

**Rush University  
College of Health Sciences  
Department of Health Sciences**

**Doctor of Philosophy  
in  
Health Sciences  
Program**

***Program Handbook  
A Manual for Students and Faculty***

**Rush University  
Chicago, Illinois**

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*RUSH UNIVERSITY COLLEGE OF HEALTH SCIENCES*

**Department of Health Sciences**

**Doctor of Philosophy in Health Sciences**

**EDUCATIONAL PHILOSOPHY OF THE PROGRAM**

We believe that our students will become future stewards of health sciences, worthy of being entrusted as guardians of the vitality, quality, and integrity of their field. Toward that goal, we teach the highest levels of competence and integrity in education, leadership, and research and provide professional development and research mentoring by established scholars across the continuum of health sciences. The underlying educational philosophy of the program is grounded in a triad of learner-centered thought including progressivism in which the learners' experiences, needs, and interests are explored and fostered, reconstructionism in which the learners see their growth applied to real world problems, and existentialism by which learners are challenged to 'own' their future and become leaders in the evolution of health care.

**MISSION OF THE PROGRAM**

Our mission is to produce experienced health science professionals with a broad-based, interdisciplinary education who are prepared to lead, teach, practice clinically and perform research at the highest levels of competency and integrity.

**VISION OF THE PROGRAM**

To become the highest quality PhD in Health Sciences program in the United States.

**CURRICULAR DESIGN OF THE PROGRAM**

We offer a rigorous curriculum that emphasizes fundamentals and advanced concepts in leadership, education, research and professional development. We provide high quality, asynchronous online courses in leadership, education, and research. The role of the curricular design is to provide a logical progression to learner growth. The guiding principal of the curricular design is three-fold and presented in a continuum of foundations (theory), application (real world problem resolution), and vision (synthesis and creative/critical forward thinking regarding the future trajectory of health care). The curricular design first establishes a foundation of past and current thinking (epistemological framework) and theory associated with leadership, education, and research. Scaffolding on these foundations, the curriculum challenges the learners to address real world applications through learner-centered activities and projects. The curriculum progresses and challenges the learner's axiological considerations encouraging the value of moving health care forward through research, demonstration projects, dissertation focus, ownership of learning, and philosophical challenges to the status quo.

To assure learner progress through the curricular the program director and dissertation committee provide general support. Transition to doctoral candidate occurs upon successfully completing all core courses, passing a comprehensive qualifying exam, and passing a dissertation proposal presented to the dissertation committee. Doctoral candidates conduct research and publish under the guidance and supervision of a research mentor. The dissertation committee is comprised of the research mentor, program director and at least three additional qualified members. The

dissertation committee ensures that students are well prepared to identify and fill important gaps in knowledge through the generation and dissemination of new knowledge and endorses the awarding of the PhD in Health Sciences Degree.

### **PROGRAM OBJECTIVES**

- 1) To produce scholars who will generate new knowledge and innovative applications through research.
- 2) To produce scholars who will disseminate knowledge through education and publications.
- 3) To produce scholars who will shape the future of health sciences through leadership and cooperation.
- 4) To produce scholars who will uphold the highest ideals of health sciences.

### **PROGRAM OVERVIEW**

The Doctor of Philosophy in Health Sciences degree program was launched by the College of Health Sciences in the Fall of 2011. The program is designed to prepare health science professionals to assume major leadership, research and educational positions within their professions, as well as to provide career advancement opportunities.

The program will provide a broad-based, interdisciplinary education that will prepare graduates to teach, practice and perform research across the continuum of health care. The program at Rush will prepare individuals for careers in research, education and leadership within allied health, and more broadly, within health care and higher education.

The program of study for the Doctor of Philosophy degree involves formal courses in leadership, education and research. It also involves mentored professional development within a health science specialty field. The publication of scholarly work in a peer-reviewed journal and the passing of a comprehensive oral examination upon completion of all course work are also required. In addition, the student must complete and present a dissertation proposal that meets the approval of his or her advisory committee prior to beginning a dissertation research project that culminates in the writing and oral public defense of a dissertation. The PhD degree demonstrates the capability for independent research and recognizes a unique contribution to scientific knowledge. The program may be taken on a part-time basis; however, in all cases, the program must be completed in seven years or less.

