



Thomas Jefferson University

East Falls Campus

Academic Catalog 2019-2020

4201 Henry Avenue

Philadelphia, Pennsylvania 19144-5497

215.951.2700

www.eastfalls.jefferson.edu/catalog

Mission Statement

Thomas Jefferson University is a comprehensive, professional university with preeminence in transdisciplinary, experiential education, research and discovery. We deliver exceptional value for 21st century students with excellence in architecture, business, design, engineering, fashion, health, humanities, medicine, science and textiles. We improve lives by redefining humanly possible.

Anti-Discrimination Policy

Thomas Jefferson University does not discriminate on any condition of ethnicity or ancestry, or on the basis of creed, race, color, sex, age, religion, national origin, marital status, sexual orientation or disability in its admissions, education programs, activities or employment practices. This policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Responsibility to Keep Informed

The programs, policies, procedures, requirements, tuition and fees described in this catalog are subject to change without notice, at the discretion of the University.

Students are ultimately responsible for their own progress toward graduation; they are expected to use the academic catalog as a reference handbook and to familiarize themselves with the principal policies and procedures contained therein. The online version of this academic catalog (www.eastfalls.jefferson.edu/catalog/index) is updated annually. Students are responsible for monitoring the website concerning changes to policies and procedures that might affect their progress toward graduation and for regularly checking campus mailboxes and University email as a means of keeping informed.

Accreditation

Jefferson is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

A Brief History of the University

Two Legacies Joined by One Vision

In 2017, we unified two renowned legacies of innovation, education, research and professional excellence to form Thomas Jefferson University—a university with more than three combined centuries of history. Driven by this newly united and robust past, today’s Jefferson delivers forward-thinking, experiential and high-impact professional education to our students in the areas of architecture, business, design, engineering, fashion and textiles, health, science and social science. Thomas Jefferson University was founded in 1824 as Jefferson Medical College, and Philadelphia University was founded in 1884 as the Philadelphia Textile School. Both were ahead of their time and focused on the importance of experiential learning.

Thomas Jefferson University’s story began when Dr. George McClellan, a prominent Philadelphia physician, created Jefferson Medical College in 1824. He believed in teaching medical students by having them observe experienced doctors treating patients, and requiring them to participate in supervised, hands-on care. This belief reshaped medical education in the U.S. In 1877, Thomas Jefferson University Hospital was established and Jefferson Medical College became the second medical school in the country with a separate teaching hospital. In 1891 the Jefferson Hospital Training College for Nurses, now Jefferson College of Nursing, opened. Thomas Jefferson University was officially established in 1969. In 2014, the Sidney Kimmel Foundation bestowed a \$110 million gift to Jefferson – the largest gift in its history – and Jefferson Medical College became Sidney Kimmel Medical College at Thomas Jefferson University.

Philadelphia University’s roots trace back to the 1876 Centennial Exposition, where local textile manufacturers noticed that Philadelphia's textile industry was falling behind its rivals' capacity, technology and ability. In 1880, they formed the Philadelphia Association of Manufacturers of Textile Fabrics, with Theodore C. Search as its president. Search joined the board of directors of the Philadelphia Museum and School of Industrial Art (now the Philadelphia Museum of Art and the University of the Arts), thinking it the perfect partner for a school. The Philadelphia Textile School officially opened on November 5, 1884, and Search himself taught the first classes. After more than 100 years of growth, the school was granted university status in 1999 and changed its name to Philadelphia University on July 13, 1999.

The University Today

The new Jefferson was established on July 1, 2017, as a result of the merger of these two renowned universities. Through a shared and unique approach to education, Jefferson is nationally and internationally recognized for many historical “firsts” including the first surgical use of anesthesia in Philadelphia; the blending of quail feathers and wool to create the Army’s ubiquitous olive drab as an alternative to dark blue and light-colored khaki military uniforms; the first successful open-heart operation using a heart-lung machine; and the first bifurcated aortal graft using knit fibers needed for artificial blood vessels.

Today, we are a professional university that defies convention and dedicates itself to collaborative, transdisciplinary and interprofessional approaches to learning that offers a vibrant and expandable platform for education. Through this unique model, we are preparing our students for current and yet-to-be-imagined careers – setting tomorrow’s standards by breaking today’s.

The East Falls Campus

The 50+ buildings on the University's 100-acre campus range from historic Victorian mansions to contemporary classrooms, library and residential facilities. In January 2013, the University opened the DEC Center: a new, innovative academic building housing the Kanbar College of Design, Engineering and Commerce built specifically to foster interdisciplinary collaboration.

Along with The Gallagher Athletic, Recreation and Convocation Center, the Kanbar Campus Center, a 72,000-square-foot social hub for the campus community, has helped transform our main campus and is making a dramatic impact on the academic and social environment for all members of the University community. The Gallagher Athletic, Recreation and Convocation Center is home to three regulation-size basketball courts, a state-of-the-art fitness center, aerobics studio, a racquetball court and an elevated jogging track, as well as a 251-space underground parking garage. In addition, athletic facilities on campus include a baseball field, softball field, tennis courts, and soccer and lacrosse fields.

The University is located close to beautiful countryside, urban life, concert venues, galleries and museums, great restaurants and theaters. The tree-lined East Falls Campus is located on the edge of Philadelphia's Fairmount Park in the beautiful residential area of East Falls, just 15 minutes from historic Center City Philadelphia. Most students live in on-campus housing, including co-ed and single-sex residence halls, townhouses and two- or three-bedroom apartments. One of our highlighted housing facilities is the recently opened Residences at Falls Center; apartments in the complex include state-of-the-art kitchens, spacious bathrooms and beautiful views of the city of Philadelphia. The facility has an auditorium, studio and lounge space, and convenience store.

The East Falls Campus is wireless and provides for a highly sophisticated technology environment.

Alphabetical List of East Falls Campus Undergraduate Degree, Concentration, Certificate and Minor Programs

Program	Bachelor	Associate	Concentration	Specialization	Certificate	Minor
Accounting	BS					M
Animation & Digital Media	BS					M
Architectural History/Theory						M
Architecture	BArch					
Architecture / Real Estate Development	BArch/MS RED					
Architectural Engineering			C			
Architectural Studies	BS					
Behavioral and Health Services	BS					
Biochemistry	BS					
Biodiversity						M
Biology	BS					
Biopsychology	BS					
Building and Construction Studies	BS					
Building Technology						M
Building and Construction Studies	BS					
Business	BS					M
Business Administration		A				
Buying and Merchandising				S		
Business for Non-Business Majors						M
Business Management	BS					
Chemistry	BS					
Childhood Trauma Studies					Cer (United Way only)	
Communication	BS					M
Construction Management	BS					M
Engineering	BSE					
Entrepreneurship						M

Environmental Studies and Sustainability						M
Exercise Science						M
Fashion Design	BS					
Fashion Industry Management						M
Fashion Merchandising and Management	BS					
Fashion Value Chain & Innovation				S		
Finance	BS					M
Genetics						M
Geographic Information Systems						M
Global Brand Strategy				S		
Graphic Design Communication	BS					M
Health Sciences	BS					
Health Sciences/Athletic Training	BS/MS					
Health Sciences /Community Trauma Counseling	BS/MS					
Health Sciences/ Occupational Therapy	BS/MS					
Health Sciences/Physician Assistant Studies	BS/MS					
Health Sciences/Medical Lab Sci & Biotechnology	BS					
Health Sciences/Pre-Pharmacy	BS					
Health Sciences/Pre-Nursing	BS					
Health and Human Services – Radiologic Technology		A				
Health Services Management	BS					
Health Services Management: Business	BS (Online only)					
Health Services Management: Psychology	BS (Online only)					
Historical Preservation						M
Human Resource Management	BS					M

Industrial Design	BS					
Industrial & Systems Engineering			C			
Influencers of Childhood Development						M
Information Systems						M
Information Technology	BS					
Interior Design	BS					M
Interior Design / Sustainable Design	BS/MS					
International Business	BS					M
Landscape Architecture	BLA					M
Landscape Arch/Geodesign	BLA/MS					
Landscape Design						M
Landscape Planning						M
Law and Society	BS					M
Law Enforcement Leadership	BS					
Leadership in Emergency Services	BS					
Leadership in Homeland Security	BS					
Management	BS					M
Marketing	BS					M
Mechanical Engineering	BSE					
Multimedia and Visualization						M
Occupational Therapy Assistant		A				
Organizational Leadership	BS					
Photography						M
Physician Assistant Studies	BS/MS					
Pre-MBA						M
Pre-Medical Studies	BS					
Pre-Occupational Therapy			C			
Professional Communication and Emerging Media	BS (Online only)					
Psychology	BS					M
Psychology/Occupational Therapy	BS/MS					

Psychology/ Community Trauma Counseling	BS/MS					
Public Health						M
Real Estate Development						M
Social Sciences						M
Sustainable Design						M
Textile Design	BS					
Textile Engineering			C			
Textile Materials Technology	BS					M
Value Chain and Innovation				S		
Visual Studies						M
Web Design and Development	BS					M

Alphabetical List of East Falls Campus Graduate Degree Programs

DEGREE PROGRAMS

Clinical Doctorate in Occupational Therapy

Doctor of Philosophy in Textile Engineering and Science

Doctor of Management in Strategic Leadership

Doctorate of Midwifery

International Master of Science in Fashion Design Management

Master of Architecture

Master of Business Administration (Innovation MBA – Hybrid program; Innovation MBA Online; or Strategic Design MBA)

Master of Science in Architecture

Master of Science in Athletic Training

Master of Science in Community and Trauma Counseling

Master of Science in Construction Management

Master of Science in Disaster Medicine and Management – Hybrid program

Master of Science in Global Fashion Enterprise

Master of Science in Geospatial Technology for Geodesign

Master of Science in Historic Preservation

Master of Science in Industrial Design

Master of Science in Interior Architecture

Master of Science in Midwifery

Master of Science in Modeling Simulation and Data Analysis

Master of Science in Occupational Therapy

Master of Science in Physician Assistant Studies

Master of Science in Surfacing Imaging

Master of Science in Real Estate Development

Master of Science in Surface Imaging

Master of Science in Sustainable Design (Online option)

Master of Science in Taxation

Master of Science in Textile Design

Master of Science in Textile Engineering

Master of Science in User Experience and Interaction Design

OTHER DEGREES

Combined Degrees:

- B.S. / M.S. Programs
- B.S. in Health Sciences/M.S. in Physician Assistant Studies
- B.S. in Health Sciences/M.S. in Occupational Therapy
- B.S. in Health Science/M.S. in Community and Trauma Counseling
- B.S. in Health Science/M.S. in Athletic Training
- B.S. in Psychology/M.S. in Occupational Therapy
- B.S. in Psychology/M.S. in Community and Trauma Counseling

4 + 1 Option:

- B.S./MBA Programs
- B.S. Interior Design /M.S. Sustainable Design
- B.S./M.S. Programs
- BLA/M.S. Geospatial Technology for Geodesign

1 + 1 Option:

- M.S./M.S. Sustainable Design & Construction Management

GRADUATE AND POST-GRADUATE CERTIFICATE PROGRAMS

Advanced Studies in Trauma Counseling

Art Therapy

Business and Organizational Continuity

Childhood Trauma Studies

Disaster Medicine and Management

Midwifery – Hybrid program

Real Estate Development

Sustainable Practices

Student Life

The Division of Student Life offers comprehensive programs and services that foster an educational environment conducive to the holistic development of students. By building bridges between the curricular and co-curricular experiences, Student Life educators provide opportunities for students to become successful, competent, lifelong learners. Information on specific programs and services follow.

In support of the University mission, the Division of Student Life supports Jefferson graduates ...

- To thrive in multiple, varied and diverse environments.
- To construct an understanding of self to inform decisions.
- To employ their influence to improve the greater community.
- To develop skills and knowledge for personal and professional advancement.

ATHLETICS

215.951.2720

www.jeffersonrams.com

Mission

The Department of Athletics and Recreation affords students opportunities to participate in a challenging and competitive varsity sports program and engaging recreation and wellness activities. The ultimate goal is to enrich students' lives in college and enhance their preparation for full and rewarding lives after college. All programs are designed to enhance physical and emotional health and to complement academic success. The varsity sports program complies with the principles of fair play and amateur competition as defined by the Central Atlantic Collegiate Conference and National Collegiate Athletic Association (Division II).

Program Learning Goals

The Department of Athletics achieves its mission by establishing the following learning goals for students:

- To construct a greater understanding of self through their experiences in athletics.
- To demonstrate the ability to perform as a collaborative unit.
- To engage in experiences to enhance community relations.
- To challenge the viewpoints of themselves and others to expand awareness of difference.
- To choose behaviors, skills and habits that support their overall health and well-being.

The University offers 17 intercollegiate sports competing at the NCAA Division II level: baseball, men's and women's basketball, men's and women's cross country, men's and women's soccer, men's and women's track, men's and women's tennis, men's and women's golf; and women's lacrosse, rowing, softball and volleyball. The University holds membership in the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC). Athletic scholarships are available, and interested students should contact the Department of Athletics at 215.951.2720 for more information.

Physical Education is an optional elective course, available through the Department of Athletics and Fitness and Wellness Center.

Recreation Program

215.951.2723

The Department of Athletics organizes and promotes structured and competitive recreational, fitness and wellness activities that are open to full-time students, faculty and staff. The Recreation Program provides an opportunity for everyone to participate in enjoyable physical activity and to develop an appreciation for the benefits of physical exercise. Activities are offered in league/tournament format, fitness programs, instructional programming, informal recreation, club sports and special recreation events for student organizations.

Fitness and Wellness

215.951.2906

The Fitness and Wellness program promotes health through all dimensions in order to enhance longevity and the quality of life to all students, faculty and staff. We offer programs such as group exercise, personal training and “lunch and learn” seminars. Our Fitness Center features state-of-the-art exercise equipment, including Life Fitness cardiovascular and resistant machines, and Hammer Strength multi-racks and Olympic bars. Each year, the department holds the annual Wellness Fair, where the University has the opportunity to further its education and knowledge in an ever-changing fitness field.

Facilities

Jefferson hosts athletic events in The Gallagher Athletic, Recreation and Convocation Center, as well as the Alumni Field and Ravenhill Athletic Field. The campus also features six tennis courts, a softball field, a state-of-the-art fitness center, a racquetball court, an aerobics studio and an elevated track. Off-campus facilities include the Legacy Indoor Tennis Center, Penn Charter High School turf field, the ACE Golf Club and the Crescent Boat Club (Boathouse Row), home of our Women’s Rowing Crew program. Check out Athletics at jeffersonrams.com.

GO RAMS!

MARIANNE ABLE CAREER SERVICES CENTER

The Career Services Office is located in the Kanbar Campus Center, Suite 313.

215.951.2930

careerservices@PhilaU.edu

www.eastfalls.jefferson.edu/careerservices

Mission

In collaboration with internal and external partnerships, the Career Services Center provides centralized and comprehensive career exploration, professional development, and internship and job search assistance.

Consistent with the University’s multi-disciplinary, professionally focused education, the Career Services Center strives to assist students and alumni in defining and achieving their individual professional goals, connecting with industry partners through experiential education and professional opportunities.

Services

The Career Services Center offers all students and alumni with career and professional development assistance, along with opportunities to develop skills for a meaningful career. Career Services provides individual advising by qualified counselors, as well as opportunities to connect with employers via online job listings, employer networking receptions, career seminars and on-campus recruiting.

Starting freshman year, students can work with counselors to identify their skills, values and interests to help them develop a solid, individualized career plan.

Career Services partners with faculty from all schools to present meaningful instruction on various topics, including résumé writing, interview skills, internships, and job-search strategies and networking. All students and alumni may post résumés and apply for positions through Handshake, the Career Services Center’s online job posting system.

Career Services manages the academic internship program, and provides support and resources to students for securing an internship position and academic credit for the experience. Students who are interested in learning about earning academic credit for an internship experience should visit the Internships section of the Career Services website. Employer networking receptions, Career Fairs, Design Expo, Employer Portfolio Development Sessions, career panels, mock interviews, on-campus interviews and other activities allow students to interact personally with employers and alumni to learn more about career opportunities in a more personalized setting.

The most important factor contributing to student success in entering the job market is student engagement in the career-development process. The Career Services Center encourages students to meet one-on-one with a counselor early on for career planning and throughout their academic careers to learn the latest job search strategies that contribute to a student’s ability to secure meaningful career positions and acceptance into graduate programs.

COMMUNITY SERVICE PROGRAMS

*The Office of Community Service Programs is located in the Office of Student Engagement in The Kanbar Campus Center, Room 301.
215.951.2856*

Jefferson believes that community service initiatives are a central part of the undergraduate experience. Accordingly, the Office of Community Service Learning works to increase student access to the community service opportunities, serves as an informational resource about community agencies, supports students' civic engagement and promotes service as a tool for learning.

The goal of the Office of Community Service Learning is to develop students into community-conscious leaders who have an active and engaged relationship with the city of Philadelphia, surrounding neighborhoods and the broader context of society. Participation in community service projects and initiatives provides opportunities for students to relate classroom theory to real-world experiences. Students will gain a better understanding of the world around them and the importance of acting as agents of positive change.

There are several ways in which students can take advantage of these opportunities. Students can enroll in SERV-101: Learning and Serving in Philadelphia. Students have two enrollment options: earn a free-standing credit or use the course to satisfy one or both of their PE graduation requirements. SERV-101 is designed to create an opportunity to understand the reciprocal nature and responsibility of citizenship through both practical applications and critical reflection. Additionally, annual service-based traditions on campus include the Habitat for Humanity, AIDS Walk, Relay for Life and the Red Cross Blood Drive.

Students interested in finding a way to serve in the community can contact the Office of Community Service at communityservice@PhilaU.edu, and the staff will help connect students with local organizations meeting their areas of interest.

COMMUTER SERVICES

The Office of Commuter Services is located in the Student Engagement Office in The Kanbar Campus Center, Room 317.

215.951.2634 www.eastfalls.jefferson.edu/commuters

Commuter Services provides resources, programs and information to meet the needs of off-campus and commuting students as well as potential off-campus students. We provide a range of engagement and involvement opportunities that assist in their connection to the campus community and one another. Whether it is welcoming new commuters to Jefferson, or continuing to build the commuter community, the Associate Director of Student Engagement and Commuter Assistants are dedicated to serving the needs of commuting and off-campus students.

What makes Jefferson commuter services stand out?

Commuter Cash (C-Cash)

C-Cash is an incentive program to promote campus connection and involvement for all commuter students who live off-campus. Students can earn C-Cash for attending campus events, turning in good grades and participating in campus life. At the end of the semester, students can use C-Cash to win various prizes at our C-Cash Auction.

Commuter Assistants (CAs)

Commuter Assistants are upper class, off-campus students who serve as resources and guides for first-year commuters. A CA's primary responsibility is to help introduce new commuters and off-campus students to Jefferson and to assist them in their transition into college life. Commuter Assistants are the main tool in connecting new commuting students with the campus community and one another.

COUNSELING SERVICES

The Office of Counseling Services is located in The Kanbar Campus Center, Suite 323.

215.951.2868

Counseling for personal concerns—including anxiety, adjustment to college, depression, stress, misuse or abuse of alcohol or other drugs, and other issues—is available to all students at no charge. Counseling is provided on a short-term basis by licensed professionals who understand the special needs of University students. Referrals to area agencies and practitioners are made for those who need more specialized or long-term care. Students are encouraged to make appointments in advance by calling ext. 2868. Students experiencing more urgent concerns are directed to use the Drop-In Hour, 1:00 p.m – 2:00 p.m. each weekday during the regular academic year.

DINING SERVICES

215.951.2924

diningservices@PhilaU.edu

The Ravenhill Dining Hall provides students with a large variety of meal selections, including many healthy choices, with unlimited seconds for students dining in. It features creations from all over the world at Bravisimo, fresh dough pizzas from Pepperazzi's, delicious fresh salads and mouth-watering sandwiches from the Deli, as well as fresh-stock soups and favorite home-cooked foods.

The dining hall is open regular hours during the day Monday through Friday, serving breakfast from 7:15 to 10:15 a.m., continental breakfast from 10:15 to 11 a.m., lunch from 11 a.m. to 2 p.m., lite lunch from 2 to 5 p.m. and dinner from 5 to 8:30 p.m. Monday through Thursday and until 7 p.m. on Fridays. On the weekends, it is open for brunch from 10:30 a.m. to 2 p.m., lite lunch from 2 to 5 p.m. and dinner from 4:30 to 7 p.m. Saturday and 8:30 p.m. Sunday. Ravenhill operates Sunday to Thursday as a retail Late Night option and lounge from 8:30 p.m. to 11 p.m. offering "On-the-Go!", pizza, street foods and sweets.

The Kanbar Campus Center offers a variety of dining options, including The Common Thread, The Common Thread Express and Ted's.

The Common Thread, located on the lower level, offers fresh burgers and hand-cut french fries, Philadelphia cheesesteaks and other favorites at the grill. The deli offers whole roasted turkey and roast beef along with other deli favorites and sides. Homemade fresh-stock soups, baked pastas and entrées cooked to order also are available. Common Thread is open from 8 a.m. to 7 p.m. Monday through Thursday, and 8 a.m. to 2:30 p.m. on Friday.

The Common Thread Express is our convenient online ordering system. Place your order for your **freshly made grain bowl, or salad pick** up at your designated time. The pick-up window is adjacent to Common Thread and open Monday-Friday 11 a.m. to 3 p.m.

Ted's, located on the main level, offers "On-the-Go!" and convenience items in the store, as well as fresh dough pizzas, hot subs, Starbucks coffee, ice cream and fresh-baked products. Ted's is open continuously Monday through Friday from 7:30 a.m. to midnight, and noon to midnight on Saturdays and Sundays.

The Tuttleman Cafe, located in The Tuttleman Center, offers coffee and lite fare. It is open 7:45 a.m. to 6:30 p.m. Monday through Thursday, and 7:45 a.m. to 2:30 p.m. on Friday.

All students living on campus, with the exception of those residing in the townhouses or apartments, are required to purchase a meal plan. Commuting, townhouse and apartment students may purchase a meal plan or use the dining facilities on a cash basis.

THE OFFICE OF STUDENT ACCESSIBILITY SERVICES

The Office of Student Accessibility Services is located in The Kanbar Campus Center, Suite 102.

215.951.6830

Jefferson does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University provides accommodations for students with disabilities, who are eligible for accommodations and who seek accommodations. All students interested in receiving accommodations must contact Accessibility Services by email (accessibilityservices@philau.edu) or by phone (215.951.6830) or by visiting our office (Kanbar 102D). Students must follow the process for accommodations, which includes: Intake, Documentation Requirements, Eligibility Determination and Faculty Notification. Information on services can also be obtained at: www.eastfalls.jefferson.edu/studentaccessibilityservices.

Students requesting accommodations in the classroom must present a current accommodation letter from the Accessibility Services to the instructor before accommodations may be provided. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact disability services.

Further information on documentation requirements and services is available at: www.eastfalls.jefferson.edu/studentaccessibilityservices.

INTERNATIONAL AND EXCHANGE STUDENT PROGRAMS

The Office of International and Exchange Student Programs is located in The Kanbar Campus Center, Suite 102.

215.951.2660

www.eastfalls.jefferson.edu/internationalservices

The University has a long history of educating students from all over the world, representing approximately 30 different countries. The Office of International and Exchange Student Programs implements two orientation programs per year for undergraduate and graduate international students. The Office also provides ongoing support in terms of immigration advising, work permission paperwork, and educational and recreational programming. The director also serves as the adviser to the International Student Association (ISA).

More information and resources are available in the director's office where business and social information for new international students can be found.

Upon arrival, all international students, including transfer students, must report to the director's office, located in Suite 102 of the Kanbar Campus Center.

OFFICE OF THE DEAN OF STUDENTS

*The Office of the Dean of Students is located in The Kanbar Campus Center, Suite 321.
215.951.2740*

The Dean of Students oversees all departments in the Division of Student Life: The Marianne Able Career Services Center, Counseling Services, Accessibility Services, Health Services, International Student Programs, Residence Life and Housing, and Student Engagement (First-Year Experience, Greek Life, Inclusion and Social Justice, Spirituality, Community Service, Student Leadership programs and Student Activities). The Dean of Students serves as the advocate for undergraduate, graduate, CPS (continuing and professional studies) students and on-line students. Additionally, the Dean of Students is the chief grievance officer for student concerns.

RESIDENCE LIFE

*The Office of Residence Life is located in The Kanbar Campus Center, Room 311.
215.951.2741*

The Office of Residence Life is comprised of a diverse staff committed to building a safe, welcoming environment that fosters an appreciation for differences and empowers students to become lifelong citizens of their communities. We accomplish these goals by providing quality educational experiences, exceptional customer service, and advocacy for service on behalf of our students with other University departments. Through these efforts, our staff is determined to provide resources and services that enhance our resident students' academic endeavors.

The Office of Residence Life achieves its mission by establishing the following learning goals for resident students:

1. Develop a greater knowledge of self through the exploration of personal identity.
2. Develop a greater understanding of others to thrive in diverse environments.
3. Express values and opinions as a means for engaging in the community with civility.
4. Evaluate situations to arrive at an informed decision.

The University provides on-campus housing for approximately 1,400 undergraduate students in traditional and apartment-style residence halls. First-year students are housed primarily on the Ravenhill Campus, while returning and upper-class students are housed on the Main Campus. Housing on the Ravenhill Campus consists of four residence halls: Fortress Hall, Mott Hall, Partridge Hall and Ronson Hall. Students reside in rooms accommodating one to four students with community bathrooms in each building.

Housing on the Main Campus consists of two apartment complexes—Independence Plaza and the Townhouses—and one residence hall, Scholler Hall. The apartment-style units range from one to five bedrooms, accommodating two to five people. Each air-conditioned unit contains a full kitchen, living room and bathroom. Scholler Hall is a traditional residence hall with double-occupancy rooms. Each resident is provided with an extra-long bed, desk, desk chair, and dresser/wardrobe unit. In addition, one data port is provided for each resident in most of the residence halls. At least one cable connection

with basic service is provided for each room or apartment. Apartment-style units are additionally furnished with living room and kitchen furniture as space permits.

Recognizing that students spend a significant amount of their time outside of the classroom setting, the Office of Residence Life strives to create a communal-living environment in which each student is afforded an opportunity to develop as an individual in an atmosphere that encourages emotional and intellectual growth.

The environment within a student's residence area significantly influences his/her success and personal satisfaction while at the University. Each resident contributes to making residential living a positive experience. A sense of community is achieved through mutual consideration, cooperation and responsible behavior. Community living places responsibility on individuals to demonstrate self-discipline and awareness, to be more aware of their needs as members of the community, and to become more active citizens in the residential community.

Each residence area is supervised by a Residence Life staff member. Residence Directors (RDs) and Resident Assistants (RAs) work with students to develop a sense of community in their residential area and to create an atmosphere conducive to mutual respect and consideration. Residence Life staff members are also instrumental in assisting students to develop positive attitudes and behaviors to deal responsibly with the establishment of an independent lifestyle and the social freedoms of adult life.

Office of Student Engagement

The Office of Student Engagement is located in the Kanbar Campus Center, Room 317.

215.951.2634

studentengagement@PhilaU.edu

<http://www.eastfalls.jefferson.edu/studentengagement>

The Office of Student Engagement promotes opportunities for co-curricular involvement that enhances personal growth, leadership development, intellectual inquiry and civic responsibility all within an inclusive environment. In addition to events, the University provides student services through Commuter Programs, Diversity and Social Justice, Community Service, First-Year Programs, Leadership Development, Clubs and Organizations and Greek Life, the Kanbar Campus Center and Spiritual Development. They support the University's Mission by creating empowered student leaders who are connected to their communities, more responsible world citizens and more prepared to be successful in their careers.

There are approximately 70 social, club sport, cultural, professional, co-curricular, performing arts, spiritual and special interest clubs and organizations at the University. Jefferson has two national social fraternities and two national social sororities in addition to multiple professional and honors Greek organizations.

The First-Year Experience (FYE) program is coordinated through the Office of Student Engagement, in cooperation with various student life partners and academic programs. The central theme of the six FYE

components is “Finding Philadelphia,” learning about the history, culture, diversity and wealth of activities in the city, our extended campus. The comprehensive approach to the first-year experience begins with New Student Orientation (NSO), includes faculty-oriented academic advising; and is centered on the residential community/commuting experience. FYE also includes the first-year seminar, which is a required success course that helps all new students better navigate their first year at Jefferson.

The FYE program is designed to provide support and encouragement to new students at Jefferson and help ensure they succeed personally and academically. Research is clear, and our experience has demonstrated, that students who actively engage in all of the FYE components are more likely to be successful and have a more enriching college experience.

University Academic Programs

OVERVIEW

Programs on the Jefferson-East Falls Campus offer a unique education that dynamically integrates liberal and professional education within an active and engaged learning environment.

The curricula seek:

- a) To advance students' knowledge and abilities.
- b) To broaden students' ways of thinking.
- c) To enhance students' awareness of the ideas, practices and values of their own and other cultures.
- d) To prepare students to synthesize general and specialized knowledge and apply it to a full personal and professional life.

The academic programs offered at Jefferson-East Falls are administered by the College of Architecture and the Built Environment; the Kanbar College of Design, Engineering and Commerce; the College of Life Sciences; the College of Humanities and Sciences; the College of Health Professions, the College of Rehabilitation Sciences, the School of Continuing and Professional Studies; the Office of Student Development Programs; and the Department of Physical Education.

ASSESSING STUDENT LEARNING

Jefferson is committed to providing excellent and innovative educational opportunities for all students. In order to maintain this quality and assure that students are learning all that they should, the University takes its responsibility for assessment seriously. The assessment of student learning occurs at all levels of the curriculum and is a central aspect of measuring institutional effectiveness. Learning outcomes are stated in the syllabus for each course and program, and student learning is assessed on a continuous basis at the course and program levels to ensure the continuous improvement of the curricula, programs and teaching, in order to increase student attainment. Students may be required to provide faculty with representative examples or copies of their work at various points in their curriculum in order for faculty to evaluate achievement of programmatic learning outcomes.

All curricula at Jefferson-East Falls combine theory and application, and offer integrative and active learning experiences for students. Assessment helps faculty understand how well students are achieving these outcomes, and reflects the commitment to the importance of learning through active engagement. Assessment also helps to ensure that the University's programs meet the institutional learning outcomes and fulfill the University's mission to provide students with a distinct balance of liberal and professional education.

Institutional Learning Goals

All Jefferson graduates will:

- Apply broad and deep professional knowledge and skills
- Synthesize disciplinary and Liberal Art / Humanities understanding to formulate transdisciplinary approaches
- Communicate effectively
- Interpret, respect, and value local, global, and conceptual diversity
- Act ethically in personal, professional, and civic spheres
- Integrate theory and practice to guide research, scholarship, and creative endeavors
- Integrate technology appropriately into professional practice

Graduate students meet these outcomes, but demonstrate learning at a higher level.

BACHELOR'S DEGREE COMPONENTS

General Education

Beginning in fall 2014, Jefferson-East Falls launched the Hallmarks Core, the next generation of its innovative general education core curriculum. Incoming first-year students will begin their general education in the Hallmarks Core curriculum, while students who matriculated prior to 2014 or on the 2013-14 catalog will complete the College Studies program. In both cases, students benefit from a rigorous and coherent approach to general education, which is based on essential learning outcomes and structured to build relevant skills and knowledge over four years.

Study in the liberal arts and sciences encourages students to be integrative thinkers who build connections across disciplinary boundaries and within a wide range of knowledge. Through exposure to complex, real-world issues and studies in history, humanities and the social sciences, mathematics and the natural and physical sciences, students become graduates who are well-read, well-spoken, worldly, flexible and adaptable—individuals who never stop learning and making connections in everything they do.

The College of Humanities and Sciences oversees the Hallmarks Core and College Studies and develops these programs to promote the best of a strong liberal arts and sciences tradition integrated with a professionally oriented curriculum. Our general education core curriculum forms the backbone of every undergraduate student's major, bringing classmates together to share a common educational experience and to learn from one another's diverse perspectives.

Professional Studies

Strongly integrated with general education, the course of study in each professional major broadly prepares students to engage with the professional world and inquire about its political, economic and social contexts through the perspective of their practices. Professional studies provide the knowledge and skills to be successful in a profession and to become lifelong learners who are able to adapt to the changing conditions and demands of their careers.

Minor

A minor is a set of courses that provides enhanced study in a particular subject area. A student may choose a minor with the assistance of an academic advisor upon completion of 60 semester hours. Options for minors are determined by the academic program and consist of a minimum of 12 credits in the subject area. A student may not use the same course for credit in both the major and the minor areas, and restrictions apply for the use of the same course for credit as a free elective and in a minor. For more information and guidelines, see the “Minors and Concentrations” section of the catalog.

Concentration

A concentration allows for an in-depth exploration of a focused area within the scope of the student’s major discipline. Concentrations are available for study by majors within the appropriate area only. Options for concentrations are specified by the academic program. Similarly, the number of credits required to complete the concentration as well as the sequence and selection of required and elective courses are determined by the program. For more information, see the “Minors and Concentrations” section of the catalog.

Specialization

A specialization allows for a thematic grouping of courses within the scope of the student’s major discipline. Specializations are available for study by majors within the appropriate area only. Options for specializations are specified by the academic program. The number of credits, sequence and selection of courses required to complete the concentration are determined by the program.

Designated Electives

Designated electives allow students to select a course from a pre-approved set of courses. Designated electives enable both freedom of choice with some degree of programmatic guidance.

Free Electives

Free electives allow students to tailor their degree program to meet their personal interests and educational goals. Students who participate in an internship may use these credits to partially satisfy the free elective requirement.

OPTIONAL-RELATED ACADEMIC EXPERIENCES

Service Learning

Community service initiatives are a central part of the undergraduate experience at Jefferson-East Falls. SERV-101, a one-credit course, provides an opportunity for students to contribute to and learn from Philadelphia, its neighborhoods and people. These experiences allow students to explore their interests and expand their knowledge through hands-on projects with a community outside of the University.

Learning Outcomes for Service Learning

Students who have completed SERV-101 will:

- Develop a sense of responsibility and commitment toward public service and citizenship through critical reflection and action.
- Improve their understanding of societal problems, which affect members of the Philadelphia-area community and beyond.
- Relate community service experiences and issues to assigned journal questions and readings.
- Develop a commitment to full participation in the life of their communities.
- Consider civic obligations as a professional to improve quality of life in communities.

SERV-101 is part of a University initiative called “Serving and Learning in Philadelphia,” a phased program in the curriculum that provides opportunities for students to apply their classroom education to real-world settings. The initiative encourages the development of students as active citizens and professionals by supporting the ways they contribute to their communities and develop personal and professional responsibility. Go to <http://www.eastfalls.jefferson.edu/studentengagement/communityService/FacStaff/Serv101.html> for more information.

Physical Education

Physical education course options offer a variety of activities, including traditional instruction. PE options are PE-00 Varsity Athlete and/or PE-02 Recreation & Wellness.

PE-00: Varsity Athlete

Students who have participated on one of the University’s 16 intercollegiate sports teams for one season will satisfy the requirement for this course and receive .05 credit. Students must register for this course in the semester they expect to receive the course credit. Students must register for two separate semesters of PE-00 and complete an intercollegiate season in each semester to receive full physical education credit.

Note: There will be no retroactive credit or arrangement for students other than those in his/her graduating (last) semester. For any concerns contact the Associate Director of Athletics.

PE-02: Recreation and Wellness

Students participate in recreation and wellness activities offered through the Department of Athletics. Opportunities include participation in intramural sports, recreational courses in team and individual sports, and wellness courses such as yoga, stress management and tailored exercise programs. All activities must be validated by a representative from the Department of Athletics to earn credit. Students must register for the course at the beginning of the semester to receive course credit.

- All Students who register for two separate semesters of PE-02 and would receive .5 credits per 15 hours of pre-approved classes/events/participation for each semester.
- If a student is currently enrolled in the graduating semester of his/her senior year and needs a PE credit to make their total required credits for graduation, s/he must directly speak and have approval from the Director of Fitness and Wellness to move forward with any exceptions.
- If a student is in the graduating semester of his/her senior year and wants to take a .5 PE credit to make their total required credits for graduation, s/he will be expected to enroll for the class in his/her final semester.

Undergraduate Academic Internships

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students with the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. Academic internships at Jefferson-East Falls aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship. Visit www.eastfalls.jefferson.edu/careerservices/Internships for details.

Academic internships are offered during the fall, spring and 12-week summer term, and are taken for credit as an elective with a course syllabus focused on professional skill-building and written assignments. The undergraduate internship course, INTN-493, exists in .5, 3 or 6 credit options. Students may only enroll in an internship course during the semester of the internship experience; credit is not issued retroactively or for future experiences. Students may earn up to a total of 6 credits of internships (fulfilling free elective credit in their curriculum). Students wishing to exceed the 6-credit cumulative limit must complete an appeal. Contact Career Services for more information.

While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development. The Career Services Center and designated Faculty Internship Adviser (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategy prior to the internship.

At the conclusion of the internship semester, students are evaluated by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. All internships, regardless of credit registration, require a minimum of 12 weeks in length. The .5- and 3-credit internship courses require a minimum of 144 hours per semester on site, and the 6-credit internship course requires a minimum of 288 hours per semester on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Internship course registration may only occur once an offer has been received and accepted from the employer. Several steps are required in order to register, and the Registrar's Office ultimately enrolls each student in the internship course once all required paperwork is completed and submitted. The deadline to register for academic internships is the last day to add class for the semester of intended participation as established each semester by the Registrar's Office. (Refer to the academic calendar for specific dates.) Students are strongly encouraged to apply early and to contact Career Services for assistance, which provides the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about the registration process, visit www.eastfalls.jefferson.edu/careerservices/Internships/InternshipsForCredit. All undergraduate day students are encouraged to participate in academic internships.

Undergraduate Minimum Requirements for Participation:

- Completion of 60 credits by the start of the internship experience (90 credits for Architecture majors)

- 2.5 cumulative GPA in the semester preceding the internship
- If a transfer student, at least 15 credits earned at Jefferson

International Students

- Meet criteria above as relevant to program enrollment
- Must be eligible for Curricular Practical Training (CPT)

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal. Contact Career Services for additional information.

To learn more about academic internships at Jefferson – East Falls, visit www.eastfalls.jefferson.edu/careerservices/Internships/index or contact Career Services at intern@philau.edu or 215-951-2930.

