and edited the manuscript and supervised the project.

- The nature of the three papers may differ in type (e.g., literature review or conceptual paper, empirical article, or a translational research paper). Within these guidelines, the dissertation committee and HPED Program Director will have the final say over which papers can count toward the three-paper dissertation. Guidelines for what must be included are:
 - A minimum of two of the papers must be empirical reports of original pieces of research that might include primary research, secondary data analysis, or meta-analysis.
 - One of the papers may be either:
 - A literature review or conceptual paper that takes a critical stance on what is known and what further research is needed.
 - A paper that translates research for educators, practitioners or policymakers. This excludes blogs or magazine pieces.
- If the dissertation committee or HPED Program Director requests additional analyses or information that do not fit into the three papers, these may appear as Appendices in the dissertation manuscript.
- Deadlines are the same for the three-paper dissertation as they are for the traditional dissertation format.
- Defense guidelines and structure are the same as they are for the traditional dissertation format.
- Upon successful final oral defense, the papers are to be submitted to peer-reviewed journals. Evidence of manuscript submission, as determined at the defense, is required prior to final dissertation signatures.
- Submission to the University Archives is the same as the traditional dissertation format.

Here is a comparison of the components of the Traditional and Three-Manuscript Dissertation Formats:

	Traditional Dissertation	Three-Manuscript Dissertation
Introduction and Outline of the Problem	✓	
Introduction to the Overall Topic and Problem		Include the logical link between the three papers
Conceptual or Theoretical Framework	✓	✓
Literature Review	✓	Included in three papers

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Methodology	✓	Included in three papers
Results (Research Findings)	✓	Included in three papers
Three separate, publishable papers of normal journal article length related to the overall theme		First Paper Second Paper Third Paper
Summary, Interpretations, Conclusions, Recommendations for Policy and/or Further Research	✓	Concluding scholarly discussion of the implications of the integrated findings
Reference List	✓	Included separately for each section (introduction, paper 1, paper 2, paper 3 and conclusion)
Appendices	✓	✓

Format

The final dissertation manuscript should be prepared according to the format specified by the American Psychological Association (APA) Publication Manual (7th or latest edition). However, an alternate format for the body of the manuscript (i.e. a specific peer-reviewed journal) may be negotiated with dissertation committee members and the HPED Program Director. The manuscript should include the following components:

1. Title page. The title page should include the following: the title of the research, the name of the author, the degree to be awarded at Simmons; copyright (see title page template provided in HPED 690).
2. Signatures page. The signatures page, Dissertation Manuscript Approval Form, includes the names and signatures of committee members. Insert a blank signature page as a placeholder until the dissertation has been successfully defended.

3. Abstract. The Abstract should be no longer than 350 words and should include the following: statement of the problem, methods used in the research, results of the research and conclusions/implications for research and practice.
4. List of Abbreviations, if applicable
5. Acknowledgments
6. Dedication (optional)
7. Table of Contents
8. List of Tables (if applicable)
9. List of Abbreviations (if applicable)
10. Text of the dissertation manuscript (See below): Instead of five chapters, the three-manuscript dissertation includes an introduction, followed by the three separate, publishable papers (as deemed by the dissertation committee) of normal journal article length that are logically linked together, and a summary chapter/conclusion that links the findings into a coherent research contribution.
11. References. An alphabetical listing by author of references cited in the text of the study. See below for placement of the reference lists for each section of the three-manuscript dissertation. Students should follow the format of the journal(s) they will submit the manuscript to. If references were consulted, but not cited in the text of the paper, they should be included in a separate Bibliography (in the appendices section of the paper).
12. Tables and Graphics (if applicable)
13. Appendices. Appendices should include copies of instruments used in data collection, permissions obtained, IRB approvals, consent forms, optional bibliography and other materials as appropriate.

In brief, the main body of the three-manuscript dissertation should include:

- Introduction: The introduction is separate from the three manuscripts. It provides the background and significance of the problem. It should detail the logical link between the three articles, including relevant conceptual or theoretical framework.
- Manuscripts: Three separate, publishable papers (as deemed by the dissertation committee) of normal journal article length are required. Each of the three papers will include an introduction, literature review, methodology, results, discussion and conclusion.
- Conclusion: A summary chapter discusses the implications of the integrated findings of the three papers.
- Each paper will have a reference list and any applicable Appendices. References used in the Introduction and overall conclusion will be included at the end of those chapters. Papers may be co-authored (e.g., with dissertation committee members, other researchers), but the student is expected to be the primary contributor to each article. An Appendix detailing author contributions to each of the pieces is required (see below).