The PhD program in Health Sciences consists of five major core areas: Leadership (12 SH), Education (9 SH), Research (18 SH), Professional Development (3 SH) and Dissertation Research (12 SH minimum). The professional development courses are based on learning contracts that provide opportunities for advanced mentored learning and skill development in the allied health professions. Student learning objectives for the PhD in Health Sciences have been developed for each major core area and are mapped to individual courses. Students entering the program must have either substantial professional experience in a health science/administration related area and/or a Master's degree in a health sciences/administration related area.

## **ADMISSION REQUIREMENTS**

Applicants must have completed a Master's degree (or higher degree, such as an MD, AuD or OTD) from a regionally accredited college or university, provide official transcripts from each college or university attended, and hold appropriate certification/licensure in their individual health profession by a major U.S. certification/licensing agency, as applicable. Degrees obtained outside the United States must be evaluated by the Education Credentials Evaluators (ECE) and must be judged equivalent to at least a Master's degree by U.S. standards.

In addition, applicants should:

- Possess a minimum overall cumulative grade point average (cGPA) of 3.0 on a 4.0 scale.
- Submit scores from the Graduate Record Examination (GRE) or Medical College Admission Test (MCAT).
- Provide three letters of recommendations from persons who are knowledgeable about the quality of the applicant's scholarly activities and/or work experiences.
- Prior health science/administration experience is required for admission. Prior research experience will also be considered favorably.
- If your native language is not English, submit Test of English as a Foreign Language (TOEFL) scores.
- Identify a research mentor who can provide face-to-face supervision of dissertation research.
- Specific admission requirements may be waived by the College of Health Sciences admissions office. These will be addressed on a case-by-case basis.

Admission is on a competitive basis. The basis for inviting an applicant for an interview includes the applicant's academic performance represented by coursework grades, course load, trends, degree of course difficulty and GRE or MCAT scores. In addition, the review includes consideration of the non-academic qualifications listed below in no particular order of preference or weight:

- professional work experience
- positions of leadership held
- public/community service or —volunteer related activities
- communication skills - as demonstrated in the essay and personal interview
- research accomplishments
- applicant's future goals

Once the College of Health Sciences admissions office has received all required documents, including the application fee by January 1, it forwards the application to the program for review. If an applicant meets all the college and program admission criteria and following an interview with the student's research mentor by March 1, the program agrees to admit the student, the College of Health Sciences admissions office writes the acceptance notification to the applicant.

As part of the admission process, the program director will perform an initial assessment of the potential research mentors research prowess, appropriateness to the student's research interests and experience mentoring graduate students. That assessment advises the admission committee comprised of the program director, a full-time faculty member and the Associate Dean of the

College of Health Sciences. If both the research mentor and student are acceptable to the admission committee, the program director will nominate the research mentor to the College of Health Science Faculty Committee and Graduate College Council for an adjunct faculty position.

### **TRANSFER OF CREDIT**

Credit for equivalent doctoral level courses may be transferred into the program with approval of the program director, instructor and Registrar using the “Petition to Transfer Credit” form obtained from the Registrar. Only courses with grades of “A” or “B” are eligible. However, grades from courses transferred from another institution are not recorded on the student's academic record; the number of credits is recorded and added to the cumulative number of credits. Students must receive a minimum of 30SH of credit from Rush University to be eligible for the degree (see residency requirement).

### **STUDENTS WITH DISABILITIES**

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. In keeping with Rush University’s mission to promote diversity among its student population and providing equal access to its facilities, programs, services and learning opportunities, the University encourages students with disabilities to engage the Office of Student Disability Services as soon as they begin their program. Students should feel free to contact **Marie Ferro-Lusk, Manager of Student Disability Services** for Rush University to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively, and students are encouraged to register with the Office of Student Disability Services as soon as they begin their program. Additional information can be found online at the Office of Student Disability website or by contacting the Office of Student Disability Services. In order to respect student’s privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors, instead please contact: Marie Ferro-Lusk, MBA, MSW, LSW. Manager, Student Disability Services. Rush University 600 S. Paulina St. Suite 440, Chicago, IL. 60612. Phone: (312) 942-5237. Fax: (312) 942-2778. Email: [marie\\_s\\_ferro-lusk@rush.edu](mailto:marie_s_ferro-lusk@rush.edu). Website: <https://www.rushu.rush.edu/students-disabilities>