University Academic Resources and Services

PAUL J. GUTMAN LIBRARY

www.eastfalls.jefferson.edu/library

The 54,000-square-foot, 400-seat Paul J. Gutman Library blends a traditional book and journal collection with an extensive electronic environment. Through its website, the library delivers a wide range of information resources to members of the University community on and off campus. Electronic resources include: Avery Index to Architectural Periodicals, Art Index, EBSCO, S&P's NetAdvantage, Hoover's, LexisNexis, ProQuest, AccessMedicine, JSTOR, WGSN and many more. These online databases and electronic book, newspaper and journal collections offer students convenient 24/7 research and study access to a continually expanding world of knowledge and information.

The availability of electronic resources, including 55,000 online journals, supplements a book collection of more than 150,000 volumes, with special emphasis in the areas of art and architecture, design, health, textiles, science and business. The Gutman Library Special Collections Department (www.eastfalls.jefferson.edu/library/Collections/speccoll) maintains one of the largest collections in the United States devoted to the history of the textile industry. The Materials Library is a collection of more than 1,000 physical items used in architecture, interior design, engineering and other design-oriented disciplines. The collection provides students with creative inspiration, sourcing information and familiarity with both fundamental and innovative materials in their field of study.

A contemporary reading collection of best-sellers and popular materials is also available. Other print publications include 450 current journal, trade and newspaper subscriptions. Materials not available in the Gutman Library collection can be obtained through an interlibrary loan network that links more than 14,000 libraries around the world, or through EZBorrow, a self-service loan system for books from more than 50 of Pennsylvania's largest academic libraries.

The award-winning Paul J. Gutman Library building provides individual study carrels, seven group study rooms, more than 80 PCs and Macs for individual or collaborative work, and student lounge areas. Wireless access in the library allows students to use personal or library-provided laptops at any location in the building. To help students become effective and efficient researchers, librarians work with faculty to educate students about the resources available and the most effective ways to access and use them. Classroom presentations and one-on-one, hands-on instruction are aimed at creating an information-literate student body.

THE ARLEN SPECTER CENTER FOR PUBLIC SERVICE

www.eastfalls.jefferson.edu/spectercenter

The mission of the Arlen Specter Center for Public Service is to be an independent-thinking public policy forum and advocate of change, which fosters transdisciplinary academic scholarship, education and direct civic engagement for students, faculty and the community, based on the Arlen Specter legacy.

Managed by a Center Coordinator and a Faculty Director under the auspices of the Paul J. Gutman Library, the Center sponsors programming around relevant public policy and educational topics for the benefit of the University community and the public. Under a collaboration agreement, the University of Pittsburgh's library system is preserving, organizing and processing the rich and deep collection of

resources comprising Arlen Specter’s archives collection, while Jefferson retains ownership of this material. The two universities are collaborating on providing research access to the collection and digitizing portions of it. The home of the Arlen Specter Center for Public Service is the historic Roxboro House, which was fully renovated and historically preserved, and is currently used for classes, meetings and events, while showcasing many of the late Senator’s photographs and memorabilia.

THE TEXTILE AND COSTUME COLLECTION

eastfalls.jefferson.edu/library/textileandcostume

Part of the University’s Special Collections, the Textile and Costume Collection is a remarkably diverse and wide-ranging, museum-quality collection used for teaching, inspiration, research and scholarship.

Aside from a group of about 145 Coptic textiles dating as early as the 1st century A.D. and a smaller group of Pre-Columbian textiles from the 12th to 14th centuries, the collection dates primarily from the 17th century to the present, with a few European chasubles, some lace, and smaller European and Persian textile fragments comprising the bulk of the earliest items. The majority of the garment and accessory collection, as well as the Western and non-Western flat textile collection, dates from the mid-18th century onward. The largest elements of the collection are 19th- and 20th-century in date, including most of the lace collection, the industrial swatches, swatch books, traditional and non-Western garments, interiors furnishing samples, and tools and technology-related artifacts.

A particular strength of the collection is textiles and garments manufactured or owned in the Philadelphia region. These artifacts range from the John Hewson quilt block and a Germantown stocking knitting frame of the 18th century to early 20th-century upholstery samples from the Orinoka mills, 19th- and 20th-century carpet samples from Joseph Lomax and Hugh Nelson, 1920s carpet point papers by Philadelphia designer J. G. Speck, and 19th-century furnishing trims and braids from F.W. Maurer & Sons of Germantown.

The collection is housed in the Goldie Paley House, a 1955 “modern-rancher-style” residence, designed by Earle Bolton, Jr. for Blanche Paley Levy’s in-laws, Ike and Rita Levy. Bolton himself described the style as a “Hollywood ranch.” Called The Design Center at Jefferson, the building is owned and operated by the University.

INFORMATION LITERACY

Mission

To help students become “wise information consumers” and lifelong learners by helping them develop abilities to effectively find, evaluate and apply information.

Information Literacy Goals

Jefferson-East Falls’s Information Literacy program includes six overarching goals for all students:

1. When confronting information-based problems, students will identify and clearly articulate their information needs in order to fill the information gap.

2. Students will generate a continuously expanding knowledge base of information sources and resources, which are relevant to their information needs, including a variety of formats and delivery mechanisms.
3. When solving information-based problems, students will deliberately and critically evaluate and apply the most appropriate information, information sources, resources and information technologies to solve the problem.
4. When solving information-based problems, students will demonstrate ethical application of information and will use information sources, resources and information technologies in an ethical manner.
5. Students will use appropriate information sources, resources and information technologies to effectively engage with global cultures.
6. Students will exhibit the perseverance and self-direction characteristics of lifelong learners, as supported by information literacy.

Information Literacy Learning Goals are appropriate for discussion at the University Level. Information Literacy Learning Outcomes are devised and stated at the Programmatic Level, contextually expressing of the spirit of these goals.

Information Literacy Description

Information literacy is embedded in the curricula and programs of each college. Students are exposed to information literacy concepts in the context of both their major and Hallmarks courses. Students learn how to use the information resources and technologies relevant to their lives as scholars on campus and as professionals in their fields. Throughout their undergraduate careers, students gain practical experience in the critical application of data and information to various information needs and problems.

The 21st-century workplace recognizes the value of information-literate employees. Today's technology- and knowledge-driven economy demands highly skilled workers who are adaptable, resourceful, intrinsically motivated and able to learn. Through the University's efforts to create information-literate graduates, students engage in the same process of information problem-solving that will continue for the rest of their lives.

Information Literacy at Jefferson is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and University administrators. Faculty, administrators and librarians work together to incorporate Information Literacy into programs, courses and assignments, and to assess Information Literacy Learning Outcomes. Librarians also support students, faculty and staff as they seek to become information-literate, lifelong learners. For additional information on Information Literacy at Jefferson, see libguides.philau.edu/il.

PHILADELPHIA UNIVERSITY HONORS INSTITUTE AT THOMAS JEFFERSON UNIVERSITY MISSION

The mission of the Honors Institute is to offer a platform for academically high-achieving students to discover and pursue their academic interests, as well as develop leadership skills, within a dynamic intellectual and socially vibrant community.

Description

The Philadelphia University Honors Institute at Thomas Jefferson University provides students with a unique opportunity to tailor a dynamic and challenging experience guided by their interests and goals. Anchored by the Honors Core of academic offerings, the customized curriculum offers specialized activities and courses that address four Cornerstones: Community Engagement, Global Awareness, Professional Development and Program Expertise. These cornerstones combine to offer students a distinctive and comprehensive Honors experience. This enriching program platform provides opportunities for students to distinguish themselves as graduates with a global perspective, an ability to lead, a sense of their responsibility, and advanced knowledge in their fields of practice.

Honors facilitates collaborative opportunities that promote the development of the following:

Core Values/ Program Goals:

- Confidence to **act** and apply knowledge in real-world conditions,
- Empathy to **adapt** with respect to diverse perspectives,
- Courage to **contribute** ideas that make a difference.
- Curiosity to pursue your own **questions**.

Program Learning Outcomes:

- **ACT:** Students will be able to apply knowledge and skills gained to collaborate and work effectively in diverse professional settings.
- **ADAPT:** Students will be able to recognize and assess the interdependence of complex issues to negotiate unfamiliar contexts.
- **CONTRIBUTE:** Students will be able to create dialog among peers that elevates and advances the articulation of ideas.
- **QUESTION:** Students will be able to pursue research questions using appropriate resources and articulate conclusions persuasively across disciplines.

The Honors Program is student-centered and promotes taking risks, experimentation and innovation in teaching and learning. It brings together students from all majors to build peer groups that:

- work across the professional landscape,
- share a priority around academic achievement,
- deepen intellectual engagement with faculty,
- contribute to the social and academic life of the campus, and
- advance collaborative, academic and professional pursuits.

In order to be admitted to the Honors Institute, students must have an exceptional high school record and are selected through the Admissions Application process.

Requirements for completion for students entering Fall 2019 or after:

- 5 designated Honors courses in the Hallmarks Core. This is completed through Honors sections of the following Hallmarks Core courses:
 - FYS100
 - Ethics
 - Writing Seminar 2
 - Debating Global Issues
 - Hallmarks Capstone Portfolio
- 4 Honors courses in the Major (varies by major)
- 1 Co-curricular / Curricular experience in each of the 4 Cornerstones (Act, Adapt, Contribute, Question)
- Cumulative GPA of 3.25

Requirements for completion for students entering prior to Fall 2019:

- 4 Honors Courses in the Hallmarks Core
- 2 Honors Courses/ Projects in the Major
- 1 Co-curricular/ Curricular experience in each of the 4 Cornerstones (Act, Adapt, Contribute, Question)
- Cumulative GPA of 3.25

Honors welcomes highly motivated students who have demonstrated academic excellence in high school or in the early semesters at Jefferson. Participants enjoy advanced levels of inquiry and seminar-style instruction in Honors sections of Hallmarks core courses and special projects in the major. In many cases, Honors classes offer opportunities to take advantage of co-curricular experiences in the form of field trips, guest lectures, etc., which help interpret the course material. Honors freshmen can apply to live in the Honors Residence Hall—a built-in peer group grounded in a shared value of academic excellence; and Program students enjoy extended borrowing privileges at the University library.

Honors Scholars receive the Honors Certificate with University Seal, the Honors Medallion and Stole to be worn at commencement, along with earned Latin Honors cords. All work completed at the honors level, as well as the Honors Scholar and Latin Honors designation, appear on the transcript.

The program holds institutional membership in the National Collegiate Honors Council and Northeast Regional Honors Council.

For additional information about the Honors Institute, see <https://www.eastfalls.jefferson.edu/honorsprogram/index.html>.

THE ACADEMIC SUCCESS CENTER

The Academic Success Center is the primary resource for students at all levels who wish to get the most from their academic experience at Jefferson-East Falls. We are a “one-stop shop” offering free tutoring and Supplemental Instruction (SI) in specific first-year courses. We have a staff of professional tutors for writing, math, study skills and time management, and trained peer tutors for content areas.

We provide academic advising for first-year and transfer students. Advisors are full-time faculty representing all the schools and majors at the University. For more information, visit www.eastfalls.jefferson.edu/successcenter.

Mission

The first-year advising program at Jefferson instructs students in how best to use and appreciate the resources of the University in order to meet their educational and professional goals. Advisors provide opportunities and assist students in making decisions that are consistent with their abilities and interests. Deliberate and intentional academic advising guides students in setting goals, making choices, collaborating with others, and valuing the contribution of higher education to real-world problem solving.

Learning Outcomes

Students will:

- value the role of the academic advising process in their University learning experience;
- make sound decisions concerning degree and career goals based upon their abilities and interests, and University policies and procedures;
- develop an educational plan for successfully achieving their goals;
- appreciate collaboration with others across programs and disciplines, including the Hallmarks general education curriculum; and
- use campus resources and services to assist them in achieving their academic, personal and career goals.

Academic Advising

Academic advisors assist students in meeting their educational goals and utilizing campus resources. The Academic Success Center provides advising for first-year students in the day division. Upper-level, day division students are assigned faculty advisors in their colleges. An important tool for advisers is the STARFISH early alert system. Other faculty and student affairs staff may “flag” students who are experiencing difficulty in a class or exhibiting at-risk behaviors. The academic advisor will outreach to the student to discuss solutions, provide referrals and guidance, and give advice. STARFISH also provides students with an opportunity to view their success networks, support services, and a calendar displaying appointments for academic and personal support.

The School of Continuing and Professional Studies advises Continuing Studies students. The office maintains regular evening hours. In addition, students may seek advising via telephone or email.

Majors Advising

Students who have not yet declared a major or students who are thinking about changing their major are encouraged to meet with their advisor or the college Advising Advocate for specialized advising. Students also are encouraged to make one-on-one appointments with the staff of the Career Services Center in order to participate in career inventories and assessments so that they may choose a major that links their interests with their skills and abilities. Students will be advised to discuss possible majors and to talk with appropriate professionals on campus about the fields they are considering.

Undeclared students are encouraged to work intensively with their academic advisers to select courses that will help them to prepare to enter a specific major. Undeclared students are encouraged to declare a major after they have completed 30 credits. Students are required to declare a major after they have completed 60 credits.

TUTORING SERVICES

Mission

The tutoring program at Jefferson provides opportunities and assistance for all students to develop the writing, quantitative, content-based learning and critical thinking strategies required for both academic and professional success. Our tutoring staff, which is comprised of trained peer and professional Nexus Learning practitioners, forms supportive relationships with students, assisting them to practice the active, collaborative and real-world learning strategies they will use when navigating the evolving global marketplace.

Learning Outcomes

Students will:

- Use resources and opportunities provided by the tutoring program to improve their abilities to learn and achieve academic and professional success.
- Exhibit comprehension about how they learn.
- Articulate the methods used to achieve their learning goals.
- Demonstrate study strategies that lead to academic success.
- Appreciate the value of the university resources that provide academic assistance.

Free professional and peer tutoring are available to all Jefferson students who wish to improve performance or maintain high grades in a variety of subject areas. Students work one-on-one or in small groups with professional or peer tutors. Workshops are offered in areas such as time management, note-taking, test-taking strategies, and other study strategies. Review sessions and disciplinary-specific workshops target skills needed for particular courses. All of these services are available at no cost to Jefferson students. To make an appointment for any of the services, visit www.EastFalls.Jefferson.edu/successcenter, and click on the STARFISH log-in.

Included in the Academic Success Center are the following tutoring services:

- **Professional and peer tutoring** are available for all levels of math courses.
- **Writing assistance** is available at all stages of the writing process, from help with organizing ideas and getting started on papers to revising final drafts. Specialized help is also available for writing research papers and for problems with documenting sources, grammar and punctuation.
- **Study Skills/Test Taking Strategies:** Specialized help is available for students who want to read, study and take tests more effectively.
- **English as a Second Language:** Students speaking English as a second language can receive both specialized professional help and assistance in coursework and general language skills.
- **Peer Tutoring:** Peer tutoring related to specific academic courses is offered by fellow students experienced in the subject. Students are recommended by faculty and are trained in learning techniques.

Students may schedule appointments for all services through STARFISH at www.EastFalls.Jefferson.edu/successcenter, and click on the STARFISH log-in.

OFFICE OF GLOBAL EDUCATION AND INITIATIVES

The Office of Global Education and Initiatives at Jefferson provides students with various opportunities to participate in global and international activities, programs and events while pursuing their degree. The Office is made up of the following departments and programs on campus:

- International and Exchange Student Services
- Study Away Programs
- Faculty-Led Programs
- National Student Exchange (NSE)
- Fulbright U.S. Student Program

The Office of Global Education and Initiatives provides an array of study away opportunities for both undergraduate and graduate students through the Study Away Program, Faculty-Led Short Courses and NSE. While away, students take courses toward their degree and develop a professional awareness of their discipline in a global context. Students may study away for one semester, a full academic year, on a summer program, or on a faculty-led “short course” during the winter, spring or summer term. Students may also have the opportunity to participate in non-credit Global Enrichment Opportunities (GEOs) as coordinated by their academic department.

Learning Outcomes for Domestic and International Study Away Programs

Study Away enriches the Jefferson educational experience by organizing programs that allow students to:

- Demonstrate knowledge of the political, economic, and/or cultural developments of a particular geographic region.
- Apply resourcefulness and flexibility while attempting to adapt to new cultural environments.
- Engage with and be open to people, ideas, and activities from other cultures as a means of personal development.

Study Away Programs

The Study Away Office provides individualized attention to each student, reviews his/her academic needs and career goals, and advises on program options. To ensure students stay on track for graduation, students must have all study abroad courses reviewed and approved by their Academic Advisor/Program Director and the Study Away Office during the application period. Only pre-approved courses and credits taken abroad will be accepted by Jefferson and reported on a student’s University transcript.

Students have program options all over the world: Italy, England, Scotland, Germany, France, Spain, Denmark, Costa Rica, Australia, New Zealand, China, Japan, etc. In Italy, students can participate in one of the University’s own study abroad programs: Jefferson’s Rome Semester for Architecture, Design and Fashion Studies. During the fall semester, Jefferson offers a custom program for Health Science Students in San Jose, Costa Rica with CEA and Veritas University. The Study Away Advisory Committee meets twice a semester to review new policies and proposed programs. For more information on study away

programs, the application and approval process, deadlines and requirements, contact the Study Away Office or visit their website: www.eastfalls.jefferson.edu/studyabroad.

Basic Requirements for Study Away:

- Foreign program must be approved by the Study Away Office (approval process is detailed on the Study Away website)
- Completion of the online study abroad application and all supporting materials [Letters of recommendation from two faculty members, transcript (official or unofficial depending on the program), essay questions and course approval from Academic Advisor/Program Director]
- Individual appointment with the Study Away program manager, or attend one of our approved program advising sessions.
- Certification from the Office of Student Life that the student is not on disciplinary probation.
- Completion of 60 credits prior to departing for a summer/semester/year-long program. (The completion of 60 credits may apply for participation in short courses; see guidelines by course.)
- A minimum cumulative GPA of 2.5 (Please note: many foreign institutions may require a higher GPA of 2.75 or 3.0) and certification that the student is not on academic probation.

Additional documents, an external application, and/or a portfolio of work may be required and will be noted on the Study Away application.

National Student Exchange

The University is a member of the National Student Exchange. The National Student Exchange is a unique, not-for-profit consortium of nearly 200 accredited, baccalaureate-granting colleges and universities in the United States, Canada, Guam, Puerto Rico and the U.S. Virgin Islands. Through NSE, these member institutions provide exchange opportunities for the multitude of undergraduate students for whom an overseas experience is not appropriate, comfortable or affordable.

Basic Requirements for National Student Exchange:

- Must be a full-time student at the home campus.
- Must be in good academic standing with no incomplete grades from previous terms.
- Certification from the Office of Student Life that the student is not on disciplinary probation.
- No outstanding financial obligations to the home campus.
- May not be on probation, parole, or have pending legal judgments.
- Completion of 60 credits prior to departing for a summer/semester/year-long program.
- Must have a minimum cumulative grade point average of 2.5 (4.0 scale)

Additional documents and/or a portfolio of work may be required and will be noted by the host institution.

FACULTY-LED PROGRAMS

Faculty-led programs are academic programs that are initiated, organized and carried out by faculty members, with assistance from the Study Away Office (SAO). They are often referred as "Short Courses," because they are shorter in terms of the length of time the student spends abroad. These programs are

Jefferson courses, developed by Jefferson faculty, which include a 1- to 3-week international experience abroad that allows students the opportunity to learn a particular subject from a foreign perspective. These courses may be developed for a specific major, or may be open to all majors. The University also offers Short Courses for students of all academic levels: freshmen, sophomores, juniors, seniors and graduate students. Each course is typically worth 3 credits, and is treated just like any other Jefferson course as far as the University's policies on billing, attendance, grading, etc. Short Courses can take place over winter break, spring break or as a summer course.

Basic Requirements for Faculty Led Programs

- Completion of the online study abroad application
- Certification from the Office of Student Life that the student is not on disciplinary probation
- A minimum cumulative GPA of 2.5 (Please note: many foreign institutions may require a higher GPA of 2.75 or 3.0) and certification that the student is not on academic probation.

GLOBAL ENRICHMENT OPPORTUNITIES (GEOS)

Global Enrichment Opportunities (GEOs) are non-credit-bearing travel experiences led by a Jefferson-East Falls faculty member. Co-curricular in nature, they include a service learning or hands-on experience in a discipline. Application, program costs, and participation requirements are set by the sponsoring Jefferson-East Falls department or program.

TECHNOLOGY RESOURCES / INFORMATION RESOURCES

For technology support visit the Technology Help Desk, second floor, Search Hall or call 215.951.4648 or email HelpDesk@PhilaU.edu.

Technology is at the heart of much of what happens at Jefferson-East Falls. In fact, a sophisticated technological infrastructure supports the entire University community. The network provides high-speed wired and wireless service throughout campus, from residence halls and administrative offices to classrooms, studios and labs. The University network and email systems support nearly all wired and wireless devices including smartphones, tablets and gaming controllers.

The campus has nearly 1,200 University-owned desktop computers connected to the network. Students receive an email account at the Microsoft Office 365 service for communicating with faculty, staff and all university offices. Students are also provided with network drive space and can obtain additional storage through the Office 365 agreement. A number of academic programs such as graphic design, interactive design, industrial design and architecture receive shared network storage resources. Students are also provided with resources for hosting their own University-related website.

Jefferson-East Falls is a technology-rich environment. Both the departmental and general-purpose computing labs provide an extensive array of software applications including AutoCAD, 3ds Max, Rhino, Vis, and V-Ray rendering applications. Industrial and interactive design students are required to use applications such as Maya, SolidWorks, and the Adobe Creative Suite. Desktop computing equipment in these specialized programs is on an aggressive migration cycle that provides hardware upgrades and new equipment every 24-36 months.

Jefferson-East Falls requires that all students have a laptop for use on campus and especially in all classrooms, studios and labs. Refer to the OIR website for the most updated requirements for laptops and software:

<http://www.eastfalls.jefferson.edu/oir/StudentPersonalTechnologySupport/ComputerPurchasingMain.html> .

BannerWeb

BannerWeb is a web-based information-management tool that allows Jefferson-East Falls students, staff and faculty to access numerous online resources. Using BannerWeb, prospective students can view their application status and financial aid information. Enrolled students can review course schedules, check account status, check grades and register for classes. Faculty can monitor rosters, post grades and review advisee information.

The University supports the Blackboard learning-management system. This tool provides faculty and students with online and supplemental course materials through the web. The integration of technology into curriculum is one of the University's strategic goals.

The Office of Information Resources (OIR) provides a broad range of support for faculty and students, including a comprehensive Technology Help Desk operating 24 hours per day, a team of analysts dedicated to classroom, desktop, computing lab support, utilizing resources delivered by more than 60 enterprise services.

WRITING PROGRAM

Mission

The Writing Program teaches students the rhetorical strategies for appropriate communication that prepare them to be change agents in their professions and communities.

Learning Outcomes

As a result of participating in the Writing Program, students will be able to:

- Use key rhetorical strategies relevant to a given situation
- Collaborate with others to create appropriate communication
- Use writing and/or other acts of communication to think, invent, take intellectual risks and develop ideas
- Reflect on their writing process, including drafting and revision practices that generate and/or refine insights
- Demonstrate fluency in disciplinary conventions

Program Description

Jefferson recognizes the vital role of written communication in college, the workplace and in the community. All undergraduate students take courses in the Writing Program, which includes a wide range of academic and professional writing and is integrated throughout the institution's professional majors and the general education core.

The Writing Program is made up of two components: Writing Across the Curriculum and Writing in the Hallmarks Core. Courses in both areas are based on the idea that writing is a process of inquiry that leads students to understand and interpret the world around them. These courses also teach students that writing is a complex process that hinges on the intersections between purpose, audience and context.

Before graduating, all Jefferson undergraduate students must complete two writing-specific courses and four courses designated in the University Catalog as writing-intensive (WI). Because writing is an integral part of learning, students also complete numerous and diverse writing assignments in courses, studios and labs that are not designated as writing intensive. Professional writing tutors in the Academic Success Center support students in all subjects and at all levels of the curriculum.

College of Architecture and the Built Environment

Executive Dean: B. Klinkhammer

Associate Dean: D. Breiner

Manager of Academic Operations: L. Irwin

Faculty: M. Añez, L. Baumbach, D. Breiner, J. Carnell, K. Douglas, D. Dunham, R. Fleming, S. Frostén, R. Fryer, M. Gindlesparger, C. Griffen, C. Harnish, A. Hart, C. Hermann, J. Kansler, D. Kratzer, K. Ku, G. Ozcan-Deniz, L. Phillips, J. Querry, S. Singletary, E. Stach,

The College of Architecture and the Built Environment recognizes that design professionals require an in-depth understanding of aesthetic, technical and economic issues within a complex social, cultural and environmental framework. Building on the University's goal to provide professional skills combined with a broad general education, our mission is to prepare students to be creative, independent thinkers and innovative problem-solvers. We emphasize critical excellence, balanced with the fundamental knowledge and skill required for meaningful contributions to professional design practice. In congruence with the mission of the University, we encourage students to establish a "foundation for success, lifelong learning and active citizenship," as stewards of a sustainable society.

The College draws from the academic context, location and professional orientation of the University in pursuing its mission. Eight different career options are offered in an intimate collegiate setting and cooperative faculty/student-learning environment. The College encourages interdisciplinary and collaborative work in all the professionally related degree programs.

The College of Architecture and the Built Environment requires the purchase of a laptop computer that meets the specifications listed on the Office of Information Resources (OIR) webpage below. Students are required to purchase specific software of graphic/modeling/simulation, and/or productivity tools for each year of each program: Bachelor of Architecture, Bachelor of Science in Construction Management, Bachelor of Science in Architectural Studies, Bachelor of Science in Interior Design, Bachelor of Landscape Architecture, Master of Science in Sustainable Design, Master of Architecture, Master of Science in Architecture, Master of Science in Construction Management, Master of Science in Interior Architecture, Master of Science in Geospatial Technology in Geodesign, and Master of Real Estate Development. The University bookstore makes every effort to offer the lowest possible prices of the required software for coursework.

See

<http://www.eastfalls.jefferson.edu/oir/StudentPersonalTechnologySupport/ComputerPurchasingMain.html> for hardware and software requirements. All C-ABE students are required to bring to school a laptop computer with a mouse capable of running Windows software. Students using a Mac must meet the PC specification requirements to run all required software, and own and install Windows via Boot Camp. The students must have the required laptop and software before the first class required by each program, in order to use course-specific software immediately.

Throughout the course of studies, laptop and software requirements may change due to software and hardware updates, and it is the student's responsibility to keep hardware and software requirements up to date.

For Studio Culture, Rules and Responsibilities specific to the College of Architecture and the Built Environment, see the guidelines on the College of Architecture and the Built Environment website: www.philau.edu/arch/prog_arch_NAAB.

College Undergraduate Degree Programs

Five-Year Bachelor of Architecture (B.Arch.)

The five-year Bachelor of Architecture (B.Arch.) program, accredited by the National Architectural Accrediting Board (NAAB), is committed to an interdisciplinary approach at all levels of the curriculum. In the first semester, it shares an integrated curriculum with landscape architecture, architectural studies and interior design, providing students with opportunities for collaboration and time to experience aspects of allied design disciplines. The studio, which is considered the core of the architecture program, is the center of activity where course material and learning are synthesized. Opportunities are provided for professional internships, study abroad, elective enrichment, specialization and independent pursuits.

Four-Year Bachelor of Science in Architectural Studies (B.S.)

The four-year Bachelor of Science in Architectural Studies (B.S.) program allows students to focus on a field that is allied to the profession of architecture. After common first-year studios that lay the foundation for visual thinking, students will select two minors based upon their areas of academic and professional interest. The College of Architecture and the Built Environment offers an array of minors that allow Architectural Studies students to customize their education and earn a degree with a pre-professional design emphasis with a liberal arts focus. Opportunities exist for collaborative studios, field work, study abroad options, professional internships and elective offerings.

Four-Year Bachelor of Science in Construction Management (B.S.)

The four-year Bachelor of Science in Construction Management (B.S.) program provides an industry-centered learning experience led by faculty who remain active in the fields they teach. Courses in construction, architecture, engineering, business and liberal arts prepare students to be ethical, innovative problem-solvers who understand the full construction business model. In addition to time spent in class, students are encouraged to pursue study abroad and a variety of internship opportunities made possible by our close association with industry professionals.

Four-Year Bachelor of Science in Interior Design (B.S.)

The four-year Bachelor of Science in Interior Design (B.S.) program prepares graduates to be articulate, creative and socially aware design professionals, and is accredited by the Council for Interior Design Accreditation (CIDA). The studio, considered the core of the interior design program, is the center of activity where course material and learning are synthesized. Opportunities are provided for interdisciplinary collaboration, study abroad, professional internships, elective enrichment, independent pursuits, community service, and student membership in professional organizations.

Four-Year Bachelor of Landscape Architecture (BLA)

The four-year Bachelor of Landscape Architecture (BLA) program meets the needs of landscape architecture students who are pursuing a first professional undergraduate degree. The program promotes sustainable urban planning and design. The landscape architecture program provides a comprehensive professional education that develops the knowledge, skills, vision and leadership necessary for students to understand contemporary global issues and the varied needs of society. The program is fully accredited by the Landscape Architecture Accreditation Board (LAAB).

MINORS

The following minors are offered through the college. For more information about the minors, see the “Minors and Concentrations” section of the Academic Catalog:

- Architectural History/Theory
- Building Technology
- Construction Management
- GIS (Geospatial Information Systems)
- Historic Preservation
- Landscape Design
- Landscape Planning
- Multimedia and Visualization
- Photography
- Real Estate Development

College Undergraduate/ Graduate Degree Programs (4+1)

B.Arch in Architecture / M.S. in Real Estate Development

The combined Bachelor of Architecture and Master of Science in Real Estate Development 5+1 Accelerated Degree Option is intended for students who wish to pursue a graduate degree in Real Estate Development while completing the undergraduate, professional program in Architecture. The 5+1 Accelerated Degree Option enables an undergraduate student to complete four graduate courses required by the M.S. Real Estate Development program, for a maximum of 12 graduate course credits, while completing the undergraduate Bachelor of Architecture degree. By overlapping the two programs, a student achieves advanced standing in the M.S. Real Estate Development program and can complete the M.S degree with an additional 25 credits. Upon graduation from the B.Arch program, a student may complete the graduate degree in one year of full-time study, comprising summer, fall and spring semesters. Remaining coursework can also be pursued on a part-time basis with a maximum duration of five years.

B.S. in Interior Design / M.S. in Sustainable Design

B.S. in Interior Design/M.S. in Sustainable Design degree option (4+1) is designed for those interior design students who want to pursue advanced work in sustainability and sustainable design. B.S. in Interior Design students will apply for admission into the MSSD program prior to their senior year. Students must meet the standards for admission to the MSSD program as well as the established university standards in order to register for graduate credits. The interior design students can take up to 9 graduate credits during their senior year, which will be simultaneously counted as electives in the interior design program and also as required courses in the M.S. in Sustainable Design program. The result is that students complete a minimum of 120 unique credits in interior design program, and an additional 9 credits are applied to the MSSD program, reducing the total credits remaining for the degree from 34 to 25 credits.

B.L.A. in Landscape Architecture / M.S. in Geospatial Technology for Geodesign

The Bachelor of Landscape Architecture (BLA) /M.S. in Geospatial Technology for Geodesign degree option (4+1) is designed for those landscape architecture students who want to pursue advanced work in Geospatial Technology for Geodesign. BLA students will apply for admission into the Geospatial Technology for Geodesign program prior to their senior year. Students must meet the standards for admissions to the Geodesign program as well as the established university standards in order to register for graduate credits. BLA students can take up to 12 graduate credits during their undergraduate degree. These credits will be simultaneously counted as one required course (LARCH-515) plus two to three electives in the BLA program and also as required courses in the M.S. in Geospatial Technology for Geodesign program. This is accomplished through a sub-matriculation process and as such will allow graduate credits to satisfy elective and/or required credit in the BLA Program and required credits in the M.S. in Geospatial Technology for Geodesign program. Students must complete a minimum of 120 unique credits in the Bachelor of Landscape Architecture program. The 9-12 credits will count towards the Geospatial Technology for Geodesign Program reducing the total credits remaining for the degree from 36 to 24-27 credits.

College Graduate Degree Programs

- Master of Architecture (M.Arch.)
 - Master of Science in Architecture (M.S.)
 - Master of Science in Construction Management (M.S.)
 - Master of Science in Geospatial Technology for Geodesign (M.S.)
 - Master of Science in Interior Architecture (M.S.)
 - Master of Science in Real Estate Development (M.S.)
 - Master of Science in Sustainable Design (M.S.)
- Options:*
- 2-Year Full-time Program
 - 2-Year Part-time Online Program
 - Hybrid / Flex Program in consultation with program director

1+1 GRADUATE DEGREE OFFERING

- Master of Science in Sustainable Design / Construction Management (M.S./M.S.)

GRADUATE CERTIFICATE OFFERINGS

- Graduate Certificate in Real Estate Development (12-credits)
- Graduate Certificate in Sustainable Practices (6-month online program)

C-ABE Undergraduate Programs

ARCHITECTURE (B.Arch)

Five-Year Bachelor of Architecture

Interim Program Director: David Kratzer

Mission

The architecture program at Thomas Jefferson University prepares students to engage critically in the complex discourse of architectural practice and theory. In keeping with the University's legacy of craft, materials and technology, the curriculum balances the creative and technical aspects of making architecture. Through research, analysis and exploration, students discover that design is found at the dynamic intersection of our social and physical environments. Faculty members with diverse perspectives guide students in their investigations of contemporary issues that supersede trends. Encouraged by interdisciplinary study, they craft varied ideas for the environment, finding passion and delight in the consideration of architecture.

Program Learning Goals

At the completion of the Bachelor of Architecture program, students will demonstrate the ability to:

- Integrate knowledge of liberal arts and sciences with the design of the built environment.
- Appreciate the value of collaboration, including multidisciplinary collaboration, in solving design problems.
- Synthesize theory, function, technology and aesthetics in an integrated and creative way.
- Understand and respect the people, places and contexts that bear upon the built environment around the world.
- Examine the characteristics of professionalism in architectural practice.
- Practice design as integrated process that respects existing contexts and/or inevitable transformations in the field.

Program Description

The Bachelor of Architecture (B.Arch.) program provides a comprehensive professional education that will develop the knowledge, skill and vision necessary for the student to understand contemporary global issues and address the varied needs of society. Fundamental to the program's philosophy is a commitment to design excellence and innovation, including the nurturing of creative individuals. A diverse faculty, traditional campus setting and dynamic urban context combine to create an ideal environment for the development of the intellectual rigor and imagination necessary to achieve the program's goals.

The faculty of the architecture program includes individuals accomplished in research, design and professional practice. Adjunct faculty and visiting critics complement full-time faculty, bringing contemporary theory and practical experience from the region's leading architectural practices. In the

professional architecture program, the design studio is the focus of activity where coursework and learning are synthesized and design fundamentals are stressed.

During the first year, foundation studies courses are conducted in an interdisciplinary environment, introducing principles, values and the common vocabulary necessary for effective professional teamwork. The second-year foundation studies courses continue teaching the building blocks for future design studios. Also, during the first two years, general education courses are emphasized, and digital, technical and history of architecture and interiors courses are introduced. During the last three years of the curriculum, more advanced theoretical, technical and professional courses support studio design projects of increasing complexity and scope. In the fourth year, students are encouraged to take an interdisciplinary studio or to study abroad. The architecture program's study abroad options include: Rome, Italy, as part of a consortium of institutions at the University of Arkansas Rome Center; the Danish Institute for Study Abroad in Copenhagen; and a number of other exchange programs in Europe and Australia. Fourth-year focused research papers lead to fifth-year studio instruction emphasizing independent research, programming and critical analysis, all of which establish the theoretical basis for design work. At this level, students' designs articulate a physically and theoretically comprehensive resolution of a capstone project.

Course options at the advanced levels are designed to encourage students to develop their individual interests and professional directions. In addition to courses in other colleges and programs, opportunities for specialization and enrichment are also available in areas such as housing, experimental structures/materials, furniture design, historic preservation, design theory, photography and visualization techniques.

The architecture program is committed to providing state-of-the-art computer technology and software to facilitate the integration of digital technologies in the design process and project development.

Professional Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture. A program may be granted an 8-year, 3-year or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Thomas Jefferson University's architecture program offers the following NAAB-accredited degree program:

- B.Arch. (165 undergraduate credits)
- Next accreditation visit: 2026

To better understand the body of knowledge and skills that constitute a professional education in architecture, visit the college website, which provides links to the 2014 NAAB Conditions for Accreditation, The NAAB Procedures for Accreditation, and other useful resources, including additional websites.

ARCHITECTURAL STUDIES

Interim Program Director: David Kratzer

Mission

Contemporary architecture encompasses a number of discrete, though intersecting, disciplines and requires individuals trained to fill a variety of roles beyond that of designer. The College of Architecture and the Built Environment offers an array of minors to allow students to customize their education and earn a degree with a pre-professional design emphasis and a liberal arts focus. Options range from areas that are intrinsic to making and constructing buildings and environments, such as building technology, to fields that support the rehabilitation and documentation of architecture and sites, such as historic preservation. Students are encouraged to explore their career goals and consider a diversity of combinations of Minors. Through required courses, elective offerings, internship opportunities as well as study abroad options, the architectural studies program encourages each student to develop proficiency in the concentration appropriate to the B.S. level. For those students seeking graduate studies, the program furnishes the groundwork for master's degrees in a number of fields, including architecture, construction management, landscape architecture, geospatial technology/geodesign, sustainable design, historic preservation, urban planning, and real estate development.

Program Learning Goals

- Demonstrate expertise and professional level competency in technical and graphic methods used in practice
- Experience collaboration, including multidisciplinary collaboration, in solving design problems
- Demonstrate knowledge of history and theory of historic and modern periods, styles, and places and apply knowledge in the context of architectural fields
- Demonstrate knowledge of basic building systems and materials with emphasis on issues of sustainability, and apply knowledge in the context of a range of architecture related fields
- Demonstrate and apply discipline specific knowledge of content areas that are studied as part of student selected minors

Curriculum

After completing a foundation sequence of studio and technical courses, Architectural Studies students select two minors as they begin the second or third year depending upon their areas of interest. Students must select one CAFE undergraduate minor from the catalog, and may choose from the catalog or a custom minor for their second minor (see options below).

