

HCE HANDBOOK OF POLICIES, PROCEDURES, AND GUIDELINES
Center for Healthcare Ethics, Duquesne University
Revised May, 2015

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INTRODUCTION.

The University has a variety of policies and procedures with regard to Graduate Programs and Education. The Academic Integrity Policy in Academic Affairs is available online at, <http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures/graduate-guidelines> . In particular, students should be familiar with the *Graduate Student Planner*.

The policies and procedures in this *HCE Handbook* pertain to the Center for Healthcare Ethics of the McAnulty College and Graduate School of Liberal Arts. These policies and procedures are intended to supplement (not replace) other University related guidelines, such as the University's Mission and Goals for Graduate Programs, the University's Academic Integrity Policy, the University's Policy on Sexual Harassment, and the McAnulty Graduate School's Academic Policies, Degree Requirements and Services. Students in violation of these policies and procedures shall be subject to sanction, including probation or dismissal from the Center's programs.

A. GENERAL.

A.1. MISSION and VISION.

The Center for Healthcare Ethics is part of the McAnulty College and Graduate School of Liberal Arts at Duquesne University, having offered degree programs in healthcare ethics since 1996. In the spring of 2008, the University assigned the Center the status of being an independent academic unit with faculty tenure.

The Center provides scholarly and professional training in healthcare ethics consistent with the Catholic, Spiritan identity of Duquesne University. The University is committed to an ecumenical atmosphere that is open to diversity in order to celebrate education for the mind, heart, and spirit, and to cultivate academic excellence, ethically responsible judgment, and social justice in a globalized context. The Center incorporates this approach, as described in the Center's Academic Learning Outcome Assessment Plan and the University's Strategic Plan.

The Center's programs, scholarly pursuits, and professional outreach engage interdisciplinary perspectives, including religious traditions (especially Catholic, Christian, and Jewish perspectives) as well as clinical, organizational, professional, and research approaches related to medicine, science, law, policy, social science, and the humanities. Students enroll in academic courses and clinical ethics rotations or internships, combining theoretical and practical learning.

The vision is to provide global leadership in ethics, promoting excellence in scholarship and training graduates academically and professionally to advance discourse on health care ethics in research, teaching, and service. Graduates are trained for a variety of careers including clinical ethics positions in healthcare as well as teaching or research appointments in academic settings.

A.2. PROGRAMS.

See the HCE website for further details on programs.

A.2.a. PROGRAM OPTIONS.

The Center offers several graduate programs:

- **PhD:** Doctor of Philosophy in Healthcare Ethics.
- **DHCE:** Doctor of Healthcare Ethics.
- **MA:** Master of Arts in Healthcare Ethics.
- **JD/MA** in Healthcare Ethics: Joint Degree Program.
- **Concentrations** within the Doctoral Degree Programs.

(i) **PhD: Doctor of Philosophy in Healthcare Ethics.**

The PhD degree is a research degree that combines academic and clinical education to train students in a systematic and critical manner to be scholars in the field. The degree program requires twelve 3-credit courses (36 credits) beyond the Master's degree plus a research dissertation (6 credits). There is a Baccalaureate Admission track that requires an additional 12 credits of course work. See applications and admission items below. Part-time students must take a minimum of 2 courses (6 credits) each fall and spring semester.

(ii) **DHCE: Doctor of Healthcare Ethics.**

The DHCE degree is a professional degree that combines academic and clinical education to train students in a systematic and critical manner to be clinically oriented professionals in the field. The degree program requires twelve 3-credit courses (36 credits) beyond the Master's degree plus a practical project (6 credits). There is a Baccalaureate Admission track that requires an additional 12 credits of course work. See applications and admission items below. Part-time students must take a minimum of 2 courses (6 credits) each fall and spring semester. Students wishing to transfer between the DHCE track and the PhD track may make a formal written request to do so once they have successfully completed their comprehensive examination.

(iii) **MA: Master of Arts in Healthcare Ethics.**

The MA program includes a total of ten courses (30 credits). There is no thesis. Master's students may elect courses from the doctoral program. Admission requirements are a Bachelor's Degree and, for clinicians, at least two years' professional experience in health care. Part-time students must take a minimum of 2 courses (6 credits) each fall and spring semester.

(iv) **JD/MA in Healthcare Ethics: Joint Degree Program.**

The JD/MA joint degree program offers Law School students at Duquesne University the opportunity to obtain Master's level proficiency in health care ethics. The joint program requires 94 credits, with at least 74 credits in the Law School and 20 credits in HCE .

(v) **Concentrations within the Doctoral Degree Programs.**

Plans are in progress for concentrations in the doctoral degree program in health care ethics. Examples of concentrations that may be developed are: Organizational Ethics; Clinical Ethics; Catholic Ethics, etc. Typically, concentrations involve 9 credits of course work plus one Rotation from the CORE program aligned with the selected concentration; for example, three courses related to Organizational Ethics in health care

plus one Organizational Ethics Rotation in the CORE program. The Concentration will be listed on degree transcripts.

A.2.b. PROGRAM PREREQUISITES FOR ELIGIBILITY.

(i) Eligibility for Doctoral Programs:

- Master's Degree or Equivalent.
- Baccalaureate Admission Track (approved and effective Fall, 2008).
 - Students with a Bachelor's degree in a field related to healthcare ethics may apply for admission to a Doctoral Program in Healthcare Ethics.
 - Applicants need a strong record to be admitted. Students will complete four courses (12 credit hours) in addition to the twelve courses (36 credit hours of coursework) required as part of the doctoral degree program.
 - Admission Process.
 - The admission process would be the same as currently for Center's graduate programs.
 - Applicants must have completed a Bachelor's degree that the Center's Admission Committee deems sufficiently related to the focus on health care ethics, such a humanities degree with a major or minor in ethics.
 - Students enrolled in Center's Master's degree program en route for admission into the Doctoral degree programs would be eligible for transferring into this Bachelor's degree track. The Program Director would calibrate a program trajectory for these students on a case by case basis with the Dean's approval.

(ii) Eligibility for MA Program:

- Bachelor Degree or equivalent.