**CURRICULUM**

**PhD Health Sciences Curriculum  
Rush University, Chicago Illinois  
(in Semester Hours)**

<b>Leadership Core Courses</b>	<b>12</b>	<b>Professional Development</b>	<b>3</b>
HSC 631 Composition for Effective Prof Writing	3	HSC 661 HC Professional Development I	1
HSC 632 Leadership Theory	3	HSC 662 HC Professional Development II	1
HSC 633 Leadership in Higher Education	3	HSC 663 HC Professional Development III	1
HSC 634 Issues and Trends in Healthcare	3		
<b>Education Core Courses</b>	<b>9</b>	<b>Independent Study (Variable Credit)</b>	<b>VAR</b>
HSC 641 Education Theory and Methods	3	HSC 900 Independent Study	*
HSC 642 Curriculum and Instruction	3		
HSC 643 The Adult Learner	3		
<b>Research Core Courses</b>	<b>18</b>	<b>Dissertation Research</b>	<b>Min 12</b>
HSC 651 Advanced Biostatistics	3	HSC 699 Dissertation Research	3 **
HSC 652 Research Process I	3		
HSC 653 Research Process II	3		
HSC 654 Grantsmanship	3		
HSC 655 Ethical Conduct in Research Settings	3		
HSC 656 The Dissertation Proposal	3		

\* Variable

\*\* Repeatable

**Total Requirement 54 Semester Hours**

**EXAMPLE COURSE SEQUENCE AND PREREQUISITES**

FALL I	SPRING I	SUMMER I
HSC 631: Composition... HSC 634: Issues and Trends...	HSC 641: Education Theory... HSC 633: Leadership Higher..	HSC 643: Adult Learner HSC 651: Adv Biostatistics *
FALL II	SPRING II	SUMMER II
HSC 632: Leadership Theory HSC 652: Rsch Process I **	HSC 642: Curriculum... HSC 653: Rsch Process II ***	HSC 661: Prof Development I HSC 654: Grantsmanship (Qualifying Exam)
FALL III	SPRING III	SUMMER III
HSC 656: Diss Proposal **** HSC 662: Prof Development II	HSC 699: Dissertation HSC 655: Ethical Conduct...	HSC 699: Dissertation HSC 663: Prof Development III
FALL IV	SPRING IV	SUMMER IV
HSC 699: Dissertation	HSC 699: Dissertation	

- \* Prerequisite for HSC 652
- \*\* Prerequisite for HSC 653
- \*\*\* Prerequisite for HSC 654
- \*\*\*\* Prerequisite for HSC 699

**STUDENT LEARNING OBJECTIVES**

- 1) Demonstrate knowledge of foundational content and an understanding of the historical and contemporary theoretical frameworks of leadership and education through active discussion and written projects including leadership needs assessments, organizational culture evaluations, and self-assessment of learner’s current leadership and educational operational basis with the development of individual action plans for improvement and growth.
- 2) Apply the foundational knowledge to real-world settings as demonstrated by the successful completion of course projects, group activities, advanced critical thinking related to health science educational program and course design, development, implementation, administration and evaluation, critical discussions, and publications.
- 3) Synthesize program content into a creative and unique forward seeing research project while applying current research ethics, theory, and practice to influence the future of the health science professions.
- 4) Integrate advanced skills and knowledge of composition, oral presentation, leadership, education and research into practice of the health science professions.

Prior to graduation, all students in the program will demonstrate achievement of the competencies described above.

Student Learning Objective 1 maps to HSC 631, HSC 632, HSC 633, HSC 641, and HSC 643.

Student Learning Objective 2 maps to HSC 631, HSC 634, HSC 641, HSC 642, and HSC 643

Student Learning Objective 3 maps to HSC 631, HSC 651, HSC 652, HSC 653, HSC 654, HSC 655, HSC 656, and HSC 699.

Student Learning Objective 4 maps to HSC 631, HSC 661, HSC 662, and HSC 663.

### **RESEARCH MENTOR and ACADEMIC ADVISOR**

The research mentor is responsible for providing the dissertation research environment and supervising/mentoring the student's daily dissertation research activities. Students will be asked to identify a potential research mentor who is local to them during the admission process. Please see dissertation committee (page 9). The program director will serve as all students' academic advisor. Questions related to the program policies and procedures and registration for specific courses should be directed to Douglas\_Kuperman@rush.edu

### **QUALIFYING (COMPREHENSIVE) EXAMS**

Following the completion of all leadership, education, and research core coursework, apart from HSC 654, HSC 655 and HSC 656, students are eligible to take an on-campus oral qualifying comprehensive exam. The student submits a one-page professional bio and a brief summation of the proposed research plan at least one month prior to an exam date. The exam consists of a short presentation by the student illustrating their research trajectory, followed by a one to two-hour direct questioning period. Rigorous questions are posed from individual faculty in the core areas of leadership, education and research. The qualifying examination gives the student the opportunity to demonstrate general knowledge of scholarship in the core areas and engage in a discussion of relevant issues. Each faculty member will score the student individually. Scores are averaged for one final score. A score of 1 to 5 indicates a pass; 6 or 7 is passing with conditions; and a score of 8 or 9 is no pass (see scale below). Students who average with a score greater than 5 will be permitted a single remediation attempt.