[CAFE Minors](http://philau.edu/catalog/minors-concentrations) (visit philau.edu/catalog/minors-concentrations for additional information)

Architectural History / Theory: 12 Credits

Building Technology: 12 credits
Construction Management: 12 credits
Historic Preservation: 12 Credits
Interior Design for Arch Studies: minimum 12 Credits
Landscape Design: minimum 12 Credits
Landscape Planning: 12 Credits
Photography: 12 Credits

CABE Minors in Graduate Programs (see <http://philau.edu/catalog/minors-concentrations.html> for additional information)

**GIS - 12 Credits

**Real Estate Development - 12 Credits

**Sustainable Design - 12 Credits

** to complete 12 graduate level credits students will need to earn a minimum of 132 credits (120 + 12) to complete the BS in Architectural Studies

Non-CABE Minors – with approval

Business for Non-Business Majors - 12 Credits

Graphic Design - 14 Credits

Custom Minor (undergraduate or Graduate)– With Approval - Minimum 12 Credits (see <http://philau.edu/catalog/minors-concentrations.html> for additional information)

CONSTRUCTION MANAGEMENT

Program Director: Gulbin Ozcan-Deniz

Mission

The Bachelor of Science in Construction Management is a STEM program with the mission to provide students with a broad practice-oriented understanding of construction technology, business, architecture, and engineering, and with specific emphasis on the management of the construction process from project inception to close-out.

Program Educational Objectives

Graduates from the Bachelor of Science in Construction Management program will demonstrate the ability to:

- Communicate effectively with a variety of audiences, such as owners and design professionals using appropriate media.
- Collaborate across disciplines of construction project stakeholders.

- Apply technical knowledge and tools necessary for professional practice to create construction project cost estimates, schedules and project management plans from pre-design to occupancy.
- Create sound and innovative approaches to challenges faced by construction project teams.
- Identify the ethical choices faced by construction management professionals.

Program Description

Construction managers play an integral role in the development, construction and maintenance of commercial, residential, institutional and industrial buildings, as well as civil and transportation infrastructure. Degree programs in construction management have become the preferred higher-education option for students interested in leadership positions within this multifaceted and competitive field.

The curriculum combines traditional business management and construction-specific coursework with a comprehensive liberal arts and sciences program of studies to acquaint students with the full business model of construction management. Graduates of the Construction Management program will have the knowledge, as well as the technical, administrative and communication skills, necessary to succeed in all sectors of the construction industry. Graduates will have the skills necessary to manage the construction process from project conception to closeout with respect to scope, schedule, budget, quality, risk and safety, and the environment. The Construction Management Core Curriculum stresses the following topics:

- Construction Project Management from pre-design through commissioning
- Project life-cycle and sustainability
- Health and safety, accident prevention, and regulatory compliance
- Law, contract document administration and dispute prevention and resolution
- Materials, labor, and methods of construction
- Finance and accounting principles
- Planning and scheduling
- Cost management including plan reading, quantity takeoffs and estimating
- Project Delivery methods
- Leadership and managing people
- Business and communication skills

The program produces graduates familiar with industry-specific management practices who have developed an ethical, global and sustainable problem-solving approach. Thus, our graduates will be prepared to meet the challenges of a variety of career options which include: construction project management, construction field management, construction project estimating, scheduling, project supply chain management, real estate management, specialty contract services management, capital projects management, installation management, facilities management, and construction material and equipment sales.

Upper-level courses offer students the opportunity to collaborate and innovate across these disciplines, incorporating the business management skills as well as the liberal arts core to explore innovative approaches to hands-on project management challenges.

The teaching faculty brings a wide variety of rich industry experience to the program. Many are current practitioners who bring their daily professional challenges to the classroom, enriching the student experience.

The proximity to Philadelphia's active urban economy presents opportunity for a wide variety of jobsite experiences and exposure to innovative, state-of-the-art practices.

Housed in the University's highly regarded College of Architecture and the Built Environment, the program allows students to learn collaboratively with students in the Architecture, Interior Design, Architectural Studies, Geodesign and Landscape Architecture programs.

Students are encouraged to participate in optional study abroad programs and internships.

INTERIOR DESIGN

Program Director: Lauren Baumbach

Mission

In preparing graduates for successful careers in an evolving global marketplace," the interior design program's mission is to prepare students to be independent thinkers, innovative problem-solvers, collaborators and leaders with high standards of professionalism, integrity and excellence in design. With an emphasis on creativity, balanced with the knowledge and skills required for meaningful contributions to professional design practice, the program strives to instill in students an awareness and understanding of the global, cultural, social, aesthetic, technological, environmental and ethical responsibilities involved in the design of interior environments.

The program is grounded in the belief that the interior designer mediates between human experience and the built environment, and that our graduates should enter the global marketplace as articulate, creative, inspired and socially aware design professionals.

Program Learning Goals

In support of achieving the mission, the program has established a set of core values and key education goals that are reflected in what graduates of the program will be able to do, including:

- Examine global issues and the implications of a diverse cultural and socio-economic society and the impact of these on the design of the built environment.
- Evaluate the diverse values, behavioral norms, physical, psychological and spatial needs of different demographic/user groups in the context of designing interior environments.
- Design interior spaces using an ecologically sensitive approach that supports environmental sustainability and human well-being.
- Research, problem solve and apply principles of design in order to generate innovative and creative solutions
- in the design of interior environments.

- Apply historical and theoretical knowledge of interiors, architecture, art and the decorative arts to the design
- and analysis of interior environments.
- Engage in multimodal communication methods and work collaboratively with a multi-disciplinary approach.
- Comply with ethical and professional standards of practice and the laws, codes, standards and guidelines that
- impact the health, safety and welfare of building occupants.
- Proficiently select and apply color, furniture, fixtures, equipment, finish materials and lighting in the design of
- interior spaces.
- Demonstrate knowledge of interior construction and building systems in order to coordinate the design of a complete interior and work productively with co-professionals in the making of the built environment.

Program Description

The interior design program is a four-year undergraduate degree program that leads to a Bachelor of Science in Interior Design. The interior design program provides an extensive education to meet the demands and challenges of this exciting and creative profession. In preparation for a rapidly evolving, technology- and information-driven society, interior design requires an in-depth understanding of the aesthetic, cultural, technical, environmental, global and economic issues pertaining to the built environment.

The program strives to instill in our graduates the highest standards of professionalism and professional practice, integrity, competence and excellence in design. A multidisciplinary faculty, a close-knit campus community and prime location in Philadelphia provide a stimulating setting for the informed and inventive academic development of every student.

The emphasis of the program is to provide a holistic and comprehensive education in interior design with a balance among the theoretical, conceptual, creative and technical aspects of the discipline. This education is delivered through the core interior design curriculum, which is informed and enriched by the liberal arts and science curriculum and free electives.

At the program's core are design studios in which students explore the creative process through a series of varied and progressively more complex projects, covering the range of practice from residential to commercial and institutional design. The functional knowledge necessary for design is introduced through formally structured courses focusing on such varied topics as space planning, ergonomics, universal design, sustainable design, computer visualization, detailing, design, color theory, furniture design, materials and textiles. Students also study the history of architectural interiors from pre-history to contemporary works and understand and analyze their cultural relevance. The interior design studios foster an interdisciplinary environment centered on creative experimentation, where material from other courses is synthesized through the act of design. Each year, the student will build upon earlier courses and integrate functional and cultural issues into the design studio. In the fourth year, the Capstone Experience is the culmination of all previous studies, integrating design research, programming, history, theory, human behavior, technology, innovative design solutions, construction detailing, furniture and materials—all important aspects of creating meaningful interior environments.

Students may follow secondary specializations such as business, construction management, historic preservation, sustainable design and photography. The interior design program also offers valuable opportunities for internships in design firms, memberships in professional organizations, a junior semester studying abroad in the cities of Copenhagen or Rome, and discipline-based community service. The program is grounded in the belief that interior designers should enter the global marketplace as articulate, creative, inspired designers and socially aware professionals. The program seeks to instill in students an awareness and sensitivity to the social, technological, aesthetic, cultural and ethical responsibilities involved in the design of living and working environments.

Accreditation

Thomas Jefferson University's Interior Design Program leading to the Bachelor of Science in Interior Design is accredited by the Council for Interior Design Accreditation (CIDA). To learn more about CIDA visit: www.accredit-id.org . The CIDA-accredited program prepares students for entry-level interior design practice, for advanced study, and to apply for membership in professional interior design organizations.

The B.S. in Interior Design granted by Thomas Jefferson University meets the educational requirement for eligibility to sit for the National Council for Interior Design Qualification Examination (NCIDQ Exam). To learn more about NCIDQ Exam eligibility and NCIDQ Certification visit: <https://www.cidq.org/eligibility-requirements>.

LANDSCAPE ARCHITECTURE

Program Director: Kimberlee Douglas

Mission

The four-year accredited Bachelor of Landscape Architecture (BLA) program provides educational opportunities for exploring sustainable solutions for multifaceted problems. Students learn to innovate, collaborate and create outdoor environments that reconnect society with nature, encourage healthy lifestyles and tackle climate change and natural disasters. Our program uses hands on experiential learning to increase our students' design creativity, knowledge and skills so they may take their place as engaged citizens and professionals who want to solve the pressing problems of today's world. Students learn to work independently and in teams and collaborate across disciplines on projects with community members, governmental agencies and environmental groups.

Program Learning Goals

At the end of four years, our graduates will be able to:

- Apply knowledge of the liberal arts and sciences to design solutions.
- Collaborate in intra- and interdisciplinary teams, particularly through our experiential learning based design studios.
- Exhibit critical understanding of history/theory and apply it to the design process

- Explain the reciprocal relationship between the design of places and their socio-cultural, environmental and economic contexts through service learning projects.
- Use and relate government regulations, professional practice and ethical responsibilities to the design process.
- Analyze, interpret, and apply cutting-edge research in all stages of the design process.

Program Description

The landscape architecture program is committed to working with local and regional leadership in solving the pressing issues of the natural and built environments within the Philadelphia Metropolitan corridor (New York City to Washington, DC). The focus is on searching for the most innovative and sustainable solutions to problems of growth, ecological and economic degradation and development. The program is dedicated to providing leadership in confronting issues that affect urban neighborhoods, particularly those that are in need of revitalization.

Jefferson's East Falls campus is uniquely positioned on the edge of the Wissahickon Valley Park, a 1700-acre park within the Fairmount Park System, where natural systems and restoration techniques can easily be studied. The area has a vast concentration of cultural, social, historic and natural systems that present an invaluable resource to the students.

Throughout the education process, students are challenged to develop a thorough understanding of a site, including its socio-cultural, environmental and economic factors. At the core of the program are experiential learning-based planning and design studios in which students focus on the development of sustainable responses and solutions to site problems and opportunities. The goal is to challenge students to create site-appropriate designs, as well as to enhance the value and sustainability of places.

During the first year, students engage in two interdisciplinary studios. Here students are introduced to principles, values and the common vocabulary necessary for effective professional work. The second-year courses continue teaching the building blocks of design for future design studios; design studio topics are Site Design and Urban Design I. Also during the first two years, liberal arts courses are emphasized, and digital, technical and history of landscape architecture courses are introduced.

During the third year, more advanced technical and professional courses are added to the curriculum, supporting design studio projects of increasing complexity and scope. The design studios focus on community design and restoration management. These studios are supported by courses in human behavior, plant community ecology and urban hydrology.

In the first semester of the fourth year, an interdisciplinary design studio focuses on larger-scale urban design issues, e.g., waterfront development, industrial site redevelopment or neighborhood design. In the construction documents course, students develop a full set of construction documents based on a previous design. During the final semester, each student completes an interdisciplinary capstone design project that articulates the physical, spiritual and theoretical objectives of the project and demonstrates full resolution of sustainable landscape architectural design.

In support of the goals for professional education, the landscape architecture program is committed to providing state-of-the-art computer technology and software to facilitate the integration of digital

technologies in design process and project development. For example, GIS software is introduced in the second year and is incorporated in all upper level design studios.

Accreditation

The landscape architecture program is fully accredited by the Landscape Architecture Accreditation Board (LAAB).

C-ABE Graduate Programs and Certificates

MASTER OF SCIENCE IN ARCHITECTURE (M.S.)

Program Director: James Doerfler

Mission

The Master of Science in Architecture is a post-professional, research-based degree designed to provide students who have already earned an accredited undergraduate degree in architecture or related area of design, engineering or construction, an opportunity to specialize in a field of study that is critical to the profession today. The M.S. in Architecture program prepares students for specialist and consulting positions in the broad field of the built environment in the Architecture, Engineering and Construction (AEC) industry. Each student will be required to select a research focus as a concentration composed of existing graduate courses and independent study. Its format of guided and independent research requires discipline and self-direction from the student.

Program Learning Goals

Graduates of the M.S. in Architecture will:

- Articulate, analyze critically and synthesize established theories and building science related to architecture and buildings.
- Review and critically analyze original research in architecture and related disciplines.
- Apply and synthesize architectural and building science research.
- Conduct cutting-edge, applied research that makes a contribution to the body of knowledge.
- Demonstrate expertise in a chosen area of research.
- Demonstrate professional presentation and communication skills.
- Demonstrate the integration of knowledge, analysis and research through the final thesis project.

Program Description

The Masters of Science in Architecture is a post-professional research-based degree designed to provide students who have already earned an accredited undergraduate degree in architecture or related area of design or the built environment disciplines, an opportunity to specialize in a field of study that is critical to the profession today. Each student will be required to select a focus topic as a concentration composed of existing and strategically developed graduate courses and independent study opportunities. Its format of independent research requires discipline and self-direction from the student.

The Master of Science in Architecture program recognizes the architecture profession is constantly changing and is therefore designed to be adaptable to the requirements of the industry. To this end, it gives students the opportunity to focus their studies on a specific area of architecture to be able to directly apply their research to benefit the discipline. Areas of concentration are selected by documented evidence of industry need and are flexible enough to be easily replaced by other

concentrations as demands change. Upon completion of the degree, students will acquire specific skills sought after by employers that they can directly utilize in the workplace as contributing members of the profession.

Curriculum Design

The full program is designed as a 36-37 credit curriculum (depending on the track) and can be completed in one full year, but with advanced standing based on previous education and experience, the credits may be reduced. The Program Director reviews each applicant's academic and work history to determine specific placement in the program. There are two tracks in the program, the Research Track and the Façade Design and Technology Track.

Research Track

The core curriculum for the Research Track consists of 10 credits; SDN-622 Interdisciplinary Sustainable Design Studio (4 CR), MSARC-631 Research Methods (3 CR) and SDN-601 Principles and Methodologies of Sustainable Design (3 CR).

Directed research consists of 12 credits; a customized aggregate of 3-credit elective courses, which are a combination of electives in concentration areas, imbedded research experience in an office or directed research in a focus area with an advisor.

The Master's Graduate Thesis Project consists of 9 total credits, taken over two semesters, or extended into three, 3 credit courses over three semesters.

Summer Semester – Pre-Year 1

- MARCH601 Introduction to Design (3CR, optional)

Fall Semester – Year 1 (13 CR)

- SDN-621 Ecological Design Studio (4 CR)
- MSARC-631 Architectural Research Methods (3 CR)
- SDN-601 and Methodologies of Sustainable Design (3 CR)
- Elective or Independent Study (3 CR)

Spring Semester – Year 1 (12 CR)

- MSARC-901 Graduate Thesis Project (6 CR)
- Elective or Independent Study (3 CR)
- Elective, Internship or Independent Study (3 CR)

Summer Semester – Year 1 (6 CR)

- MSARC-902 Graduate Thesis Project (3 CR)
- Elective, Internship, or Independent Study (3 CR)

*Students may apply for advanced standing for one Focus Elective (3) or internship experience.

Façade Design and Technology Track

The core curriculum for the Façade Design and Technology Track is 12 credits, consisting of SDN-601 Principles and Methodologies of Sustainable Design (3 CR), MSARC-631 Research Methods (3 CR) and MSARC-991 Graduate Thesis Project (6 CR). The remaining 24 credits are accumulated by successfully completing two 12 credit modules in the program. The module options are: Building Science/Energy, Computation and Praxis (Design/Build), and Research. With the approval of the program director, a fourth option of a 12-credit module in one of the other CABE graduate programs such as MS Sustainable Design may be possible

Curriculum (36 Credits)

Students are required to complete the following core courses (12 CR):

- SDN-601 Principles and Methodologies of Sustainable Design 3 CR
- MSARC-631 Architectural Research Methods 3 CR
- MSARC-991 Graduate Thesis Project 6 CR

In addition, students are required to complete two of the following module options:

Module: Building Science/Energy (12 CR)

- MSARC-619 HPBE – Introduction to Facades 3 CR
- MSARC-621 Building Science for Facades 3 CR

- MSARC-6XX Design Studio 6 CR
- OR
- MSARC-6XX Independent Study-Research 3 CR
- AND
- MSARC-6XX Independent Study-Project 3 CR

Module: Computation (12 CR)

- MARCH-624 Visualization: Experimental Modeling 3 CR
- MSARC-620 Advanced Design Computation 3 CR

- MSARC-6XX Design Studio 6 CR
- OR
- MSARC-6XX Independent Study-Research 3 CR
- AND
- MSARC-6XX Independent Study-Project 3 CR

Module: Praxis (Design/Build) 12 CR

- MSARC-619 HPBE - Intro to Facades 3 CR
- MARCH-623 Facades Construction 3 CR
- MSARC-624 Façade Tectonics Design Build/Prototyping 3 CR
- MSARC-771 Internship 3 CR

Module: Research (12 CR)

- MSARC-771 Internship 6 CR
- MARCH-791 Independent Study 3 CR

Curriculum Sequence Example:

Façade Design and Technology Track

Fall Semester – Year 1

SDN-601 Principals and Methodologies of Sustainable Design (3)

Module 1 course (3)

Module 2 course (3)

Spring Semester – Year 1

Module 1 course (3)

MSARC-xxx Module 1 course (6)

Fall Semester – Year 2

MSARC-631 Research Methods (3)

MSARC-xxx Module 2 course (6)

Spring Semester – Year 2

Module 2 course (3)

MSARC-901 and MSARC-902 Graduate Thesis Project (6)

Concentrations (optional)

High Performance Buildings

Façade Design and Technology

Courses to support the concentrations may come from existing curricula in CABE's other master's programs – Geospatial Technology for Geodesign, Interior Architecture, Sustainable Design, and Construction Management – as well as cross-listed Bachelors of Architecture courses. Additional elective courses may be selected from other programs such as Engineering, Health, and Business upon approval by the program director.

M.S. IN CONSTRUCTION MANAGEMENT / M.S. IN CONSTRUCTION MANAGEMENT ONLINE

Program Director: Edward Keeter

Mission

The Master of Science Degree in Construction Management is a STEM program designed to provide students with the knowledge and skills to plan and manage each phase of the construction process as applied to complex commercial, infrastructure and residential building projects. The mission of the program is to offer a comprehensive construction and management education consistent with the mission of the University and the College of Architecture and the Built Environment to improve the quality and sustainability of the construction industry and thus the built environment.

Program Learning Goals

Graduates of the M.S. in Construction Management will:

- Evaluate relevant cost, schedule, quality, and safety data and formulate and defend management decisions based on sound analysis.
- Lead and/or effectively contribute to the success of complex project management teams of stakeholders such as owners, design professionals, code officials, colleagues and subordinates.
- Formulate policies and procedures that anticipate challenges faced by construction project management teams.
- Identify and evaluate the ethical choices faced by construction management professionals and formulate policies that promote ethical choices.
- Foster and contribute in collaboration across all disciplines of construction project stakeholders and appreciate the benefit of that collaboration.

Program Description

The Master of Science in Construction Management will provide students with the knowledge and skills to plan and oversee each phase of the construction process as applied to complex commercial, infrastructure and residential building projects. Graduates of the Construction Management program will have the knowledge, as well as the technical, administrative and communication skills, necessary to succeed in all sectors of the construction industry. Graduates will have the skills necessary to manage the construction process from project conception to closeout with respect to scope, schedule, budget, quality, risk and safety, and the environment. The Construction Management Core Curriculum stresses the following topics:

- Leadership, communication, problem solving, and business management skills.
- Project Management from feasibility to commissioning and closeout.
- Project life-cycle and sustainability.
- Construction law, contract administration and regulatory compliance.
- Types and behavior of construction materials and structures.
- Project delivery methods
- The means and methods of construction.
- Finance and accounting principles and procedures for construction.

- Planning, scheduling, and methods of integrated project control
- Estimating, budgeting, purchasing, and cost control
- Safety, health, environmental and quality management of the construction process

Areas of study will include: project planning, estimating, scheduling, risk management, construction information modeling techniques and documentation, legal and contractual issues, project finance and cost control, and health and safety. Moreover, a key component of the program will be the integration of techniques, materials and methods of sustainable building into the construction process. Future construction managers will be trained in the principles of sustainability and Leadership in Energy and Environmental Design (LEED) standards. By definition, construction management is a cross-disciplinary practice that synthesizes aspects from the fields of business, architecture, engineering and construction. This degree program will provide a balance among various skill sets with emphasis upon practical application, thereby ensuring that a graduate has the necessary knowledge base to be simultaneously successful on a construction site and in an office setting.

Curriculum Design

The program’s 36-credit, 12-course curriculum can be completed in one to two years depending on the course load and sequencing taken by the student. The courses will be offered in two 15-week semesters per year, as well some offerings in the 12-week summer semester. In addition to coursework, a student may complete, as an Internship, a minimum of 400 hours in a construction firm under the supervision of an academic and a professional advisor.

Conditional Requirements

Before matriculation in the fall semester, a student must have acquired specific skill sets and introductory-level knowledge bases. The Program Director will review each applicant’s academic and work history to determine readiness for graduate-level study. Students who are judged deficient in certain content areas will be admitted conditionally upon completion of designated prerequisite coursework. Prerequisite courses can be completed by taking classes on campus or, if available, online during the summer before entering the program.

Program Requirements

• MCM 600	Construction Estimating and Scheduling ¹	3
• MCM 602	Construction Information Modeling ¹	3
• SDN 601	Sustainable Design Methodologies ¹	3
• MCM 603	Construction Law: Roles and Responsibilities ¹	3
• MCM 604	Project Finance and Cost Control ¹	3
• MCM 606	Construction Risk Management ¹	3
• Directed Elective	MCM 618 or MRE 601 or any iMBA	3
• Directed Elective	MCM 608 or any SDN Course	3
• MCM 612	Advanced Construction Project Management ²	3
• MCM 901	Master’s Project ³	3
• Free Elective ⁴		3
• Free Elective ⁴		3

¹ MCM Core: Must be taken before MCM 612

² Prerequisites: MCM 600, 602, 603, 604, 606, SDN 601

³ Prerequisites: MCM 612, and Directed Electives

⁴ Students may take any graduate level (numbered 600 and above) course from; MCM, MRE, SDN, GEOD, MARC, IMBA, with approval from the Program Director of the program in which the course resides.

Total Credit Hours: 36 Credits

MASTER OF SCIENCE IN GEOSPATIAL TECHNOLOGY FOR GEODESIGN

Program Director: Jim Querry

Mission

Jefferson's M.S. in Geospatial Technology for Geodesign program leverages advanced geospatial technology, or GIS, in identifying and finding innovative solutions to urban design and urban planning problems. Emphasizing GIS-based tools, 3D parametric design and modeling, sustainable design approaches, collaboration and innovation within an integrated process, this STEM-designated graduate program is intended to empower students to find resilient solutions to 21st-century urban challenges resulting from population growth, decreasing resources, natural disasters, and climate change. Geodesign is sustainability in practice, and our graduates will be leaders in this innovative field.

Program Learning Goals

Graduates of the M.S. in Geospatial Technology for Geodesign will:

- Articulate, critically analyze and synthesize design and planning theories and philosophies related to the built environment.
- Review and critically analyze original research in geodesign as related to the allied design disciplines.
- Apply and synthesize geodesign-related research.
- Conduct cutting-edge, applied geodesign research that makes a contribution to the body of knowledge.
- Demonstrate expertise within the interdisciplinary field of geodesign.
- Demonstrate professional presentation and communication skills.
- Demonstrate the integration of knowledge, analysis and research through final small group research-based planning/design projects.

Program Description

Jefferson's M.S. in Geospatial Technology for Geodesign is the first of its kind in the country and was created in response to a rapidly growing demand for geospatial expertise within the allied design professions. Emphasizing sustainable practices, collaboration and innovation within an integrated process, the program is intended for students and practitioners of design and planning disciplines, as well as allied professions such as engineering and geography, to find resilient solutions to 21st-century urban conditions such as population growth, decreasing resources, disaster mitigation and climate change. Geodesign is sustainability in practice, and our graduates are leaders in this innovative process.

Geodesign students are directly involved in collaborative applied research projects with industry partners, state and federal agencies, and community partnerships. They work with advanced technologies including GIS, 3D Modeling, parametric design and modeling, 3D field data collection technologies (such as LiDAR), and BIM while they help develop and test new tools that inform future industry software. Our faculty and collaborators include leading industry professionals. Graduates possess sought-after skills and are well prepared for dynamic careers in interdisciplinary firms, state and federal agencies, NGOs, academia and more.

This post-professional degree program will provide students with a comprehensive, innovative and multidisciplinary education that is intimately linked to the needs of the allied disciplines of landscape architecture, architecture, urban planning, and engineering.

Curriculum Design

The M.S. in Geospatial Technology for Geodesign curriculum consists of 36 graduate credits. There are two design studios complemented by GIS/modeling technology and other supporting courses.

Course Sequence

•	GEOD-600	3D Modeling for Geodesign	(Fall)	3
•	GEOD-615	Advanced GIS for Landscape Analysis	(Fall)	3
•	GEOD-625	Internet GIS Technology	(Fall)	3
•	GEOD-616	Information Modeling	(Spring)	3
•	GEOD-617	Advanced GIS for Urban Planning and Devl	(Spring)	3
•	SDN-601	Sustainable Design Methodologies	(Spring)	3
•	GEOD-602	Geodesign Studio I	(Fall)	6
•	GEOD-607	Geodesign Explorations	(Fall)	3
•	GEOD-605	Geodesign Research Studio	(Spring)	6
•	XXX	Elective	(Spring)	3

Total: 36

MASTER OF SCIENCE IN INTERIOR ARCHITECTURE

Program Director: Lauren Baumbach

Mission

The M.S. in Interior Architecture program meets the needs of students who hold a non-design undergraduate degree and seek to obtain a comprehensive, professional-level education. It also offers up to one year of advanced standing for those already in the field who are interested in refining their knowledge and skills at the graduate level. Whether students are seeking an introduction or want to build on previous academic and/or work experience, this program prepares students to reach their full potential and to join both large and small firms specializing in many areas of practice including corporate, residential, health care, hospitality, retail and educational facilities.

Program Learning Goals

Graduates of the M.S. in Interior Architecture will be able to:

- Research, analyze and synthesize appropriate contextual information as a means of informing design.
- Engage in working collaboratively and with a multi-disciplinary approach.
- Acquire a broad understanding of the historical and theoretical body of knowledge of the profession.

- Develop a global view and explain that design decisions are influenced by variations of culture, construction technology, economics, and environmental factors.
- Explain and apply ethical and accepted standards of professional practice in the discipline.
- Produce innovative designs in response to current cultural, socio-economic and technological conditions and forecasted trends.

Program Description

The M.S. in Interior Architecture program provides a balance between theory and application, and immerses students in the use of current technologies and sustainable practices. The curriculum ensures that students will be fully prepared to join the profession immediately upon graduation and assume roles in design, production, management or principal positions during their careers. In addition, it incorporates an international perspective and prepares graduates to contribute to projects across international boundaries and to work anywhere in the world. Graduates of the MSIA program will be qualified to sit for the National Council for Interior Design Qualification (NCIDQ) certification exam after accruing the required work experience in the field. NCIDQ certification is recommended and recognized throughout the U.S. and Canada.

Areas of study include: foundation two-dimensional and three-dimensional design, advanced spatial/interior design, analogue and digital representation techniques, programming, sustainable design, construction methods and technologies, building systems and lighting, color theory, design detailing, materials, finishes, codes, barrier-free design, universal design, professional practice and ethics. An optional internship for credit provides students with practical work experience in an interior design or architecture firm under the supervision of an academic advisor and a professional mentor. The name interior architecture is a further reflection of the program's underlying educational philosophy and pedagogy, emphasizing the design of the entire interior environment encompassing all parts of the interior volume, and acknowledging the continuum between interiors and architecture. This is a pedagogical strength of the program and presents a considerable advantage to students.

A focus of the program is its holistic approach to the design of interior environments along with a complete knowledge of the interior building technologies and construction. Additionally, the teaching of sustainable and ecological design is integrated throughout the curriculum. The demand for interior design practitioners who possess a thorough understanding of ecological/sustainable design and who go on to acquire Leadership in Energy and Environmental Design (LEED) certification is high.

Curriculum Scope and Sequence

The program is designed as a 49- to 69-credit, 15- to 21-course curriculum that can be completed in two to three years depending on a student's background and pending course requirements. Students with undergraduate degrees from allied fields may be able to complete the program in two years (49 credits/15 courses). Those with undergraduate degrees in unrelated fields, such as liberal arts and sciences, may need the full three-year, 69-credit/21-course sequence. All courses, except the optional summer study-away experience, will be offered in two 15-week semesters per year. The optional study-away experience is for 6- or 7-weeks in the summer after Year 2.

The audiences for this degree program are two distinct groups: 1) graduates from undergraduate programs in interior design or architecture, and allied fields such as landscape architecture, industrial

design, architectural engineering, visual arts and other design related fields; and 2) graduates from undergraduate programs in unrelated fields such as liberal arts, business and the sciences who are seeking a career change.

Before matriculation, the Program Director reviews each applicant's academic and work history to determine specific placement in the program. The student may then be admitted into the program for the full three-year sequence, or be required to take only select courses from the Year 1 curriculum, or be permitted to enter starting at Year 2.

Course Sequence Chart

YEAR 1

Fall Semester

(Required for those with unrelated undergraduate degrees)

IARCP-501	Design I for I.A.	4 credits
IARCP-503	Graphic Representation	3 credits
IARCP-505	History of Design I for I.A.	<u>3 credits</u>
		10 credits

Spring Semester

(Required for those with unrelated undergraduate degrees)

IARCP-502	Design II for I.A.	4 credits
IARCP-504	Visual Communication I	3 credits
IARCP-508	Presentation Techniques	<u>3 credits</u>
		10 credits
<u>Year 1</u>	<u>Subtotal</u>	<u>20 credits</u>

YEAR 2

Fall Semester

(Required)

IARC-601	Design III for I.A.	4 credits
IARC-603	History of Design II for I.A.	3 credits
IARC-607	Technology I for I.A.	3 credits
IARC-610	Textiles and Materials	<u>3 credits</u>
		13 credits

Spring Semester

(Required)

IARC-602	Design IV for I.A.	4 credits
IARC-604	Visual Communication II for I.A.	3 credits
IARC-608	Technology II for I.A.	3 credits
SDN-601	Sustainable Design Methodologies	<u>3 credits</u>
		13 credits
<u>Year 2</u>	<u>Subtotal</u>	<u>26 credits</u>

Summer Term

(Optional) Study-Away from Campus

Elective*		3 credits
Elective*		3 credits

YEAR 3

Fall Semester

(Required)

IARC-702	Design V for I.A.	4 credits
IARC-707	Technology III for I.A.	3 credits
IARC-708	Professional Practice and Ethics	3 credits
IARC-709	Research and Programming	<u>3 credits</u>
		13 credits

Spring Semester

(Required)

IARC710	Master’s Project	4 credits
Elective*		3 credits
Elective*		<u>3 credits</u>
		10 credits
Year 3	Subtotal	<u>23 credits</u>

YEAR 2 + YEAR 3 SUBTOTAL 49 CREDITS

TOTAL CREDITS REQUIRED FOR GRADUATION 49-69 CREDITS

*Electives can be taken during the summer between Year 2 and Year 3 or during the last semester of the third year.

MASTER OF SCIENCE IN REAL ESTATE DEVELOPMENT

Program Director: Howard Ways III, AICP

Mission

The Master of Science in Real Estate Development fosters professionalism, expertise and responsibility in the field of real estate development through the program’s emphasis upon economic and environmental sustainability, social consciousness, design excellence and financial feasibility. The next generation of real estate developers must not only be cognizant of the far-reaching impact of real estate development upon society and the environment, but also possess the skills required to respond creatively to dynamic economic, social, and ecological conditions. The program aims to provide a comprehensive, innovative and multidisciplinary education that is intimately linked to the longstanding effects and complex demands of the real estate development industry today.

Program Learning Goals

Graduates of the M.S. Real Estate Development will be able to:

- Apply analytical, computational, and evaluative skills in financial and quantitative real estate decisions
- Assess fundamental legal principles and ethical practices applicable to real estate development
- Apply sustainable planning paradigms on multiple scales from the micro of neighborhood development to the macro urban condition
- Synthesize core competencies that include finance, planning, design concepts, market analysis, legal principles, construction and project delivery
- Evaluate the dynamics and valuation of a capital-driven market within a risk/reward framework as intrinsic to decision-making and the sustenance of healthy communities
- Address and solve pressing design, planning, and ecological challenges with creative, research and evidenced-based solutions
- Display the interpersonal skills, flexible problem-solving abilities and ethical behavior needed to provide leadership to employees and inspire confidence among professionals
- Analyze the diverse needs, values, behavioral norms and spatial patterns of various regions and communities as a guide to development decisions
- Function as an effective participant in a collaborative, cross-disciplinary team
- Analyze demographic, technological, and economic trends using current technologies such as ArcGIS and Argus Developer

Program Description

Master of Science in Real Estate Development will train students to assume leadership roles within this increasingly multifaceted and cross-disciplinary industry. Future entrepreneurs must demonstrate mastery of a broad spectrum of skill sets and knowledge bases that address the economic, political, social, and physical issues inherent in developing complex commercial, industrial, institutional and residential projects.

To meet this end, the curriculum synthesizes several areas of study, including: market analysis and valuation; finance, brokerage and investment; legal aspects of ownership and land-use; gap-financing and private-public partnerships; construction science and management; city and regional planning; in addition to multiple design and development paradigms and their long-term local, national, and global impacts.

A key component of the program will be the integration of “green” planning principles, as outlined by the Urban Land Institute (ULI) and the United States Environmental Protection Agency (EPA), into the development process. Sustainable strategies inform a curriculum sensitive both to the ethical dimension of development and to the parameters of a capital-driven market.

Curriculum Design

Master of Science in Real Estate Development program is designed as a 37-credit, 12-course curriculum that can be completed in 1 ½ to 2 ½ years depending on the course load taken by the student. The courses will be offered in two 15-week semesters per year, as well as two online course offerings in the 12-week summer semester. The program is not cohort-based; therefore, students may enter in the summer, fall or spring semesters. Courses are self-sufficient and not sequential with the exception of the cumulative Capstone Project which must be taken in the student’s final semester.

Courses will be offered in the following rotation:

Fall Semester

- MRE-620 Case Study Studio: Urban Revitalization, Adaptive Reuse & Historic Neighborhoods 3
- MRE-601 Sustainable Real Estate Development Process 3
- MRE-615 Real Estate Finance and Investment 3
- GEOD-625 Internet GIS for Design and Development 3

Spring Semester

- MRE-xxx Case Study Studio: Mixed-Use, Commercial and Health Care Facilities 3
- MRE-xxx Real Estate Law and Ethical Practices 3
- MRE-xxx Real Estate Market Analysis and Valuation 3
- MRE-xxx Public/Private Partnerships 3

Summer Semester

- SDNX-601 Principles and Methods of Sustainable Design (online) 3
- MCM-600 Construction Estimating and Scheduling (online) 3

Fall Semester

- MRE-xxx Entrepreneurship and the Deal-Making Process 3
- MRE-xxx Capstone Project/cross-listed SDN-622 Sustainable Design Studio 4
or SDN-621 Ecological Design Studio (spring semester) 4

MASTER OF SCIENCE IN SUSTAINABLE DESIGN

Program Director: Rob Fleming, LEED AP BD&C, NOMA
www.PhilaU.edu/green

Mission

Building on the University's mission to provide professional skills combined with a broad general education, the sustainable design program seeks to prepare students for the built environment industry by teaching specific skill sets necessary to conceptualize, measure and construct a sustainable environment. This is balanced by broader, theoretical avenues of study that emphasize systems thinking, which place the technical knowledge gained in the program into context. The program culminates with a two-semester thesis project that is meant to provide a component of depth in a specific built-environment discipline or a particular subset of sustainability.

The M.S. in Sustainable Design is a post baccalaureate master's degree program that serves students from a wide array of disciplines ranging from architecture to engineering to design to construction. The faculty members of the program are drawn from diverse disciplines to underscore the transdisciplinary nature of the program. The emphasis of the program is on the sustainable built environment with students exploring different avenues of study including design, entrepreneurship and policy development. This approach is supported by a curriculum that comprises three introductory courses, followed by collaborative studios and culminating in the thesis project. Electives are used to provide opportunities to explore related topics involving sustainability, or for a short study abroad experience. The total credit requirement for the degree is 34 credits and features multiple pathways for completion including full-time and part-time online study.

Program Learning Goals

Graduates of the M.S. in Sustainable Design will:

- Apply the core skill sets necessary to accomplish an effective sustainable design project as a response to environmental, social and economic forces.
- Provide leadership, team building and organizational skills for diverse groups through the integrated process.
- Work effectively within groups of varied disciplines.
- Synthesize theories of sustainability into comprehensive research and design projects.
- Develop diversity initiatives that are integral to the sustainability problem-solving process as a reflection of an emerging global marketplace.
- Apply ethical values to the integrated design process and to the selection of systems and materials for a built project.
- Bring innovation to their fields and anticipate future directions in their professions by adapting to social, environmental and economic changes

Curriculum Design

The Curriculum of the MSSD Program features three teaching/learning strategies:

- **Lectures** build an overall knowledge base about sustainability while providing detailed information on green materials, construction systems, life-cycle analysis and green-building documentation metrics such as the Leadership in Energy and Environmental Design (LEED) rating system.
- **Studios** synthesize the sustainability knowledge-base and informed intuition into larger, more complex projects that draw upon collaboration and innovation as key approaches to problem-solving and design conceptualization. Studio-based learning incorporates one-on-one communication with faculty, group projects, and collaboration with other students from diverse disciplines.
- **Thesis Projects** are the culminating educational experience that allows each student to conduct a specialized research or design project.

Foundation Course Requirements

Foundation courses are available to those students who are interested in developing basic knowledge

and skills for the built environment professions prior to entering into the MS in Sustainable Design Program. Contact the MSSD Program Director for more information.