(iii) Eligibility for JD/MA Joint Program:

- There are independent eligibility and admission requirements for the JD program in the School of Law and the MA Program in Healthcare Ethics. See item on joint degree program on the HCE website.

For Curriculum details for these programs, see item on Curriculum below.

A.3. REPORTS.

The Center submits a variety of reports annually to the University on the performance of the Center. These reports include:

- **Annual Report** to the Dean of the Center's activities: prepared by the Center Director.
- **Academic Learning Outcome Assessment (ALOA)** report. The Center's ALOA plan is listed under the "Curriculum" item below.

A.4. STRATEGIC PLAN.

The Center developed a 3-5 year **Strategic Plan** in Fall 2007, approved by the College Dean. The plan provides a basis for the Center's Annual Report. The Strategic Plan is updated regularly by the Center Director in consultation with the HCE faculty.

B. CURRICULUM.

B.1. ACADEMIC LEARNING OUTCOMES ASSESSMENT.

All course descriptions appear on the Center's website (www.duq.edu/chce). As an academic unit within Duquesne University, the Center must have an Academic Outcome Learning Assessment (ALOA) plan with annual reports submitted on relevant achievements, challenges, and developments. Due to the length of the Center's ALOA plan, it is provided on the HCE website. The Student Seminar Series (below) is organized around the Center's Learning Outcomes.

B.1.a. ACADEMIC AND PRACTICUM COURSES FOR HCE PROGRAMS.

Master of Arts Degree.

Students in the MA program must take a minimum of thirty (30) credits including the following required courses:

HCE 659	Methods in Healthcare Ethics	3 credits
HCE 646	Clinical Rotation	3 credits

Students may then choose 8 other courses from those offered through the Center. A list of those courses can be found on the website.

PhD and DHCE Degree.

DHCE and PhD students must take thirty-six (36) course credits beyond those required for an MA degree. Students with an MA degree from another institution must also have taken courses equivalent to those required above for an MA degree at Duquesne's Center for Healthcare Ethics.

For a copy of the HCE Course Planner, identifying the credits and required or pre-requisite course for the different degree programs, see the HCE website.

B.1.b. CLINICAL AND ORGANIZATIONAL ROTATIONS (CORE).

A program for the ethics rotations has the title, Clinical and Organizational Rotations in Ethics, referred to by its acronym (CORE). The title intends to align clinical and organizational components in the program. Details of the CORE Program for rotations and internships is available on the HCE website.

In general, courses HCE-646 and HCE-647 have to be done in Mercy Hospital. Courses HCE-681 and HCE-682 can be done elsewhere. In this case, the student should make a request to the Center Director demonstrating that (a) the clinical rotation will not be done in his/her own hospital or healthcare institutions (i.e. in a site separated from his/her main workplace), and (b) the intended site supervisor has been approved by the Director.

B.1.c. Joint JD/MA Degree Courses and Requirements.

Effective from July 1, 2009, students at Duquesne University may earn a joint degree in the School of Law and the Center for Healthcare Ethics of the McAnulty College and Graduate School of Liberal Arts. For information on the MA/JD Joint Degree Program, see the HCE website.

B.2. APPLICATION AND SUBSEQUENT PROGRAM PROCESSES.

For relevant Academic Policies in the McAnulty Graduate School, see the *Graduate Student Planner*.

The *HCE Handbook* provides supplementary materials to offer specific guidance to HCE students, as follows.

B.2.a. APPLICATION.

(i) Application Cycles and Deadlines.

Applications for admission are considered in November (for spring semester admissions) and in March (for fall semester admissions). Applicants must submit all required application materials to the Center Director by November 1 or March 1, respectively, in order to be considered. The Admissions Committee may consider applications at other times to accommodate unusual circumstances. For example, applications related to the Joint JD/MA Degree Program may need to consider the schedule for the School of Law.

(ii) Application Materials.

Applicants must submit the following materials by mail to the McAnulty Graduate School:

- Personal Statement.
- Current curriculum vitae.
- Writing Sample, typically academic writing.
- Three letters of recommendation, typically addressing the applicant's academic abilities.
- All official academic transcripts.

Ordinarily, the Director interviews each applicant, either personally whenever feasible or by telephone.

B.2.b. ADMISSION.

The Admissions Committee and Advanced Standing Committee will meet soon after the spring and fall admissions deadlines or after unusual applicant circumstances arise to review applications and determine admissions.

For Admission of Baccalaureate Track applicants for doctoral degree programs, see item under Programs, above.

B.2.c. ADVANCED STANDING and/or TRANSFER CREDITS.

The Advanced Standing Committee reviews Advanced Standing/Transfer Credit requests either upon the student's admission or subsequently after the student has progressed in the program as described below.

(i) Requests for Advanced Standing and Transfer Credits.

Because of the focus upon Research Competencies in the doctoral program, typically Advanced Standing or Credit Transfer will not be awarded from other programs for any course except the pre-requisite course HCE-646. If students wish to apply for Advanced Standing or Credit Transfer, following College Policy, they can do so after completing 9 credits of course work at Duquesne University.

(ii) Process for Submitting Requests.

Student must submit a letter to the Center Director, setting forth their request and the particular course credits on which they base a request for advanced standing or transfer. The student must also attach the relevant transcripts and course descriptions/syllabi. The Advanced Standing Committee shall determine whether any advanced standing and/or transfer credits are merited and should be granted. If the Committee determines that advanced standing and/or transfer credits are warranted, the Center Director shall send a memo of this recommendation detailing the credits to the Dean's Office for final approval.

B.2.d. ADVISEMENT, ORIENTATION, REGISTRATION.

(i) Advisement. Prior to matriculation and registration, each new student must meet with the Center Director or Academic Advisor for advice and approval of the course schedule.

(ii) Orientation. There shall be an orientation luncheon before the start of classes in the fall for new students, including those who matriculated in the previous spring. All new students must attend. The orientation will introduce students to this *Handbook*.

(iii) Registration. Prior to each semester every student should consult with the Director or Academic Advisor to plan course registration.

B.2.e. COURSES.

i. Course syllabi.

Faculty will distribute a Course Syllabus in the first class. In practice most course syllabi will be available on the HCE website some time prior to the start of classes. Course Syllabi will include the following information to establish a general standard across HCE courses.