Detailed Outline of the body of the three-manuscript dissertation

1. Introduction (with reference list)

The introduction should explain why the research is being conducted and include all of the components in the introduction of the Traditional Dissertation Format. However, in this case there should be a substantive discussion of the relationship between the three papers, as well. The rationale for three articles should be clear. It is important to include the focus of each individual paper as well as the significance of the study overall and the contribution each paper will make. The introduction should include a clear statement of the student's purpose and research hypothesis(es) to be tested. It should provide necessary background information and an overview of what will be presented in the remaining chapters. The three papers should form a cohesive body of work that supports a theme or themes that are clearly expressed in

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the introduction. Students must articulate the overarching theories and empirical studies that lay the groundwork for their research. This means that there should be an overarching conceptual framework for the study with theories that inform the conceptual framework and the three individual papers. Key concepts and/or domains overall and in each of the three papers should also be included.

2. Chapter 1/Article 1

Introduction, Review of Literature, Methods, Results, Discussion, Conclusions
Reference List
Appendices, if applicable

3. Chapter 2/Article 2

Introduction, Review of Literature, Methods, Results, Discussion, Conclusions
Reference List
Appendices, if applicable

4. Chapter 3/Article 3

Introduction, Review of Literature, Methods, Results, Discussion, Conclusions
Reference List
Appendices, if applicable

5. Chapter 4 – Conclusion

This chapter includes the overall conclusions for the dissertation as a whole. It should reiterate key findings of the research and summarize the findings in context of the overarching framework and three papers, as well as describe implications for education, policy and further research on the topic. It is critical to tie the three papers together in a cohesive manner.

Reference List

6. Appendices

Include Appendices that relate to the whole dissertation. Students must include an Appendix that specifically details the contributions of all co-authors for each of the papers. This should be discussed with all authors in advance of the study, recognizing that changes in contribution can and do occur.

APPENDIX G: DISSERTATION DOCUMENT PREPARATION

Prior to the oral presentation, the student should provide a copy of the manuscript to each of their committee members and the HPED Program Director. This copy is considered a draft, as changes may have to be made after the committee reviews the paper. The final document follows the latest APA Guidelines. Consult with the HPED Program Director if a three-manuscript dissertation format was used.

General Typing Guidelines

The final document for the Traditional Dissertation Format should follow the guidelines in the APA's Manual. Simmons establishes the following specific guidelines.

1. The manuscript must be in an electronic format (i.e. pdf).
2. Typeface: any type similar to that specified by the APA Guidelines is acceptable. 12-point Times New Roman or 10-pitch Courier printer fonts are examples of acceptable typefaces. Smaller, larger, and script typefaces are not acceptable.
3. Margins: Margins must be at least an inch and a quarter (1 1/4") on the binding sides (the left side) and one inch on the other three sides. Excluding page numbers, all information (headings, text, graphs and labels) must appear within the margins.
4. Spacing: The main body of the text utilizes double spacing. The abstract may be single-spaced. Use only left margin justification.
5. Pagination: The entire document must be numbered continuously from beginning to end. Preliminary pages (title page to beginning of first section) should be numbered with Roman numerals (i-iv, for example). The title and signature pages are counted but do not receive numerals. Arabic numbers are used for text beginning with the introduction and ending with the last page of the document. Page numbers should appear at the right top of each page. Students should check their manuscripts for correct pagination before submission.

Dissertation manuscript sign off

All corrections to the dissertation manuscript, including any changes required subsequent to the dissertation defense, must be submitted to the HPED Program Director no later than two weeks after the Dissertation Defense. Once all requested changes have been made by the candidate and approved by the dissertation committee, the final manuscript should be submitted electronically to each of the dissertation committee members and to the director of the HPED program for review and signatures two weeks prior to graduation. A student cannot graduate until the HPED Program Director has verified receipt of a corrected and complete, signed dissertation manuscript as well as confirmation of submission of the manuscript to the Simmons Archives (a screenshot of the completed archives submission is acceptable).

Students must submit an electronic signed copy of their complete dissertation to the HPED Program Director for departmental storage. Committee members may also want a copy for themselves - students should contact committee members to determine this.

The student also must submit their dissertation to the Simmons Archives. We do not require a physical copy of theses and dissertations be submitted to the Archives. Instead, we require that students submit:

- one digital copy of the work **in PDF format**
- **an abstract**
- **a signed submission form**

Please review the [requirements for submission of theses & dissertations](#) and [submit your work here](#).

Please email archives@simmons.edu if there are questions about these requirements.