Degree Options

The MSSD Program offers students three ways to complete their degree: a 2-Year Full-Time Program, a 2-Year Online Program, and a Hybrid/Flex Program. There is also a Graduate Certificate in Sustainable Practices.

M.S. in Sustainable Design – 2-Year Full-Time Program

(34 credits)

This full-time program allows students to spend the time needed to delve deeply into the more detailed aspects of sustainable design, engineering and architecture. This track is required for Graduate Assistants or for international students seeking educational opportunities in this country.

YEAR I

Fall Semester

- SDN-601 Principles & Methods for Sustainable Design 3
- SDN-602 Adaptive Design 3
- SDN-603 Sustainable Systems 3

Spring Semester

- SDN-XXX Elective 3
- SDN-621 Ecological Design Studio 4
- SDN-623 Exploring Landscape 2

YEAR II

Fall Semester

- SDN-900 Thesis in Sustainable Design I 3
- SDN-622 Sustainable Design Studio 4
- SDN-604 Green Materials and Life Cycle Assessment 3

Spring Semester

- SDN-901 Thesis in Sustainable Design II 6

TOTAL CREDIT HOURS: 34 Credits

M.S. in Sustainable Design – 2-Year Online Program

(34 Graduate Credits)

This program is ideal for students who can't move to Philadelphia but still want to complete the degree. All courses are offered completely online.

YEAR I

Fall Semester

- SDNX-601 Principles & Methods for Sustainable Design 3
- SDNX-602 Adaptive Design 3

Spring Semester

- SDNX-603 Sustainable Systems 3
- SDNX-604 Green Materials 3

Summer Semester

- SDNX-XXX Elective 3

YEAR II

Fall Semester

- SDNX-621 Ecological Design Studio 4
- SDNX-623 Exploring Landscape 2

Spring Semester

- SDNX-622 Sustainable Design Studio 4
- SDNX-900 Thesis in Sustainable Design I 3

Summer Semester

- SDN-901 Thesis in Sustainable Design II 6

TOTAL CREDIT HOURS: 34 Credits

M.S. in Sustainable Design – Hybrid/Flex Program

(34 Credits)

This program is designed to accommodate those who do not wish to pursue the traditional two-year day program or the 100% online program. Those who wish to accelerate their degree, or attend part time, or start online and finish on campus would select this option. Interested students will be directed to meet with the MSSD Program Director to design a course sequence that will meet the student's unique needs. Students will receive a written detailed course of study that details a clear progression of courses leading towards graduation in the time frame agreed upon by the student and Program Director.

Graduate Certificate in Sustainable Practices

(12 graduate credits)

The Graduate Certificate in Sustainable Practices program is geared toward working professionals seeking to build their knowledge-base and credentials in the field of sustainable design, engineering and construction of the built environment. The program offers a wide array of critical skills including the LEED® rating system, passive design, and the basics of energy modeling and life cycle assessment. Credits earned in the certificate program are transferable into the M.S. in Sustainable Design program. Students must apply for, and be accepted into, the M.S. program. For additional information, please refer to the University website.

Learning Outcomes

- Apply the core skill sets necessary to accomplish an effective sustainable design project as a response to environmental, social and economic forces.
- Synthesize theories of sustainability into comprehensive research and design projects.
- Develop diversity initiatives that are integral to the sustainability problem-solving process as a reflection of an emerging global marketplace.
- Apply ethical values to the integrated design process and to the selection of systems and materials for a built project.

YEAR I

Spring Semester

- | | | |
|-----------|----------------------------------|---|
| • SDN-601 | Sustainable Design Methodologies | 3 |
| • SDN-602 | Adaptive Design | 3 |

Summer Semester

- | | | |
|-----------|-----------------------------------------|---|
| • SDN-603 | Sustainable Systems | 3 |
| • SDN-604 | Green Materials and Life Cycle Analysis | 3 |

TOTAL CREDIT HOURS: 12 Credits

MASTER OF ARCHITECTURE

Program Director: James Doerfler, Director of Architecture Programs

Mission

The Master of Architecture Program is a first-professional graduate degree program designed to prepare students for the new challenges of professional architectural practice in the 21st century through the development of high-level sustainable design and technology skills, knowledge of project management and innovative delivery methods, and collaborative experiences in an interdisciplinary environment. The M.Arch. program is designed for students with undergraduate degrees in any field of study and offers advanced standing for students with undergraduate degrees in pre-professional architecture or related design programs, such as interior design, historic preservation or industrial design. This graduate program complements the already proven NAAB-accredited Jefferson 5-year Bachelor of Architecture program.

Program Learning Goals

Graduates of the Master of Architecture program will be able to:

- Address social and cultural issues through informed design solutions.
- Research, analyze, and compare design options in a global environment.
- Function collaboratively to connect beyond the expertise of architects.
- Organize and direct heterogeneous teams.
- Demonstrate the ability to apply design history and theory, sustainable practices, and technology in design projects.
- Demonstrate familiarity of diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns of different cultures and individuals.
- Exhibit the implication of this familiarity on the role and responsibilities of the architect.
- Demonstrate an understanding of the sustainable practice of building.
- Integrate professional practice with issues of public health, safety, and welfare regulations.
- Demonstrate an understanding of dealing with clients and consultants, and integrating community service.
- Exhibit an awareness of structural, environmental, and other building systems that support a healthy environment.
- Demonstrate familiarity with current research and best practices.

Program Description

The Master of Architecture program is a graduate program with a professional bias and outcome. The general profile of students are post-graduates, with many having had some professional working experience. It is the intention of the program to prepare students for a career in architecture as a registered professional architect. Balancing current sustainable design practices and high-performance building systems along with architectural history and theory, the Master of Architecture program culminates with a final thesis project. Students employ traditional drawing and fabrication tools and techniques as well as use current digital technologies in representation, fabrication and architectural

production. Underlying this program is a real-time response to the needs of the industry and the individual student. Courses are structured to support integrated and experiential learning combined with the students' academic and professional experience. The Master of Architecture program benefits from *Nexus Learning*, the interdisciplinary academic model at the University.

Curriculum Design

The 48 to 100 credit curricula can be completed in two to three academic years. Advanced placement is determined by the program director and is based on previous education and experience. Elective courses come from curricula in other master's programs: Geospatial Technology for Geodesign, Interior Architecture, Sustainable Design, Real Estate Development, and Construction Management, as well as cross-listed Bachelor of Architecture courses. Additional courses may be selected from other programs such as Engineering, Health, and Business. Below is a typical curriculum sequence for the full 100 credits.

PRE-YEAR 1

Summer Semester

- MARCH-601: Introduction to Design 3
- MARCH-602: Introduction to Visualization 3

YEAR 1

Fall Semester

- MARCH-611: Design 1 6
- MARCH-621: Visualization 1 3
- MARCH-631: History 1 3
- MARCH-641: Technology 1 3

Spring Semester

- MARCH-612: Design 2 6
- MARCH-632: History 2 3
- MARCH-651: Structures 1 3
- MARCH-642: Technology 2 3

YEAR 2

Fall Semester

- SDN-622: Sustainable Design Studio 4
- SDN-601: Principles and Methods of Sustainable Design 3
- MARCH-633: History 3 3
- MARCH-652: Structures 2 3
- MARCH-643: Technology 3 3

Spring Semester

- MARCH-614: Design 4 6
- MARCH-622: Visualization 2 3
- MARCH-634: History 4 3
- MARCH-644: Technology 4 3
- Elective 3

YEAR 3

Fall Semester

- MARCH-615: Design 5 6
- MSARC-631: Research Methods 3
- MARCH-645: Technology 5 3
- Elective 3

Spring Semester

- MARCH-616: Design 6 6
- MARCH-661: Professional Management 3
- Elective 3
- Elective 3

C-ABE Combined Degree Options

BARCH AND M.S. IN REAL ESTATE DEVELOPMENT 5+1 ACCELERATED DEGREE OPTION

Program Directors: Jim Doerfler and Howard Ways

The combined Bachelor of Architecture and Master of Science in Real Estate Development 5+1 Accelerated Degree Option is intended for students who wish to pursue a graduate degree in Real Estate Development while completing the undergraduate, professional program in Architecture. The 5+1 Accelerated Degree Option enables an undergraduate student to complete four graduate courses required by the M.S. Real Estate Development program, for a maximum of twelve graduate course credits, while completing the undergraduate Bachelor of Architecture degree.

Procedures and Important Information

Students enrolled in the five-year Bachelor of Architecture program have six free electives, typically distributed as two in the fourth year and four in the fifth year of the program. During their fourth or fifth years, Bachelor of Architecture students enrolled in the 5+1 program may select four courses, for a total of twelve credit hours, from the menu of offerings each semester (see below), beginning with MRE-601 Sustainable Real Estate Development Process. There are no prerequisites for the Real Estate Development courses or proscribed order of coursework.

Program Learning Goals

See the BArch and M.S. in Real Estate Development catalog entries for Program Learning Goals for each program.

Sample Curriculum

Students may begin taking courses during the 4th year or the fall semester of the 5th year. There are no prerequisites for the Real Estate Development courses and therefore no prescribed sequential order.

BArch/MS Real Estate Development:

Fall: 6 credits

- MRE-601 Sustainable Real Estate Development Process
- GEOD-625 Internet GIS Technology for Design and Development

Spring: 6 credits

- MRE-xxx Case Study Studio: Mixed-Use, Commercial and Healthcare Facilities
- MRE-xxx Real Estate Market Analysis and Valuation

Summer: 6 credits

- SDNX-601 Principles and Methods of Sustainable Design (online)
- MCM-600 Construction Estimating and Scheduling (online)

Fall: 9 credits

- MRE-620 Case Study Studio: Urban Revitalization, Adaptive Reuse & Historic Neighborhoods
- MRE-615 Real Estate Finance and Investment
- MRE-xxx Entrepreneurship and the Deal-Making Process

Spring: 10 credits

- MRE-xxx Real Estate Law and Ethical Practices
- MRE-xxx Public/Private Partnerships
- MRE-xxx Capstone

Total: 37 credits

B.S. IN INTERIOR DESIGN AND M.S. IN SUSTAINABLE DESIGN 4+1 DEGREE OPTION

Program Directors: Lauren Baumbach and Rob Fleming

The B.S. in Interior Design and M.S. in Sustainable Design 4+1 Degree program allows students to add graduate study in sustainable design to their work in the Interior Design program. It also allows for an accelerated pathway towards the completion of the graduate degree.

Procedures and Important Information

- Prior to the end of their junior year, B.S. in Interior Design students must complete the following:
 - Meet with an advisor from the Interior Design program
 - Submit an Intent to Apply form indicating a desire to enter the 4+1 degree
- B.S. in Interior Design program students must complete a minimum of 120 unique undergraduate credits to receive their undergraduate degree. Elective credits earned above the number of 120 are used to complete the B.S. in Interior Design degree and a maximum of 12 of those credits can be applied to the completion of the M.S. in Sustainable Design program.
- In order to complete the M.S. in Sustainable Design program in one calendar year, some courses may need to be taken online and some courses will be taken out of sequence

Program Learning Goals

See the B.S. in Interior Design and M.S. in Sustainable Design catalog entries for Program Learning Goals for both programs.

Curriculum

Students will take some courses out of the conventional order for the M.S. in Sustainable Design program. Students may be asked to take an on-line course in order to maintain progress through the degree in a timely manner.

YEAR I*

Fall Semester

- SDN-603 Sustainable Systems 3

Spring Semester

- SDN-601 Principles and Methods for Sustainable Design 3
- SDN-604 Green Materials and Life Cycle Assessment 3

YEAR 2

Fall Semester

- SDN-622 Sustainable Design Studio 4
- SDN-XXX Elective** 3
- SDN-XXX Elective 3

Spring Semester

- SDN-621 Ecological Design Studio 4
- SDN-623 Landscape Ecology Seminar 2
- SDN-900 Thesis I in Sustainable Design 3

Summer Semester

- SDN-901 Thesis II in Sustainable Design 6

TOTAL CREDIT HOURS: 34 Credits

* Denotes Senior Year B.S. in Interior Design (only M.S. in Sustainable Design courses shown). See B.S. in Interior Design for details regarding the completion of that degree.

** This elective replaces SDN-602 Adaptive Design

M.S. IN CONSTRUCTION MANAGEMENT AND M.S. IN SUSTAINABLE DESIGN DUAL DEGREE (1+1)

Program Directors: Rob Fleming and Edward Keeter

Mission

The M.S. in Construction Management and M.S. in Sustainable Design dual degree option is designed for those students who want to pursue advanced work in sustainability and construction management in a full-time program.

Procedures

Graduate students may apply for the dual degree option prior to their enrolling at PhilaU or after they have started one program; either way, they must meet the standards for admission to both the MSSD program and the MSCM program. Once accepted into the dual degree option, students will enroll in one of the graduate programs and sub-matriculate into the other. Though the MSCM program requires 36 credits and the MSSD program requires 34, a student in the joint MSCM and MSSD program can complete both programs in 61 credits instead of 70 credits. Credits are simultaneously counted as electives in the one program and as required courses in the other program, with a minimum of 30 unique credits in each program.

Students already enrolled in the MSSD or MSCM degree who wish to enter the Combined Degree must complete the following steps:

- Meet with the Program Directors from both programs at the same time to discuss the change and to develop a schedule of courses
- Submit a signed change of major request
- Meet with program directors on regular basis to monitor progress while moving through the combined degree program

Program Learning Goals

See the MS in Construction Management and MS in Sustainable Design catalog entries for Program Learning Goals

Program Schedule

In order to meet the two-year schedule for the combined degree, some courses will be out of sequence and students may be required to take the course on-line.

YEAR I

Fall Semester

- | | | |
|-----------|----------------------------------------|---|
| • MCM-600 | Construction Estimating and Scheduling | 3 |
| • MCM-602 | Construction Information Modeling | 3 |

- SDN-601 Principles and Methods of Sustainable Design 3
- SDN-603 Sustainable Systems 3

Spring Semester

- MCM-603 Construction Law 3
- MCM-604 Project Finance and Cost Control 3
- MCM-606 Construction Risk Management 3
- IMBA-625 Management Communication and Negotiation 3

Summer Semester

- MCM-612 Advanced Construction Project Management 3
- MCM-901 Master's Project 3

TOTAL CREDIT HOURS for the MSCM Program: 30 Unique Credits

YEAR 2

Fall Semester

- SDN-622 Sustainable Design Studio 4
- SDN-XXX Elective 3
- SDN-602 Adaptive Design 3
- SDN-604 Green Materials and Life Cycle Assessment 3

Spring Semester

- SDN-622 Ecological Design Studio 4
- SDN-623 Landscape Ecology Seminar 2
- SDN-900 Thesis I in Sustainable Design 3
- SDN-XXX Elective 3

Summer Semester

- SDN-901 Thesis II in Sustainable Design 6

TOTAL CREDIT HOURS for the MSSD Program: 31 Unique Credits

TOTAL CREDIT HOURS for the MSCM and MSSD Dual Degree: 61 Credits

BACHELOR OF LANDSCAPE ARCHITECTURE AND M.S. IN GEOSPATIAL TECHNOLOGY FOR GEODESIGN 4+1 DEGREE OPTION

Program Directors: Kimberlee Douglas and Jim Querry

The Bachelor in Landscape Architecture (BLA) and M.S. in **Geospatial Technology for Geodesign** degree option (4+1) allows students to add graduate study in **Geospatial Technology for Geodesign** to their work in the Landscape Architecture program. It also allows for an accelerated pathway towards the completion of the graduate degree.

Procedures and Important Information

- Prior to the end of their junior year, BLA students must complete the following:
 - Meet with an advisor from the Landscape Architecture program
 - Submit an Intent to Apply form indicating a desire to enter the 4+1 degree
- BLA students must complete a minimum of 120 unique undergraduate credits to receive their undergraduate degree. Elective credits earned above the number of 120 are used to complete the BLA degree and a maximum of 12 of those credits can be applied to the completion of the M.S. in **Geospatial Technology for Geodesign** program
- In order to complete the M.S. in **Geospatial Technology for Geodesign** in 16 calendar months, some courses may need to be taken out of sequence

Program Learning Goals

See the Bachelor of Landscape Architecture and M.S. in **Geospatial Technology for Geodesign** catalog entries for Program Learning Goals for both programs.

Curriculum Sequence

Bachelor of Landscape Architecture students complete 9-12 graduate level **Geospatial Technology for Geodesign** credits in the BLA Landscape Architecture program.

*Fall or Spring Semester (3rd Year of BLA)**

- XXX Graduate course for Undergraduate (Free Elective) 3

*Fall Semester (3rd Year of BLA)**

- LARCH-515 Advanced GIS for Landscape Analysis (Elective) 3

*Fall Semester (4th year of BLA)**

- GEOD-625 Internet GIS Technology for Design and Development (Elective) 3
- SDN-601 Sustainable Design Methodologies (Elective) 3

Total Credits: 9-12

Students complete the remainder of the M.S. in Geospatial Design for Geodesign program in 18 months for a total of 36 credits

Fall Semester

- GEOD-600 3D Modeling for Geodesign 3
- XXX Graduate Free Elective** 3

Spring Semester

- GEOD-602 Geodesign Studio I 6
- GEOD-616 Information Modeling 3
- GEOD-617 Advanced GIS for Urban Planning and Development 3

Fall Semester

- GEOD-605 Applied Geodesign Research Studio 6
- GEOD-607 Explorations in Geodesign 3

Total Credits for M.S. in Geospatial Technology for Geodesign: 36

* Denotes 3rd or 4th year in the BLA program (only M.S. in Geospatial Technology for Geodesign courses shown). See BLA program for details regarding the completion of that degree.

** This course required during the M.S. in Geospatial Technology for Geodesign program if not completed during the BLA program.

Kanbar College of Design, Engineering and Commerce

Dean: R. Kander

Dean, School of Business Administration: P. Russel

Dean, School of Design and Engineering: M. Leonard

Associate Dean, School of Design and Engineering: T. Kramer

Assistant Dean for Academic Administration: J. O’Pella

Manager of Academic Operations: T. Loftus

Faculty: F. Baseman, C. Beevers, S. Bennur, R. Bhaskar, J. Brady, S. Bennur, C. Casano, S. Christoffersen, S. Connelly, T. Corlett, J. Crook, R. Cruz, A. Datta, B. George, L. Godley, M. Govindaraj, J. Grigsby, A. Hand, N. Harner, M. Havens, E.J. Herczyk, N. Howard, R. Kander, J. Kirk, M. Kradel-Weitzel, T. Kramer, C. Kusy, M. Leonard, C.M. Lim, D.K. Malhotra, R. Masoodi, T. Mooney, J. Naidu, J. O’Pella, C. Pastore, R. Poteau, C. Rusinko, P. Russel, L. Russow, E. Schneider, D. Scott, E. Shirrell, I. Stoyneva, M. Sunderland, J. Suss, L. Sztandera, F. Tovia, H. Ujiiie, R. Walker, M. Weiss, N. Wyatt, J. Yang

Thomas Jefferson University’s Kanbar College of Design, Engineering and Commerce (C-DEC) provides a multidimensional understanding of design, engineering and business by bringing together these rapidly evolving fields in an innovative, integrated educational experience that prepares students to think critically about the world.

The schools of Business Administration and Design and Engineering comprise the Kanbar College of Design, Engineering, and Commerce, and its programs provide students with strong disciplinary skills, a balanced grounding in the liberal arts and an understanding of the relationship of their fields to each other and the spectrum of professional careers and opportunities. Faculty from each discipline collaborate to promote in students a heightened self-awareness, the ability to work in multidisciplinary teams, to use methods for innovating in order to secure the job opportunities of today and to adapt to the emerging fields of tomorrow. The goals of the Kanbar College are to create a dynamic educational platform for students to:

- Become professionals who can adapt to the changing work place.
- Navigate complexity and understand its underlying frameworks.
- Integrate knowledge domains.
- Work effectively in teams and value diverse perspectives.
- Find new ways of adding value to the world.

C-DEC Core Curriculum

The Kanbar College’s core curriculum provides students majoring in design, engineering and business the ability to collaborate effectively across disciplines. In addition to studies in each major, four courses and an integrative capstone experience provide skills and knowledge that are relevant to today’s careers, transferable to other fields and practices, and applicable to emerging opportunities. By gaining insights into creative processes, business models, systems-thinking and tools for empathy and human understanding, students learn effective strategies for innovating. The DEC Core Curriculum broadens the expertise of any one area, adds educational value to each major and ultimately prepares students for strategic leadership in their fields. With this foundation, C-DEC graduates will be informed and versatile

professionals with knowledge and skills that are transferable across increasingly dynamic professional boundaries.

Through the DEC Core Curriculum, students will demonstrate an ability to:

- Collaborate on multidisciplinary teams.
- Identify different problem-solving and decision-making styles.
- Appreciate disciplinary perspectives.
- Gain insights from people, their behaviors and cultural practices to inform a project.
- Evaluate the ways natural and human-made (political, social, cultural, economic) systems both shape and are influenced by new products, services or enterprises.
- Adapt to continually changing professional challenges.
- Integrate knowledge to find new ways of creating value.

KANBAR COLLEGE ACADEMIC PROGRAMS

The Kanbar College, made up of the School of Business and the School of Design and Engineering, offers academic programs in the following degrees, majors, specializations and minors:

SCHOOL OF BUSINESS ADMINISTRATION

Bachelor of Science degrees:

- Accounting
- Finance
- International Business
- Management
- Marketing
- Fashion Merchandising and Management with the following specialization options (students choose two specializations):
 - Buying and Merchandising
 - Fashion Value Chain and Innovation
 - Global Brand Strategy

Minors

The following minors are offered in the School of Business Administration. For more information about the minors see the “Minors and Concentrations” section of the Academic Catalog:

- Accounting
- Entrepreneurship for Kanbar College students
- Entrepreneurship for non-Kanbar College students
- Fashion Merchandising & Management
- Finance
- International Business
- Management

- Marketing
- Pre-MBA Minor for SBA Majors
- Business minor for Non-SBA Majors

Graduate Degrees

- M.S. Global Fashion Enterprise
- M.S. Taxation
 - Financial Planning Concentration
- innovation Master of Business Administration, on campus or online.
 - On-campus iMBA students can choose a concentration in marketing, management, CPA/accounting, CFA/Finance, or CPA/Taxation

Combined Degrees are offered in the following areas:

- B.S. Business/M.B.A.

Non-degree graduate business offerings

Pre-Master's Coursework:

- Foundations of Economic Analysis
- Introduction to Financial and Managerial Accounting
- Financial Management
- Statistical Analysis for Business Decisions
- Operations Management

SCHOOL OF DESIGN AND ENGINEERING

Bachelor of Science in Engineering degrees in these engineering majors:

- Engineering (with concentrations in Architectural Engineering, Industrial and Systems Engineering, Composites Engineering, and Textile Engineering)
- Mechanical Engineering

Bachelor of Science degrees in these design majors:

- Animation and Digital Media
- Fashion Design
- Graphic Design Communication
- Industrial Design
- Interactive Design & Development
- Textile Design
- Textile Materials Technology
- Web Design and Development

Minors

The following minors are offered through the School of Design & Engineering. For more information about the minors see the "Minors and Concentration" section of the Academic Catalog:

- Animation and Digital Media
- Entrepreneurship

- Graphic Design Communication
- Multimedia and Visualization Minor (offered with C-ABE)
- Textile Materials Technology
- Visual Studies
- Web Design and Development

Graduate Degrees

- M.S. Fashion Design Management
- M.S. Industrial Design
- M.S. Surface Imaging
- M.S. Textile Design
- M.S. Textile Engineering
- Ph.D. Textile Engineering & Science
- M.S. User Experience and Interaction Design

4+1 degrees are offered in the following areas:

- B.S./M.S. Textile Design

School of Business Administration Undergraduate Programs

Mission

Our graduates have the disciplinary depth and interdisciplinary breadth to innovatively confront the challenges that exist today and that will emerge in the future. Our Nexus learning and teaching model focuses on the active learning and real-world problem-solving through collaboration between students and faculty across disciplines and with external partners.

Undergraduate Goals and Outcomes

Goal #1. Ethical Responsibility...students will:

- a) Use appropriate frameworks to make ethical decisions.
- b) Implement ethical decisions.

Goal #2. Functional Business Knowledge...Students will:

- a) Demonstrate knowledge of core concepts in functional business areas.
- b) Apply relevant knowledge and critical skills from their areas of concentration.

Goal #3. Analytical Skills....students will:

- a) Use quantitative tools to analyze business-related issues.
- b) Use technology to analyze business-related issues.

Goal #4 Communication Skills.....students will:

- a) Make effective business presentations.
- b) Write effective business documents.

Goal #5 Integrative Learning and Decision Making....students will:

- a) Demonstrate the ability to work together in cross-disciplinary teams.
- b) Blend knowledge and skills sets from different disciplinary areas to identify business opportunities and to provide solutions to real-world problems.

School of Business Administration Undergraduate Programs

Mission

Our graduates have the disciplinary depth and interdisciplinary breadth to innovatively confront the challenges that exist today and that will emerge in the future. Our Nexus learning and teaching model focuses on the active learning and real-world problem-solving through collaboration between students and faculty across disciplines and with external partners.

Undergraduate Goals and Outcomes

Goal #1. Ethical Responsibility...students will:

- c) Use appropriate frameworks to make ethical decisions.
- d) Implement ethical decisions.

Goal #2. Functional Business Knowledge...Students will:

- c) Demonstrate knowledge of core concepts in functional business areas.
- d) Apply relevant knowledge and critical skills from their areas of concentration.

Goal #3. Analytical Skills....students will:

- c) Use quantitative tools to analyze business-related issues.
- d) Use technology to analyze business-related issues.

Goal #4 Communication Skills.....students will:

- c) Make effective business presentations.
- d) Write effective business documents.

Goal #5 Integrative Learning and Decision Makingstudents will:

- c) Demonstrate the ability to work together in cross-disciplinary teams.
- d) Blend knowledge and skills sets from different disciplinary areas to identify business opportunities and to provide solutions to real-world problems.

Program Description

The School of Business Administration offers six undergraduate degree programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP): the B.S. in Accounting, B.S. in Finance, B.S. in International Business, B.S. in Management, B.S. in Marketing, and the B.S. Fashion Merchandising and Management. Regardless of degree program, all undergraduate business students complete the business core.

UNDERGRADUATE BUSINESS CORE (42 credits):

- ACCT-101 Financial Accounting
- ACCT-102 Managerial Accounting
- BLAW-301 Business Law
- ECON-205 Macroeconomics
- ECON-206 Microeconomics
- FINC-301 Financial Management
- MGMT-301 Principles of Management
- MGMT-401 Operations Management
- *FASHMGT-451 Operations and Supply Chain Management
- MGMT-498 Business Capstone I
- MGMT-499 Business Capstone II
- MKTG-302 Principles of Marketing
- MIS-202 Management Information Systems
- STAT-201 Intro to Statistics
- STAT-202 Applied Business Statistics

*Fashion Merchandising and Management students substitute FASHMGT-451 Operations and Supply Chain Management for MGMT-401 Operations Management

Today's top companies seek graduates who possess in-depth knowledge of their fields as well as the versatility to work at the intersection of traditional disciplines. School of Business Administration students are actively immersed in real-world challenges from day one, collaborating with team members from across disciplines and engaging with an array of industry partners. That's what makes PhilaU the model for professional education, and that's how our program provides students an exceptional advantage over other candidates in a rapidly changing job market.

ACCOUNTING (B.S.)

Area Coordinator: R. Poteau

Program Learning Outcomes

In addition to the goals and outcomes outlined by the School of Business Administration, graduates from the accounting program will be able to:

- Prepare and analyze, at an in-depth level, corporate financial statements
- Apply knowledge of relevant professional accounting standards in the financial reporting and auditing of US and multinational firms

Program Description

The accounting major at Thomas Jefferson University prepares students to become professionals with a broad understanding of public accounting and financial management of corporate and nonprofit organizations. Students have the opportunity to network with accounting industry professionals, participate in industry-sponsored projects, complete an exciting semester abroad, or help to run our

Student Managed Investment Fund. They can also earn their iMBA degree in one additional year of study while preparing for the Certified Public Accountant (CPA) exam.

Accountants serve a variety of roles in every company. Our graduates have gone to work at the Federal Reserve Bank, Ernst & Young and KPMG, just to name a few.

FINANCE (B.S.)

Area Coordinator: T. Mooney

Program Learning Outcomes

In addition to the goals and outcomes outlined by the School of Business Administration, graduates from the finance program will be able to:

- Demonstrate knowledge of domestic and global capital markets and financial institutions
- Explain how managers make value-maximizing decisions in a corporation

Program Description

The finance major at Thomas Jefferson University prepares students to become professionals with a comprehensive understanding of global financial markets and financial institutions. Our graduates are prepared with skills to tackle complex financial problems, and have the professionalism to work effectively in any environment. Students have the opportunity to network with industry professionals, participate in international competitions, manage an investment portfolio through our Student Managed Investment Fund, study abroad for a semester, and earn their iMBA degree in one additional year while preparing for the Chartered Financial Analyst Level I (CFA) exam.

Finance professionals are a vital part of businesses' success in every industry. Our graduates have gone on to work at JP Morgan Chase, Lockheed Martin and Vanguard, just to name a few.

INTERNATIONAL BUSINESS (B.S.)

Area Coordinator: L. Russow

Program Learning Outcomes

In addition to the goals and outcomes outlined by the School of Business Administration, graduates from the international business program will be able to:

- Utilize financial, economic, management and marketing trends and tools to make global strategic decisions

Program Description

The international business major at Thomas Jefferson University prepares students to become professionals with a distinct ability to understand and excel in the global marketplace. Students in this

program have the opportunity to become bilingual through advanced study of another language, travel abroad extensively to experience cultural immersion in places like London and Shanghai, and broaden disciplinary experience by taking a minor from another business discipline. Students can earn their iMBA degree in one additional year.

International business skills are increasingly valuable in our globalized world. Our students have gone to work at multinational companies including Aramark, Merrill Lynch and Citibank, just to name a few.

MANAGEMENT (B.S.)

Area Coordinator: C. Rusinko

Program Learning Outcomes

In addition to the goals and outcomes outlined by the School of Business Administration, graduates from the management program will be able to:

- Compare traditional models of decision making, motivation, and leadership, with their newer, more innovative counterparts
- Explain the human resources process and the roles of human resources in organizations

Program Description

Management students acquire the skills to manage and lead innovation, either in existing companies or their own entrepreneurial ventures, while gaining valuable expertise in leadership, teamwork, professional communication, change management, human resources, and problem solving. Many students interested in management choose to select one minor from another disciplinary area to round out their management skills. Students have the opportunity to network with industry professionals, study abroad, and earn their iMBA degree in one additional year.

Many management students acquire a paid internship and professional work experience before graduation. Our alumni excel in a variety of fields, including retail, banking and finance, insurance, global manufacturing, service firms and public agencies, while many graduates start their own businesses.

MARKETING (B.S.)

Area Coordinator: C.M. Lim

Program Learning Outcomes

In addition to the goals and outcomes outlined by the School of Business Administration, graduates from the marketing program will be able to:

- Demonstrate knowledge of concepts used in the strategic marketing process, with emphasis on SWOT analysis and environmental scanning

- Apply select elements of the marketing mix to marketing strategy for a product or service business

Program Description

The marketing major at Thomas Jefferson University prepares students to become professionals with a broad understanding of business, communication, sales and research. Marketing students benefit from dynamic, multidisciplinary training in multimedia communications and business. Additionally, they learn to analyze demand and market segments, design budgets and campaigns, increase a company's brand equity, and formulate marketing plans from start to finish. Students have the opportunity to network with industry professionals, study abroad, and earn their iMBA degree in one additional year.

Marketing is key to creating and maintaining a business' presence to consumers and related businesses. Our graduates are prepared for careers in advertising, public relations, sales management and more. Our students have gone to work at companies including Target, Toys'r'Us, and others.

FASHION MERCHANDISING AND MANAGEMENT (B.S.)

Program Director: Nioka Wyatt

Program Learning Outcomes

In addition to the goals and outcomes outlined by the School of Business Administration, graduates from the fashion merchandising and management program will be able to:

- Identify the interrelationship between the supply and value chain
- Explain retail strategies and structures

Program Description

Advancements in technology and globalization of the marketplace make the fashion industry an ever-changing, challenging place to work. This trillion-dollar industry needs bright, talented executives to guide the rapid pace of today's technological revolution. Skilled managers are required to deal with an increasingly complex variety of products and manufacturing techniques and tasks, such as planning product lines months before they will appear in the stores. Once developed, new products must be sourced globally and then delivered to the consumer within a very short period of time.

The fashion merchandising and management curriculum combines the fundamentals of business, including accounting, economics, marketing, finance and management, with textile and fashion courses taught by industry savvy professionals. Students learn the process of product development, omni-channel engagement, sourcing and manufacturing from fiber to final product, and become familiar with application of computers throughout information retrieval, integrated apparel manufacturing, design and merchandising. Students are also involved in the process of selection, procurement and distribution of products in a retail setting where they learn the significance of product execution through visual presentation.

The Fashion Merchandising and Management program exposes students to the diverse career opportunities in this burgeoning field.

- Students work with industry professionals and students from different disciplines on collaborative industry projects for companies like QVC, Xcel Brands, Maidenform, Cotton Inc., Li&Fung, Toys R Us and Target.
- Comprehensive Curricular focus is on the entire fashion value chain: design concepts, product development, sourcing and production, merchandising, branding and marketing.
- Faculty-led short courses abroad and semester-long study abroad experiences in China, Paris, London, Milan, and Rome add an unparalleled global dimension to the program.
- Guest speakers visit campus regularly to share their expertise. Speakers from these companies have participated. Tommy Hilfiger; Nicole Miller Stores; Nordstrom's; Mast Industries/Limited Brands; Li&Fung, Burlington Stores, Urban Outfitters, and QVC.
- Students have access to a variety of coveted internships with brands such as Coach, Urban Outfitters, Anthropologie, Lilly Pulitzer, Tommy Hilfiger, Macy's, Under Armour, The Limited Brands, Burlington Phillips-Van Heusen (PVH), Urban Outfitters, Destination Maternity, Bath & Body Works, and QVC.
- The program prepares students to enter the fashion industry through a variety of career paths including: marketing and branding, merchandising and buying, sourcing, product development and styling.

Fashion Merchandising and Management Core

In addition to the full business core, the FMM curriculum provides a strong fashion core (16 credits) in the context of business. The fashion core includes the following courses:

- FASHMGT-101 Global Fashion Insight
- CAD-201 Intro to Digital Imaging
- TEXT-101 Survey of Textile Industry
- MKTG-217 Retail Strategy and Structure
- DSGNFDN-423 Design Concepts
- TEXT-411 Seminar: Textile and Apparel Industry Issues

Fashion Merchandising and Management Specializations

Beyond the fashion core, FMM students choose a specialization, each with three courses, leading to career paths in buying, allocation, store operations, visual merchandising, digital merchandising, global sourcing, product development, styling, public relations, social media, fashion branding, human resource management and material innovation. Specializations include:

- Buying and Merchandising: Merchandise Buying & Operations, Product Development & Innovation, and Visual Merchandising
- Value Chain and Innovation: Prototyping, Integrated Technology & Global Fashion Value Chain
- Global Brand Strategy: Contemporary Brand Management, Apparel Merchandising Management, Business of Licensing

B.S. / M.B.A. PROGRAM 4+1 DEGREE OPTION

The School of Business Administration offers a Bachelor of Science and Innovation Master of Business Administration (B.S./iMBA) 4+1 degree program to qualifying students. Accepted students are permitted to take some graduate-level courses in their fourth year of undergraduate study that also count toward graduate program requirements. Typically, a fifth year is required to complete the graduate requirements, depending on the undergraduate major or concentration.

This program provides a valuable option to students who may wish to further strengthen their business competencies, credentials and marketability. Students may plan to follow this program as early as the freshman year and no later than the start of the senior year. Students should apply through Thomas Jefferson University's Graduate Admissions Office. Undergraduate transfer students may also apply. Currently enrolled students will be considered for admission if they have maintained a 2.7 grade point average.

Non-business majors interested in the B.S./iMBA Program should obtain a copy of the "Pre-M.B.A. Requirements for Non-Business Majors: Planning Guide" from the MBA Office. The planning guide should be used in combination with the Academic Catalog and the checklist for the student's undergraduate major. The guide describes the requirements for admission and the application process as well as Pre-iMBA course requirements.

Program Learning Outcomes

See the Bachelor of Science and Innovation Master of Business Administration catalog entries for Program Learning Outcomes for both programs.

Curriculum Sequence (4+1, Cohort, 12-month model)

Senior Year/Pre-iMBA

- iMBA 627 Competitive Technical Intelligence 3
- iMBA 628 Accounting for Managerial Decision Making 3

Credits Earned: 6

Fall Semester

- iMBA 602 Managing Innovative People and Teams 3
- iMBA 630 Operations from a Systems Perspective 3
- iMBA xxx Elective or Internship 3
- iMBA xxx Elective 3

Credits Earned: 9 or 12

Spring Semester

- iMBA 629 Financial Policy and Planning 3

- iMBA 714/791 New Product Dev/Internship 3
- iMBA 792/iMBA 700 International Business Trip
or International Economics and Finance 3
- iMBA 642 Strategic Insight and Implementation 3
- iMBA xxx Elective 3

Credits Earned: 12 or 15

TOTAL CREDITS: 30

School of Business Administration Graduate Programs

INNOVATION MBA (iMBA) – ONLINE AND ON-CAMPUS

Innovation MBA students matriculate into either the online or on campus version of the program; switching back and forth between the two options is not permitted.

The iMBA's integrated curriculum helps students become dynamic problem-solvers and entrepreneurial thinkers, learning to navigate new, more valuable realities for their businesses and careers. Regardless of delivery method, our faculty of world-renowned academicians and industry experts brings invaluable real-world experience to the classroom, and Thomas Jefferson University's signature learning strategies inspire market-driven innovation through teamwork, collaboration, and industry connections. Jefferson iMBA graduates are exceptionally well-prepared to be leaders in the exciting, challenging global marketplace.

The iMBA program varies from 36 credits to 45 credits. Most students receive some measure of Advanced Standing at the point of admission based on prior learning, experience and demonstrated skills or competencies. Students without business backgrounds take business essentials courses (indicated by an * below) so they can learn and participate at the same high level as those with existing business knowledge. The business essentials courses are assigned in consultation with the program director. Please consult the program director in order to determine your individual course sequence and credit length.

iMBA Program Goals and Outcomes

Goal #1: Ethical Responsibility – students will implement ethical decisions.

Goal #2: Financial Skills – students will analyze financial ratios and statements.