(1) Course Identification Information. Course number, title, semester, Instructor with Instructor's contact address and office hours.

(2) Learning Outcomes. The course will identify which of the 6 Learning Outcomes that characterize HCE programs are adopted in the course.

(3) Course Objectives. The description of course objectives expands upon the Course Description (see the HCE website) to identify competencies that the course will address.

(4) Required Readings. All required readings will be listed and their distribution of reading assignments throughout the course.

(5) Course Schedule, Assignments, and Requirements. A list of class times with student work assignments identified, such as class presentations or a course essay.

(6) Course Grade. An explanation of the evaluation process for grading.

(7) Relevant Policies. Reference to relevant policies such as academic integrity, reasonable accommodations, and class attendance.

(8) Course Records. Faculty retain records of course materials and grades for 12 months after the course.

ii. Focus on research competencies.

Most courses in the program are focusing on research competencies so that students will be better prepared for the reading, research and writing skills that are required to complete the dissertation or DHCE project following the coursework. The teaching in the courses will therefore be significantly different from the usual teaching methods in BA and MA programs. The emphasis will be on student research writing. Usually participants in such courses have to read 2 books or the equivalent in journal publications every month, and write short (10 page) research papers. The course will be completed with a substantial 30 pages course essay.

iii. Independent Study Course

1. Course HCE-690 is an Independent Study. Students may opt for this course in Fall and Spring semester and over the summer. The Independent Study Course will not be

available as an alternative to other courses in the program. The option will only be available in exceptional circumstances, for example when there is only one course to be done to complete coursework. In this case, the student can use the Independent Study to begin research that will be relevant for the dissertation or DHCE project.

2. A request to do an Independent Course needs to be submitted to the Center Director for approval. The Course will be supervised by one of the Center's Faculty. The student has to fill out the Independent Study Contract (available with the Student Advisor), specifying the nature and scope of the course, measurable goals, a list of required readings and required assignments. The Contract if approved will then be signed by student as well as instructor, and submitted to the dean for final approval.

B.2.f. ESSAY SUBMISSIONS.

Unless otherwise instructed by faculty, students should adopt the following general approach to essay submissions for courses.

(i) Form. Use the *Chicago Manual of Style*.

(ii) Title Page. Include: course number and course name, semester, instructor, student name, title essay. The essay title should delineate a thesis.

(iii) Length. HCE graduate course essays should minimally be 25 pages of argument and analysis, double spaced; abstract, contents, bibliography, and notes are in addition.

(iv) Organization. In addition to coherent divisions, there should be an introduction and conclusion.

(iv) Abstract, Contents, Notes, Bibliography. The abstract should be approximately 100 words, briefly delineating the essay's thesis. The contents page should list all the division and sub-divisions in the essay. Notes or footnotes may be used depending on faculty preference. The bibliography should only list works cited in the essay.

B.2.g. GRADES.

(i) College Grades.

HCE course grades adopt the grading policy in the McAnulty College and Graduate School of Liberal Arts, as follows:

A	4.0	distinguished scholarly work
A-	3.7	
B+	3.3	
B	3.0	normal progress towards degree
B-	2.7	

C+	2.3	
C	2.0	warning; student subject to departmental action
F	0.0	

(ii) Essay Grade Assignments.

Faculty seek to assign essay grades in a consistent manner focusing on the quality of writing and three components for essay writing that the HCE program addresses: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. Hence, the following general assessment instrument is provided to assist faculty and students in assessing the quality of essays.

Assessment categories for grades:

- Argument development and justification.
- Critical organization and analysis.
- Literature integration.
- Writing quality.

Grade Assessment:

- A /A-: Excellent/very good in all the assessment categories.
- B+: Very good in two categories and good in two categories.
- B: Good or acceptable in all categories.
- B- /C: Deficient in two or more categories.
- F: Deficient in all categories.

(iii) Incomplete Grades.

1. Student Responsibilities. Students are responsible for meeting with the professor and arranging for the completion of the relevant course work. Upon submission of the completed work to the professor, students are also responsible to provide either the professor or the Director with information about the course, including course number and semester in order to facilitate notification to the Registrar's Office about the completed work and fulfillment of course requirements. Relevant University and College timelines must be observed.

2. Methods for Submission of Required Course Work. Students must submit any written course work in hard copy either by submitting it in person to the faculty member by mailing a copy to the faculty member. If the latter, the student is responsible for tracking and ensuring receipt by the faculty member. The student may submit the work by email at the discretion of the faculty member who must approve this mode of submission for the course.

B.2.h. LANGUAGE REQUIREMENTS.

The HCE degree programs do not have additional language requirements.

B.2.i. LEAVES OF ABSENCE.

(i) Rationale.

Under special circumstances, a degree-candidate student may request a leave of absence for one semester. Special circumstances justifying such a request include illness, job transfer outside the region, or uncertainty about degree completion. At the time the request is made, the student must not: (1) have an "I" grade on the official record; (2) be registered for courses or thesis/dissertation credits; and (2) plan to graduate during the semester for which a leave of absence is requested.

(ii) Procedure.

1. Any student wishing a semester leave of absence must make a request in writing to the Center Director detailing the relevant reasons.
2. The Director shall present the student request to the Faculty Steering Committee for consideration. If based on the Committee's discretion a leave of absence is warranted, the Center Director will recommend to the Dean that the leave should be approved.
3. Following the Dean's approval, the Graduate School will place the student on hiatus. Extension of the leave may be granted in exceptional circumstances, following a written request to the Center Director, the support of the Steering Committee, and the subsequent approval of the Dean.

B.2.j. REGISTRATION & READMISSION.

(i) Registration.

Each student must consult at least annually with Center Director or Academic Advisor for curriculum advice. Further, students must obtain the Director's written approval before they register for any course creditable toward a graduate degree. Students are responsible for the registering process. Students will register for classes using the University's registration process for course work. For continuing registration and dissertation credits by doctoral students the student should inform the HCE Director who will notify the Graduate School to process the registration.

(ii) Readmission.