1. Exceptional: Exceptionally strong with essentially no weaknesses
2. Outstanding: Extremely strong with negligible weaknesses
3. Excellent: Very strong with only some minor weaknesses
4. Very Good: Strong but with numerous minor weaknesses
5. Good: Strong but with at least one moderate weakness (passing)
6. Satisfactory: Some strengths but also some moderate weaknesses
7. Fair: Some strengths but with at least one major weakness

8. Marginal: A few strengths and a few major weaknesses

9. Poor: Very few strengths and numerous major weaknesses.

Failure to pass the remediation with a score of 5 or better will result in a review by the PhD in Health Science Progress and Promotions Committee. Decisions may be appealed and will follow the College of Health Sciences Student Academic Appeal and Grievance procedures.

### **DISSERTATION**

All doctoral students must complete a dissertation as a part of degree completion requirements. The dissertation is completed through dissertation committee mentored research. The dissertation must be original and cannot have been used to meet the requirement of any other degree, either at Rush University or any other university.

### **DISSERTATION RESEARCH COMMITTEE**

Each student will have a dissertation committee whose role is to guide the student toward satisfactory completion of the degree by assessing the written and oral dissertation research proposal and overseeing the dissertation research. The committee also ensures that the student's written dissertation and final oral dissertation defense is of high quality and meets the standards of the program, the department, the college and the university for originality, contribution to the field and scholarly presentation. The dissertation committee should meet as often as necessary to ensure the success of the student. At a minimum the committee will evaluate a progress report at least every six months from the candidate.

The student in conjunction with the research mentor and program director chooses the individuals who will serve as the dissertation committee. The committee must consist of at least five members with doctoral level degrees including the research mentor and program director.

The potential research mentor is first identified by the student during the admissions process. **This person is responsible for providing the research environment in which the student will generate dissertation research data and for directly supervising the student's daily research activities.** The program adheres to an apprenticeship model in which the research mentor receives assistance from the student with his/her research and the student receives mentorship toward the PhD.

A minimum of 5 members of the dissertation committee must hold doctoral degrees (3 should have PhDs) and will be identified by the student and research mentor at an appropriate time prior to the student entering the dissertation phase. One of the members must be the program director or his/her designee. One of the dissertation committee members will be identified as the chairperson. The chairperson cannot be the research mentor or program director/designee. The chairperson's responsibilities will include serving as a mediator in the event of conflicts between the student and committee member(s) or between committee members themselves. The chairperson and program director signs forms required of the registrar to confirm completion of degree requirements. Additional responsibilities of the chairperson will be decided at the first dissertation committee meeting. Additional committee members may hold Master's degrees.

Upon completion of all data collection and/or experiments agreed to by the dissertation committee, the student will present a written dissertation and make requested revisions until all members agree that it is of sufficient quality as evidenced by their signatures on the face page of the dissertation. Also, the student is expected to present an oral presentation of the dissertation data to the dissertation committee. The dissertation committee then requests revisions to the presentation until it is of sufficient quality as evidenced by scheduling of the final public defense.

### **DISSERTATION PROPOSAL**

The first step in preparation for dissertation research is the development of a scholarly dissertation proposal that describes the problem, purpose, research questions and hypotheses, and an outline of the research methods proposed for his or her project. Prior to performing the research that will support the dissertation, the student's dissertation committee must unanimously accept the dissertation proposal and all appropriate IRB approvals must be obtained.

The proposed research must be judged novel, relevant and free of significant design flaws. The proposed research must be of sufficient breadth and depth to be worthy of a PhD but also accomplishable within the dissertation time frame given appropriate diligence.

The dissertation proposal format and guidelines are published in the PhD in Health Science organization Blackboard shell but they may be altered by the dissertation committee. After obtaining sufficient input from his or her committee, the student must present an oral dissertation proposal defense to the dissertation committee and submit his or her written dissertation proposal for grading. The dissertation committee will assess the dissertation proposal using the following 9-point scale.