Goal #3: Writing Skills – students will write effective business documents.

Goal #4: Leadership Skills – students will exhibit leadership and independent thinking skills, and work effectively in teams.

Goal #5: Integrative Learning – students will blend knowledge and skill sets from different disciplinary areas to develop effective business strategies.

ON-CAMPUS iMBA

Program Director: DK Malhotra

Thomas Jefferson University's on campus Innovation MBA program allows students to earn their iMBA in as little as 12 months of full-time study or 18 to 24 months of part-time study. Students have the opportunity to participate in a short study abroad course that involves a trip during spring break to experience cultural immersion and to gain the sophistication that innovative industries and firms demand. In the past, students have visited China, India, Japan, Thailand, Germany, Poland, Spain and many other countries as part of this innovative global experience.

IMBA On-Campus Core Curriculum

• IMBF-503*	Foundations of Economic Analysis	3
• IMBF-504*	Introduction to Financial and Managerial Accounting	1.5
• IMBF-505*	Financial Management	1.5
• IMBF-508*	Statistical Analysis for Business Decisions	1.5
• IMBF-510*	Operations Management	1.5
• IMBA-600*	Management Concepts	1.5
• IMBA-601*	Marketing Concepts	1.5
• IMBA-602	Managing Innovative People and Teams	3
• IMBA-604**	Business Model Innovation	3
• IMBA-627	Competitive Technical Intelligence	3
• IMBA-628	Accounting for Management Decisions	3
• IMBA-629	Financial Policy and Planning	3
• IMBA-630	Operations from a Systems Perspective	3
• IMBA-642	Strategic Insight and Implementation	3
• IMBA-792	International Business Innovation	3
or IMBA-700	International Economics and Finance	3

* Qualified students may receive Advanced Standing waivers for these courses based on prior learning, experience and demonstrated skills or competencies.

**Waived for students who have successfully completed DECFRM-200 Business Models.

iMBA On-Campus Concentration Options

On-campus iMBA students can choose a concentration in marketing, management, CPA/accounting, CFA/Finance, CPA/Taxation, business analytics, or strategy and design thinking. In addition to the core iMBA curriculum, students will take the following courses to complete their chosen concentrations:

TOTAL CREDIT HOURS FOR EACH CONCENTRATION: 9 or 10 Credits

iMBA-Marketing

- IMBA-762 Qualitative and Quantitative Marketing Research (3 credits)
- IMBA-761 Promotion Management (3 credits)
- IMBA-791 Career Jumpstart Internship (3 credits)
- Or IMBA-714 New Product Development (3 credits)
- IMBA-700 International Economics and Finance (3 credits)
- OR IMBA-792 International Business Innovation (3 credits; involves trip abroad during spring break)

iMBA-Management

- IMBA-762 Qualitative and Quantitative Marketing Research (3 credits)
- IMBA-761 Promotion Management (3 credits)
- IMBA-791 Career Jumpstart Internship (3 credits)
- Or IMBA-714 New Product Development (3 credits)
- IMBA-700 International Economics and Finance (3 credits)
- OR IMBA-792 International Business Innovation (3 credits; involves trip abroad during spring break)

iMBA-Strategy and Design Thinking

- IMBA-7XX Innovative Leadership (3 credits)
- IMBA-7XX Design Thinking in Business (3 credits)
- IMBA-7XX Design Research and Project (3 credits)
- IMBA-792 International Business Innovation (3 credits; involves trip abroad)
- OR IMBA-700 International Economics and Finance (3 credits)

iMBA-Business Analytics

- IMBA-7XX Data Models and Management (3 credits)
- IMBA-7XX Business Analytics Modeling (3 credits)
- IMBA-7XX Business Analytics Practicum (3 credits)
- IMBA-792 International Business Innovation (3 credits; involves trip abroad)
- OR IMBA-700 International Economics and Finance (3 credits)

iMBA-CPA/Accounting

Limited to students who have sufficient prior coursework in accounting; candidates should discuss their qualifications with the MBA Director. The CPA track includes expert external preparation for the CPA exam.

- IMBA-741 Financial Accounting and Reporting I (3 credits)
- IMBA-742 Financial Accounting and Reporting II (3 credits)
- IMBA-743 Audit and Attestation (4 credits)
- IMBA-700 International Economics and Finance
- OR IMBA-792 International Business Innovation (3 credits; involves trip abroad during spring break)
- Becker CPA Review Course

iMBA-CFA/Finance

Limited to students who have sufficient prior coursework in finance; candidates should discuss their qualifications with the MBA Director. The CFA track includes expert external preparation for the Chartered Financial Analyst Level I exam.

- IMBA-772 Investment and Portfolio Management (3 credits)

- IMBA-776 Speculative Markets (3 credits)
- IMBA-777 Fixed Income Securities (3 credits)
- IMBA-700 International Economics and Finance
- OR IMBA-792 International Business Innovation (3 credits; involves trip abroad during spring break)
- Philadelphia CFA Society/CFA Review Course

iMBA-CPA/Taxation

Limited to on-campus students who have sufficient prior coursework in accounting; candidates should discuss their qualifications with the MBA Director. The Taxation track includes expert external preparation for the CPA exam.

- TAX-660 Individual Taxation (3 credits)
- TAX-662 Corporate Taxation (3 credits)
- TAX-664 Tax Research (3 credits)
- IMBA-700 International Economics and Finance (3 credits)
- OR IMBA-792 International Business (3 credits; involves trip abroad during spring break)
- Becker CPA Review Course

iMBA-General Business/Business Administration

Any two graduate electives, plus:

- IMBA-791 Career Jumpstart Internship (3 credits)
- OR IMBA-714 New Product Development (3 credits)
- IMBA-700 International Economics and Finance
- OR IMBA-792 International Business (involves trip abroad during spring break)

ONLINE IMBA

Program Director: Justin Opella

Thomas Jefferson University's online Innovation MBA program allows students to earn their iMBA part-time in as little as 24 months of part-time study.

IMBA Online Curriculum

- | | | |
|-------------|-----------------------------------------------------|-----|
| • IMBF-503* | Foundations of Economic Analysis | 3 |
| • IMBF-504* | Introduction to Financial and Managerial Accounting | 1.5 |
| • IMBF-505* | Financial Management | 1.5 |
| • IMBF-508* | Statistical Analysis for Business Decisions | 1.5 |
| • IMBF-510* | Operations Management | 1.5 |
| • IMBA-600* | Management Concepts | 1.5 |

• IMBA-601*	Marketing Concepts	1.5
• IMBA-602	Managing Innovative People and Teams	3
• IMBA-604**	Business Model Innovation	3
• IMBA-625	Communication, Negotiation, Creative Economy	3
• IMBA-627	Competitive Technical Intelligence	3
• IMBA-628	Accounting for Management Decisions	3
• IMBA-629	Financial Policy and Planning	3
• IMBA-630	Operations from a Systems Perspective	3
• IMBA-642	Strategic Insight and Implementation	3
• IMBA-700	International Economics and Finance	3
• IMBA-714	New Product Development	3
IMBA-759	Entrepreneurship	3

* Qualified students may receive Advanced Standing waivers for these courses based on prior learning, experience and demonstrated skills or competencies.

**Waived for students who have successfully completed DECFRM-200 Business Models.

GLOBAL FASHION ENTERPRISE (M.S.)

Program Director: Shubhapriya Bennur

Program Description

The M.S. in Global Fashion Enterprise (MSGFE) program expands the career horizons of forward-thinking professionals with diverse backgrounds in fashion design, merchandising, management, and other industries who want a competitive edge, valuable connections, and real-world experience in the evolving fashion industry. Students benefit from a focus on global fashion development and an appreciation of apparel ecosystems throughout the value chain. Graduates of the MSGFE program possess the skills, knowledge and industry networks to bring value-added innovation to the fashion industry and to manage a thriving global fashion enterprise successfully.

In a hands-on learning environment, students examine new fashion designs, ideas and technologies to create viable business models and market-driven innovations. In addition to the 22 core credit-hours, the MSGFE program culminates in a customized 9 credit hours of Global Fashion Project coursework where students work individually or in teams to find new product or system opportunities, then design and prototype products or systems that answer the requirements of their research questions. Students benefit by working directly with successful fashion and apparel companies as they complete their projects, creating networking opportunities that may translate into exciting internship and employment opportunities.

Program Goals and Outcomes

Goal #1: Global Competency in Fashion Ecosystems

Students will:

- Evaluate and utilize global fashion value chain innovations and best practices in solving industry problems and tapping opportunities.
- Identify multicultural influences on the conduct of business throughout the global apparel value chain, including ethical issues.

Goal #2: Technical Competency in Fashion Ecosystems

Students will:

- Evaluate and leverage technologies and metrics in driving fashion industry performance.
- Integrate material and product analysis and lifecycle assessments throughout the fashion value chain.

Goal #3: Innovation and Entrepreneurship in Fashion Ecosystems

Students will:

- Compile new fashion designs/ideas/technologies into business models and actionable plans.

Curriculum

The M.S. in Global Fashion Enterprise program varies from 31 credits to 43 credits. Most students receive some measure of Advanced Standing at the point of admission based on prior learning, experience and demonstrated skills or competencies. Students without business background take business essentials courses (indicated by an * below); while those without a fashion background take fashion essentials courses (indicated by **) so they can learn and participate at the same high level as those with existing knowledge. Both the business and fashion essentials courses are assigned in consultation with the program director. Please consult the program director in order to determine your individual course sequence and credit length.

• IMBF-504*	Financial and Managerial Accounting	(1.5 credits)
• IMBF-505*	Financial Management	(1.5 credits)
• IMBF-508*	Statistical Analysis for Business Decisions	(1.5 credits)
• GFEF-501*	Prototyping**	(3 credits)
• IMBF-510*	Operations Management	(1.5 credits)
• GFE-600	Fashion Immersion	(3 credits)
• GFE-611	Product Development/Entrepreneurship	(3 credits)
• GFE-612	Technology in Fashion	(3 credits)
• GFE-621	Fashion Global Marketing and Sourcing	(3 credits)
• GFE-732	Global Fashion Seminar	(1 credit)
• GFE-734	Fashion Supply Chain Management	(3 credits)
• TXE-759	Product Evaluation	(3 credits)
• TXF-510*	Digital Imaging for Fashion**	(3 credits)
• GFE-791	Fashion Internship	(3 credits)
Or GFE-793	Global Fashion Networking	(3 credits)

PROJECT COURSEWORK: 9 CREDIT HOURS

- GFE-721 Global Fashion Project 1 (3 credits)
- GFE-722 Global Fashion Project 2 (3 credits)
- GFE-723 Global Fashion Project 3 (3 credits)

* Qualified students may receive Advanced Standing waivers for these courses based on prior learning, experience and demonstrated skills or competencies.

TOTAL CREDITS: 31 TO 43

TAXATION (M.S.)

Program Director: John Grigsby

Program Description

The M.S. in Taxation is geared to practicing accountants in the fields of public, corporate and governmental accounting, and to lawyers, financial managers and planners who need extensive information and formal study in taxation. The program is practitioner-focused and is strongly linked to business practice. Outstanding faculty members bring the highest level of expertise into the classroom.

Students select courses from an innovative and state-of-the-art curriculum. Computer applications are integrated in the total curriculum where appropriate. All courses are taught based on the most up-to-date tax laws, and the implications of proposed changes in tax legislation are discussed.

Students may take courses toward the degree or as Continuing Professional Education (CPE) credits to meet bi-annual state CPE requirements to maintain their CPA license or to enhance their expertise in a specific topic.

Program Learning Outcomes

Students will be able to:

- Evaluate and apply fundamental accounting and tax principles, concepts and laws to a variety of business and non-business situations.
- Demonstrate an understanding of professional responsibilities and ethical decision making in accounting and tax settings.
- Master the ability to communicate in a clear, concise and effective manner in both written and oral form.
- Demonstrate the ability to efficiently and effectively research and resolve complex tax issues by analyzing tax codes, regulations, rulings and interpretations.
- Blend knowledge and skill sets from different disciplinary areas to develop effective business, tax and financial strategies.

Course Requirements

The M.S. in Taxation program varies from 30 credits to 34.5 credits. Most students receive some measure of Advanced Standing at the point of admission based on prior learning, experience and demonstrated skills or competencies. Students without business backgrounds take business essentials courses (indicated by an * below) so they can learn and participate at the same high level as those with existing knowledge. The business essentials courses are assigned in consultation with the program director. Please consult the program director in order to determine your individual course sequence and credit length.

Core Curriculum

- iMBF-503* Foundations of Economic Analysis (3 credits)
- iMBF-504* Introduction to Financial and Managerial Accounting (1.5 credits)
- TAX-660 Individual Taxation and Planning (3 credits)
- TAX-662 Corporation Taxation and Planning (3 credit)
- TAX-664 Tax Research and Professional Responsibilities (3 credits)
- TAX-765 Taxation of Flow-Through Entities (3 credits)
- TAX-793 State and Local Taxation and Planning (3 credits)
- TAX-795 Estate Planning and Taxation (3 credits)
- Electives Four, 3 credit Taxation Electives (12 credits)

TOTAL CREDIT HOURS: 30 to 34.5

* Qualified students may receive Advanced Standing waivers for these courses based on prior learning, experience and demonstrated skills or competencies.

School of Design and Engineering

The School of Design and Engineering provides both in-depth exploration of the individual design and engineering disciplines and interdisciplinary collaboration opportunities that frequently involve real clients. Through curricular integration of design, engineering and business disciplines, students develop a thorough understanding of the professional dynamics that exist between these fields. Areas of study within the School of Design and Engineering include animation and media, engineering, fashion design, graphic design, industrial design, interactive design and development, textiles and textile design.

Designers track advancements in science and technology and changes in society. Through their work, they express the meaning of these changes and they maximize the opportunities these advancements bring to our lives. In the process of interpreting change for the benefit of people, designers are shaping contemporary culture. Engineers apply the principles of mathematics and the laws of natural science to analyze, design, develop and devise improvements that benefit humanity. The engineering major provides for flexibility to address the unknown technical challenges that will confront society.

As change continues to accelerate the design and engineering disciplines deliver unparalleled value to clients and employers. Designers are sought-after collaborators because of their ability to create synergy between the objectives of many other professions.

Our graduates are multidimensional professionals with broad-based skillsets and solid critical thinking abilities. The faculty of practicing professionals, state-of-the-art facilities, study abroad opportunities and our collaborative approach to learning all contribute to creating a unique, nurturing, exciting and creative environment within our school.

School of Design and Engineering Undergraduate Programs

ENGINEERING B.S.E.

Program Description

The B.S.E. in Engineering produces graduates with a breadth of engineering skill and knowledge while facilitating technical depth in a field of concentration: architectural engineering, composites engineering, industrial engineering, or textile engineering. Students choose their engineering concentration in their sophomore year, and they graduate qualified to pursue Professional Engineering (PE) licensure.

Program Educational Objectives (PEO's)

The B.S.E. in Engineering prepares graduates who have the ability to:

1. Work in diverse and challenging careers, including engineering practice
2. If qualified and interested, succeed in the diverse and challenging environments of advanced study, alternative career paths, or entrepreneurship.
3. Meet employer expectations through integrity, creativity, curiosity, ethics, responsibility, and application of experiential learning.
4. Pursue intellectual activity, personal growth, and professional development through relationships with each other; professional colleagues; and Thomas Jefferson University faculty, staff, and alumni.

Student Outcomes (SO's)

The Engineering Program assesses and evaluates all SO's identified by the ABET Engineering Accreditation Commission. Graduates of the B.S.E. in Engineering program will demonstrate:

- a) an ability to apply knowledge of mathematics, science, and engineering
- b) an ability to design and conduct experiments, as well as to analyze and interpret data
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d) an ability to function on multidisciplinary teams
- e) an ability to identify, formulate, and solve engineering problems
- f) an understanding of professional and ethical responsibility
- g) an ability to communicate effectively
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i) a recognition of the need for, and an ability to engage in life-long learning
- j) a knowledge of contemporary issues
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

MECHANICAL ENGINEERING B.S.E.

Program Description

The B.S.E. in Mechanical Engineering produces graduates with a breadth of engineering skill and knowledge while facilitating technical depth in paradigmatic mechanical engineering areas: Design and Manufacturing, Energy and Thermal-Fluid Science, Mechanics, and Mechatronics. Students graduate qualified to pursue Professional Engineering (PE) licensure.

Program Educational Objectives (PEO's)

The B.S.E. in Mechanical Engineering prepares graduates who have the ability to:

1. Work in diverse and challenging careers, including engineering practice
2. If qualified and interested, succeed in the diverse and challenging environments of advanced study, alternative career paths, or entrepreneurship.
3. Meet employer expectations through integrity, creativity, curiosity, ethics, responsibility, and application of experiential learning.
4. Pursue intellectual activity, personal growth, and professional development through relationships with each other; professional colleagues; and Thomas Jefferson University faculty, staff, and alumni.

Student Outcomes (SO's)

The Mechanical Engineering Program assesses and evaluates all SO's identified by the ABET Engineering Accreditation Commission. Graduates of the B.S.E. in Mechanical Engineering program will demonstrate:

- a) an ability to apply knowledge of mathematics, science, and engineering
- b) an ability to design and conduct experiments, as well as to analyze and interpret data
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d) an ability to function on multidisciplinary teams
- e) an ability to identify, formulate, and solve engineering problems
- f) an understanding of professional and ethical responsibility
- g) an ability to communicate effectively
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i) a recognition of the need for, and an ability to engage in life-long learning
- j) a knowledge of contemporary issues
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
- l) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

ANIMATION AND DIGITAL MEDIA (B.S.)

Program Director: Neil Harner

Mission

The mission of the animation and digital media program is to instruct students to become professionals who produce animation for broadcast, feature films, simulations, industrial applications and interactive venues such as the web, video games and museum exhibits. Through a mix of projects ranging from industry applications like modeling new devices and technology to fully articulated 3D characters, students combine their foundation in design with in-depth studies of motion, storytelling and the history of the medium.

Program Learning Goals

Students who graduate from the animation program will:

- Develop a rich and rigorous creative process for animated work.
- Apply robust technical knowledge and a firm grasp of narrative and principles of design to the execution of digital media.
- Demonstrate professionalism and entrepreneurialism in the course of their animation careers.
- Analyze animated work with an informed understanding of history and culture.

Program Description

You will be immediately immersed in the Thomas Jefferson University design community, taking classes with graphic designers, interactive designers, fashion designers and architects. During your first year, you will establish strong visual thinking and conceptual skills common to most art and design fields.

During your second year, you will begin to learn production and storytelling while improving design and communication skills in classes covering typography, hierarchy and image-making.

In your third year, you will learn essential 3D filmmaking using industry standard software to design, model and animate compelling 3D characters and environments. You will use 3D imagery while studying motion graphics, combining type, video and 2D imagery to create uniquely designed visual narratives. Animation studies are infused with the principles of animation design and regular screenings of historic and contemporary examples.

You will be able to focus your interests through electives in video production, photography, illustration, and gaming; and can supplement your education through internships, design job fairs, study abroad opportunities, and memberships in professional organizations.

In your final year, you will explore advanced 3D and 2D studies as you plan and implement a short film as your capstone project – which you get to publicly exhibit alongside your fellow design colleagues at the end of the year. Encompassing every phase of production, this film culminates your animation and digital media education.

Outcome upon Graduation

Animation and Digital Media majors leave school with an in-depth knowledge of design, storytelling dynamics and technical skills required to flourish in the animation field. With this degree, graduates find careers in a number of industries, including advertising, film, television, gaming and more. The collaborative nature of the program allows students to discover their preferred field, while preparing them to work in conjunction with professionals from various disciplines.

FASHION DESIGN (B.S.)

Program Director: Sheila Connelly

Mission

The fashion design program's mission is to establish a program focused on the development of professional skills and creativity supported by a base of liberal arts and to promote student expression of personal design philosophy in consideration of client and societal needs. The fashion design program fosters an environment that supports inventiveness and excellence, and cultivates critical thinking and the application of theoretical knowledge in the resolution of design problems. The curriculum promotes an aesthetic understanding that is confluent with the technical aspects of the discipline. It enables students to build on existing artistic concepts and the ability to adapt to consumer needs. In addition, the mission is to train student designers to have a vision for the future; to problem-solve, to communicate with a vast world requiring quick response, and to contribute to the global marketplace.

Program Learning Outcomes

Students who graduate from the fashion design program will:

- Apply conceptual and critical thinking skills to demonstrate the theoretical foundation of the profession.
- Perform a broad base of technical skills and technology required of the profession.
- Utilize quantitative reasoning and verbal, written and visual skills effectively.
- Demonstrate understanding of business practice and ethics.
- Possess skills to make contributions to the global fashion industry.
- Examine global and cultural issues as they affect the world.

Program Description

The fashion design program at Thomas Jefferson University is globally recognized for its team-oriented designers who understand the interrelationship of design, production and commerce while creatively answering the ever-changing needs of the fashion marketplace. As an integral part of the College of Design, Engineering and Commerce, fashion designers work on industry-related and interdisciplinary projects to develop sophisticated and unique solutions to challenging problems.

First-year students receive a thorough grounding in design, research and drawing foundations and are immediately challenged to apply those concepts to develop real-world products. The professional studies courses in combination with liberal arts provide the basis for lifelong learning habits in the newest industry methods, critical-thinking, communication and leadership skills.

Second- and third-year students broaden their technical skills while refining their market research, design and production abilities. Projects provide a range of opportunities for students to hone their personal interests in specific markets, textile design, or cutting-edge computer aided design and manufacturing technology. With exposure to the history and newest developments in textiles, students have the unique opportunity to collaborate with textile designers, creating their own materials and developing unique clothing with a practical yet artistic voice.

Senior-year students create collections culminating in varied opportunities for employment. These culminating experiences provide students with a springboard to highlight their interests and talents while strengthening their personal growth. They are prepared for a successful transition into studios in various markets ranging from couture to fast-fashion, from design assistants to entrepreneurs.

Fashion design students have an opportunity to add an international dimension to their education by participating in the Study Abroad program during their first or third year of study. Students studying overseas gain a cross-cultural experience while broadening their design skills, enabling them to strengthen their competitive edge in the global marketplace.

GRAPHIC DESIGN COMMUNICATION (B.S.)

Program Director: Neil Harner

Mission

The mission of the graphic design communication program is to instruct learners to become graphic design professionals and design strategists with innovative spirits and superior critical thinking skills applicable to a diversity of human needs.

Consistent with the overall mission of Thomas Jefferson University to provide professional training with a rigorous liberal arts and business core, the Graphic Design Communication curriculum fosters an appreciation for design as a cultural craft with a relevant historical background and a rapidly evolving future that includes multiple disciplines. The program seeks to develop students who can contribute intelligently and responsibly at a global level to further the common good.

Program Learning Outcomes

Graduates of graphic design communication will demonstrate the ability to:

Solve complex communication design problems

- Identify communication design problems to support appropriate solutions for intended audiences and context.

- Conduct research and analysis to shape solutions.
- Generate and/or prototype multiple solutions to discover possibilities.
- Evaluate outcomes to measure levels of effectiveness.
- Collaborate productively in teams (especially interdisciplinary teams where appropriate).
- Adapt to continually changing professional challenges.
- Demonstrate visual literacy as exemplified through means such as composition, hierarchy, typography and creation of meaningful images
- Display proficiency in the use of tools and technology related to the discipline.

Justify design decisions through effective communication

- Frame visual and verbal responses to communication design problems through the use of research.
- Articulate objectives using written and oral communication.

Interpret the role design can play within global contexts

- Evaluate the role of design within contemporary and historical contexts.
- Apply design principles within diverse social, disciplinary, economic, and environmental frameworks.
- Analyze complex, multifaceted design systems

Program Description

Graphic design is one of the most ubiquitous of all art forms; quite literally, it is everywhere. From logos to branding and identity, from websites to interactive media of all forms, from marketing and promotional materials to advertising and packaging, graphic design is about visual communication. Graphic designers specialize in communicating a message to an audience on behalf of a client through a variety of media forms and outcomes. This often includes collaborating with professionals in such disciplines as business, communications, marketing, interactive/web design, industrial design, social sciences, liberal arts and others.

The graphic design communication curriculum culminates with a Bachelor's of Science degree. The program is conceptually based. The faculty firmly believes that a designer's most valuable contribution is to be able to generate ideas, and that a designer's intellectual property is his/her creative capital. The faculty strives to train today's designers to enter the wonderfully diverse and ever-changing profession of graphic design.

The graphic design curriculum embraces design-thinking and strategic planning, and views design as a powerful strategic tool to be used to help solve problems in society and business. Students will learn to understand the role that design can play in the larger context of contemporary and historical culture. The curriculum features real-world projects that are pragmatic and practical, and is based on active, hands-on learning through doing and making with critique-based feedback.

The curriculum emphasizes traditional design skills and focuses on the ability to create and develop visual and verbal responses to complex visual communication problems across a variety of media. The

faculty stresses the ability to articulate these responses both orally and in written form and encourages the creation of original image-making through illustrative and photographic means. The faculty also stresses the importance of the narrative: illuminating information and telling stories that resonate with an audience. Graphic designers create and manage messages that tell a story.

The program emphasizes the ability to solve communication problems by exploring the design process of identifying the problem; conducting research, information gathering and analysis; the generation and iteration of alternative solutions and multiple ideas; prototyping and user testing and evaluating outcomes.

The program stresses the ability to collaborate productively in interdisciplinary teams, and expects students to be nimble and agile learners with the ability to change and adapt with technology and to fully embrace the concept of lifelong learning.

The graphic design communication program is located within the Kanbar College of Design, Engineering and Commerce (C-DEC) alongside other design disciplines such as animation, industrial design, interactive design and media, textile design and fashion design. Together with business and engineering and other disciplines across the University, there is tremendous potential for interdisciplinary collaboration.

The work produced by graphic design communication students regularly wins awards and recognition in international, national and regional design competitions, exhibitions and publications, such as: the Adobe Design Achievement Awards, AIGA, *Creative Quarterly*, *Graphis New Talent Design Annual*, *HOW Magazine Self-Promotion*, Society of Publication Designers, The One Show College Design Competition, and the University and College Designers Association.

INDUSTRIAL DESIGN (B.S.)

Program Director: Tod Corlett

Associate Program Director: Mark Havens

Mission

The Industrial Design program teaches the effective design of products and systems used by people. It focuses on making the relationship between people and the things they use elegant, simple, useful and beautiful, and on finding new forms of value for product users, informed by user-centered research. The industrial design program delivers a broad education and the requisite professional skills, competencies and knowledge to enter into the industrial design profession. It crafts an environment that fosters critical discourse, enables personal discovery and promotes creativity and excellence.

Program Learning Outcomes

Graduates of the industrial design program will demonstrate the ability to:

- Interpret changes in society and technology and ideas in the humanities and the arts through discussion, verbal, visual and written communication.

- Develop personal knowledge and methods needed to engage the discourse about design in different geographic and cultural contexts.
- Develop creative solutions to complex problems, relying on ideation techniques, open-ended explorations, systematic information gathering, analysis and creative resolution.
- Understand the priorities of other professions and stakeholders and collaborate with these in a productive, empathic manner.
- Seek to influence their own and other professions to adopt better practices and continually strive to improve the human condition.
- Approach their work with independence and the ability to continually assess and develop their methods so they can lead efforts to achieve better results.

Program Description

The four-year Bachelor of Science in Industrial Design program equips students to create attractive, meaningful and practical products and systems that serve the needs of the end-user and support the objectives of other stakeholders. The program prepares students to respond thoughtfully and creatively to challenges and opportunities presented by technological advances, social development and cultural change. The strengths of the program are derived from its interdisciplinary structure, collaboration with industry and engagement of the design community. Insights and unique collaborative project opportunities offer themselves to design students on a campus that hosts programs in related professions. Studio life is characterized by the simulation of work dynamics found in design consultancies, corporate design departments, and entrepreneurial ventures.

WEB DESIGN & DEVELOPMENT (B.S.)

Program Director: Neil Harner

Formerly known as the Digital Design program, Interactive Design and Media, or Interactive Design and Development, the Bachelor of Science in Web Design & Development prepares students to work in the rapidly developing field of interactive design and media.

Mission

The Bachelor of Science in Web Design and Development prepares students to work effectively in the rapidly moving field of interaction design. The program provides a diverse combination of skills, including the understanding of basic design principles, the capacity to plan and develop a great strategy, the ability to harness the latest digital technologies and techniques and experience in working in a collaborative interdisciplinary environment.

Program Learning Outcomes

Graduates of the B.S. in Web Design & Development program will:

- A balance of research and planning, visual design, user experience design and programming skills essential to professional readiness and flexibility

- Experiences working as an integral member of a cooperative team in the classroom, through industry-sponsored projects and internships
- Creation of portfolio-quality projects that demonstrate visually rich and engaging interface designs in a professional context
- Focused experiences in liberal arts that support abilities to communicate ideas and continued personal and professional growth beyond graduation

Program Description

The curriculum in Web Design and Development establishes a strong foundation in visual thinking and conceptual skills common to most art and design fields. In advanced courses, you will develop the ability to visualize and produce work for richer information environments. You will explore complex aspects of time-based interactive design, web-based media, user experience, user interface, game design, and mobile communications.

In your first two years, you will concentrate on developing the basic skills necessary for visual literacy in the modern communication landscape. Basic design, expertise in typography, strategic planning, skill in electronic imaging, basic coding and navigation, and the principles of hierarchy in communication are all addressed.

The final four semesters include a combination of required studios designed to develop your ability to complete complex interactive projects, with consideration of social and economic factors as they apply to communication strategies. Additionally, all students are encouraged to participate in our active internship program and study abroad opportunities.

Specializations include:

- Design
- Development
- E-Commerce
- Animation & Digital Media

All students are encouraged to participate in our active internship program and study abroad opportunities.

In the final semester, Interactive Design & Development students are required to complete a culmination capstone course where students will conceptualize and create a product which demonstrates their learning from the core program as well as their specialization. This capstone is inspired by either a collaborative industry project, a student's personal interests, or their career aspirations.

Outcome upon Graduation

Graduating students are required to demonstrate expertise in software manipulation and code development, an understanding of the social implications of the emerging technologies, and an ability to produce aesthetically pleasing products that can inform and delight while serving the needs of a variety of commercial environments.

TEXTILE DESIGN (B.S.)

Program Director: Marcia Weiss

Mission

The mission of the textile design program is to provide an integrated, collaborative curriculum that blends experiential learning in aesthetic and creative areas with emerging global technologies. The program emphasizes supportive relationships with faculty and peers, together with cross-disciplinary knowledge, to turn innovative ideas into actual products, preparing students for successful careers establishing the trends in design, color and pattern.

Program Learning Outcomes

Graduates of the textile design program will have the ability to:

- Apply conceptual and critical thinking skills that illustrate an understanding of the theoretical foundations of textile design.
- Demonstrate creative talents required of the textile design industry.
- Apply a base of liberal arts knowledge to examine textile design issues through acquiring, developing and conveying design ideas and information.
- Demonstrate an understanding of textile design business practices, including ethics and law.
- Develop design industry marketability through successful completion of the program.
- Identify international perspectives to function in a global marketplace.

Program Description

With expanding international markets, the billion-dollar textile industry cuts across a multiplicity of products and commerce—fashion, home furnishings, medical, performance, retail and technical. This provides a world of opportunity for talented textile designers. Our program puts students on the fast track to an exciting career in this field. Textile majors range from those who are design- and trend-oriented to those focused on textile science, engineering and product development, enabling specialization in the area most suited to individual interests and strengths.

Each year, Textile Design students win awards in prestigious, international design competitions sponsored by textile associations and industry corporations.

Textile designers begin their education in the studio developing a sense of color, light, shape, texture and form. They explore properties of fibers, yarns and dyes, and they study how fabrics are constructed. Advanced courses allow students to concentrate in a breadth of fabrication technology, including woven, knit and printed textiles.

The University invites designers, artists, industry leaders and experts onto campus to interact with students. These weekly presentations create an opportunity for students to explore the range of career possibilities in the textile design field. Additionally, frequent field trips provide exposure to design studios, textile manufacturing facilities and product development firms.

TEXTILE MATERIALS TECHNOLOGY (B.S.)

Program Director: Mark Sunderland

Mission

The textile materials technology (TMT) curriculum presents students with distinctive educational opportunities to demonstrate creativity and intellectual curiosity while applying time-tested principles mixed with a dose of cutting-edge innovation. The TMT degree develops a breadth and depth of professional skills that are infused with elements of design, engineering and commerce and are informed by the liberal arts and sciences.

Program Learning Outcomes

The TMT program graduates possess the technical and social competence and confidence to succeed in professional practice and advanced education. TMT Students will be lifelong learners who will exercise responsible stewardship.

Graduates of the TMT program will be able to:

- Integrate theory with research and practice, and guide creative decision-making in the textile field.
- Effectively communicate to multiple audiences using oral, written, numerical and visual methods.
- Establish a set of skills, competencies and attitudes that lead them to be a wise information consumers and self-motivated lifelong learners.
- Recognize the societal and environmental impact dominating sustainable practices within the textile industry.
- Analyze how global, societal, political and cultural practices interact and impact the textile field.
- Demonstrate experience working with and learning from others in a collaborative environment.

Program Description

The interdisciplinary and collaborative nature of the TMT courses creates sufficient flexibility to empower students to incorporate inventive solutions into advanced courses taken within one of five concentrations.

- ***Sports and High Performance Materials*** involves the selection, specification and design of equipment and clothing materials for the enhancement of human performance.
- ***Product Safety and Materials Evaluation*** is a natural outgrowth of the research activities of the Textile Engineering faculty at Thomas Jefferson University.
- The ***Commerce*** concentration is designed to collaborate with the School of Business Administration. Students may select courses that focus on international marketing and management or select courses that enable a pre-MBA concentration that leads to the completion of a B.S./MBA in five years of study.
- ***Textile Conservation and Forensics*** evolved through collaboration with the faculty in the College of Science, Health and the Liberal Arts on course development and research, e.g. forensic

chemistry. Utilization of the textile and costume collection at the Design Center along with the museums and conservation laboratories in and around Philadelphia will enable a new focus for research and internships using textiles and related materials.

- **Sustainability** allows an in-depth analysis of textile processes that are distinct to the industry and provide students with sufficient depth of knowledge to make informed decisions about the future of textile-related businesses. Students could conceivably double-major with the Environmental Sustainability major offered in the College of Science, Health and the Liberal Arts. Qualified TMT students could complete two graduate-level courses to facilitate a transition into the M.S. Sustainable Design program.

Qualified TMT students could complete two graduate-level courses to facilitate a transition into the M.S. Textile Engineering program.

School of Design and Engineering 4+1 Programs

B.S. / M.S. IN TEXTILE DESIGN 4+1 DEGREE OPTION

The School of Design and Engineering offers a five-year Bachelor of Science/Master of Science (B.S./M.S.) program to qualifying students majoring in textile design. Students follow the B.S. in Textile Design program for the first three years. Graduate courses taken in the fourth year of undergraduate study are applied toward both the B.S. and M.S. degrees. The fifth year includes a summer session in addition to the fall and spring semesters.

The five-year program offers an opportunity for students wishing to further their design education through a year of graduate-level work. They are given the opportunity to work on design development on a more concentrated basis, and thus extend their design skills and portfolio work (within their chosen undergraduate specialization) to a level not attainable through the undergraduate program.

Procedures

- Prior to the end of their junior year, B.S. in Design students must complete the following:
 - Meet with an advisor from the Textile Design program
 - Submit an application to the Graduate Admission Office indicating a desire to enter the 4+1 degree
- Currently enrolled undergraduate textile design students will be considered for admission if they have maintained a 3.0 GPA.
- The GRE is required for full acceptance to the program and must be taken before the end of the senior year.
- B.S. in Textile Design students must complete a minimum of 120 unique undergraduate credits to receive their undergraduate degree.
- In order to complete the M.S. in Textile Design in one calendar year, some courses may need to be taken during the summers.

Program Learning Outcomes

See the B.S. in Textile Design and M.S. in Textile Design catalog entries for Program Learning Outcomes for both programs.

Curriculum

The following is a sample curriculum sequence:

4th year of B.S. in Textile Design

- TXD-617 Design Studio IC 3 credits

Summer

- TXD-615 Design Studio IA 3 credits

Fall

- TXD-742 Design Studio IIA 3 credits
- TXD-743 Design Studio IIB 3 credits
- TXD-744 Design Studio IIC 3 credits

Spring

- TXD-772 Design Studio IIIA 3 credits
- TXD-773 Design Studio IIIB 3 credits
- TXD-774 Design Studio IIIC 2 credits
- TXD-975 Thesis 1 credits

Summer

- TXD-777 Adv. Computer Aided Design 3 credits
- Elective Designated TD Elective 3 credits

TOTAL CREDITS: 30 credits

School of Design and Engineering Graduate Programs

INDUSTRIAL DESIGN (M.S.)

Program Director: Tod Corlett

Mission

The M.S. in Industrial Design program teaches the effective design of products and systems used by people. It focuses on making the relationship between people and the things they use elegant, simple, useful and beautiful, and on finding new forms of value for product-users in cooperation with business and engineering, informed by user-centered research. The program is taught in an interdisciplinary studio context; it is intended for curious, motivated and highly qualified students with undergraduate degrees in design or in other fields.

Program Learning Outcomes

Graduates from the Master of Science in Industrial Design program will be able to apply the following skills, knowledge and habits of critical thinking. They will effectively and specifically address the following issues in corporate, entrepreneurial or consulting contexts:

Aesthetics

- Analyze and respond to cultural, political, economic and cognitive issues surrounding concepts of beauty, desirability, ornament, usability and user experience in the context of designed objects and systems.
- Propose positive relationships between form and function, and be able to create appropriate aesthetic responses in diverse design situations.

Global Context

- Analyze and propose interventions in the global economic environment in which products and systems are designed, manufactured, marketed, sold, and used in the 21st century.
- Create new understanding of how they, as designers, can participate and add value in these systems.
- Participate in international business and design cultures well enough to work effectively in a global environment.
- Exercise the cultural sensitivity and research skills necessary to design for end-user markets in global cultures.

Sustainability

- Respond to challenges for design implicit in rapid global change. Formulate innovative responses to issues such as climate change, pollution, resource limitations, population growth, rising standards of living in the developing world, and social and income disparities.
- Analyze the designer's role and degrees of freedom in responding to these pressing issues.

Research and Innovation

- Evaluate changes in social, economic and technological factors that represent potential opportunities for new product approaches, and do so in a compelling and reproducible fashion.
- Analyze the lives, values and minds of product users, and be able to translate this into creation of effective design interventions.
- Plan techniques for learning about interactions between people and products, and create processes for iteratively improving the products in this experiential context.