In most instances, the ownership of the copyright for the published dissertation resides with the student. Exceptions to this rule may arise if the dissertation receives support either from the University, CNBHS or some other source as part of a larger funded endeavor. In this case, the University or other source will hold copyright. Although copyright exists automatically when the work is created in its final, fixed form, notice of copyright should be placed on all publicly distributed copies. This notice is fulfilled by placing the following three elements at the bottom of the title page:

- The word copyright or the symbol letter c in a circle (©).
- The year of first publication (for dissertation research, this is the year of submission).
- The name of the copyright owner.
- e.g. © 2021, Sally Q. Simmons

Even in circumstances in which the student is the owner of the copyright, the dissertation is produced in the context of this school's doctoral program and with the guidance of its faculty. Therefore, the student will be asked by the HPED Program Director to sign a form granting the school permission to reproduce and distribute copies of the dissertation.

Students may wish to publish their dissertations in other forms, such as books or articles. The school encourages this broader dissemination of doctoral work. However, whenever dissertation material appears in book or article form, it should acknowledge explicitly that the work is based on a doctoral dissertation completed at Simmons University College of Natural, Behavioral and Health Sciences.

On rare occasions, a dissertation may contain information that must be restricted for a period of time, including personal information about third parties. If this is the case, please contact the University Archives to discuss specific restrictions.

Submission to ProQuest

Submitting your scholarship to the Simmons Archives does not submit your scholarship to any other digital platform or database, including ProQuest. HPED and the University Archives encourages, but does not require, students to submit an [electronic copy](#) and abstract of their thesis or dissertation to [ProQuest](#). Learn more about [submitting to ProQuest](#).

Authorship

The doctoral student is the first author of publications based on dissertation research. Committee members are often included as co-authors in publications. Author sequence will be negotiated with committee members during the proposal development stage and reconfirmed after the dissertation defense.

APPENDIX H: HPED FORMS

Please contact the program administrative assistant for these forms.

Submission of the Publishable Paper or Grant Form
Comprehensive Exam Status
Committee Member Establishment Form
External Committee Member Memorandum of Agreement
Dissertation Proposal Defense Application Form
Dissertation Proposal Defense Approval Form
Dissertation Defense Application
Dissertation Defense Approval Form
Dissertation Manuscript Approval Form
HPED Petition for Transfer Credit

APPENDIX I: SUGGESTED DISSERTATION DEFENSE PROCEEDINGS

Committee Guidelines

1. Introductions: Chair introduces candidate and committee (optional to have audience introduce themselves depending on size of audience)
2. Overview of process to be followed
 - a. 30 minute presentation by candidate
 - b. Questions from committee (15-25 minutes)
 - c. Questions from guests (5-10 minutes)
 - d. Committee excuses itself to deliberate (15-20 minutes)
 - e. Committee rejoins the meeting and shares its decision (5 minutes)

Student Guidelines

1. Attend as many other doctoral student presentations as possible to be familiar with the process prior to the defense.
2. During the defense do not attempt to cover the entire dissertation and especially do not spend a lot of time on the background and literature review. Highlight each section and summarize for the audience the major points derived from literature review.
3. The bulk of the presentation should be the methods, results and most important - the discussion of what the results mean. Use the HPED Dissertation Defense Template provided in HPED 690 for the presentation.
4. Share some data with the audience, but do not overwhelm them with lots of numbers for quantitative studies or quotes from narratives for qualitative studies. In other words provide sufficient numbers and/or quotes that answer the research questions but not all the comparisons along the way.
5. Demonstrate an ability to understand and present patterns and trends associated with the dissertation topic.
6. Demonstrate an ability to field all questions from the audience. Do not rely on committee members to answer them.
7. Treat this presentation as a professional conference session.
8. Practice! Practice timing, practice mastery of content, practice fielding questions, practice with the committee chair first, practice with peers, practice with people who don't know your topic, practice with people who will give substantive feedback, etc.

Student Preparation of Materials

1. Use the HPED Dissertation Defense Template provided in HPED 690 for the presentation.
2. Be concise and stay focused, using computerized presentation. The process of preparing materials for the defense of your dissertation is similar to that used in publishing a paper. It may take several drafts to accomplish this.
3. Remember best practice rules for powerpoint presentations (few bullet points, few words per point and speak to content alluded to on the slide). A picture is often worth a thousand words.
4. This presentation requires integrating a great deal of material. Preparing an outline will be helpful. Think about transitions that are necessary to bring the presentation together.
5. Preparation of outlines and/or materials for the audience may strengthen the presentation.
6. The presentation slides must be approved by the dissertation committee chair prior to the oral defense of the dissertation.

Student Delivery

1. Be confident and concise.
2. Look at the audience, not the screen. Rehearse ahead of time to avoid reading directly off notes. It is acceptable to refer to notes but not to read directly from them.
3. Stick to timing
4. Don't worry if not all questions are answered. Some issues can be re-framed as future research agenda.