1. Exceptional: Exceptionally strong with essentially no weaknesses
2. Outstanding: Extremely strong with negligible weaknesses
3. Excellent: Very strong with only some minor weaknesses (passing)
4. Very Good: Strong but with numerous minor weaknesses
5. Good: Strong but with at least one moderate weakness
6. Satisfactory: Some strengths but also some moderate weaknesses
7. Fair: Some strengths but with at least one major weakness
8. Marginal: A few strengths and a few major weaknesses
9. Poor: Very few strengths and numerous major weaknesses.

The student's committee must approve the written dissertation proposal by a unanimous score of 3 or better by all dissertation committee members. The student may revise the dissertation

proposal as often as necessary to obtain a passing score. This forms the basis for admission to candidacy and the student's continued research. Admission to candidacy is a demonstration of confidence that the student will successfully accomplish the remaining requirements of the program.

### **PUBLICATIONS, DISSERTATION COMPLETION AND PRESENTATION**

As students progress with their research, they are encouraged to begin writing scientific papers. The contribution of authorship, in any position, to one peer reviewed research paper is required for graduation. Because peer review may entail revision and additional data collection, the student is encouraged to submit research articles well before graduation. The official acceptance of the article by the journal satisfies the publication requirement.

The PhD degree requires the demonstration of a capability for independent research and an original contribution to scientific knowledge. Upon the recommendation of the dissertation committee, each student will then share, by means of a public presentation on the Rush campus with the academic community at-large, the knowledge that the student has developed. In the event that an international student cannot travel for a campus visit, a virtual meeting will be employed. Upon completion of the public presentation, the student will meet with the dissertation committee to review the presentation, the dissertation document, and the student's preparedness to enter the scientific community. Typically, the meeting immediately follows the public lecture. All members of the committee sign the face page of the dissertation and the chair and program director sign the permission to graduate form certifying the satisfactory completion of all requirements for the Doctor of Philosophy degree. The dissertation is then submitted to the University in written form as stipulated by the director of the Library of Rush University Medical Center. Students file their dissertations electronically at [rushu.libguides.com/etd](http://rushu.libguides.com/etd). Dissertations must conform to the Rush University Guide for the Preparation of Masters' Theses and Doctoral Dissertations. These guidelines for formatting and paperwork are located on the Library's home page. Students are strongly advised to contact the Library Office Manager when they begin to prepare their dissertation. For any inquiries, please contact our dissertation/thesis coordinator at [Sandra.Wenner@rush.edu](mailto:Sandra.Wenner@rush.edu).

### **TIME LIMIT FOR COMPLETION OF THE PROGRAM**

Doctor of Philosophy candidates are expected to meet all leadership, education and research core course and professional development course requirements within five (5) enrolled academic years and are expected to meet all requirements for graduation within seven (7) enrolled academic years (excluding leaves of absence). This period begins the semester in which the student formally matriculates and failure to meet these terms will result in administrative withdrawal from the program.

### **ADVANCEMENT, PROBATION, GRADUATION, AND DISMISSAL**

Students may request a leave of absence by completing the form obtained from the registrar's office. Otherwise, students must be registered during every term. If a student cannot register for a course due to an "I" on their transcript, they must register for HSC 998 continuous enrollment. Failure to register for any term can result in administrative withdrawal from the program. The minimum satisfactory grade for courses is "B". If courses are taken for a P/F grade. Students must achieve a P grade in these courses. If a student earns grades lower than "B", or "P", the student is required to repeat the course. For courses that serve as pre-requisites, a grade of "F" but not "C", prevents progression in the curriculum. If the student earns lower than a "B" or "P" on the second attempt of a course, the student may not be permitted to register for subsequent courses or semesters without the approval of the program director and the student may be subject to probation, suspension or dismissal from the program. Students who withdraw or have been dismissed from the program may re-apply and will be considered on the same basis as a new applicant.

Following the final public defense of the dissertation, the student must apply for graduation with the registrar. At that point the program director and the office of the registrar will perform a transcript audit and if found acceptable, the student will be allowed to participate in the following commencement ceremony where the Graduate College will award the PhD diploma.

### **CONDUCT AND ETHICS**

Each student is expected to conduct herself/himself at all times in a dignified manner - a manner which conforms to the ethics of the profession and which instills patient confidence in one's abilities as a health care practitioner.