Interdisciplinary Leadership

- Lead cross-disciplinary teams effectively, and take responsibility for managing the team's work and in creating its effectiveness.
- Evaluate the nature and value of collaborative work processes, and the value added by specific disciplines.
- Analyze and synthesize responses to new challenges and opportunities facing the industrial design profession.

Admissions Criteria

A design portfolio is necessary from those with design backgrounds (this includes engineering) along with a letter of intent specifying the student's career goals and how the student plans to contribute to the program.

Applicants must demonstrate through portfolio an ability to conceive, iterate and improve design concepts; to use sketching and computer-based tools to communicate and document these ideas; and to make well-crafted things in three dimensions. It is also expected that qualified applicants will have knowledge of human factors issues and of the history of art and design, and some familiarity working in a critique-based studio environment incorporating team project work. These abilities can be gained through academic study or through personal/professional experience.

Because of the interdisciplinary emphasis of the industrial design program, it is anticipated that prospective students will come from various backgrounds and levels of expertise. If an applicant is found to need development in professional skills but is otherwise qualified, the MSID program can formally prescribe additional undergraduate courses as foundational preparation. These courses may be taken before starting the MSID studio sequence or concurrently with it at the MSID Program's option. All applicants to the program must meet with a program representative to determine necessary foundational courses.

Curriculum Sequence

Highly qualified students may be exempted from MSID-500 Skills and Methods, MSID- 798 Internship/Independent Study, and/or MSID-701 Practice Tutorial, based on portfolio review. Students not exempted will take 42 graduate credits.

Foundation Courses, if required

- CADF-500 CAD I for Industrial Design
- CADF-501 Digital Design Techniques
- IDF-501 Design Development Drawing
- IDF-505 Materials/Process: Manufacturing
- IDF-507 Design I for Industrial Design
- IDF-508 Materials and Process: Fabrication
- IDF-509 Rendering
- IDF-510 Ergonomics Studies
- IDF-514 Visual Studies: Drawing

YEAR I

Summer Semester

- MSID-500 Skills and Methods for ID 3

Fall Semester

- MSID-703 User-Centered Studio 6
- MSID-700 Research and Design Process Methods 3

Spring Semester

- MSID-705 Collaborative Studio 6
- MSID-707 Seminar: Current Issues in ID 3

YEAR II

Summer Semester

- MSID-791/798 MSID Internship/ Independent Study (Or Elective) 3

Fall Semester

- MSID-803 Master's Project I: Implementation 6
- MSID-701 Workshop: Prototyping 3

Spring Semester

- MSID-804 Master's Project II: Development and Evaluation 6
- MSID-701 Design Business and Entrepreneurship (Or Elective) 3

TOTAL GRADUATE CREDIT HOURS: 33-42 credits

Optional, not required for graduation:

Spring Break

- MSID-600A Graduate Intercultural Innovation: Study Abroad Component 1

Spring Semester

- MSID-600B Graduate Intercultural Innovation: Project Component 2

MSID students may take the MSID elective 600 Intercultural Innovation, or other graduate electives (Sustainable Design recommended), subject to availability and program requirements.

INTERNATIONAL M.S. IN FASHION DESIGN MANAGEMENT (M.S.)

Program Director: Sheila Connelly

Mission

The international M.S. in Fashion Design Management's program mission is to train and develop highly skilled design professionals and future leaders of creative teams. With five campuses, including two in Milan, Politecnico di Milano is the global strategic partner. The program will prepare students to enter managerial roles within the apparel industry. Immersive industry experiences on an international level will teach to students how to work within a corporate brand structure, incorporating technology and social media metrics into globalization and the brand building process. It is centered on strategic design timelines and processes and designing within brand parameters. The program will focus on understanding, implementing and managing design processes within an established brand structure. Students will focus on design within a corporate brand structure versus designing solely within the individual designer's aesthetic. This curriculum focuses on working with global partners versus a domestic product development model.

Program Learning Outcomes

Students, who graduate from the International M.S. in Fashion Design Management, will be able to:

- Identify and synthesize research methodologies for the formulation of conceptual and tangible outcomes.
- Implement strategic planning across the design development process.
- Demonstrate how design interfaces with the wider fashion enterprise.
- Manage the design portfolio.
- Identify ethical theories and implement them in the international apparel markets.
- Summarize and implement timelines used in the design process.
- Integrate quantitative data and design development.

Program Description

The International M.S. in Fashion Design Management program at Thomas Jefferson University developed in partnership with Politecnico di Milano, is uniquely focused on developing the design and fashion leaders of the future.

Key focus will be placed on understanding and implementing design processes within tight time lines. Rather than explore their individual design aesthetic, designers will learn to be creative within focused, market driven, brand parameters. The commercial side merges with the creative and designers will graduate with a deep understanding of how design choices impact organizations. Students will learn the fundamental process of how metrics and analysis inform strategic design decisions. For two out of the three semesters students from Thomas Jefferson University and Politecnico will work together as a team in residence, effectively broadening global perspectives. During their final semester in Milan, Jefferson students will take part in a weeklong, intensive industry project.

International Collaboration

For one of the three semesters, students will study with their peers from Politecnico as a team in-residence, first in Philadelphia then in Milan; a city entrenched in the European luxury market. This unique structure allows for the growth of the student's professional network, and enables an understanding of the intersection of commercial demand and creativity while developing global concepts.

Curriculum Sequence

Fall semester one: Thomas Jefferson University

- Design Process Time Line: Planning and Management 3 (credits)
- Designing within Brand Parameters 4 (credits)
- Social Metrics in Design 3 (credits)

Spring semester two: Thomas Jefferson University

- Textile Design and Fabric/Trim Approval Process 3 (credits)
- Building Brand Identity 3 (credits)
- Strategic Design and Merchandising 4 (credits)

Fall semester three: Politecnico di Milano, Italy

- Design Research and Trending 3 (credits)
- Product Development and Prototyping 4 (credits)
- Graduate Elective 3 (credits)
- Workshop/Intensive Industry Project 2 (credits)

Total: 32 credits

USER EXPERIENCE AND INTERACTION DESIGN (M.S.)

Program Director: Neil Harner

Mission

The mission of the M.S. in User Experience and Interaction Design is to prepare students to be professionals who will change standards by which society communicates and interacts. When one looks at websites, mobile communications devices, graphic user interfaces, or integrated systems, one sees the importance of interaction in communicating a rich media experience. For businesses, success depends on a well-designed, engaging, dynamic and robust user experience. The M.S. in User Experience and Interaction Design program provides students the necessary skillsets and promotes the critical thinking that is vital to this evolving field.

The predominant feature of the M.S. in User Experience and Interaction Design program is the development of new and innovative ways of communicating and learning to work as a team. The program offers students a unique opportunity to study in an interdisciplinary atmosphere. While learning to be successful members of an interdisciplinary design team, students acquire skills to manipulate digital technology, communicate ideas, visualize design proposals and manage information.

Program Learning Outcomes

Graduates of the M.S. in User Experience and Interaction Design will be able to apply the following skills, knowledge and habits of critical thinking:

Best Practices in Visual Communication, Information Literacy

- Use principles of design, such as visual organization, information hierarchy, typography, narrative and aesthetics to solve problems.
- Plan and design usable sites by collecting data through various methods.
- Analyze and evaluate data, plan and execute intuitive interfaces, user experiences and rich interactive designs.

Practical Interactive Knowledge and Technological Skills

- Use equipment, technology and resources that represent current trends in the field.
- Analyze and design functional prototypes.
- Apply user experience design principles.
- Evaluate and respond to user needs and develop solutions to usability problems.
- Apply fundamental concepts of Internet and digital marketing including social media and email marketing.
- Create and analyze system architecture such as Content Management Systems, web development, user interactions and database development.

Development, Production and Post-Production Knowledge

- Use computer languages, compilers, interpreters and assembler products to produce code and output to meet specifications.
- Illustrate an understanding of digital technologies in the creation, production and use of visual communication.
- Utilize and synthesize digital tools including software, photography, time-based and interactive media to create effective visual designs.

The M.S. in User Experience Interaction Design program emphasizes the following:

- Tailoring the classroom experience around a diverse set of student professional and cultural backgrounds leading to a more dynamic and engaging team-based classroom experience
- A balance of research and planning, visual design, user experience design and programming skills essential to professional readiness and flexibility
- Creation of portfolio quality projects that demonstrates high competencies for thought leadership, problem solving skills and a superior understanding of real-world challenges
- Mentorship by practicing and leading professionals specialized in classroom topics to not only educate on current industry standards but also demonstrate future considerations

The M.S. in User Experience and Interaction Design program concludes with a final capstone research project. In this synthesis studio, students will develop a final working prototype of a product, service, entertainment or publication of their choice that synthesizes all of their knowledge and skill from the previous semesters. The final project demonstrates marketability and/or successful functionality within the larger community. This project prepares the student to enter or advance in the rapidly expanding field of user experience and interaction design by closely emulating the professional design environment. It prepares the student to enter a profession that requires innovative designers with the ability to work within a collaborative interdisciplinary team.

Admissions Criteria

The program is designed for prospective students who have professional experience, previous student, or a particular aptitude in computer programming, design, and/or visual arts.

To apply students must be able to provide:

- Completed Application for Graduate Admissions
- Official Academic Transcripts
- Current Resume/CV
- 2 Letters of Recommendation (may be emailed directly by recommenders)
- A thoughtful essay, focused on the unique ways they anticipate contributing to this interdisciplinary program
- Design portfolio, preferably in an interactive format. PDFs are accepted

International students must provide a WES transcript evaluation if transcripts are not in English, as well as official TOEFL or IELTS scores. A substantial number of students inside this program come from outside the US; we welcome and value global perspectives.

Fast and fluent English speaking and comprehension are crucial to success in a graduate-level studio design program. For international applicants, the program has determined that TOEFL IBT speaking and listening subscores above 20 are needed allow students to function effectively. Students whose scores are slightly below these levels are still encouraged to apply; they may be offered admission, conditional on completion of a recommended foundational English program.

18-Month Advanced Professional Track Requirements

In addition to the general graduate program admission requirements, highly qualified professionals may be eligible for a consolidated 31 credit, 18-month degree program. In order to be eligible, prospective students must meet the following qualifications:

- Interactive portfolio that demonstrates established work in the interactive field
- Minimum of 3-years working experience in relative profession
- Conduct an in-person or video-conference interview with the program director

18-Month Program Undergraduate Pathway Admission Requirements

In addition to the general graduate program admission requirements, recent PhilaU graduates may be eligible for a consolidated 31 credit, 18-month degree program. In order to be eligible for this opportunity students must meet the following criteria as part of their undergraduate degree completion at PhilaU:

- Minimum 3.5 GPA
- Completed undergraduate Graphic Design, Industrial Design, Animation and Digital Media, or Interactive Design and Development program.
- If not a graduate of the Interactive Design and Development program, student must have taken “IDD-510 Essentials of Interactive Design” with a ‘B’ or greater OR completed a Web Design and Development minor.

Thomas Jefferson University uses a rolling admissions policy, meaning there is no set application deadline. You may apply online here: <http://www.eastfalls.jefferson.edu/graduate/admission>, and email supporting documents to GradAdm@PhilaU.edu.

Two-Year Program - Fall Start

Fall

- Essentials of Interactive Design (6 credits)
- Research and Design Process Methods (3 credits)

Spring

- Digital Experience Design (3 credits)
- Mobile Communication Design (3 credits)
- Design Business and Entrepreneurship (3 credits)

Summer

- Digital Innovation Design (3 credits)

Fall

- UXD Thesis Project Preparation (1 credit)
- Interactive Narrative/ Drama (3 credits)
- Database Management/ Scripting (3 credits)
- UXD Internship or Independent Study (3 credits)

Spring

- UXD Thesis Project (6 credits)

TOTAL CREDITS: 37

Two-Year Program - Spring Start

Spring

- Essentials of Interactive Design (6 credits)
- Design Business and Entrepreneurship (3 credits)

Summer

- Digital Innovation Design (3 credits)

Fall

- Digital Experience Design (3 credits)
- Research and Design Process Methods (3 credits)
- Database Management / Scripting (3 credits)

Spring

- UXD Thesis Project Preparation (1 credit)
- Interactive Narrative/ Drama (3 credits)
- Mobile Communication Design (3 credits)
- UXD Internship or Independent Study (3 credits)

Fall

- UXD Thesis Project (6 credits)

TOTAL CREDITS: 37

18-Month Program - Fall Start (only)

Fall

- Research and Design Process Methods (3 credits)
- Digital Experience Design (3 credits)
- Database Management and Scripting (3 credits)

Spring

- Mobile Communication Design (3 credits)
- Design Business and Entrepreneurship (3 credits)
- Interactive Narrative and Drama (3 credits)
- UXD Thesis Project Preparation (1 credit)

Summer

- Digital Innovation Design (3 credits)
- UXD Internship or Independent Project (3 credits)

Fall

- UXD Thesis Project (3 credits)

TOTAL CREDITS: 31

TEXTILE DESIGN (M.S.)

Program Director: Marcia Weiss

Mission

The Master of Science in Textile Design provides both integration and balance between creative design and technology to prepare students for successful careers within the textile design industry. The program opens up the opportunity for successful and creative professional development for students who hold previous studio arts degrees as well as those coming from alternative backgrounds.

The program structure has a unique balance of a strong technology base across all aspects of textiles upon which students build their design skills in a single concentration of knit, weave or print. Collaborative experiences with other majors plus a range of additional projects assigned by industry professionals and companies serve to expand the students' experiences.

Program Learning Outcomes

Through the course of the program, students will:

- Develop an appreciation of the multifaceted nature of textile design and the technical knowledge, skills, design and development processes and business structures required for a professional career in textiles.
- Practice sustained visual research through original visual observation and trend information.
- Apply visual research and technical skills into a collection of knitted, woven or printed textiles.
- Produce a final body of textile design work—a fabric collection for exhibition and portfolio—exhibiting individual concept and development.
- Produce an account of their final semester collection in thesis format for inclusion in the Gutman Library collection.

Curriculum

Foundation Courses Specific to the M.S. in Textile Design

The following foundation or equivalent undergraduate courses may need to be completed. The specific foundation course requirements for each student will be based upon consultation with the area concentration advisor. Contact the School of Design and Engineering for further information.

- ARTH-102 History of Western Art II or TXF 503 History of Textiles & Costumes
- CHEM-101 General Chemistry
- DRAW-101 Drawing I
- TXF-501 Foundation Fiber and Yarn Studies
- TXF-506 Design Foundations II or VSDES101 Design Essentials
- TXF-510 Introduction to Digital Imaging
- TXF-511 Knitting I
- TXF-542 Color, Dyeing and Finishing
- TXF-517 Weaving I

Depending upon concentration:

- TXF-512 Knit Design Studio I and TXF513 Knit Design Studio II or
- TXF-514 Print Design Studio I and TXF515 Print Design Studio II or
- TXF-518 Weave Design Studio I and TXF519 Weave Design Studio II

* The foundation requirement in Textile Design Studio may be waived via portfolio review only.

Core Courses (36 Credits)

The following is a sample curriculum sequence:

Semester 1

- TXD-615 Design Studio IA (three credits)*
- TXD-616/TXD-617 Design Studio IB and IC (six credits total)*
- TXD-625 Seminar (credit/no credit)
- TXD-665 Design Management
or GFE611 Product Development/Entrepreneurship
or GFE621 Fashion Global Marketing and Sourcing
or GFE734 Fashion Supply Chain Management

Semester 2

- TXD-742/TXD-743/TXD-744 Design Studio II (9 credits total)*
- TXD-749 Weaving Technology
or TXD-750 Knitting Technology
or MSSI-607 Printing Technology for Surface Imaging

Semester 3

- TXD-772/TXD-773/TXD-774 Design Studio III (8 credits total)*
- TXD-777 Advanced Computer-Aided Design
- TXD-975 Thesis (one credit)

Design Studio Total Credits: 26 credits

The Design Studio courses make up the majority of the coursework in the M.S. in Textile Design program. Students are required to specialize in one design area (knit, weave or print) but are encouraged to incorporate the other areas of textile design through their foundation courses, elective or design studio work. The 26 credits of Design Studio are split into three stages that may be spread over three semesters. However, the student may elect or be advised to take only three or six credits of Design Studio in any semester depending on individual progress, development and available time commitment. All students involved in Textile Design Studio courses will participate in common presentation/critique sessions toward the end of the semester.

Students may elect to replace up to six credits of Design Studio with graduate-level electives. The selection of these electives should be approved by the primary design faculty member and the program director.

Electives (3 credits)

Choose one course from the following or other courses approved by the program director.

- TXD-756 Advanced Jacquard
- TXD-780 Advanced Drawing: Materials and Techniques
- TXD-791 Internship
- TXD-798 Independent Study
- TXD-993 European Textile Print Study Tour (Alternate Years)
- TXD-994 European Knitting Study Tour
- TXD-904 African Textiles Short Course
- TXE-751 Advanced Woven Structures - Product Development
- TXE-752 Advanced Knitted Structures - Product Development

TOTAL CREDIT HOURS: 39 Credits

Additional Requirements for Textile Design Applicants

Applicants are required to provide the Admissions Committee a typed personal statement (250 to 500 words) discussing (1) the applicant's reasons to pursue a graduate degree in textile design and (2) why the applicant believes he/she will be successful with this course of study.

TEXTILE ENGINEERING (M.S.)

Program Director: Brian George, Ph.D.

Mission

This program is intended to develop the graduate student's knowledge in the advanced fields of textile science and engineering. Students with undergraduate education in the fields of textile engineering, textile chemistry and textile sciences, and those with undergraduate experience in engineering or materials technology are welcome to pursue this program. The wide range of textile engineering courses will prepare the student to make significant contributions in either advanced textile manufacturing technology or textiles material science. The carefully integrated educational offerings at the University enable the student to be exposed to a wide range of professional education possibilities. A capstone experience is provided during the final semester.

Program Learning Outcomes

Graduates of the M.S. in Textile Engineering will:

- Demonstrate knowledge & proficiency in technical aspects of textile engineering.
- Analyze and criticize established textile theories and synthesize new theories.
- Understand and evaluate engineering theory.
- Apply their acquired skills toward the development of a unique research project.
- Demonstrate a competent knowledge and proficiency in the field of textile engineering.
- Perform written and oral technical communications at a competent level.

Curriculum

The M.S. in Textile Engineering requires the successful completion of 36 credits composed of 27 credits of Core Courses and 9 credits of Research Thesis. Most full-time students complete the requirements in two academic years.

Foundation Courses:

For students matriculating in the M.S. Textile Engineering program with no undergraduate background in textiles, a group of foundation courses may be required. The foundation courses will be determined at the time of admission by the program director.

Core Courses (27 Credits)

Students choose nine courses from the selection below after consultation with their graduate advisor:

- TXE-601 Fiber and Yarn Studies
- TXE-613 Characterization of Fibrous Materials
- TXE-621 Mechanics of Materials
- TXE-622 Mechanics of Textiles
- TXE-624 Advanced Textile Composites
- TXE-625 Biomaterials Technology
- TXE-713 Coloration and Finishing Studies
- TXE-721 Analytical Methods
- TXE-751 Advanced Woven Structures
- TXE-752 Advanced Knitted Structures
- TXE-753 Advanced Nonwoven Structures
- TXE-754 Industrial and Specialty Fabrics
- TXE-755 Advanced Yarn Studies
- TXE-759 Product Evaluation
- TXE-762 Textile and Apparel Operations Management
- TXE-783 Advanced Chemistry of Fibrous Materials
- TXE-790 Quality Management
- TXE-791 Internship
- TXE-797 Selected Topics
- TXE-798 Independent Study

RESEARCH THESIS: 9 Credits

In consultation with the thesis advisor, the student will select an area for concentrated study.

- TXE 941 Research Thesis

TOTAL CREDIT HOURS: 36 Credits

Curriculum Sequence

The following course sequence is for fall entrants:

YEAR 1

Fall Semester

- TXE 721 Analytical Methods (fall only)
- [2] MSTE courses

Spring Semester

- [3] MSTE courses

YEAR 2

Fall Semester

- [3] MSTE courses

Spring Semester

- TXE 941 Thesis

The following course sequence is for spring entrants:

YEAR 1

Fall Semester

- [3] MSTE courses

Spring Semester

- TXE 721 Analytical Methods (fall only)
- [2] MSTE courses

YEAR 2

Fall Semester

- [3] MSTE courses

Spring Semester

- TXE 941 Thesis

SURFACE IMAGING (M.S.)

Program Director: Hitoshi Ujiie

Mission

The M.S. in Surface Imaging offers students the opportunity to develop imagery for various physical forms using a variety of printing technologies. Students will explore direct surface imaging on diverse porous and non-porous substrates. Fabrication printing, including material subtraction and deposition printing technologies (laser and enhanced 3D printing), also become a significant part of the program. The program focuses on the integrations of (1) design & creativity, (2) printing technology and applied engineering and (3) innovative business systems to prepare future leaders for the imaging industry.

Program Goals and Learning Outcomes

Goal: Visual Communication Skill for Surface Imaging

Graduates of the M.S. in Surface Imaging will be able to:

- Analyze the social symbiosis of political, economic and cultural factors, which influence design trends and develop design concepts for the future.
- Apply design concepts to the principals of form and function to create positive aesthetic results.

Goal: Crafted Control

- Graduates of the M.S. in Surface Imaging will be able to:
- Comprehend and apply various printing processes and coloration systems to create printed designs that demonstrate Crafted Mechanical Control.
- Identify technological limitations and possibilities of the latest surface printing systems to summarize and propose the systems for future industry.

Goal: Trans-disciplinary Integrations (with design, applied engineering and commerce)

Graduates of the M.S. in Surface Imaging will be able to:

- Identify surface imaging supply chains, including ideation, product development, manufacturing, distribution, marketing and sales
- Analyze conceptual surface imaging supply chain models
- Demonstrate interdisciplinary and entrepreneurial leadership in the field of surface imaging

Goal: Research

Graduates of the M.S. in Surface Imaging will be able to:

- Participate in applied research including design movements, materiality, applied engineering and new commerce opportunities to expand the knowledge of surface imaging.
- Participate in partnership with industry related projects

Program Description

The M.S. in Surface Imaging does not adhere to the traditional boundaries of a concentrated design discipline. It incorporates a variety of design, business and engineering components that enrich and diversify the learning experience. Students are able to communicate their concepts through printed and/or fabricated design, business plans and models, and mechanical explorations that will amplify future opportunities as imaging specialists.

The curriculum provides new learning environments that extend beyond the boundaries of existing traditional academic fields and reinforces “new ways of thinking” to provide innovative opportunities in a wide range of professional fields.

In support of Nexus Learning, the Surface Imaging curriculum incorporates real-world projects that stress critical thinking and problem solving skills through teamwork, collaboration and connections with industry partners. The program also requires industry-driven projects, where interdisciplinary problem solving plays a major role in the learning process. The Surface Imaging Program will find intersections with the current design, business and engineering graduate programs at Thomas Jefferson University to foster a range of interdisciplinary group work.

Curriculum Sequence

The M.S. in Surface Imaging program consists of 33 credit hours of coursework including 30 credit hours of core courses and 3 credit hours of a designated elective. The program is structured to take in a new cohort every summer semester except for those who are admitted with Advanced Standing. Students can complete the program in 16 months.

YEAR 1

Summer

- | | | |
|------------|-----------------------------------|---------------|
| • iMBF-504 | Accounting | (1.5 credit)* |
| • iMBF-505 | Finance | (1.5 credit)* |
| • MSSI-500 | Surface Imaging Design Foundation | (3 credit) |

Fall

- | | | |
|------------|------------------------------------------------------|------------|
| • MSSI-601 | Surface Imaging Design I | (3 credit) |
| • MSSI-602 | Introduction to Material Science for Surface Imaging | (3 credit) |
| • MSSI-607 | Printing Technology for Surface Imaging | (3 credit) |

Spring

- | | | |
|------------|-----------------------------|------------|
| • MSSI-700 | Transdisciplinary Project I | (3 credit) |
|------------|-----------------------------|------------|

- MSSI-701 Surface Imaging Design II (3 credit)
- () Designated Elective (3 credit)

YEAR 2

Summer

- MSSI-800 Surface Imaging Master Project (9 credit)

Options for Designated Electives:

- iMBA-759 Entrepreneurship (3 credit)
- MSSI-702 Transdisciplinary Project II (3 credit)
- MSSI-791 Internship for Surface Imaging (3 credit)
- MSSI-798 Independent Study for Surface Imaging (3 credit)
- () Study Abroad Short Course (3 credit)
- () Elective Studio (3 credit)

*Students with a business education/background may waive this requirement if admitted with Advanced Standing.

TEXTILE ENGINEERING AND SCIENCE (Ph.D.)

Program Director: Brian George, Ph.D.

Mission

The mission of the Textile Engineering and Science Doctor of Philosophy program is to educate textile engineers who combine theory, practice, scholarly research and application of knowledge in their chosen professions. It is expected that graduates of the doctoral program will pursue careers in basic and applied research in industry, government or university settings. Graduates will contribute original research and scholarly publications to the fiber and textile fields.

Program Learning Outcomes

Graduates of the Ph.D. in Textile Engineering will:

- Demonstrate knowledge of and proficiency in applying research methodology to textile engineering.
- Demonstrate knowledge and proficiency in technical aspects of textile engineering.
- Analyze and critique established textile and engineering theories and synthesize new theories based on research.
- Apply their acquired skills toward the development of a unique research project.
- Perform written and oral technical communications at a competent level.

Program Description

The doctoral program in textile engineering and science emphasizes not only depth in fundamental textile engineering and science/mechanical engineering disciplines, but also an interdisciplinary approach to understanding technologies in which textile engineers and scientists can and should take a leading role. It is this combined emphasis on fundamentals, the ability to think and work outside one's area of expertise and the ability to frame complex problems that best defines this doctoral program. Students will propose a textile engineering and science problem of substance and then develop a solution. Students must demonstrate the ability to apply scientific principles to meet engineering needs with due regard to social and economic factors, and they must do so within a reasonable time constraint.

Program Structure

Doctoral candidates will have as their primary goal the completion of an original engineering/scientific contribution to the body of knowledge in the field of textiles. This contribution will be in the form of a written doctoral dissertation that will be defended in the presence of the faculty of Thomas Jefferson University.

During the first year of the program, students will complete required coursework, including a 9-credit-hour (three courses) engineering minor. In a collaborative agreement with nearby Temple University, these graduate-level courses may be taken at the College of Engineering at Temple, or at another university after consultation between the student, the dissertation chair, and the director of the program. The student's doctoral committee may require additional courses to enhance the student's research.

All courses will be taken in the first year of the doctoral program. Students will then be required to pass a two-part qualifying examination in the field of textile engineering. The first part is a written examination, and the second part is an oral examination. A major and a minor topic will be chosen by the candidate and the doctoral committee and agreed upon at least four months in advance of the examination. Dates for the written and oral exams will be selected by mutual agreement of the candidate and the committee members.

All members of the committee should be present for the oral examination. The written examination may be administered by the committee chair with input from other committee members. The result of the two-part qualifying examination will be a pass or a fail. Both the written and oral examinations should be completed by the end of the second semester of study. Upon the successful completion of the examination, students will be formally admitted to doctoral candidacy. This will usually occur after the first year of full-time enrollment.

Students who fail the qualifying examination on the first attempt will be given one more chance, at the discretion of the committee, to improve their performance. In any case, the qualifying examination must be completed before the end of the second year of the student's doctoral program.

The candidate will then make a formal Ph.D. thesis proposal defense. Once approved by the doctoral committee, students will conduct their doctoral research and subsequent dissertation. At the completion of a written dissertation, the candidate will give a formal and public thesis defense. Upon a

successful defense, the student's candidacy will be completed, and upon the recommendation of the faculty of the Thomas Jefferson University the candidate will be awarded the Ph.D. in the field of textile engineering and science.

Degree Requirements

YEAR 1 (18 Credits)

- Selection of doctoral advisor
- Completion of doctoral committee selection
- Three engineering courses at Temple University (9 credits)
- TES-901 Preliminary Examination Preparation (3 credits)
- TES-902 Thesis I (6 credits)
- Successful completion of doctoral qualifying examination

YEAR 2 (18 Credits)

- Doctoral thesis proposal defense
- TES-903 Dissertation Research I (9 credits)
- TES-904 Dissertation Research II (3 credits)
- TES-906 Thesis II (6 credits)
- Defense of Doctoral Dissertation

Credit for previous master's degree: 36 credits (minimum)

TOTAL CREDIT HOURS: 72 Credits

While it is the intention for students to study full-time, there will be a provision for students to take a leave based on personal reasons. In all cases, students will have a maximum period of seven years from the date of initial enrollment to complete all doctoral degree requirements. The minimum time requirement to complete the doctoral program is two years. The minimum full-time enrollment in residence is two semesters.

Admission to the Ph.D. Program

The Ph.D. program in textile engineering and science is primarily an advanced research-oriented program that will be offered to selected graduates of M.S. Textile Engineering programs. Students from M.S. Textile Engineering programs that are offered internationally also will be considered for admission. Candidates with advanced engineering degrees in fields other than textiles, e.g., mechanical, chemical or materials, may be considered for admission if they agree to take master's-level textile engineering courses at Thomas Jefferson University. The credits they receive for these additional courses will not take the place of the required nine credits of minor courses in engineering, and they will serve as foundation-level courses.

Standardized Test Requirements

Applicants to the Ph.D. program who have master's degrees in textile engineering (or other acceptable fields as noted above) from a university in the United States are not required to submit GRE or TOEFL scores for admission. For all other students (international students and those who do not have an acceptable master's qualification) the requirements for the admission to the M.S. in Textile Engineering program will apply.

Graduate Research Assistantships

Students admitted to the Ph.D. in Textile Engineering and Science program may be offered research assistantships funded through external grants and contracts. The selection of students is based on the suitability of students' backgrounds and their interests in fields that match those of the funding professor. For application and assistantship availability, please contact the Graduate Admissions Office.

College of Humanities and Sciences

Dean: B. Kimmelman

Associate Dean for General Education: T. Schrand

Manager of Academic Operations: A. Solarski

Faculty: C. Bock, C. Colvin, L. Crittenden, M. McCoy Deh, K. Gindlesparger, V. Hanson, R. Hass, K. Herron, K. Hubbard, K. Jones, B. Kimmelman, E. Laine, T. Latner, R. Long, C. Magee, D. Michaels, M. Navarro, R. Parakkal, J. Pierce, N. Rao, H. Rostami, E. Santilli, T. Schrand, R. Shain, S. Steinbacher, M. Tulante, S. Weeks, S. Youssef, B. Yust,.

The College of Humanities and Sciences is home to a multidisciplinary faculty and innovative curriculum in history, the humanities, mathematics, the sciences, and the social sciences.. The College has a mission to promote academic excellence in professional education and the liberal arts and sciences through its academic programs and offerings that include:

THE HALLMARKS CORE

The College of Humanities and Sciences is responsible for the delivery of Thomas Jefferson University's innovative general education core curriculum that stresses active learning, integrative thinking and a blending of professional and liberal education. The Hallmarks Core, part of the broader Hallmarks Program, encourages students to approach their professional area within the broader political, social, economic, ethical and cultural contexts. This curriculum is designed to promote critical thinking and to enhance the student's skills in communication, quantitative reasoning, information literacy and research.

UNDERGRADUATE PROGRAMS

- Biopsychology (B.S.)
- Communication (B.S.)
- Environmental Sustainability (B.S.)*
- Law and Society (B.S.)
- Psychology (B.S.)

**This program is not accepting new students at this time.*

COMBINED DEGREES

- B.S. in Psychology/M.S. in Occupational Therapy
- B.S. in Psychology/M.S. in Community and Trauma Counseling

MINORS

For more information about the minors see the “Minors and Concentrations” section of the Academic Catalog.

- Communication
- Environmental Sustainability
- Law and Society
- Psychology
- Social Sciences

College Mission

The College of Humanities and Sciences strives to graduate students who are competent professionals and who are fully prepared for professional practice or graduate study and are proficient in the general areas of:

- Information literacy and lifelong learning
- Oral, written and electronic communication
- Quantitative reasoning
- The use of technology
- Critical thinking, in-depth analysis, complex decision-making and problem-solving
- Appreciation for diversity and awareness of a global perspective
- Ethical reflection
- Civic engagement
- Leadership

The College seeks to create and foster a learning community of self-motivated students and teacher-scholars with meaningful interactions both in and out of the classroom and laboratory.

Core Values

This mission will be accomplished through the focus and dedication of a premier faculty, administration and staff in a nurturing environment based on the following common set of values:

- Innovative teaching and active learning
- Individual mentoring and outstanding academic advising
- Outstanding service to students, families and alumni
- Strong professional preparation grounded in the liberal arts and sciences
- Applied research with student participation
- Ethical reflection and integrity
- Program, college, university and community service

HALLMARKS PROGRAM FOR GENERAL EDUCATION

Mission

Thomas Jefferson University pursues its mission of professional education with a broad and innovative approach to general education, which advances a set of shared learning goals across the general education core curriculum, majors and co-curriculum. Our Hallmarks Program for General Education aligns all three of these educational experiences to fulfill the University's Value Proposition for General Education.

Program Learning Goals and Outcomes

The Hallmarks Program is organized around a Value Proposition that defines our goals for each student:

General education at Thomas Jefferson University empowers students to

- Question, based on curiosity and confidence
- Adapt, based on contextual understanding and global perspective
- Contribute, based on empathy and collaboration
- Act, based on initiative and ethical reflection

With the goal of imagining and realizing better futures.

This statement identifies eight Hallmarks outcomes that we consider vital to our students' personal and professional success. These also serve as the learning goals for the Hallmarks Core curriculum:

- **CURIOSITY:** Create strategies for expanding knowledge through reflection and research.
- **CONFIDENCE:** Challenge concepts, practices and experts with reasoning and evidence.
- **CONTEXTUAL UNDERSTANDING:** Develop and share insights using appropriate means of expression.
- **GLOBAL PERSPECTIVE:** Navigate diverse environments and complex issues by managing multiple systems of knowledge and behavior.
- **EMPATHY:** Consider multiple perspectives in order to relate to others and strengthen communities.
- **COLLABORATION:** Achieve goals by integrating skills and knowledge in a team setting.
- **INITIATIVE:** Take creative and intellectual risks when exploring ideas and real-world problems.
- **ETHICAL REFLECTION:** Affirm an ethical compass to guide personal, civic and professional life.

Program Description

Within this framework of learning outcomes, our Hallmarks Program advances and tracks student achievement through a coherent and comprehensive general education core curriculum (the Hallmarks Core) and an electronic portfolio process (the Hallmarks Folio). The Hallmarks Core sets the foundation

for these 8 outcomes and develops them progressively across four years of study. These outcomes are reinforced and given professional context in each student’s major and they are given personal meaning in co-curricular activities like study abroad, student organizations, and internships. The Hallmarks Folio is the digital space where students collect and post evidence of their progress towards fulfilling the 8 Hallmarks outcomes. This electronic portfolio allows students to display “artifacts” of their learning for each outcome in all three parts of their educational experience: their major, the Hallmarks Core and their co-curricular activities.

Value Proposition	Learning Goals (Competencies)	GEN ED CORE CURRICULUM: e-portfolio artifact	MAJOR: e-portfolio artifact	CO-CURRICULUM, major or core curriculum: e-portfolio artifact
Question	Curiosity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Confidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Adapt	Contextual Understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
	Global Perspectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Contribute	Empathy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Collaboration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Act	Initiative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ethical Reflection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

As students compile their Hallmarks Folio, they pair each artifact with a reflective essay describing how the assignment or experience they have chosen demonstrates their advancement within that particular Hallmarks learning outcome. This process of documentation and reflection makes our students more intentional learners, with a clear sense of how their experiences at Thomas Jefferson University are combining to prepare them for meaningful personal, civic and professional lives.

The Hallmarks Core

The Hallmarks Core, our general education core curriculum, guides Thomas Jefferson University students through an integrated education in the liberal arts and sciences and advances their mastery of the eight Hallmarks learning outcomes, in partnership with the broader Hallmarks Program for General

Education. The Hallmarks Core also supports and supervises our students in the completion of their Hallmarks Folios, with “touchstone” courses in each year of the curriculum where faculty review the progress of each student’s electronic portfolio. The “touchstone” courses are DBTU-114 Debating U.S. Issues, WRIT-201/202 Writing Seminar II: Multimedia Communication, DBTG-300 Debating Global Issues, and HALLMK-499 Capstone Folio Workshop.

The Hallmarks Core sequences its requirements over four years in order to build skills, knowledge and learning outcomes progressively. In most cases, majors have scheduled these requirements in specific years or semesters within their curricula. Students should consult with their academic advisors before registering each semester and use the chart provided here to ensure that they are on track in terms of sequencing and prerequisites.