Each student must register for at least one course or thesis/dissertation credit in each academic year. In addition, each student who is in the dissertation stage must be on continuous registration. Any student who fails to comply with the foregoing shall be on “inactive” status unless (i) the student has been granted a leave of absence or (ii) the Center Director excuses the absence because it was caused by exceptional circumstances. If the student wishes to be readmitted to graduate study, the student must apply for readmission to the program before being permitted to register again. Readmission is NOT automatic and will be at the discretion of the Admissions Committee.

B.2.k. REVIEW OF PROGRAM PROGRESS.

At the conclusion of each academic year the Faculty Steering Committee shall review each student’s academic performance. The purpose of this review is to ensure students’ satisfactory academic progress throughout their degree studies. The annual review enables Faculty to identify which students are progressing satisfactorily and which, if any, are having difficulty. Typically, students must complete two courses each Fall and Spring semester in a sequential manner to progress satisfactorily through an HCE program. The Center Director will inform any student deemed to be in difficulty. The faculty may require remedies for such students; and if the remedies are not successful the faculty will consider whether a student should be either placed on academic probation or dismissed from the degree program.

B.3. COMPREHENSIVE EXAMINATIONS.

B.3.a. Faculty Examiners.

There will be two full-time Center faculty examiners.

B.3.b. Purpose of Written Comprehensive Examinations.

In the written comprehensive examination the candidate must display mastery of a body of relevant information (related especially to cases and topics in the field) by deploying skills of critical reasoning. The exams focus on the three critical elements of scholarship that are developed throughout the HCE programs: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. In the process the candidate will demonstrate understanding of relevant concepts, ideals, theories, models, cases, materials, author’s positions, doctrines, policies, etc. The main focus of these exams is

to ascertain whether the candidate is capable of undertaking the independent and original research and writing to complete the PhD dissertation or DHCE project.

To prepare for the written Comprehensive Exam students should prepare two research essay topics (see items below).

B.3.c. Written Comprehensive Examination.

(i) PhD and DHCE students: Critical Essay.

- Students must apply for comprehensive examination one month after the completion of coursework by submitting a formal letter and essay titles to the HCE Center Director for approval. The essays may be distinct components of the student's anticipated DHCE project or PhD dissertation. These essay titles must **not** duplicate essays written during course work. Also, the student will submit a list of all course essays written during the HCE program. The student will then be given 2 months to research the 2 essay titles prior to the scheduled exam.
- At the assigned time the student will be given one of the 2 titles to write a 30-page research essay (plus notes and bibliography). The essay will be written at home over a period of one week (Monday 9am until Friday 5pm) using whatever resources the student prefers. The essay title will be provided to the student by 9am on the Monday of the assigned week and the student will submit the essay electronically to the Center Director by 5pm on the Friday of the assigned week.
- The purpose of this essay is to demonstrate the skills needed to write a doctoral dissertation. Hence, the essay must be of very high quality given the time to prepare and write the text.
- Faculty evaluating the exam will focus on three items cumulatively: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. Faculty members will evaluate the essay based on categories of pass with distinction, pass, fail. Faculty evaluation will be undertaken within one week of completing the exam.

(ii) Retaking the Written Examination.

Should a doctoral student fail the written examination, the written exam may be taken for a second time within a period of two months with the assumption that two new topics have been approved.

B.3.d. Registration in Advance of Submitting Letter of Intent.

Students must register for one credit for the term in which comprehensive examinations are planned.

B.3.e. Letter of Intent to Take Comprehensive Examinations.

Upon completing all required coursework, including removal of incompletes or “I” grades from transcripts, doctoral students must write a letter to the Center Director, stating their intent to sit for the comprehensive examination. Ordinarily, the letter of intention must be received within one month of finishing coursework.

B.3.f. Record of Passing Comprehensive Exams.

HCE send a memo to the College to enter into a student’s record that Comprehensive Exams have been passed. The College sends a letter to the student confirming that the Comprehensive Exams have been passed. This record in the College initiates the time that a student has to complete the Doctoral Proposal (2 years) and then to complete the Doctoral Dissertation or Project (2 years) – see item on Statute of Limitation item under Doctoral Dissertations and Projects.

B.4. DISSERTATION (PHD) AND PROJECT (DHCE).

B.4.a. Purpose of PhD Dissertation and DHCE Project.

The PhD degree is a research degree that combines academic and clinical education to train students in a systematic and critical manner to be scholars in the field. Hence, the PhD dissertation focuses upon appropriate research and writing competencies to be successful scholars in the field. Typically, the PhD dissertation is approximately 250 pages of research analysis (double-spaced) plus notes and bibliography.

The DHCE degree is a professional degree that combines academic and clinical education to train students in a systematic and critical manner to be clinically oriented professionals in the field. Hence, the DHCE project is a practical endeavor that focuses upon the appropriate clinical and writing competencies to be successful professionals in the field. Typically, the DHCE project is approximately 100 pages of clinical/professional analysis (double-spaced) plus notes and bibliography.

Both the PhD dissertation and the DHCE project must focus on the three components for essay writing that the HCE program emphasizes: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument.

B.4.b. Committee Director and Readers.

(i) Director.

Following passage of the Comprehensive Examination, all doctoral students shall consult with the Center Director prior to identifying a preferred Director and two Readers for their Doctoral Committee (PhD dissertation or DHCE project). Typically, the Committee Director is a full-time faculty in the Center for Healthcare Ethics,. The selected Committee Director and Center Director consult together to reach agreement.

(ii) Readers.

Ordinarily, each Doctoral Committee minimally will have two Readers in addition to a Director. Typically, one reader is a full-time faculty in the Center for Healthcare Ethics. Doctoral students shall identify the preferred committee members, usually from the full-time faculty at Duquesne University. The selected members consult with the Center Director and Committee Director to reach agreement. The Dean approves the appointment of the Director and Readers on each Doctoral Committee when the formal doctoral proposal is submitted.

(iii) Committee Affiliation.

Usually, all three members of a Doctoral Committee (the Director and two Readers) shall be full-time faculty members at Duquesne University. In exceptional circumstances one Reader may be from outside the University when a needed area of expertise cannot be provided by faculty at Duquesne University, such as a physician who specializes in a clinical area addressed in the student's project or dissertation. The Doctoral Committee may not have as a reader more than one person who is not a member of faculty at Duquesne University. And any student's request for readers must comply with the relevant Section on doctoral dissertations in the McAnulty Graduate School's policies listed in the *Graduate Student Planner*.