Irresponsible, unprofessional, or unethical behavior, as determined by the instructor, advisor, or program director may result in dismissal from the program. The department will not condone cheating in any form. Allegations of cheating will be reviewed as outlined in the College of Health Sciences Policy and Procedure manual.

Rush University seeks to create a climate that encourages its members to act as responsible adults in an academic community. Generally, institutional disciplinary measures are invoked only in response to conduct that adversely affects the University/Medical Center's pursuit of its educational objectives and mission. Penalties may range from warning, probation, suspension, or expulsion from the University/Medical Center. A partial list of disruptive behaviors that would subject a student to disciplinary action includes the following:

- All forms of academic dishonesty.
- Obstruction or disruption of teaching, research, administration, or other University/Medical Center activities.
- Theft of or damage to University/Medical Center property or the property of a member of the University/Medical Center community.
- Physical abuse of any person or action that threatens or endangers the safety of others.
- Misrepresentation, falsification, alteration, or misuse of University/Medical Center documents, records or identification.
- Unauthorized use or entry of University/Medical Center facilities.
- Conduct that is inconsistent with the ethical code of the profession the student is preparing to enter.
- Unlawful use or possession of controlled substances.
- Unlawful use or possession of firearms or other weapons.

Rush University students and faculty belong to an academic community with high scholarly standards. As essential as academic honesty is to the relationship of trust fundamental to the educational process, academic dishonesty violates one of the most basic ethical principles of an academic community and will result in sanctions imposed under the University's disciplinary system. A partial list of academically dishonest behaviors that would subject a student to disciplinary action includes:

- **Cheating:** Using unauthorized material or unauthorized help from another person in any work submitted for academic credit
- **Fabrication:** Inventing information or citations in an academic or clinical exercise
- **Facilitating Academic Dishonesty:** Providing unauthorized material or information to another person
- **Plagiarism:** Submitting the work of another person or persons, as one's own without acknowledging the correct source
- **Unauthorized Examination Behavior:** Conversing with another person, passing or receiving material to/from another person or temporarily leaving an examination site to visit an unauthorized site

## **HARASSMENT POLICIES AND PROCEDURES**

The Policies and Procedures on Sexual and Other Harassment for the University and nonacademic sectors of the institution are intended to increase the awareness of Rush's long-standing commitment to preventing harassment and to focus on the internal resolution of any complaints. Under these policies and procedures, the more familiar category of sexual harassment as well as harassment related to age, ancestry, color, disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, gender, gender identity and/or expression, marital or parental status, national origin, pregnancy, race, religion, sexual orientation, veteran's status or any other category protected by federal or state is prohibited. The provisions include protections for and prohibit retaliation against an individual making a complaint or supplying information about a complaint. They also incorporate protections for a person who considers himself or herself accused in bad faith. While all administrators and supervisors have responsibility under this document, certain people have been specifically designated to deal with concerns and complaints that might come forward. Inquiries or complaints of harassment from students, residents, or faculty members will be handled through the Office for Equal Opportunity at (312) 942-7093, by mail (128 Professional Office Building). Copies of the Policies and Procedures are also available from the Office for Equal Opportunity.

## **RESIDENCY REQUIREMENTS**

Students must complete at least 30 semester credit hours at Rush University to be eligible for the degree.

## **LANGUAGE REQUIREMENTS**

All courses will be taught in English.

## **STUDENT ACADEMIC APPEALS POLICY**

The College of Health Sciences student appeals and grievance procedures provide a mechanism whereby any student may obtain a review of a complaint of unfair treatment. The student appeals procedures shall not be used to question a rule, procedure or policy established by an authorized faculty or administrative body. Rather it shall be used to provide due process for those who believe that a rule, procedure or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons. Students who are appealing an academic decision that could result in a dismissal from the university may be allowed to continue to progress in the program until the issue is resolved. If the academic decision is upheld and the student is dismissed from the University they will be withdrawn from their current classes. This withdrawal will be backdated to the beginning of the term and the student will receive 100% tuition reimbursement for that term.

A student wishing to appeal an academic decision should follow the process summarized below, in the sequence indicated.

Step 1. In the academic community, the responsibility for course development, course delivery, and the assessment of student achievement rests primarily with each course instructor. Any

student who has a complaint of inappropriate treatment related to a course should first seek to resolve it informally with the course instructor. If the course instructor is the department chairperson, or if the complaint does not pertain to a specific course, the student should seek resolution with the department chairperson at the outset.