First Year	Sophomore Year	Junior Year	Senior Year
First Year Seminar FYS-100: Pathways Seminar: Preparing for Academic and Professional Success (1 credit)	Writing Seminar II: Multimedia Communication WRIT-201/202: Writing Seminar II (Prereq: WRIT-101/101G)	Debating Global Issues DBTG-300: Debating Global Issues (Prereq: WRIT-201/202, GDIV-2xx or GCIT-2xx)	Capstone Folio Workshop HALLMK-499: Capstone Folio Workshop (Prereq: DBTG-300, ISEM-3xx, ETHIC-2xx, ADIV-2xx, GCIT-2xx, MATH-1xx, Scientific Understanding)
	Global Diversity GDIV-200: Global Cultures of Modernity GDIV-201: Europe GDIV-202: Latin America GDIV-205: East Asia GDIV-208: Africa GDIV-210: Middle East GDIV-220: Great Britain GDIV-226: Italy GDIV-227: India and South Asia GDIV-203: Class, Gender and Race in World Societies GDIV-223: World Philosophies GDIV-225: Exploring World Literature (Prereq: DBTU-114, WRIT-101/101G) World Languages: ARAB-101/201: Arabic I–II CHIN-101/201: Chinese I-II	Integrative Seminars ISEM-378/DECMTHD-300: Ethnographic Research Methods ISEM-302: Telling Stories, Selling Stories ISEM-304: Cultures of Health and Illness ISEM-340: Sustainability and Development in the Non-Western World ISEM-360: Human Behavior and the Physical Environment (Prereq: WRIT-201/202, GDIV-2xx or GCIT-2xx)	

	<p>FREN-101/201/301/401: Italian I-IV JAPN-101/201/301/401: Japanese I-IV SPAN-101/201/301/401: Spanish I-IV SPAN-202: Medical Spanish SPAN-302: Intermediate Medical Spanish</p>	
<p>Writing Seminar I: Written Communication</p> <p>WRIT-101/101G: Writing Seminar I</p>	<p>Ethics</p> <p>ETHIC-200: Bioethics ETHIC-202: Environmental Ethics ETHIC-204: Dystopian Film and Literature ETHIC-206: Applied Professional Ethics ETHIC-215: Evil and Good</p> <p>(Prereq: DBTU-114, WRIT-101/101G)</p> <p>American Diversity</p> <p>ADIV-200: American Social Justice ADIV-201: Defining American Voices ADIV: 202: Immigrant America ADIV-204: Red and Blue America ADIV-381: Gender Studies ADIV-391: The African-American Experience ADIV-390: The Urban Experience</p> <p>(Prereq: DBTU-114, WRIT-101/101G)</p>	
<p>Debating U.S. Issues</p> <p>DBTU-114: Debating U.S. Issues</p>	<p>Global Citizenship</p> <p>GCIG-208: The Individual and the Global Environment GCIT-210: Human Rights GCIT-211: The Global Economy GCIT-212: Politics of Global Media GCIT-225: Global Politics</p> <p>(Prereq: DBTU-114, WRIT-101/101G)</p> <p>World Languages: ARAB-101/201: Arabic I-II CHIN-101/201: Chinese I-II FREN-101/201/301/401: French I-IV GER-101/201: German I-II ITAL-101/201/301/401: Italian I-IV JAPN-101/201/301/401: Japanese I-IV SPAN-101/201/301/401: Spanish I-IV SPAN-202: Medical Spanish SPAN-302: Intermediate Medical Spanish</p>	
Mathematics		

MATH-100/1: Finite Math MATH-102: Pre-Calculus MATH-103: Introduction to Calculus MATH-110: Pre-calculus for Science and Engineers MATH-111: Calculus I	
Scientific Understanding SCI-101: Environmental Science CHEM-101: General Chemistry SCI-102: Exploring Science PHYS-101: Gen. Physics SCI-106: Biology for Design CHEM-103: Chemistry I (4 cr.) SCI-108: Sustainability and Eco-Innovation BIOL-103: Biology I (4 cr.) SCI-110: Landscape Ecology PHYS-201: Physics I (4 cr.) BIOL-101: Current Topics in Biology	
Mathematics OR Scientific Understanding Any third course from the above two categories (or STAT-201 in some majors. Please consult the check sheet for your program.)	

Introductory and Fundamentals courses:

Some students begin the Hallmarks Core sequence with appropriate preparatory courses in reading, writing and mathematics (determined by placement testing). Courses at the 100-level (WRTG-100 Introduction to Academic Writing, WRTG-100G Introduction to Academic Writing: Global, and TXIS-100 Textual Analysis for International Students) carry academic credits that apply towards graduation. Courses at the 099-level (MATH-099 Fundamentals of College Mathematics) carry credits that do not apply towards graduation.

Description of Hallmarks Core requirements

First-Year Seminar

This one-credit course introduces first-time freshmen to university life and academic strategies that will enable their success at Thomas Jefferson University and beyond. Students will create personal, professional, and academic goals, as they plan for effective learning and career development in their majors.

FYS-100: Pathways Seminar: Preparing for Academic and Professional Success

Writing Seminar I: Written Communication

In Writing Seminar I: Written Communication, students develop skills and practices vital to the writing process: reading, synthesizing, outlining, drafting, and revising. Written Communication asks students to anticipate the needs of an audience and create academic arguments to address those needs. To achieve these goals, students write in a variety of academic genres. Through the theme of “Finding Philadelphia,” students analyze both published and student texts. This course is the first in two writing-specific courses at the University, and it helps students develop their Contextual Understanding competency.

WRIT-101 Writing Seminar I: Written Communication
WRIT-101G Writing Seminar I: Written Communication--Global

Debating U.S. Issues

In Debating U.S. Issues, students examine a series of pressing current political, economic or social issues in the United States. Students and faculty will work together to uncover the underlying historical factors that have shaped these important topics, and to debate competing interpretations of and responses to them. This inquiry-based approach helps students develop their Initiative competency and Debating U.S. Issues also serves as a Touchstone course, introducing students to the Hallmarks Folio and reviewing their first postings in it.

DBTU-114: Debating U.S. Issues

Mathematics

In the Mathematics requirement, students learn the language of mathematics so that they can manipulate mathematical symbols correctly, translate words into mathematical forms and translate mathematical forms into words. The Mathematics requirement helps students to develop their Confidence competency as they apply mathematical reasoning to answer real-world questions. Depending on the requirements of the majors, students take a minimum of one course with a MATH prefix and a maximum of two courses in this category to fulfill the Hallmarks Core requirements (the majors may require additional math training beyond this).

MATH-100/1: Finite Math

MATH-102: Pre-Calculus

MATH-103: Introduction to Calculus

MATH-110 Pre-Calculus for Science and Engineers

MATH-111: Calculus I

Scientific Understanding

In the Scientific Understanding category, students apply scientific methods to problem solving, investigate the functioning of the natural world, and assess the validity of scientific information presented in written and graphic formats. This requirement helps students develop their Curiosity competency as they learn how to generate data and test ideas in a systematic way. Depending on the requirements of the majors, students take a minimum of one and a maximum of two courses in this category to fulfill the Hallmarks Core requirements (the majors may require additional science training beyond this). These courses are typically in the first two years, but this can vary by major.

SCI-101: Environmental Science

SCI-102: Exploring Science

SCI-106: Biology for Design

SCI-108: Sustainability and Eco-Innovation

SCI-110: Landscape Ecology

SCI-112: Materials Selection

BIOL-101: Current Topics in Biology

CHEM-101: General Chemistry
PHYS-101: General Physics
CHEM-103: Chemistry I (4 cr.)
BIOL-103: Biology I (4 cr.)
PHYS-201: Physics I (4 cr.)

Writing Seminar II: Multimedia Communication

In this course, students produce collaborative and individual projects to develop critical reading, writing, thinking and researching skills. Through analyses of professional communication, students consider the rhetorical framework and strategies for effective, ethical communication. Student projects include written, oral and visual presentations, with particular emphasis on project management and process as well as the final products of their work. In the Hallmarks Program, this course helps students develop their Collaboration competency, and it also serves as a Touchstone course in which each student's Hallmarks Folio is reviewed and assessed at its sophomore-level stage of development. There is also a 4-credit version of the course for all incoming transfer students; this version will be a residency requirement that introduces new students to the Hallmarks Folio and helps them "backfill" it with artifacts and/or reflections from previous course work or life experiences.

WRIT-201: Writing Seminar II: Multimedia Communication
WRIT-202: Writing Seminar II for Transfer Students: Multimedia Communication

Ethics

Courses in the Ethics category provide frameworks for moral decision making in students' professional, civic, and personal lives. By debating contemporary ethical issues in everyday life and in their professions, critically analyzing their own ethical commitments, and studying different approaches to ethical decision making, these courses help students develop their Ethical Reflection competency.

ETHIC-200: Bioethics
ETICH-202: Environmental Ethics
ETHIC-204: Dystopian Film and Literature
ETHIC-206: Applied Professional Ethics
ETHIC-215: Evil and Good

Global Diversity

In the Global Diversity category, students explore the cultural and social dynamics of various world societies. Students enhance their ability to understand others by experiencing the perspectives of societies and value systems from around the world through the analysis of a variety of cultural artifacts. This requirement helps students develop their Empathy competency by raising their awareness of ethnocentrism and building their intercultural understanding.

GDIV-200: Global Cultures of Modernity
GDIV-201/201S: Europe
GDIV-202: Latin America
GDIV-203: Class, Gender and Race in World Societies
GDIV-205: East Asia

GDIV-208: Africa
GDIV-210: Middle East
GDIV-220: Great Britain
GDIV-223: World Philosophies
GDIV-225: Exploring World Literature
GDIV-226: Italy
GDIV-227: India and South Asia
GDIV-231: Cultures of the Spanish Speaking World
GDIV-233: World Cinemas
GDIV-235: World Religions
ARAB-101/201: Arabic I-II
CHIN-101/201: Chinese I-II
FREN-101/201/301/401: French I-IV
GER-101/201: German I-II
ITAL-101/201/301/401: Italian I-IV
JAPN-101/201/301/401: Japanese I-IV
SPAN-101/201/301/401: Spanish I-IV
SPAN-202: Medical Spanish
SPAN-302: Intermediate Medical Spanish

American Diversity

In the American Diversity category, students examine cultural and social issues, past and present, in the United States. Using close reading, critical thinking, and the analysis of primary texts and cultural artifacts, students strengthen their information literacy skills as they find, consider and evaluate multiple perspectives on course topics. The requirement helps students develop their Confidence competency by using reasoning and evidence to challenge arguments and reach conclusions.

ADIV-200: American Social Justice
ADIV-201: Defining American Voices
ADIV-202: Immigrant America
ADIV-204: Red and Blue America
ADIV-206: Gender and Diversity in the U.S.
ADIV-210: The African-American Experience

Global Citizenship

In the Global Citizenship category, students analyze political, economic and sociological issues at the international level to consider the meanings and obligations of global citizenship. These courses address various dimensions of the modern globalization trend and their impacts on cross-cultural understanding. This requirement helps students develop their Global Perspectives competency.

GCIT-208: The Individual and the Global Environment
GCIT-210: Human Rights
GCIT-211: The Global Economy
GCIT-212: Politics of Global Media
GCIT-225: Global Politics
ARAB-101/201: Arabic I-II

CHIN-101/201: Chinese I-II
FREN-101/201/301/401: French I-IV
GER-101/201: German I-II
ITAL-101/201/301/401: Italian I-IV
JAPN-101/201/301/401: Japanese I-IV
SPAN-101/201/301/401: Spanish I-IV
SPAN-202: Medical Spanish
SPAN-302: Intermediate Medical Spanish

Integrative Seminars

Integrative Seminars provide an in-depth examination of specific topics or themes related to one or more of the University's professional majors. Geared for a general audience, these courses evaluate their topics from a variety of perspectives, including those from the disciplines of history, the social sciences and/or the humanities. These junior-year, writing-intensive courses help students develop their Initiative competency by encouraging them to take intellectual risks as they explore real-world issues using advanced research, communication and critical-thinking skills.

DECMTHD-300 / ISEM-378 Ethnographic Research Methods
ISEM-302: Telling Stories, Selling Stories
ISEM-304: Cultures of Health and Illness
ISEM-340: Sustainability and Development in the Non-Western World
ISEM-360 Human Behavior and the Physical Environment

Debating Global Issues

Designed to be taken in the junior year, this writing-intensive course challenges students to evaluate competing perspectives on the origins and intersections of current global trends and issues and their impact on world societies, including the U.S. Students will also research and consider how these issues will affect their chosen professional field, in both individual and collaborative projects. As a Touchstone course in the Hallmarks Core curriculum, the course work includes an upper-level review and assessment of each student's Hallmarks Folio and the course assignments address many of the 8 Hallmark Competencies.

DBTU-300: Debating Global Issues

Capstone Course in the Hallmarks Core

This is the final requirement in the Hallmarks Core curriculum. Students evaluate their fulfillment of the 8 Hallmark Competencies as they refine and complete their Hallmarks Folio prior to graduation. Course activities include peer reviews of folio artifacts and reflective essays, and a reinterpretation of a previous project from the student's major to address Hallmark Competencies of their choice. All students take this course in their senior year. It is writing intensive and cannot be taken for credit/no credit.

HALLMK-499 Capstone Folio Workshop

POLICIES

The Hallmarks Program and Transfer Students

The University is mindful of the need to be accessible to students who transfer from two-year colleges and other four-year institutions. In general, students who transfer academic credit from other colleges to the bachelor's degree program at Thomas Jefferson University may have that credit apply toward the requirements of the Hallmarks Core program.

Courses for which credit can be transferred include all of those Hallmarks Core courses for which equivalent courses have been completed at other accredited institutions. Since Hallmarks Core courses are designed specifically for Thomas Jefferson University, the University will determine transfer course equivalency.

Three specific courses in the Hallmarks Core curriculum--Writing Seminar II, Debating Global Issues, and the Capstone Folio Workshop--serve as "touchstone" courses in which students are evaluated in terms of their progress towards completing their Hallmarks Folios and their reflective essays are reviewed and revised. Therefore, AP/transfer credit is generally not awarded for these courses. WRIT-202 Writing Seminar II for Transfer Students is specifically intended to introduce new students to the Hallmarks Program and to help them jumpstart the Hallmarks Folio process.

Advanced Placement and College Level Examination Program (CLEP) credits will be accepted under the policy that is currently in effect at the University. Their acceptability to the curriculum will be determined in the same manner as transfer credit from other colleges.

Transfer students should meet with their academic advisors during orientation or at the beginning of their first semester to review whether/how courses taken at other institutions apply to their degree requirements at Thomas Jefferson University.

Undergraduate Programs

ENVIRONMENTAL SUSTAINABILITY (B.S.)

This program is not accepting new students at this time.

Mission

The B.S. in Environmental Sustainability produces graduates who can apply systems thinking, life cycle assessment, ecological literacy and impact analysis to innovate and solve environmental problems.

Program Learning Goals

Graduates of the environmental sustainability program will be able to:

- Evaluate fundamental chemical, biological, and physical principles to explain the flow of energy and materials on Earth and the functioning of living systems.
- Critique historical, cultural, social, political, and economic aspects of human environmental behavior that shape the relationship between human societies and their environments, using reflexive thinking and scales of analysis ranging from local to global.
- Evaluate the sustainability of a product, organization, supply chain, or community using systems thinking and life-cycle analysis.
- Report sustainability challenges and solutions clearly and effectively to a variety of different audiences and stakeholders, using an appropriate mixture of written, oral, visual, and quantitative communication methods.
- Evaluate complex real-world sustainability problems to determine appropriate change strategies and to define your role as leader or collaborator.

Program Description

Sustainability involves balancing the needs of human societies with the health of the ecosystems that surround and support them. It also challenges us to behave ethically across generations: how can today's societies meet their needs without compromising the ability of future generations to meet theirs? This challenge is growing sharper every day as rapid population and economic growth produce a number of related concerns: climate change, biodiversity loss, deforestation, soil degradation, extreme weather events, shrinking water supplies and the accelerating resource requirements of developing nations like India and China. This combination of issues calls for a new category of experts who can develop and implement the strategies for sustainability.

Designing a sustainable operation, whether at the local, national or global level, requires a comprehensive approach that accounts for the political, cultural, scientific, economic and technological context of the relationship between humans and their ecosystems. Sustainability professionals need to be able to think across these different areas and communicate with a variety of experts and audiences in their own "languages."

The Bachelor of Science in Environmental Sustainability equips students with the skills and vocabularies to bridge the multiple disciplines—architecture, design, business, engineering and policymaking—

necessary to produce environmentally sustainable operations for communities, businesses and organizations. Thomas Jefferson University offers the only environmental program in the region with training across these different professional fields; this approach builds upon the University's strengths and produces creative problem-solvers with the skills necessary to build the sustainable societies of the future.

With the increasing global attention to environmental issues, the demand for sustainability experts will continue to rise. Environmental sustainability professionals can expect to build careers in local, state and federal environmental agencies, utility companies, non-profit environmental organizations, wildlife and conservation agencies, environmental consulting and auditing firms, "green" contracting and construction management companies, and educational programs in schools, museums and parks. In addition, the study of environmental sustainability develops scientific and social science skills that can be applied to graduate training in a variety of fields, including law, public policy, education, business and natural resource management. Internship opportunities and multiple elective courses allow students to gain professional experience before graduation and to customize their major according to their career objectives.

LAW AND SOCIETY (B.S.)

Program Director: Evan Laine

Mission

The B.S. in Law and Society program is an undergraduate, interdisciplinary program that encourages active student participation and debate on issues concerning how competing powers create law, for what purpose, and how these laws are implemented and why they are followed. The program develops leadership by building critical thinking and communication skills in an energetic, practically oriented environment. Graduates are prepared broadly for careers in the legal profession, such as law school, paralegal and legal assistantships, and for positions in criminal justice, law enforcement, politics, non-profits and government organizations.

Program Learning Goals

Graduates of the law and society program will:

- Experience a rigorous educational experience in a broad interdisciplinary major
- Obtain an understanding of the structures and functions of the legal systems in both the American and global context
- Have strong experiences in writing across a variety of contexts
- Obtain the ability to apply their understanding and skills to the recognition and resolution of problems in contemporary society
- Be strongly prepared for graduate and professional careers, within the legal system and without, as well as a variety of public and private settings
- Experience an integrated understanding of the historical, philosophical, political, and social foundations of the law and its roles in society, and its relationship to economic, political, social and cultural structures and values in contemporary world

Program Description

The rule of law and concepts of social justice provide a foundation for life in modern society and a framework for ethical action for professionals in all fields of work. Knowledge of the origins of American and international legal concepts and systems, and of the ongoing transformation of those systems, is of value in virtually every profession and for every global citizen.

The law and society major builds valuable critical thinking and writing skills through the examination of legal systems, courts and conceptions of justice and human rights within both the American and international contexts, and offers opportunities to explore literary, philosophical, psychological, sociological, historical, ethical and scientific approaches to legal issues. With a multidisciplinary approach that draws deeply on the liberal arts and social sciences, the law and society program also reflects the University's traditional commitment to practical professional education.

Students earning a B.S. in Law and Society will be well prepared for careers in law, law enforcement, criminal justice and politics, but are by no means limited to such careers. Today's employers seek graduates with critical thinking and communications skills and broad global awareness. The skills and information offered by the law and society program prepare its students for work in a broad range of professional areas. Public service, government, NGOs, international businesses, high-tech firms and diplomatic service: these are only a few of the law-related fields affected by the rapidly changing legal environments worldwide.

All law and society majors also choose a minor from one of the many professional fields that the University offers, such as business, psychology, languages and environmental sustainability. Opportunities for internships, study abroad and independent research allow students to examine the ways in which legal issues intersect with professional practice in a variety of site locations across many professional fields. Our Career Services professionals help position students for career opportunities after graduation and have an enviable job placement record.

The law and society major also opens many doors for students whose career plans include graduate study in fields such as law, business, medicine, public health, political science, sociology and urban policy and planning. Students preparing specifically for careers as lawyers can take advantage of our professional advising program that supports them on their way to law school.

COMMUNICATION (B.S.)

Program Director: Letrell Crittenden

Mission

The Communication Program educates transformative communicators for 21st century opportunities.

Program Learning Outcomes

1. *Planning and Process:* students will apply a process of self-reflection and self-evaluation in order to plan their course of study and professional path in Communication [*integration*]
2. *Visual Literacy:* students will read, interpret, and analyze visual information in multiple forms of

media [*visual*]

3. *Idea Invention*: students will engage in generative and iterative processes to develop and communicate original ideas to achieve specific communication goals [*rhetoric, practice, visual, integration*]
4. *Rhetoric and Writing*: students will identify and apply written techniques of argument and persuasion appropriate to specific tasks, audiences, and platforms [*rhetoric, practice*]
5. *Visual/Verbal Presentation*: students will synthesize their understanding of visual and verbal communication techniques and technologies to create effective presentations for specific audiences [*rhetoric, practice, visual, integration*]
6. *Narrative Creation*: students will identify and apply written and visual narrative strategies to the invention and communication of persuasive stories for specific audiences [*rhetoric, practice, visual, integration*]
7. *History/Theory*: students will explore the relationship between meaning and context through analysis of historical and contemporary communicative expressions [*rhetoric, practice, visual integration*]

Program Description

The Communication Program – housed on the university’s East Falls campus in Philadelphia – prepares students for today’s media marketplace through a broad-based education that emphasizes storytelling, critical thinking, creative problem-solving, and multimedia skills development.

The program tailors itself to the unique career goals of each student, and provides the key skills necessary to transition into new areas of communications, as the marketplace continues to change and grow.

Graduates of the program will be able to merge comprehensive strategic skills with the latest technologies, be visually literate, have a solid grasp of history and theory, be skilled in rhetoric and writing, presentation, and storytelling, be experienced in the process of idea invention, and be savvy, reflective planners. The program tailors itself to the unique career goals of each student and focuses on the application of technology to the process of communication. The program can prepare students for careers ranging from multimedia consultants for nonprofit organizations to a health or fashion journalist.

BIOPSYCHOLOGY (B.S.)

Program Director: John Pierce

Mission

The biopsychology curriculum provides students with a broad understanding of the biological bases of behavior. The curriculum provides students with an in-depth understanding of the scientific foundation for psychology and the resulting connections between psychology and biology. The biopsychology

curriculum integrates psychology and the natural sciences to provide a fuller understanding of the biological bases of behavior. The biopsychology major is a science-based curriculum designed to prepare students for careers in the medical or allied health fields, direct entry into medical/pharmaceutical research, or graduate programs in various science-based disciplines.

Program Learning Outcomes

Graduates from the biopsychology program will be able to:

- Analyze and apply the scientific process to psychology.
- Locate, retrieve, critically evaluate and communicate scientific data and knowledge.
- Communicate effectively and professionally.
- Express expertise in specific content areas of psychology.
- Display knowledge of the ethical standards, personal integrity and professional responsibilities of psychologists.
- Apply principles and practice of core information and values in a psychology practice environment through internships and applied research.

Program Description

Interest in biological explanations of behavior has increased dramatically in the last decade and has led to a greater appreciation for researching brain functioning in order to understand behavior. The demand for highly trained, behaviorally oriented scientists in academic and industrial research has been substantial and is reflected in the rise of graduate programs in biopsychology and related fields such as neuroscience. The Bachelor of Science in Biopsychology integrates psychology and the natural sciences to provide a fuller understanding of the biological basis of behavior. The biopsychology major is a science-based curriculum designed to prepare students for medical school, direct entry into medical/pharmaceutical research, or graduate programs in psychology, biopsychology, animal behavior, neuroscience and occupational therapy. Students will complete a common core of courses in psychology and science and select one of three concentration tracks: animal behavior, graduate study or pre-medical studies.

Psychology Concentration Option

(Select one seven-course option)

Pre-Medical Studies Option: CHEM-201/201L, CHEM-202/202L, PHYS-201/201L, PHYS-203/203L and three additional advanced courses from biology and psychology areas (see advisor)

Animal Behavior Option: CHEM-207/207L, ECBIO-201, ECBIO-301 and four additional advanced courses from biology and psychology areas (see advisor)

Graduate Study Option: Seven advanced courses from biology and psychology areas (at least three from each area; see advisor)

PSYCHOLOGY (B.S.)

Program Director: John Pierce

Mission

The psychology curriculum is designed to provide students with a broad understanding of the goals and possibilities of the field of psychology. The curriculum provides students with an in-depth understanding of the principles of behavior, the scientific methods used to derive those principles and the appropriate ways to apply such knowledge. The psychology curriculum is designed to meet the educational requirements for graduate school in psychology or for students planning careers outside of academic psychology.

Program Learning Outcomes

Graduates from the psychology program will be able to:

- Analyze and apply the scientific process to psychology.
- Locate, retrieve, critically evaluate and communicate scientific data and knowledge.
- Communicate effectively and professionally.
- Express expertise in specific content areas of psychology.
- Display knowledge of the ethical standards, personal integrity and professional responsibilities of psychologists.
- Apply principles and practice of core information and values in a psychology practice environment through internships and applied research.

Program Description

Psychology, the scientific study of behavior, is a remarkably diverse and far-reaching field. The Bachelor of Science in Psychology is designed to provide an overview of the many areas of the field, with an emphasis on the scientific nature of psychology. The comprehensive curriculum provides students with an in-depth understanding of the principles of behavior and the scientific methods used to derive those principles. The curriculum covers the discipline from academic and applied perspectives.

Students graduating from the psychology program are well-prepared for graduate work in psychology or for starting careers outside of academic psychology. Students take a core group of courses that emphasize the research-based nature of psychology and select additional courses in psychology depending upon their interests and goals. At the senior level, students conduct an advanced research project and may pursue internships at local counseling centers, human-services agencies, hospitals, residential treatment centers or other locations.

Psychology graduates may choose to work in professions such as counseling, social work, education or research. Other positions available to psychology majors include human resource management, rehabilitation, community counseling and crisis intervention. The major allows students the flexibility to pursue graduate studies in related disciplines such as education, occupational therapy and management.

College of Health Professions

Dean: M. Dryer

Manager of Academic Operations: A. Solariski

Faculty (East Falls and New Jersey): J. Anderson, A. Baker, M. Baker, J. Bail, J. Benante-Hawkins, P. Bradford, B. Burton, D. Cafaro, J. Coale, N. Cournoyer, A. Czerny, S. DiDonato, S. Dinero, M. Dryer, J. Felter, K. Herron, S. Humbert, C. Kennedy, W. Krupnick, C. Lee, D. Michaels, M.T. Mills, S. Parillo, D. Perlman, E. Parr, M. Sullivan, B. Trivinia, W. Wachter-Schutz. For all JCHP faculty, see <https://www.jefferson.edu/university/health-professions/faculty.html>.

College Mission

The Jefferson College of Health Professions (JCHP) is committed to educating healthcare professionals of the highest quality and ethical standards for contemporary practice in the global community. The college, representing interprofessional programs across the health professions, offers natural opportunities for students to develop professional behaviors within a community of learners. JCHP offers degrees ranging from a bachelor of science through clinical doctorate across several academic departments on the Center City, East Falls and Atlantic City campuses.

Programs offered on the East Falls and New Jersey campuses are listed below.

(Note: For a full list of programs and corresponding information about programs located on the Center City campus, see <https://www.jefferson.edu/university/health-professions.html>. For program specific policies, see <https://www.jefferson.edu/university/health-professions/student-resources.html>.)

UNDERGRADUATE PROGRAMS

Health Sciences (B.S)

Health Sciences (BS): Pre-Nursing

Health Sciences (BS): Pre-Pharmacy

Health Sciences (BS): Pre-Medical Imaging & Radiation Sciences

COMBINED DEGREE PROGRAMS

Health Sciences (BS) /Physician Assistant (MS)

Health Sciences (BS) / Occupational Therapy (MS)

Health Sciences (BS) / Community and Trauma Counseling (MS)

Health Sciences (BS) / Athletic Training (MS)

GRADUATE PROGRAMS

Community and Trauma Counseling (MS)

Community and Trauma Counseling – Art Therapy Specialization (MS)

Disaster Medicine and Management (MS)
Physician Assistant Studies (MS)

CERTIFICATE PROGRAMS

Community and Trauma Counseling – Advanced Studies (Certificate)
Community and Trauma Counseling – Advanced Studies in Art Therapy (Certificate)
Childhood Trauma Studies (Certificate)
Disaster Medicine and Management (Certificate)
Business and Organizational Continuity (Certificate)

Undergraduate Programs

HEALTH SCIENCES (B.S.)

Program Director: Wendy Krupnick

Mission

By offering a strong foundation of natural science courses combined with human sciences, psychology and unique clinical experiences, the Bachelor of Science in Health Science prepares graduates for entry into professional and graduate schools in a variety of allied health fields.

Program Learning Outcomes

A health sciences graduate will:

- Identify key anatomic structures and physiologic processes.
- Compare and contrast normal and abnormal psychological development.
- Translate medical terminology in medical writing.
- Apply concepts of preventative health to patient scenarios.
- Identify ways in which disease can affect mental and physical function.
- Identify ways in which psychosocial factors can affect health.
- Identify and address the ethical considerations in a clinical situation.
- Demonstrate respectful professional behavior to patients and providers that they encounter in a clinical setting.
- Interview a health care provider in their chosen field of study.
- Identify influential clinical experiences from observation in a clinical setting.
- Apply to graduate programs and/or find employment in a health care setting upon graduation.

Program Description

The healthcare job market is one of the fastest growing segments of the economy today in the United States. The need for additional healthcare providers and allied health personnel is rapidly expanding, and jobs requiring patient contact cannot be outsourced. Graduates from the B.S. in Health Sciences program have the necessary preparation in science, psychology and the liberal arts for successful admission into and completion of a graduate and/or professional-level training program offering the advanced preparation required in various allied health fields. Students build skills in information literacy to answer relevant professional questions through database searching and critical analysis of original research, and become proficient in written, verbal and electronic communication.

The curriculum includes a strong foundation of natural science courses combined with human sciences, psychology, and unique practical and clinical experiences. Each student completes 50 to 200 hours of volunteer and shadowing experience as part of their coursework. Students are encouraged to explore a breadth of healthcare opportunities in different settings and specialties at various area hospitals, care facilities, private practices and clinics. Customizable free electives allow students to develop an area of specialization, pursue a minor concentration or sample a variety of different courses offered at the University. Students have the opportunity to study abroad or participate in medical mission trips.

Thomas Jefferson University provides exceptional facilities for the health sciences program. In addition to the fully equipped genetics, microbiology and histology labs, there are physical diagnosis, gross anatomy (cadaver dissection) and simulation labs that support student learning. A brand-new Health and Allied Sciences building is set to begin construction in 2017. Small class sizes foster peer interaction and a close-knit community of students and faculty.

Students pursuing a Bachelor of Science in Health Sciences are prepared to enter professional and graduate schools in a variety of allied health fields. Students may pursue a career or graduate study in diverse disciplines, including physician assistant studies, occupational therapy, physical therapy, athletic training, public health, medical laboratory science, social work, community counseling, education, research, rehabilitation, crisis intervention, healthcare administration, public health and human resource management. The opportunities are boundless.

Combined Degree Programs

This program is offered as either a stand-alone B.S. degree or in combination with one of the following graduate programs: M.S. in Athletic Training, M.S. in Occupational Therapy, M.S. in Physician Assistant Studies, or M.S. in Community and Trauma Counseling. (See M.S. degree programs for information.)

Pre-Professional Options:

Students should contact the Health Sciences program director for additional information about the below pre-professional options:

Health Sciences (BS): Pre-Nursing

Health Sciences (BS): Pre-Pharmacy

Health Sciences (BS): Pre-Medical Imaging & Radiation Sciences

Graduate Programs

COMMUNITY AND TRAUMA COUNSELING (M.S. CTC), and COMMUNITY AND TRAUMA COUNSELING WITH SPECIALIZATION IN ART THERAPY (M.S. CTC-AT)

Program Director: Jeanne M. Felter, Ph.D., L.P.C.

Campus Location: The CTC program is offered in two formats: a weekday model where full-time students attend four classes on campus every week for a minimum of five semesters, and an evening/weekend model where students can enroll full- or part-time in four classes that meet on campus one evening weekly, as well as eight Saturdays per semester for a minimum of five semesters. Both programs utilize a hybrid delivery system combining classes on campus with online course requirements.

The CTC-AT program follows the weekday model only. CTC-AT students must be full-time. The CTC-AT program is completed in six semesters and begins in the summer.

The CTC program has additional academic standards and policies that address expected academic and clinical performance. These are described in the CTC Student Academic Handbook furnished by the program upon enrollment.

The CTC program reserves the right to amend or add to the academic policies and regulations at any time, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the change.

Note: All policies outlined in this section apply to CTC students and CTC-AT students, unless specified.

Mission

Born out of growing empirical evidence that trauma is frequently at the root of psychological distress and dysfunction, the Master of Science degree program in Community and Trauma Counseling (CTC) aims to develop competent trauma-informed professionals who have the knowledge and skills to work as practitioners, researchers, and policy makers. Consistent with the central mission of Thomas Jefferson University, this program combines a comprehensive, innovative, multidisciplinary and flexible education with an emphasis on a broader societal context. By integrating a specialized knowledge of trauma with a broad base of counseling scholarship and practice, graduates will emerge as versatile professionals in the global community. This program seeks to enhance the professionalism and practice of the field of trauma counseling by encouraging research and excellence in evidence-based practice.

The mission of the Community and Trauma Counseling master's degree with a Specialization in Art Therapy is to train exceptionally skilled therapists who are uniquely equipped with the competencies, skills, and knowledge to engage in professional practice that is grounded in a broad understanding of the most current theory and research related to clinical art therapy, counseling, and trauma. This

specialization allows graduates to work with many different clinical and culturally diverse populations through a variety of therapeutic treatment strategies.

Program Goals and Learning Outcomes

1. Graduates of the Community and Trauma Counseling Program at Thomas Jefferson University will be *competent, trauma-informed professionals*. They will meet the academic and practice standards necessary to achieve credentialing and membership with appropriate professional organizations such as the American Counselors Association, the National Board of Certified Counselors, The International Association of Trauma Professionals, and The International Society for Traumatic Stress Studies.

- Students will demonstrate, differentiate, and integrate, an understanding of mental health, mental illness and disorder, and the counselor's role in the systemic and individual healing process.
- Students will understand the unique dynamics of trauma and the importance of trauma-informed research, practice and treatment.
- Students will demonstrate competency in crisis counseling and debriefing skills in accordance to the profession's best practice standards.

2. Graduates of the Community and Trauma Counseling Program at Thomas Jefferson University will be *versatile professionals* equipped to practice effectively with diverse clients within a variety of community, agency, and institutional settings, private practice, and government.

- Students will differentiate and integrate both the research and practice roles of the profession into their professional careers, and will evaluate and critically reflect on research to inform evidenced-based practice.
- Students will describe the role of the counselor within private, public and governmental entities, including disaster and crisis response, as well as in settings engaged in long-term therapeutic treatment.
- Art Therapy Specialization only: Students will have a broad knowledge of foundational approaches, theories, techniques, and evaluation methods of art therapy and counseling, and will have developed proficiency as art therapy researchers, understanding the inter-relationship between theory, practice, and science.

3. Graduates of the Community and Trauma Counseling Program at Thomas Jefferson University will demonstrate cultural humility and engage as *culturally competent professionals*.

- Students will demonstrate an awareness and knowledge of their own cultural values and biases.
- Students will demonstrate an awareness and knowledge of the diverse worldviews of their clients, and will evaluate, select and employ culturally appropriate assessments and intervention strategies in their clinical practice.

4. Graduates of the Community and Trauma Counseling Program will serve as *advocates* for their clients, for the counseling profession, and for themselves as professionals continuously *engaged in life-long learning*.

- Students will demonstrate a commitment to continuous growth and education in their professional career and will promote the counseling profession.
- Students will appropriately engage in client advocacy.
- Art Therapy Specialization only: Students will cultivate their identity as an artist and art therapist and assist their clients to recognize the value of art in the healing process.

5. Graduates of the Community and Trauma Counseling Program will *uphold the highest standards of ethical practice* as according to the American Counseling Association's Code of Ethics (2005).

- Students will practice counseling in an ethical, humanistic manner.

The above goals and objectives are consistent with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors, and the Pennsylvania Department of State- Bureau of Professional and Occupational Affairs.

Program Description

The MS in CTC program of studies provides a comprehensive 60-credit in two different delivery methods: a traditional weekday format and an evening and weekend model. Both delivery methods require an identical, lock-step 20-course curriculum that is designed to be completed by full-time students in two years (five semesters including the summer session). Graduates from either progression will have met the coursework and practice requirements for licensure in Pennsylvania and many other states.

Either delivery method is designed for working students. Courses are delivered through a hybrid-learning format that combines on campus classes and online instruction. The program prepares graduates for state licensure and national certification in professional counseling (LPC/NCC).

In addition to the classroom and online learning components of this program, students will be required to engage in two clinical fieldwork experiences. In the first year, students will complete a practicum, where they will spend a minimum of 100 hours developing skills and knowledge within a mental health or school setting. Students will then progress into the advanced clinical experience, the internship, where they will complete a minimum of 600 hours within their community or school placement. Program faculty will facilitate student placements in practicum and internship. Please see the Practicum or Internship Manual for more details.

All CTC students are expected to participate in additional program-related or program-sponsored activities outside of scheduled class times throughout enrollment.

Weekday Format: Classes meet weekly on Thursdays and Fridays, and asynchronous online learning will be continuous throughout the semester. The weekday program only accepts full-time students who enroll in 12 credits per semester.

Evening/Weekend Format: The evening/weekend format allows students to maintain full- or part-time employment while earning their degree in either 2 or 3 years. In the flexible program, students engage in class meetings one evening weekly and two Saturdays per month, and participate regularly in

asynchronous online interactions with instructors and peers. Students in the evening/weekend model can enroll full-time (12 credits per semester) or half time (6 credits per semester).

Art Therapy Specialization Program Description

The Art Therapy Specialization in the Community and Trauma Counseling M.S. program develops knowledgeable and skilled practitioners, researchers and policy makers, who utilize art therapy as a distinct, therapeutic practice when helping individuals cope with stressful events and memories.

Art therapy provides a concrete expression and visual guide to help individuals process and communicate traumatic experiences on their journey to recovery. The comprehensive 69-credit program will give students a broad understanding of current theory and research related to clinical art therapy, mental health counseling, and trauma. Taught by a faculty of practicing professionals, students will develop a broad understanding of contemporary concepts and therapeutic methods. The program prepares graduates for state licensure and national certification in professional counseling (LPC/NCC), and provides the educational requirements to apply for the credential of Board Certified Art Therapist (ATR-BC).

E-Learning at Thomas Jefferson University

Components of this program are offered in a flexible online environment. In the online delivery model, the vast majority of this is asynchronous and can be completed on the student's own schedule provided the student meets the required examination and assignment deadlines.

Program Hardware and Software Requirements

- Access to a computer and the capacity to hear audio (sound card). A USB microphone and webcam capability will be useful.
- Internet access with high speed connection (DSL, Broadband or cable)
- Microsoft Office software (Word and PowerPoint)

Admission to CTC Program

An applicant to the community and trauma counseling program will need to hold a Bachelor's degree, have obtained a grade of B or higher in prerequisite courses listed below, provide two letters of recommendation, and submit a personal essay describing his/her interest in community and trauma counseling as well as qualities and experiences that will enable him/her to be a successful student or practitioner in the field.

<u>Prerequisite Courses</u>	<u>Required Credits</u>
Abnormal Psychology	3
Developmental Psychology	3
College-level Math or Statistics	3

Admission to the Art Therapy Specialization

Students seeking admission into the CTC Program with Art Therapy Specialization have the following admissions requirements:

- A bachelor's degree from a regionally accredited college or university with a grade point average of B or better.
- Statement of purpose
- 2 recommendation letters
- Studio Art prerequisite coursework (see below)
- Psychology prerequisite coursework (see below)
- Portfolio of art (10-15 pieces of art are recommended. Pieces should demonstrate personal expression and technical skills in a range of media and subject matter. Applicants are encouraged to submit personal artwork in addition to class assignments.
- Online application

Studio Art Requirements (to be completed not later than 12 months after entering the MS program)

- A minimum of 18 credit hours in studio art are required for admission to the program, evidencing a range of experience using a variety of art materials and processes. These courses should be reflected on your transcripts, and must be earned with a grade of B or higher.
- The art portfolio (see below) should include several examples of student work in a variety of categories of art.