B.4.c. Doctoral Proposal.

(i) Developing the Proposal.

The student and Committee Director meet to plan the development of the Doctoral Proposal. As the focus of the doctoral dissertation or project becomes clear, Committee Readers are discussed and selected, as described above. This initial process of developing the Proposal typically requires several months. Guidelines for the proposal are available on the HCE website.

(ii) Proposal Review.

After the Committee Director is satisfied with the Doctoral Proposal, the Proposal is submitted to the Readers for their individual review and critique. Typically this process involves two rounds of comments: the first round is to review the Proposal for the first time; the second round is to review how the student has addressed the Readers' suggestions. After these two rounds of review there is a formal Proposal Review Meeting.

(iii) Proposal Review Meeting.

Once the Doctoral Committee is satisfied with the student's proposal, the Center Director shall coordinate a formal Review Meeting with the Committee, the Center Director, and HCE Faculty who can participate. The purpose of this formal review is to provide the student with the opportunity to present the Doctoral Proposal in a formal forum for critical discourse. As a result, the Proposal may be approved outright; or the student may be invited to add minor changes, such as can be listed in an internal addendum for the Committee's subsequent attention during the writing phase; or the student may be required to substantively amend the Proposal before it is submitted to the Dean for approval. If a substantive amendment is required, there will be a subsequent Proposal Review Meeting after the Doctoral Committee is satisfied with the revised Proposal. Usually, the student is present in the proposal review meeting. In exceptional circumstances, the student can request the Director to have the review meeting through telephone or online.

(iv) Organization of the Proposal.

The Proposal shall be organized in a standard manner in HCE consistent with University policies, as follows. Samples for the Title Page and Signature Approval Page can be provided by the Center Director.

- Title Page (the dissertation title should indicate a thesis).
- Signature Approval Page.
- Table of Contents.
- State of the Question (explaining relevance of proposed dissertation).
- Thesis Statement with Objectives (identifying the argument and its justification).
- Review of the Literature (to demonstrate originality of the Proposal).
- Dissertation Review (to demonstrate originality of the Proposal).
- Summary of Proposed Analysis (each chapter relating the argument with major literature being engaged).
- Outline of Dissertation.
- Bibliography (only works cited in the analysis).

B.4.d. Review of Doctoral Chapters.

(i) Committee Director's Review.

Once the committee approves the proposal following the overview meeting, the student shall submit doctoral chapters to the Committee Director for critique and approval. Three major categories are involved in assessing the quality of the student's work: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument.

(ii) Readers' Review.

When the Committee Director is satisfied with the student's work, the Committee Director or student shall send the entire approved text (the dissertation or project) to the Committee Readers for review and comment. However, at the discretion of the Committee Director, a specific chapter may be submitted to the Reader(s) as specific expertise may be needed.

Ordinarily, the review of the entire dissertation or project involves two rounds of comments: the first round is to review the Dissertation or Project for the first time; the second round is to review how the student has addressed the Readers' suggestions. However, the student should typically not advance to the "Doctoral Defense" until the Doctoral Committee is generally satisfied with the quality of the student's work.

(iii) Review Timelines.

Typically, review and comments to students should be completed and returned within one month after receipt of each chapter in order to optimize the student's planning and progress. However, when the entire dissertation or project is submitted to Readers for their review, ordinarily a time-span of three months should be provided for Dissertation review and 6 weeks for Project review (based on their different lengths).

B.4.e. Doctoral Defense.

Students whose dissertation or project has satisfied the Doctoral Committee shall proceed to the oral doctoral defense. The Committee Director shall notify the Center Director who shall arrange a day and time for the respective oral defense. The Doctoral Director will chair the defense meeting. The student shall present a verbal summary of the dissertation (30 minutes) or project (20 minutes) and the Doctoral Committee shall each have 15 minutes to engage discourse on the presentation and submitted text. Thereafter, other faculty such as the Center Director, HCE faculty, and Committee members can pursue further discourse for up to 30 minutes.

At the end of this period, the Doctoral Director will ask the student to leave the room while the Committee and HCE faculty discuss the student's performance in the defense.

Only the Doctoral Committee can determine the official outcome, albeit in consultation with faculty participating in the defense. The Committee's determination includes review of both the submitted text and the defense.

Thereafter, typically immediately after the defense meeting ends, the Doctoral Director will inform the student of the outcome that can be one of the following: formal approval of the dissertation or project; or the requirement to resubmit the dissertation or project based on critiques identified at the defense. If the latter pertains, the Dissertation Director will submit to the student in writing a list of the items requiring further attention or development. Within a three month period a subsequent Doctoral Defense should occur. This process may be repeated until the quality of the student's work is satisfactory. Or the Doctoral Committee, in the event of unsatisfactory re-submission(s), may determine that the student does not warrant the degree.

The oral doctoral defense meeting can only be organized if the student is present. The oral defense is an open meeting, accessible to anybody interested. The student may invite friends, family and colleagues to attend. The Center will announce the public defense on its website and will notify all HCE students. Participants in the meeting cannot take the floor; only Committee members can ask questions. Also the student's work will not be available for the meeting, other than to the Committee members.

B.4.f. Submission of Doctoral Text to the University.

Students planning to graduate after a successful doctoral defense must meet the relevant deadlines for submission of text, including those of the McAnulty Graduate School and the University Gumberg Library. Students are responsible for identifying these timelines and meeting them accordingly. It is mandatory that PhD Dissertations as well as DHCE Projects are published as an ETD in order to graduate. See: <http://guides.library.duq.edu/etd>

B.4.g. Statute of Limitations.

On time statutes for doctoral students, see the following directions in the *Duquesne University Graduate Student Planner*. The doctoral policy includes the PhD and DHCE degree programs in HCE.

1. The Proposal must be approved within 2 years of passing Comprehensive Exams:
 - Doctoral Dissertation (paragr. #3): "... acceptance of the proposal ... shall be no later than two years after the completion of the comprehensive examination."
2. The doctoral project or dissertation must be completed within 2 years after approval of the proposal.