- a. A student with such a complaint must request reconsideration, in writing, of the application of a rule, procedure, or policy or unfair or improper treatment within five (5) working days following the incident that forms the basis for the complaint (e.g., five days after grades are posted).
- b. The instructor will meet with the student (or speak with the student *via* telephone for those students who are unable to come to the instructor's office if so requested by the student). The instructor will notify the student in writing of his/her decision regarding the complaint within five (5) working days following the meeting or discussion.

Step 2. If resolution is not achieved informally, as described in Step 1, the student should seek resolution with the chairperson of the department in which the course is offered within five (5) working days following notification by the instructor of his/her decision.

- a. The chairperson will meet with the student (or speak with the student for those students unable to come to the chairperson's office if so requested by the student) following receipt of the student's request for resolution to discuss the problem or complaint.
- b. The chairperson will notify the student of his/her decision in writing following the meeting or discussion.

Step 3. If the issue was not resolved in Step 2 the student may submit a written appeal, describing the nature of the student's complaint and reasons for seeking an appeal to the student progress and promotion committee of the department within five (5) working days following notification by the department chairperson of his/her decision.

- a. The student may appear before the committee in person, make an oral statement and answer questions from the committee. The student will not be allowed to be present during committee deliberations.
- b. The committee may request that the course instructor or faculty member named in the grievance appear before the committee to make an oral statement and answer questions. The instructor or faculty member named in the grievance may not be present during committee deliberations.
- c. Following review of information provided, the committee will notify the student of its decision.

Step 4. If the issue was not resolved to the student's satisfaction in Step 3 the student may submit a written request seeking a hearing to the Dean of the College of Health Sciences within five (5) working days of receiving the department progress and promotion committee decision. The written request should include a description of the complaint and the reason the student is seeking an appeal.

- a. The College of Health Sciences Dean will meet with the student following receipt of the written request from the student for a hearing.
- b. Following the meeting with the student, the College of Health Sciences Dean may render a decision, or choose to appoint a panel to investigate the grievance and make a recommendation to the College of Health Sciences Dean.
- c. Following review of the information provided and any recommendations from the panel, should one be appointed, the College of Health Sciences Dean will then notify the student of his/her decision. The decision of the College of Health Sciences Dean shall be final.

### **CHANGES TO THE PROGRAM**

Substantive changes to courses or curriculum must be approved by the College of Health Sciences Curriculum Committee. However, changes in curriculum will not be made retroactively. For, example, students who have already taken a course will not be required to take the replacement for that course. Students may be affected by changes to the program during their studies due to changes in policy or procedure. Changes in policy or procedure may be necessary to improve the program or bring the program in line with changes in College of Health Science and/or University policies. Students will be notified of changes in policies or procedures by posting of revisions to the program handbook and on such notifications the current program handbook will immediately override the contents of previous versions of the program handbook.

### **COURSE EVALUATIONS**

Students are required to complete course and instructor evaluation surveys as administered by the College of Health Sciences.

### **COURSE DESCRIPTIONS (Semester Hours)**

#### **LEADERSHIP**

**HSC 631: Composition for Effective Professional Writing (3 SH).** This course develops the learner's professional writing for dissertation and publication. Focus will be on the process of writing, grammatical style, composition structure, and APA format. Topics will include analytical literature review, critical self-reflection, plagiarism, and team writing.

**HSC 632: Leadership Theory (3 SH).** Provides an overview of evidence-based methods for evaluating and developing leaders and leadership. Topics include: the history of leadership assessment and leadership theory; use of validated assessment methods in measuring leadership (e.g. interviews, assessment centers, and cognitive and objective assessments); applications of adult development and career development theory; and organizational approaches to leadership development (e.g. talent reviews, developmental assignments, 360-degree feedback, and succession/acceleration programs).

**HSC 633: Leadership in Higher Education (3 SH).** Principles of leadership in the context of organization and administration of higher education and the academic department will be discussed. Governance of higher education to include organization, control, funding, and

evaluation will be described and the principles of leadership as they relate to the administration of the academic department will be discussed. Principles of leadership to include strategic planning, organizational change and conflict management.

**HSC 634: Issues and Trends in Healthcare (3 SH).** An overview of the United States healthcare system, major components and overall performance is provided, followed by critical inquiry of the interrelationships among various trends and forces likely to shape the roles and responsibilities of healthcare institutions in the future. The learner becomes well-versed in major issues facing the healthcare industry and the role of health science leaders to impact change.