- Degree Requirements (dot point #6). “All remaining work leading to the PhD degree, including defense and electronic submission of the dissertation, must be completed within two years after approval of the dissertation proposal.”
3. In total, the doctoral proposal and project or dissertation must be completed within 4 years after Comprehensive Exams.
 - Degree Requirements (dot point #10): “All work acceptable towards the PhD degree must be completed within four years after the comprehensive examinations.”
 4. Doctoral time extensions only under exceptional circumstances.
 - Degree Requirements (dot point #10): “... Extensions are granted only under exceptional circumstances with approval of the dean based on the recommendation of the director of the program.”
 5. Master’s degree completion within 6 years.
 - Degree Requirements (dot point #9): “All work leading towards a master’s degree must be completed within a maximum of six years.”

B.4.h. Statute of Limitations.

The Ph.D. or DHCE title is only used after the degree has been conferred by the President of the University (i.e. during the Commencement ceremony). Before this point in time the correct designation is: Ph.D. or Doctorate candidate.

B.5. GRADUATION.

Students who are planning to graduate at the end of the Spring or Fall semester must submit by the first day of classes of that semester a complete draft of the dissertation or project to the director and to each of the committee members for their approval. Moreover, a student may not register for graduation unless and until the committee director notifies the Center Director that the Doctoral Committee is satisfied after the Doctoral defense. The Center Director shall then notify the student accordingly. Students should discuss timelines for graduation with the Center Director and not with the Committee Director whose main focus is upon the academic quality of the dissertation or project.

Students who have been approved to proceed to Doctoral Defense are responsible for complying with requirements of both the McNulty College and Graduate School of Liberal Arts and the Gumberg Library to meet Graduation requirements.

At the University’s graduation ceremonies, the relevant Committee Director will hood the graduating student. If the Dissertation Director is unavailable typically the Center Director will do so.

C. CO-CURRICULUM.

C.1. CONFERENCES, SPEAKER EVENTS.

The Center and its faculty regularly plan conferences and speaker events. These public events are planned to bring prominent scholars and leaders in the field to Duquesne University. The events are designed to promote academic growth and professional development and enrichment of HCE students. Hence, when the Center sponsors such events, all HCE students are required to participate, circumstances permitting.

C.2. MENTORING: COLLOQUIA, SEMINAR SERIES, WRITING GUIDELINES.

Students receive mentoring routinely by faculty throughout their HCE studies. There are several curriculum determined foci for mentoring by faculty, as follows: at Orientation with HCE faculty when students enter the program; each semester when planning course registration with the Center Director or Academic Advisor; during course work with faculty; during Comprehensive Exams with the Center Director, and during the writing phase of the dissertation or project with the Doctoral Committee.

In addition to this routine faculty mentoring of students, there are other opportunities that have been designed specifically to enhance student mentoring by faculty.

C.2.a. Colloquia for HCE Students.

The Center Director coordinates a major HCE Colloquium each Fall and Spring semester for HCE students and faculty. All HCE students, including those beyond course work, are required to participate. Permission to be absent is required from the Center Director who will plan and schedule each Colloquium.

C.2.b. Student Seminar Series.

Student Seminar Series implements the Student Learning Outcomes that have been identified in the HCE Academic Learning Outcome Assessment (ALOA) plan. All HCE students in course work are required to attend this Student Seminar Series for the 1st and 2nd years of course work. Permission to be absent is required from the Center Director who will schedule the events. Each Fall and Spring semester addresses three of the six Learning Outcomes, using each topic to address a range of relevant co-curricular issues, as follows:

Fall Semester, Student Seminar Series:

- Learning Outcome #1: Fundamental Knowledge.
- Learning Outcome #2: Multi-Disciplinary Study.
- Learning Outcome #3: Scholarship.

Spring Semester, Student Seminar Series:

- Learning Outcome #4: Professionalism.
- Learning Outcome #5: Service Leadership.
- Learning Outcome #6: Practices for Life-Long Learning.

Also, a different series of doctoral writing seminars is offered by HCE faculty when directing doctoral students' dissertations or projects so they can engage discourse on doctoral research and writing together. These seminars are coordinated by HCE faculty on an ad hoc basis.

C.2.c. Writing Guidelines.

The Center's Faculty has developed a set of guidelines to assist and support students in their writing. These guidelines will be updated as needed. HCE students are encouraged to follow these Writing Guidelines closely in all facets of their written work.

(i) Project Organization.

- Thesis: clearly identify the major thesis in the project's title.
- Outline: outline the project, and revise as necessary, dividing the analysis into component parts in an organized way.
- Sections: deploy section headings to indicate the **critical analysis in the organization of the argument**; these headings may signal what may be missing or need development.

(ii) Analysis.

- Introduction: explain what point the analysis addresses, why it is important (its significance), and how it is conducted; provide a roadmap to explain the essay's organization.
- Argument Formation: in a measured tone that avoids controversial rhetoric, **critically develop and justify the argument**; weave together the sections and sub-sections of the analysis; provide depth by analyzing the topic rather than merely describing it.
- Connecting Sections: pull the strands of the analysis together at the end of each section and in the final conclusion.
- Conclusion: provide closure by summarizing the main points and if relevant perhaps briefly identify a practical application of the analysis.

(iii) Literature Integration.

- Works Cited as Bibliography: list the articles, books, etc. on which the analysis relies.
- Engage scholars critically: engage relevant scholars by ***critically integrating the literature into the analysis***; address supportive or contrasting views in the literature, indicating where and why the analysis agrees or disagrees; recognize weaknesses or limits in the analysis by providing appropriate qualifications.

(iv) Form and Writing Quality.

- Active Tense: write in short, declarative sentences.
- Notes: use footnotes and/or endnotes.
- Grammar etc.: check spelling, grammar, diction, etc.
- Writing Style: adopt a writing style consistently throughout. Note that doctoral dissertations and projects must adopt the *Chicago Manual of Style*.
- Writing Quality: write clearly, attentive to the reader's perspective; write in a persuasive manner that presents a coherent stance.

(v) Plagiarism. It is imperative to avoid plagiarism. Be conservative: if quoting another author, cite; if paraphrasing another author's point or idea, cite; if relying on research done by another author that was cited in the author's article, cite to the work on which the analysis relies.

(vi) Summary. Excellent essay writing focuses upon three criteria (see ***highlighted*** items above): **development and justification of argument**; **critical analysis in the organization of the argument**; and **integration of the literature in making the argument**.

C.3. FUNDING FOR STUDENTS.

The Center continuously seeks funding opportunities to support HCE students. Funding is sought externally such as by grants, gifts, and partnerships as well as internally through University resources. There are typically two types of funding: funding for a semester or for multi-semesters (referred to as multi/semester funding) such as for a Graduate Assistantship or ad hoc funding such as for traveling to a professional conference.

C.3.a Multi/Semester Assignments.

Typically, when semester funding is available it used to support Graduate or Teaching Assistantships, Student Aides, or Pre/Post-Doctoral Fellows, either as full-time or part-time assignments. And ordinarily any award involves dedicating a specified number of hours weekly to supporting faculty or Center endeavors.

C.3.b. Multi/Semester Award Process.

When semester funding is available the following process is adopted to elicit interest and award funding. At the end of each academic year the Center Director shall send to current and new students a memo eliciting any interest in or need for funding. The Center Director in consultation with the Faculty Steering Committee shall award funding accordingly. When specific funding is aligned to a particular Faculty (such as with regard to a grant or endowment) that member of Faculty will assign the award after consulting with the Faculty Steering Committee. Students with full-time or part-time jobs are not eligible for semester funding.

C.3.c. Ad Hoc Funding.

The Center Director or HCE Faculty may award from their individual budgets (such as University operational or controllable budgets) financial support for HCE students to attend, to present, or to otherwise participate in professional conferences, such as the annual convention of the American Society for Bioethics and Humanities (ASBH). If a student has an abstract accepted for presentation in an international or national academic conference, an application can be made to the College for financial support; if granted this will be supplemented by the Center. More information and forms are available with the Student Advisor.

C.3.d. Guidelines for Assistantships.

Guidelines for Students.

1. Appointment Period. Typically, appointments are for a period of one year, with the possibility of renewal based on available funding and positive evaluation. Hence, work assignments continue over the academic year, including half-time appointments.
2. Award Details. Funding for a Research or Teaching Assistant may involve a stipend and/or tuition remission. Specifics vary with each GA but will be identified in the GA appointment.
3. GA Time/Work Requirements. A full-time GA appointment requires 20 hours of support work per week during the Fall and Spring academic semesters. These hours are pro-rated according to the appointment details (e.g., half-time GA works 10 hours weekly). If a GA does not have sufficient work for a given week the faculty mentor or Center Director should be informed: there are often other assignments awaiting attention.
4. Purpose of GA Appointment. The purpose of a GA appointment is to support faculty in their work (teaching, research, and service) while providing a distinctive academic learning experience for the student.
5. Schedule Flexibility. The GA should be as flexible as possible to accommodate the support needs of the assigned faculty.
6. GA Work Sheet. Each GA should keep an accurate account of work assigned and outcomes.

7. Confidentiality. The GA should maintain confidentiality with regard to work assignments which often involve sensitive matters. The assumption should be that nothing be disclosed to peers etc unless approved by the GA Faculty mentor.
8. Concerns. Concerns the GA may have (eg, work assignment, personnel relations, etc) should be raised with the assigned faculty mentor and if they cannot be resolved should be raised with the Center Director.

Guidelines for Faculty.

1. Work Assignments. Faculty should assign GA work that broadly fits into the category of “academic learning experience” to enhance the GA experience. Typically, this includes research on projects, teaching assistance in the classroom or preparing materials, planning for conferences etc, administrative support assistance (e.g. delivering materials around the University).
2. Time Allocation. Ordinarily, work assignments from one week to another should not be rolled over (eg, giving a free week and expecting double hours in subsequent weeks) – doing so can create burdens on the GA semester schedule. If a faculty does not have work in a given week for all of the GA available hours, the faculty should inform the Center Director who can assign other GA work that often needs to be done. As a matter of fairness to other GA appointments, it is very important for faculty to keep each GA working to the assigned hours every week.
3. Flexibility. The GA has a busy academic schedule and faculty assignments need to work around classes etc. However, the GA should be flexible to accommodate faculty needs. The key to success is reciprocal flexibility.
4. GA Work Sheet. Faculty should maintain oversight of the GA’s work sheet that records hours and items of work.
5. Evaluation. An evaluation sheet will be prepared for use by all faculty at the end of each semester.
6. Confidentiality. Just as the GA should maintain confidentiality about work for a given faculty mentor, faculty also must maintain confidentiality about the GA’s performance. Critique of GA performance should be restricted to review discussions with peer faculty and the Center Director.
7. Concerns. The faculty should raise with the Center Director any concerns that cannot be resolved with the GA.

C.4. STUDENT IDENTIFICATION PROFESSIONALLY.

Students are encouraged to participate professionally in the field such as by submitting proposals or presenting at conferences. However, if HCE students associate themselves with Duquesne University they must clarify that they are graduate students, such as, Graduate Student, Center for Healthcare Ethics, Duquesne University. The same

requirements hold for students in the proposal and dissertation phase. The title of PhD and DHCE can only be used after the graduation ceremony.

C.5. STUDENT INFORMATION LISTS.

The Center Director maintains an updated list of students and student related information, such as email address lists. Also the Center Director maintains an archive of all program graduates with the title of their PhD dissertation or DHCE project.

D. FACULTY, STAFF, & COMMITTEES.

FACULTY. In addition to the full-time HCE Faculty, there are faculty members in other Duquesne University Departments that teach and mentor students in HCE. Also, there are Adjunct Faculty members whose responsibilities are associated with a particular endeavor, such as teaching a course or being a reader on a doctoral dissertation or project. All Faculty are listed on the HCE website.

STAFF. HCE has a full-time Administrative Assistant to support the HCE Director and Center's work. Also, there is a part-time staff to support the Vernon F. Gallagher Chair. In addition, there is an Ethics Fellow with the responsibility of planning and coordinating the CORE Program for rotations and internships. All Staff are listed on the HCE website.