## **EDUCATION**

**HSC 641: Education Theory and Methods (3 SH).** This course provides a foundational examination of behaviorism, humanism, cognitivism, social cognitivism and constructivism. Learning theories are presented relevant to higher education and professional education contexts. Research on evolving learning sciences focused on andragogical constructs will be explored. The learner will engage in application of education theory to instructional methods and evaluation.

**HSC 642: Curriculum and Instruction (3 SH).** This course provides hands-on participation with developing competency-based curricula for health science education programs. Principles of program curriculum, course curriculum and module design are presented. Construction of learning objectives with alignment to the development of instructional methods, activities and formative assessments is emphasized. Special attention is placed on the e-learning framework as the learner directs a teaching experience.

**HSC 643: The Adult Learner (3 SH).** This course expands the learner's knowledge of adult learning from basic theories to include the role of autonomy and critical thinking. The learner will explore learning theories and models related to these concepts, identify the roles of both the learner and educator within the context of each theory/model, and discuss the implications of autonomous learning and critical thinking on programming, curriculum, and instructional practice.

## **RESEARCH**

**HSC 651: Advanced Biostatistics (3 SH).** This course will focus on using descriptive and inferential statistics for data analysis in health care research. Students will develop the necessary skills to interpret statistical tests cited in medical literature and communicate statistical test results from their own analyses. Students will enhance their knowledge and application of parametric, nonparametric, and various multivariate statistical tests. \* Pre-req for HSC 652.

**HSC 652: Research Process I: Quantitative Design & Methods (3 SH).** This course promotes the development, integration, and application of the knowledge, attitudes, and skills required to function as an independent researcher in health sciences. This course provides an overview of the research process and a brief history of health science research within the context of current issues and trends in healthcare. The research literature serves as the foundation for examining research problems, developing problem statements, and conceptualizing research questions. Finally,

theoretical and conceptual frameworks ground and enrich the research process as students explore appropriate samples and sampling designs. \*\* Pre-req for HSC 653.

**HSC 653: Research Process II: Mixed Methods (3 SH).** This course promotes the development, integration, and application of the knowledge, attitudes, and skills required to function as an independent researcher in health sciences. The course includes research design, measurement, instrument development, intervention fidelity, data management, cross-cultural issues, and research translation. Emphasis is on the critical appraisal of selected research designs and measurement strategies relevant to mixed methods research. \*\*\* Pre-req for HSC 654.

**HSC 654: Grantsmanship (3 SH).** This course will assist you to develop grant writing and review skills. Content focuses on grant mechanisms, strategies, format, and the grant review process. Learning activities address writing particular NIH grant sections including: specific aims, significance, research approach, preliminary studies, human subjects, budget, personnel, and supporting materials.

**HSC 655: Ethical Conduct in Research Settings (3 SH).** This course provides the students with an in-depth examination of the ethical principles that guide the conduct of responsible research. These principles will be examined in the context of current, historical, and future scientific achievements.

**HSC 656: The Dissertation Proposal (3 SH).** The learner plans their dissertation research by performing an extensive literature review, forming a dissertation committee and writing a dissertation proposal. The written dissertation proposal is critiqued for strengths and weaknesses by the dissertation committee so that the learner may present a defensible proposal to their dissertation committee that is worthy of dissertation research. The learner obtains all necessary institutional review board (IRB) approvals. \*\*\*\*\* Pre-req for HSC 699.

**HSC 699: Dissertation Research (3 SH Repeated: Minimum 12 SH).** Students perform research in preparation of a dissertation in partial fulfillment of the requirements of the degree program. Includes supervision by the student's dissertation committee of their research and related activities including writing the doctoral dissertation, presenting an oral defense to their dissertation committee and finally in a public setting.

## **PROFESSIONAL DEVELOPMENT**

**HSC 661: Health Science Professional Development I (1SH).** The student and advisor uses a learning contract to define how the student will increase their knowledge base and improve their skill in a health science professional specialty area. This course will provide an opportunity for students and their advisors to define activities of their own choosing that will enhance the student's professional development.

**HSC 662: Health Science Professional Development II (1SH).** The student and advisor uses a learning contract to define how the student will increase their knowledge base and improve their skill in a health science professional specialty area. This course will provide an opportunity for students and their advisors to define activities of their own choosing that will enhance the student's professional development.

**HSC 663: Health Science Professional Development III (1SH).** The student and advisor uses a learning contract to define how the student will increase their knowledge base and improve their skill in a health science professional specialty area. This course will provide an opportunity for students and their advisors to define activities of their own choosing that will enhance the student's professional development.