COMMITTEES. The Center Director oversees all aspects of the HCE Programs in consultation with Faculty Committees, including the following.

D.1. FACULTY ADMISSIONS COMMITTEE.

The Admission Committee meets at regular intervals to review all applications and admissions to HCE degree programs. See item on Admission.

D.2. FACULTY ADVANCED STANDING COMMITTEE.

The Standing Committee meets to review issues related Advanced Standing and Credit Transfer, typically upon student admission and as needed thereafter.

D.3. FACULTY SEARCH COMMITTEE.

The Dean appoints a faculty search committee when the Center for Healthcare Ethics undertakes a search for an HCE faculty appointment.

D.4. FACULTY STEERING COMMITTEE.

The Steering Committee meets as needed to advise the Center Director on routine issues and processes in the HCE Programs. Typically, there are several distinct meetings to address particular items, as follows.

D.4.a. Annual Student Review.

Each summer the Faculty Committee meets to review program progress of each student. See item on Review of Program Process.

D.4.b. Graduate/Teaching Assistantship Assignments.

Each summer the Faculty Committee meets to advise the Center Director and other HCE Faculty with available funding about assigning Graduate and/or Teaching Assistants, Fellowships, etc. The Committee reviews previous performance, considers all students who have indicated interest in or need for financial support. See item on Funding for Students.

D.4.c. Leave of Absence Requests.

The Committee meets as needed to advise the Center Director on student requests for a Leave of Absence.

D.4.d. Policy & Procedure Updates.

The Committee meets annually to review the need for policy & procedure updates using the *Handbook* for reference.

D.4.e. Website Updates.

The Committee meets annually to review the need for website updates using both the current HCE website and the *Handbook* as for reference.

D.5. GRADUATE/ALUMN ASSOCIATION COMMITTEE.

The Center for Healthcare Ethics fosters an alumni association for its program graduates and other HCE students who may not have completed a specific HCE program.

E. UNIVERSITY POLICIES & RESOURCES.

E.1. ACADEMIC INTEGRITY POLICY.

E.1.a. Academic Integrity Policy, Academic Affairs, Duquesne University.

The Office of Academic Affairs has an Academic Integrity Policy which is available online at, <http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures/graduate-guidelines>

The following items are addressed:

- Violations of Academic Integrity include but are not limited to:
 - Cheating.
 - Plagiarism.
 - Deceit in academic matters.
 - Misuse of documents.
 - Assistance in the violation of Academic Integrity.
- Statement of Responsibility for Communicating, Educating and learning about Academic Integrity.
- Procedures.
 - Roles and responsibilities within the College or the Schools.
 - Role and responsibility of the University Provost.
 - Role and Responsibilities of the University Academic Integrity Appeals Committee.

Also see the *Graduate Student Planner*.

E.2. CHANGE OF GRADE POLICY.

The University Change of Grade Policy for Graduate Courses is available in the *Graduate Student Planner*.

The Change of Grade Policy for Graduate Courses has these stipulations:

1. One year from the date that an “I” grade is recorded, the “I” grade will be converted to an “F” grade whether or not that course is part of the regular graduate program curriculum.
2. In case of courses such as a Rotation, Internship or dissertation study, faculty continues to have the option to assign an “IP” (in progress) grade.
3. In the case of an extenuating circumstance, the Dean and HCE Director will discuss the situation and agree upon a recommended course of action. Their recommendations

will then be referred to the Registrar's Office as necessary.

4. An "I" and/or "F" grade can not be converted to a "W".

5. Reaffirming the existing policy, a graduate student with an "F" grade cannot graduate, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must retake the course or an equivalent course.

6. The Graduate Council recommends that the last day for graduate students to be able to withdraw is 12 weeks after the beginning of the semester. For summer sessions, the graduate student can withdraw up to the official last day of classes for the summer session in which the class is being taken.

E.3. CRITERIA FOR DISSERTATION SERVICE, Duquesne University.

The Graduate Council of Duquesne University has compiled from the College and Schools a process to determine qualifications for faculty to serve on dissertation committees. The information is available online at, <http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures/graduate-guidelines>

Also see the Duquesne University *Graduate Student Planner*.

E.4. GRIEVANCE AND ACADEMIC DUE PROCESS.

The University Student Handbook explains academic due process, available online at, <http://www.duq.edu/academics/university-catalogs/2013-2014-graduate/academic-policies/academic-due-process>.

The Student Governance Association provides documents and forms related to academic grievance. Specifically, the Academic Grievance Form is available online at, http://duq.edu/Documents/healthcare-ethics/_pdf/Academic_Grievance%20Form.pdf.

Academic Due Process Pamphlet is available on this link: http://duq.edu/Documents/healthcare-ethics/_pdf/Academic%20Due%20Process%20Pamphlet.pdf

E.5. OTHER UNIVERSITY RESOURCES (select resources are listed).

E.5.a. Academic Learning Outcomes Committee.

The Academic Learning Outcomes Assessment (ALOA) Committee consists of faculty representatives from each school and Gumberg Library. Further information is available

online at, <http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/academic-learning-outcomes-assessment-%28aloe%29-committee>.

E.5.b. Center for Teaching Excellence.

The Center for Teaching Excellence helps faculty and graduate student teaching assistants excel as teacher-scholars deeply invested in their students' learning. Central to this guiding purpose is the belief that excellent teaching is an art that grows through scholarship, practice, reflection, and collaboration. Further information is available online at, <http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence>.

E.5.c. Learning Skills Center.

The Learning Skills Center is a comprehensive, proactive University service established to impact student learning and to promote their persistence to graduation. Further information is available online at, <http://www.duq.edu/make-a-gift/giving-opportunities/schools-and-program-priorities/learning-skills-priorities>.

E.5.d. Office of Service-Learning.

Service-Learning is a methodology that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and social responsibility. Further information about the Office of Service-Learning is available online at, <http://www.duq.edu/academics/academic-community-engagement/service-learning>.

E.5.e. Writing Center.

The Duquesne University Writing Center offers assistance to students to write better papers by learning to be a better writer and to be a better teacher of writing by learning about writing pedagogy. Further information is available online at, <http://www.duq.edu/academics/resources-and-technology/writing-center>.

--- end of *Handbook* ---