Psychology Requirements

- A minimum of 12 credit hours in psychology are required, including:
- 3 credits in abnormal psychology and
- 3 credits in child or human development.

These courses should be reflected on your transcripts, and must be earned with a grade of B or higher.

Curriculum

Below is a listing of the required courses for the **Master of Science in Community and Trauma Counseling**. All CTC MS students, with the exception of those enrolled in the Art Therapy Specialization, must start in the fall semester.

Course	Credits
CTC-601 Orientation to the Counseling Profession	3
CTC-602 Practicum I- Theory and Practice of Counseling	3
CTC-603 Human Growth and Development	3
CTC-604 Psychopathology	3
CTC-605 Foundations of Trauma Counseling	3
CTC-606 Social and Cultural Diversity	3
CTC-700 Practicum II	3

CTC 607 Advanced Counseling Theory and Practice	3
CTC-608 Group Work in Community and Trauma Counseling	3
CTC-609 Counseling Assessment	3
CTC-610 Research and Evaluation	3
CTC-611 Career Development	3
CTC-613 Attachment, Relationships, and Family Therapy	3
CTC-614 Addictions Theory and Practice	3
CTC-701 Internship I	3
CTC-702 Internship II	3
CTC-651 Neurobiology of Trauma	3
CTC-652 Childhood Trauma and Effects	3
CTC-653 Advanced Clinical Interventions in Trauma Treatment	3
CTC-654 Knowledge and Skill Requirements for Community Disaster and Trauma	3
CTC 790 Summer Internship Supervision	0

Below is a listing of the required courses for the **Master of Science in Community and Trauma Counseling Art Therapy Specialization**. CTC-AT students must start in the summer semester.

<u>Course</u>	<u>Credits</u>
<i>Summer 1</i>	
Ethics, Standards & Prof Orientation in AT	3
History and Theory of Art Therapy	3
Studio and Techniques of Art Therapy	3
<i>Fall 1</i>	
Orientation to the Counseling Profession	3
Practicum I	3
Psychopathology	3
Foundations of Trauma Counseling	3
<i>Spring 1</i>	
Human Growth and Development	3
Practicum in Art Therapy	3
Advanced Counseling Theory and Practice	3
Neurobiology of Trauma	3
Capstone I	-
<i>Summer 2</i>	
Social and Cultural Diversity	3
Group Work in Community and Trauma Counseling	3
Addictions Theory and Practice	3
Childhood Trauma and Effects	3
Summer Internship (optional)	0

Fall 2

Counseling Assessment	3
Career Development	3
Art Therapy Assessment & Skills	3
Internship I in Art Therapy	3

Spring 2

Research and Evaluation	3
Social and Cultural Diversity in Art Therapy Practice	3
Advanced Group, Couples and Family AT Process	3
Internship II in Art Therapy	3

Capstone II due at end of Spring Semester

TOTAL CREDITS HOURS: 69 credits

Insurance Coverage and Professional Affiliation

Students are required to maintain professional organization memberships with the American Counseling Association (ACA). Students will be required to pay for their own membership (billed by the University), and must maintain active membership status throughout their enrollment in the graduate program (approximately \$95 per year). Students must also have malpractice liability insurance prior to starting clinical field placements. Liability insurance is complimentary to students who have with an American Counseling Association Master's Student Membership. Again, STUDENTS WILL BE BILLED BY THE UNIVERSITY FOR REQUIRED MEMBERSHIP AND INSURANCE.

Students are responsible for their own medical and dental care while enrolled in the program, and for informing the University they have coverage or they will be automatically placed on the University student health plan. Students may need to submit to, and be financially responsible for, any reasonable health screening that is required by a clinical agency beyond that required by the Community and Trauma Counseling Program at Thomas Jefferson University.

Accepted Student Requirements

Students in the Community and Trauma Counseling Program are expected to fulfill the following requirements during their student experience at Thomas Jefferson University.

Fieldwork: Practicum and Internship

Participation in clinical and fieldwork experiences is a required part of the curriculum and a requirement for graduation. Many settings require students to be fingerprinted, undergo a drug screening and/or gain clearance from the PA Sex Offender Registry. Students are responsible for the costs of these processes, as well as for transportation arrangements and costs associated with fieldwork experiences. Information regarding how to meet these requirements is provided by the program. Note: Clinical and fieldwork sites may deny a student's participation in the clinical or fieldwork experience because of a felony or misdemeanor conviction, failure of a required drug test or inability to produce an appropriate

health clearance, all of which would result in delayed graduation or, in the inability to graduate from the program.

Students are expected to obtain materials and/or complete documentation required for fieldwork:

Health Clearance (by August, New Student Orientation)

- Annual physical examination (use Jefferson Student Health Medical Record Form)
- Annual update of immunizations according to fieldwork site requirements
- Annual proof of active health insurance coverage
- Legal Clearance: Annual criminal background check (www.CertifiedBackground.com) and annual child abuse history clearance (see Practicum and Internship Manuals for application procedures)

Comprehensive Exam

Students are required to take a comprehensive exam in their final semester. A passing grade is required on this exam in order to graduate from the CTC Program. If a student's score falls below the passing threshold on one or more competency areas, a remediation process will ensue, followed by an oral exam on the section(s) where the student received a failing grade. In the event that a student does not demonstrate competency in the oral exam, he/she will not be permitted to graduate in that semester, and a more extensive remediation plan would follow.

The exam will consist of 95-100 multiple choice questions modeled after questions on the licensure exam related to the following competency areas:

- Human Growth and Development- studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- Social and Cultural Foundations- studies that provide an understanding of issues and trends in a multi- cultural and diverse society.
- Helping Relationships- studies that provide an understanding of counseling and consultation processes.
- Group Work- studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- Career and Lifestyle Development- studies that provide an understanding of career development and related life factors.
- Appraisal- studies that provide an understanding of individual and group approaches to assessment and evaluation.
- Research and Program Evaluation- studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- Professional Orientation and Ethics- studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
- Addictions

Capstone Projects I and II

Through use of in-class and electronically mediated learning models, faculty challenge students to critically examine and apply concepts learned in courses during a given semester while simultaneously expecting students to draw on knowledge gained in previous assignments and semesters. Emphasis on professional development and the expectation that critical thinking is an essential skill necessary for ongoing competence and growth is derived from an understanding of the literature on transitions from students to professionals. Students mark this evolution in one of two ways.

For students completing their first year, the didactic portion of the curriculum culminates with a capstone reflecting the integration of theory-to-practice in a Case Conceptualization paper and presentation, developed by and unique to each student.

For advanced students in the final semester of studies, the culminating project reflects students' deepening critical inquiry and research skills.

Accreditation and Certification

CTC Program

The Council for the Accreditation of Counseling and Other Related Educational Programs (CACREP) is the national accrediting body of counselor education programs. According to the CACREP 2016 Standards, "CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality."

The CTC Program is currently engaging in its first self-study, with the aim of submitting the application and self-study in the 2017-18 academic year. The CTC Program recognizes the benefits of accreditation to the program, students, and faculty, and is committed to achieving this important status.

CTC with Art Therapy Specialization

The Specialization has been developed to meet the standards set forth by the American Art Therapy Association, which provides "approval" to programs that meet rigorous academic and clinical training standards. The CTC program with a Specialization in Art Therapy will pursue approval by AATA. Professional entry also requires a credential from the Art Therapy Credentials Board (ATCB). The ATCB administers the national art therapy proficiency examination and sets the parameters of ethical practice of art therapy with the ATCB Code of Professional Practice. This specialization will ensure that coursework has afforded the opportunity for students to be successful on their proficiency exam.

PROGRAM CERTIFICATION STATUS AND LICENSE ELIGIBILITY

CTC Program

National Board of Certified Counselors (NBCC)

Graduates of the program are eligible to sit for the National Counseling Examination (NCE) administered by the National Board of Certified Counselors (NBCC). Upon graduation from the program and after passing this exam, students will be eligible to be credentialed as National Certified Counselors (NCC). They will receive this credential in earnest upon successful completion and documentation of 3000 post-masters counseling hours. The NCC credential does not permit a student to engage in private practice, as most states require licensure in order to do so. However, the National Counselor Exam is widely accepted for licensure, and most licensing boards abide by the same educational requirements set forth by the NBCC (all of which are met by this program). It should be noted that a felony conviction may affect a graduate's ability to sit for the NCE certification examination and/or attain state licensure.

Licensed Professional Counselor (LPC)

Master's level counselors and therapists in multiple specialties are credentialed as Licensed Professional Counselors (LPCs) by the Pennsylvania State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors. Professional licensure requires, in addition to education, good character, passing scores on a certification examination, and satisfactory supervised work experience.

To become an LPC, you will need a qualifying master's degree in professional counseling or another closely related field (<http://www.pacode.com/secure/data/049/chapter49/chap49toc.html>). Your degree should be granted by a regionally accredited school and include at least 60 semester hours of coursework.

Additionally, you will need to do 100 clock hours of practicum and 600 clock hours of internship. The CTC Program exceeds minimal education requirements of the PA state board, and similarly meets requirements of most other states. It is advisable that students who wish to earn a license outside of Pennsylvania research the requirements in the desired state prior to advancing through the program.

If you take and pass the NCE (licensing exam) as a CTC student, you will graduate from the CTC Program with the following remaining requirements:

- Supervised Practice: If your highest degree is a master's, you will be eligible for licensure when you have accrued 3,000 hours of qualifying experience. You may only count hours that you accrued after completing at least 48 semester hours of graduate coursework. If you have a doctoral degree, you will only need to work under supervision for 2,400 hours to become eligible for licensing. You may count some hours that you completed prior to conferral of your doctorate. However, you must complete at least 1,200 hours after receiving your degree.

At least half of your experience requirement must be met through the following direct client services:

- Counseling
- Assessment
- Therapy
- Psychotherapy
- Consultation
- Family therapy
- Group therapy
- Other therapeutic services

Your supervisor must be someone who has training and experience in the area(s) where you will be completing your supervised practice. S/he will make observations, discuss your strengths and weaknesses, and make recommendations for your continued professional growth. S/he will also make recommendations for licensing purposes.

- You should meet with your delegated supervisor at least two hours for every 40 hours of supervised experience that you do.
- You won't necessarily accrue all your experience in the same setting, but in order to count it, it will need to meet the following requirement:
 - You must work 30 - 40 hours a week in the same setting for at least a three-month period (or 15 or more hours a week in the same setting for at least a six-month period).
 - You may credit between 600 and 1,800 hours a year and meet your obligation over a period of two to six years.

As noted in the LPC application instructions, you may not count practicum or internship as part of your supervised experience.

CTC Program with Art Therapy Specialization

In addition to the accreditation and certification status addressed above, students are additionally eligible for the Registered Art Therapist (ATR) and the Board-Certified Art Therapist (ATR-BC) credentials.

Following completion of the master's degree, graduates of approved programs must complete 1000 hours of direct client contact, with 100 hours of direct supervision, to be eligible to apply to ATCB for the ATR (Art Therapist, Registered) credential. Those who subsequently pass the ATCB proficiency examination become Board Certified and hold the ATR-BC credential. Students will receive advising and mentorship regarding the credentialing process.

Community and Trauma Counseling Program Academic Standards

The CTC Program admission criteria are designed to select candidates who are most likely to succeed both in the university academic environment as well as in OT professional practice. While the Program faculty is dedicated to assisting students in their professional education, the student also has responsibilities. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the Statement of Disposition and Disposition Checklist.

Retention and Progression

Students' academic records and professional behavior are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The Program Director will notify the student when problems in academic performance may jeopardize a student's academic standing.

Progression: The CTC curriculum is designed to be completed in a sequential fashion.

Courses: Students must successfully complete coursework within each given semester and remain in good academic standing in order to progress to the next semester coursework. Refer to the program of study for sequence of courses. Students are advised that dropping a course will result in a delay in the completion of the program, and, depending on the circumstances, an academic warning (see information below under Academic Warning).

Semester: Students must complete each semester in sequence and in good academic standing. Although students who receive academic warnings are not in good academic standing, they are allowed to progress to the next semester. It is during this next semester that students have the opportunity to raise their grades. Failure to demonstrate mandatory professional behaviors can either delay progression or result in dismissal from the program (refer to Academic Policies [II.F]).

Graduation: Students must successfully complete the academic and clinical portions of the curriculum (including the comprehensive exam and Capstones I and II) to qualify for graduation.

Refer to standards below.

Academic & Professional Conduct

In order to remain in good academic standing, students must meet the following standards. These academic and conduct standards are in addition to the university academic standards as described in the University Student Handbook, Academic Catalog and on the University web site.

- a. Maintain a minimum semester grade point average (GPA) of 3.0 in CTC coursework.
- b. Maintain a minimum cumulative grade point average of 3.0. (Graduation eligibility requires minimum overall 3.0 GPA.)
- c. Receive no more than one grade below B- while in the CTC Program. (A second grade below B- will result in dismissal.)
- d. Repeat core course when "C" (2.0) grade is earned. While the grade of "C" is regarded as a minimum passing grade, it is judged as unsatisfactory performance. Students who earn a "C" grade in a core course must decelerate, and repeat the course before proceeding in the full-time program (see Deceleration below). Students who are unable to earn a minimum "B" (3.0) in a repeat course will be dismissed from the program. A course can be repeated only once.
- e. Demonstrate appropriate professional behavior and conduct outlined in this manual and in the University Student Handbook.

Fieldwork/ Clinical Development

Students must receive satisfactory reports and evaluations from all fieldwork educators to receive fieldwork credit. If an unsatisfactory report or evaluation is obtained from a fieldwork supervisor, the student must develop a written plan of self-correction prior to being placed in another fieldwork. A fieldwork may be repeated only once, and the student must achieve a positive evaluation on the second attempt. If a student is reviewed poorly in two fieldwork placements, the student will be dismissed from the program. The decision to permit a student to repeat fieldwork is dependent on a fieldwork supervisor's verbal or written reports about student behavior with respect to adherence to site

regulations, site schedule, ethical standards of conduct or engagement in behavior that puts patient/client safety at risk.

The student must re-register and repeat the fieldwork in order to progress in the program. Repetition of a fieldwork could delay graduation.

Withdrawal for medical or personal reasons, and approved by program faculty, will not result in probation. Withdrawing students will be subject to the Withdrawal/Deferral policy below.

Professional Dispositions

Knowledge and skills related to the field of counseling will be accomplished through didactic and experiential instruction. In contrast to these, dispositions are defined as the values, commitments, and professional ethics that influence behavior and the way we interact with others (including students, faculty, family members, clients, colleagues, and communities). Dispositions affect learning and motivation, as well as professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE 2001). To this end, professional counselors must couple their counseling knowledge and skills with a clear commitment to the following dispositions:

Impact on Others

- Demonstrates an awareness of own impact on others.
- Demonstrates ability to deal with conflict.
- Demonstrates flexibility in responding to the changing demands within the professional and interpersonal environment.
- Engages in self-reflection by using various forms of feedback including assessment and supervision.
- Demonstrates ability to be present and “true to oneself”.
- Accepts responsibility for personal actions and behaviors.

Ethics

- Attends to ethical and legal responsibilities, including ACA Code of Ethics and PhilaU Code of Academic Integrity.
- Demonstrates honesty, integrity, fairness, confidentiality, and respect for others.

Professional Identity and Growth

- Treats others with courtesy, respect, and open-mindedness.
- Displays ability to work with diverse individuals.
- Demonstrates ability to accept and use feedback.
- Communicates effectively and appropriately.
- Interacts appropriately and positively with others.
- Shows initiative and motivation.
- Maintains appropriate boundaries with supervisors, peers, and clients.

- Behaves in a professional manner towards supervisors, peers, and clients. Is respectful and appreciative with colleagues. Is able to effectively collaborate with others.
- Demonstrates an understanding of all counseling site and course policies and procedures.
- Completes all course and site specific work or tasks correctly and promptly.
- Demonstrates emotional stability (congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisors, peers, and clients.

Individual student dispositions are assessed throughout the program and are a key consideration in all recommendations for advancement or remediation.

Academic Alerts

Academic ***alerts*** are issued to students when their records are unsatisfactory, while there is still time to remedy the situation. Students will receive academic alerts when their records indicate that typical progress toward a degree may be in jeopardy. Students should meet with their advisors to discuss plans for improving their performance.

Students whose academic records include one or more of the following will receive an academic alert from the Program Director:

- Semester grade point average (GPA) below 3.0. (CTC Program GPA is comprised of all CTC courses taken, beginning with the semester that the student enters the professional phase of the CTC Program.)
- Cumulative GPA below 3.0.
- Grade below “B-” in one course
- Withdrawal from a course for academic reasons (students who need to withdraw from a course for medical or personal reasons must first be approved by the Academic and Professional Standards Review Committee prior to withdrawing)
- While the grade of “C” is regarded as a minimum passing grade, it is judged as unsatisfactory performance. Students who earn a “C” grade in a core course must decelerate, and repeat the course before proceeding in the full-time program (see Deceleration below).
- Verbal or written reports from clinical supervisors indicating the student’s non-adherence to site regulations, site schedule, ethical standards of conduct, or engagement in behavior that puts client safety at risk. This information may be reviewed by the Academic and Professional Standards Review Committee for action, depending upon the circumstances.
- A student who violates the CTC Program’s Standards of Professional Conduct or ACA Code of Ethics (most recent edition). This information may be reviewed by the Academic and Professional Standards Review Committee for action, depending upon the circumstances.
- Students who receive academic alerts will be required to improve their performance by the end of the next enrolled semester. Details will be provided in writing to the student upon academic alert notification.

Deceleration

Deceleration means that the student may not progress in the full-time program.

Students decelerate when they receive a “C” (2.0) in any course. Students must repeat the course and earn a minimum “B” (3.0) in order to proceed in the program. Students who are unsuccessful with remediation activities will be dismissed. Students can repeat only one course.

Since the program is a lock-step curriculum, a course that was not successfully completed cannot be repeated until the following year. A second deceleration results in dismissal.

Dismissal

Students whose academic records include any of the following will be dismissed from the program:

- Cumulative grade point average below 3.0 for any two semesters.
- Academic warnings in two consecutive semesters, or any three semesters.
- A grade below “B-” in more than one course.
- A grade of “F” or “NC” in a non-fieldwork course.
- Grade of “NC” in two fieldwork courses.
- Failure to correct deficiencies outlined in academic warning notice.
- Failure to earn minimum 3.0 grade in a repeated course (a course can be repeated only once).
- Unprofessional behavior and/or conduct that violates the University’s Code of Conduct, the ACA Code of Ethics, or the CTC Program’s Standards of Professional Conduct.

Official notification of dismissal will be in writing and sent directly to the student. Students may appeal by submitting a written request for reinstatement to the OT Program Director (see Section II.M.2 below).

III. APPEAL PROCESS

Students have the right to appeal decisions made by any faculty, official or committee of the University. The matter should be handled informally, if possible. If no satisfactory resolution is obtained, appeals are to be made in accordance with policies as described below, and in the current year University catalog.

Appeal of Adverse Decisions (other than academic progress or dismissal)

A specific procedure has been established for students who wish to express concern over academic matters. The first step of the appeal process is to discuss the decision with the individual who made the adverse decision. Students should see the following persons in this order:

1. Instructor. Arrange an appointment with the instructor in whose course the concern arises. If the concern involves more than one student, a joint appointment should be arranged so that at least several students are present with the instructor. The concern should be explained in detail and concrete remedies suggested. The instructor should provide a specific response.
2. Program Director. If not satisfied with the response of the instructor, arrange an appointment with the Program Director. The concern should be discussed in detail, including a review of the instructor’s response. The Program Director will provide a specific response within a week. In the event a satisfactory resolution cannot be reached, an appeal may be submitted to the Executive Dean of the College of Science, Health and the Liberal Arts. The Executive Dean is the final appeal.

I. APPEAL OF ACADEMIC PROGRESSION OR DISMISSAL

Students who receive an academic progression or dismissal notice from the program may petition the CTC Program Academic and Professional Standards Review Committee to reverse the decision by filing a formal appeal. The Committee is an advisory group who reviews cases related to student academic progression. Students may be referred to the Committee for academic, disciplinary, or professionalism reasons. The Committee is comprised of representatives of the CTC Program faculty, Health Professions faculty, and/or Thomas Jefferson University faculty, and meets on an as needed basis.

Students may appeal an academic progression or dismissal decision by submitting a written request for review or reinstatement to the Program Director, the next step in the appeal process. The Program Director will forward the appeal to the Committee. The appeal should be in writing and include the following:

- An explanation of the poor academic performance that led to the academic notice or dismissal.
- An explanation of whether the student worked with Program faculty, sought tutoring assistance or accessed other support services to address academic performance.
- Documentation concerning any mitigating circumstances that may have contributed to poor performance.
- A plan for preventing recurrence of academic or professional behavior difficulties and for raising performance to at least the minimum standard required for continued enrollment.
- Letters of support from faculty (optional).

The Academic and Professional Standards Review Committee will schedule a hearing to address the appeal. The student will be invited to present his or her case. Information from the following may be reviewed and considered: student's letter of appeal; documentation submitted by faculty/ staff/ fieldwork educators and/or students; the student's academic record; interviews with faculty and/or students; and/or comments from the student during the Committee hearing. Following the hearing the Committee will make recommendations directly to the Program Director. The Program Director will review the Committee's recommendation, make a decision, and contact the student as soon as practical.

In the event a satisfactory resolution cannot be reached at this level, an appeal may be submitted to the Executive Dean of the College of Science, Health and the Liberal Arts. Requests for appeal of adverse decisions must be made in writing and include the following:

- A thorough description of the concerns.
- A synopsis of the decisions to date.

The Executive Dean is the final appeal.

COURSE REMEDIATION POLICY

Students who receive a grade of "C+" in a CTC Program course must remediate portions of the course. Faculty will determine an appropriate remediation plan based on the student's course performance. **Remediation will not alter the grade a student earns in the course.** The Program will not offer

remediation to students who receive an “F” in a course. The purpose of remediation is to improve the knowledge and skills of students whose performance is marginal or slightly below average work in a particular course. The remediation process is appropriate for students who demonstrate below average performance in one component of a course. Remediation is a brief experience consisting mostly of self-study activities under the direction of a faculty member. It is not designed to be a substitute for a course, or to provide all the information contained in a course. If the course instructor or the Academic and Professional Standards Review committee feels that a student has not mastered the majority of the subject matter contained in a course, remediation will not be offered to a student. The following guidelines are used by course faculty and the Academic and Professional Standards Review Committee to identify candidates for remediation.

Guidelines for Selection of Candidates for Remediation

- The student must have obtained a grade of at least a “C+” or above in the course (as defined by the course syllabus).
- The student must have demonstrated a substantial effort to learn the course material as evidenced by class attendance (missing no more than two class sessions in the course), review session attendance if relevant, **actively** seeking assistance from the course instructor, and participation in tutoring, the Learning Center, study groups, or any other modalities recommended by the faculty for improving academic performance.
- The student must participate in remediation immediately following the semester in which the course is taken.

I. WITHDRAWAL/TEMPORARY LEAVE OF ABSENCE

The CTC Program curriculum is sequential and integrated in nature. For this reason, withdrawal from one course may require withdrawal from another course. The faculty recognizes that various circumstances may result in a student needing to withdraw from the program. Students who wish to reenter at a later date must be in good academic standing at the time of withdrawal. To withdraw or apply for a leave of absence students must follow the policies and procedures described in the current graduate catalog. Additionally, students must:

- meet with the Program Director
- complete relevant forms available from the Registrar’s website:
<http://eastfalls.jefferson.edu/registrar/forms>

Academic leaves of absence are granted for no more than one year. In select instances students may request to return and complete the program in less than full-time status. Students enrolled in the program in less than full-time status **must** follow the specific course of study delineated by the program director at the time the student reenters the program.

I. GRADUATION REQUIREMENTS

The following is consistent with the Thomas Jefferson University Graduate Education Policy for graduation, and includes specific references to the additional Occupational Therapy program requirements. (See also Graduate Studies Catalogue.)

- Students must fulfill the required credit hour requirements for the CTC graduate program
- Credit hour requirements include all didactic and fieldwork coursework.
- A candidate for graduation must have earned at least a 3.0 cumulative grade point average and no more than one grade below B- to be certified for graduation.
- Students must submit an *Application for Graduation* prior to the semester in which they plan to graduate.
- This form is available on-line in WebAdvisor. Students will be billed for graduation fees.

II. RE-ENTRY POLICY

Students who *withdraw* from the CTC Program and who wish to return must submit a letter to the Program Director. The letter must state the student's rationale and readiness for return to full-time coursework. It should include information about the student's activities since leaving the program that have prepared him/her to return. Readmission will be determined by the faculty based on a review of records and any additional criteria required at the discretion of the faculty. Refer to the university catalog for further information regarding procedures.

Students *dismissed* from the CTC Program for academic conduct or any other reasons are not typically readmitted to the Program. In special circumstances, dismissed students may be considered for re-entry. To be considered for re-entry students must have developed and implemented an action plan that would facilitate successful academic, clinical, and dispositional performance. They must notify the Program Director prior to application, then submit the Re-Entry Application to the Office of Graduate Admissions following the admission procedures described above.

All requests for re-entry will be considered on an individual basis by the CTC Program faculty. Decisions will be based on factors such as current academic status, clinical readiness, dispositional and ethical assessment, availability of space, and the student's written justification for re-entry.

Combined B.S./M.S. Degree Programs for Community Trauma Counseling

The combined B.S./M.S. in Community and Trauma Counseling is designed for students who know early on that they want to become mental health counselors, allowing students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of the degrees separately. Undergraduate courses and extra-curricular experiences provide students with a foundation to develop the knowledge, values and interpersonal skills needed for success as a mental health counselor.

Thomas Jefferson University offers two tracks in undergraduate disciplines, including *Health Sciences* and *Psychology*, both of which provide an excellent foundation for a career in mental health.

During the first three years of undergraduate coursework, students must complete major requirements for the bachelor degree, including Hallmark courses and Community and Trauma Counseling program prerequisites. Students who meet the graduate counseling program progression criteria (see below) can matriculate into the master's program by enrolling in first-year graduate coursework during the fall semester of Year 4 of undergraduate studies. At the conclusion of the fall semester of Year 4, students are awarded the bachelor degree in Health Sciences or Psychology and are eligible to participate in the May commencement ceremony. Upon completion of graduate Community and Trauma Counseling

program requirements in Year 5, the Master of Science degree will be awarded. Students receive their graduate degree in May and can participate in the May commencement ceremony.

Combined B.S./M.S. Degree Program Admission

Freshman Admission Option

Freshmen applicants who are admitted to the University must demonstrate the following profile for admission into the combined degree programs:

- Minimum overall high school grade point average (GPA) of 3.0
- Minimum combined SAT score of 1000 for Critical Reading and Math, or 22 on the ACT
- Four years of science—strongly encouraged

Transfer Credit for BS/MS in Community and Trauma Counseling Programs

Students can transfer from outside institutions with 30 or fewer credits. At least half of the Community and Trauma Counseling graduate program's prerequisite courses must be completed at Thomas Jefferson University, including Counseling Psychology. Students may not transfer any of the program's prerequisite courses with grades lower than "B-." These courses include Introduction to Psychology, Abnormal Psychology, Lifespan Human Development/Developmental Psychology, and Statistics. Transfer applicants should contact the Office of Admissions to discuss entry requirements.

Internal Transfer Policy (For undergraduate students interested in transferring into the undergraduate portion of the BS/MS in CTC program)

Students may be eligible to transfer into the combined programs, dependent on seat availability. Requests must be made to Dale Michaels, Associate Professor, Undergraduate Psychology & CTC, who will review the request and determine eligibility. The transfer requires students to change their current major to one of the combined BS/MS CTC majors. No internal transfers will be permitted in years where there are 15 or more current undergraduate pre-professional phase CTC students in good academic standing who anticipate moving into the graduate coursework.

Combined B.S./M.S. Degree Programs for Community Trauma Counseling Progression

Pre-Professional Phase (Years 1, 2, and 3)

For progression into the graduate counseling program at the conclusion of the third year of undergraduate studies, students must meet minimum requirements established by the CTC Program Faculty. Students who demonstrate the following profile are guaranteed matriculation into the M.S. in Community and Trauma Counseling Program:

- Completion of undergraduate major and Hallmark requirements (during the first three years and the following summer of undergraduate study)
- Overall minimum 3.0 GPA for all college coursework (including transfer courses)
- Overall minimum 3.0 GPA in Community and Trauma Counseling program prerequisites (minimum grades of "B-" or better in all program prerequisite courses, including Abnormal Psychology, Developmental Psychology, Counseling Psychology, Clinical Psychology, and Statistics)

A formal review of a student's academic progress will occur at the conclusion of each spring semester of undergraduate coursework to evaluate progress towards transition into the graduate/professional phase. Transferred grades will be included in the review for meeting the above criteria.

Students that are unable to achieve the standards identified above may not matriculate into the graduate coursework, and may continue toward completing their undergraduate coursework in psychology or health sciences, if appropriate and upon advisement. Students may then apply to the graduate counseling program upon completion of the major, though may be advised to repeat specific courses to satisfy the admission requirements of the program.

Professional Phase (Years 4 and 5)

Students must successfully complete ALL Pre-Professional phase courses prior to entrance into the Professional phase of the CTC Program, and have the approval of the Pre-Professional subcommittee of the CTC Program Admissions Committee to proceed into the Professional phase. This committee will evaluate the student's academic and professional behavior. Academic Integrity and Student Conduct Policy violations may negatively affect a student's ability to matriculate into the Professional phase.

Students who do not meet requirements for progression into the Professional phase may be able to remain at the University but must change their majors to reflect either BS in Health Sciences or BS in Psychology (or other major, as appropriate; refer to the general University academic standards listed in the *Student Handbook*). These students cannot continue in the B.S./M.S. in CTC Program.

Requirements for progression into the Professional Phase:

1. Academic: Students are evaluated by the cumulative and pre-requisite GPA. Students must have a minimum 3.0 cumulative and 3.0 pre-requisite GPA.
2. Professional Behavior: Students are required to submit one letter of reference from a Thomas Jefferson University faculty. Professional behavior is evaluated by review of this letter of reference, and discussions with faculty. Additionally, students are expected to follow all policies outlined in the Thomas Jefferson University *Student Handbook* including those pertaining to academic honesty. Infractions such as forgery, plagiarism, copying tests, and cheating on examinations will not be tolerated. These infractions may lead to dismissal from the CTC Program. Students shall report any illegal or unethical activity to the Program and may be referred to the Academic and Professional Standards Review Committee.

Students must be appropriately responsive to lawful requests from their instructors and University officials. Students shall not display disruptive or obstructive behavior at the University or its affiliates. Academic integrity issues will be considered.

Community and Trauma Counseling Certificate Programs

The CTC program offers 2 certificate options. *The Certificate of Advanced Studies in Trauma Counseling* is designed for post-master's mental health professionals to expand their trauma competencies and knowledge. *The Certificate in Childhood Trauma Studies* is a bachelor's or master's level certificate for individuals across disciplines and professions who aim to better understand the impact of childhood adversity on development. This program offers advanced trauma knowledge, skills and competencies to promote healing and growth for children and families impacted by childhood adversity.

CERTIFICATE OF ADVANCED STUDIES IN TRAUMA COUNSELING (CAS), Post-Master's

The program offers a 12-credit, (four-course) graduate certificate for post-master's level professionals seeking to enhance their trauma competencies, or for those desirous of engaging in additional coursework to meet requirements for professional licensure. The certification also satisfies the interests of individuals already licensed who desire credentialing in the trauma specialty.

CAS Overview

This post-master's certificate requires a minimum of 128 hours of instruction time (4 courses at 32 hours each; the equivalent of 16 full-day workshops). The three courses are modified versions of current CTC offerings in the weekend program. Assignments, expectations, and assessments in all required courses have been modified for certificate-seeking students. Upon successful completion of three courses, participants will receive an official *Certificate of Advanced Studies in Trauma Counseling* from Thomas Jefferson University.

CAS Mission

The Certificate Program provides professionals with an advanced understanding of trauma theory, principles, tools and strategies that support trauma-informed practice with adults and children.

CAS Learning Outcomes

Following is a list of Learning Outcomes for the Certificate of Advanced Studies in Trauma Counseling.

Professionals who earn a Certificate of Advanced Studies in Trauma Counseling from Thomas Jefferson University's Community and Trauma Counseling Program will be able to:

1. Understand the impact of trauma on development and neurobiology.
2. Demonstrate competency in the knowledge and skills of the professional practice of counseling.
3. Communicate with, respect, and competently counsel culturally diverse populations.
4. Practice ethically based counseling according to the highest standards of the profession.
5. Demonstrate and integrate the unique dynamics of trauma, traumatic stress, and trauma-related disorders into counseling practice and treatment.
6. Understand and differentiate the counselor's role in the therapeutic treatment of trauma-related disorders.

CAS Admissions Requirements and Procedures

Professionals who have earned a master's degree or higher in counseling, psychology, social work, or a related discipline should visit the Thomas Jefferson University Admissions Website to complete the application process: www.philau.edu/graduate/admission.

Prospective students complete the online application for the Certificate of Advanced Studies in Trauma Counseling, and must also furnish official undergraduate and graduate transcripts. There is also a small application fee. If you are unable to pay the application fee, please contact the program director (felterj@philau.edu). Please contact Rebecca Fowler (fowler@philau.edu) in Graduate Admissions with any application-related questions.

Credits for Continuing Education

Students in the CAS program will not receive graduate credits for their coursework; hence certificate students cannot transfer these courses if they choose to enroll in the MS program. Upon successful completion of each course, students will receive 32 contact hours/clock hours from the National Board of Certified Counselors and/or the Pennsylvania State Board of Social Workers, Marriage and a Family Therapists and Professional Counselors. *Please note: missed classes/tardiness will result in a decrease in contact hours/clock hours.*

Projected Duration

Certificate-seeking students must begin in the fall semester with enrollment in Foundations of Trauma (a pre-requisite for all other certificate courses). Students will then enroll in Neurobiology of Trauma (required) in the Spring semester. They can then choose to enroll in Childhood Trauma and Effects (optional) in the summer semester, or could opt to take Advanced Clinical Interventions in Trauma Treatment (required) in the following Spring semester, alongside Community and Disaster (optional) to complete the requirement.

CAS Course Requirements and Offerings

Orientation and Advanced Reading

There will be a required orientation during the first hour of the first fall semester class. Additionally, certificate students will be expected to read a few selected chapters prior to their first class.

Course Offerings

The certificate program requires successful completion of four courses that are modified offerings within the current CTC curriculum.

Foundations of Trauma (a modified version of CTC 605), Neurobiology of Trauma (a modified version of CTC 651) and Advanced Interventions in Trauma Treatment (a modified version of CTC 653) are required of all participants. Certificate seeking professionals choose one additional course from a menu of two modified offerings in the CTC program. Certificate students will engage in class lectures alongside current M.S. students, but will have modified assignments, assessments, and no online requirements. The courses offered are described below (full syllabi will be distributed separately).

Foundations of Trauma- REQUIRED

32 contact hours, Fall Offering

This course provides an understanding of the phenomena of trauma and human responses, treatment, and recovery. Discussion includes identifying major types of trauma, effects, assessment, and a survey of clinical interventions. The neurobiology of trauma and responses is explored, with attention to its relevance to understanding response behaviors and treatment.

Childhood Trauma and Effects

32 contact hours, Summer Offering, *prerequisite CTC 651*

This course provides an understanding of the environmental factors that contribute to and constitute adverse childhood experiences, and the effects on children's development and subsequent behavior. Discussion will include attachment theory and the influence of attachment on development, historical and contemporary research on adverse childhood experiences and subsequent mental health and illness, and an overview of prevention and intervention, and treatment.

Advanced Clinical Interventions in Trauma Treatment- REQUIRED

32 contact hours, Spring Offering; *Prerequisite CTC 651*

This course provides a detailed examination of clinical interventions for treating posttraumatic stress disorder. Specific study includes trauma-focused cognitive behavioral treatment of adults and children, eye movement desensitization and reprocessing, dialectical behavior therapy, body-oriented therapy, and expressive group processes. Discussion examines evidence-based practices and evaluation of therapeutic interventions.

Knowledge and Skill Requirements for Community Disaster and Trauma

32 contact hours, Spring Offering; *Prerequisite CTC 651*

Disaster mental health intervention involves unique clinical skills and knowledge. This course will aid in developing the requisite competencies to enable mental health clinicians to successfully help survivors, rescue workers, and other volunteers in the aftermath of a disaster. Topics include the psychological phases of a community-wide disaster, common patterns of immediate and long-term public response, mental health risks that rescue workers and victims face, assessment of mental health needs, as well as a focus on self-reflection and self-care. Course content will align with standards proposed in the Disaster Mental Health Handbook (American Red Cross, 2012).

CAS Program Dates

All certificate courses will be held for 8 consecutive hours (8:30 a.m.-5:30 p.m., one-hour break for lunch) on Saturdays throughout the calendar year.

Program Policies and Standards

CAS Attendance Policy

Certificate students must make every effort to attend all CTC scheduled classes. When possible, students must communicate about absences and tardiness prior to missing class. Students may miss the equivalent of 4 hours per course (one class) without penalty, though missed work must be made up. CAS students must sign in and out for each class. A missed class or tardiness will impact the number of contact hours (NBCC) or clock hours (state board) for the course, as an accurate account is required.

Program Policies

Certificate students are expected to uphold the policies and standards set forth by the Thomas Jefferson University's Community and Trauma Counseling Program. Relevant policies and standards are provided below:

Classroom Protocol:

With the increasing frequency of communicating via text messaging, the behavior has been increasing in frequency in the classroom. Though we may perceive the behavior as subtle, it is often a distraction to others in several ways. Please practice consideration for others and refrain from text messaging during class time.

Academic Integrity:

Plagiarism is a form of academic dishonesty that involves presenting another person's ideas or work as your own. Academic integrity requires you to document sources in any written work turned in for credit. Students found guilty of plagiarism are subject to a range of penalties, including dismissal from the university. See the *Student Handbook* for a copy of the University's Academic Integrity Policy. If you have questions about when and how to cite your sources, please discuss your questions with your instructor. You may also want to review guidelines for citing sources available on the website of the Academic Success Center (philau.edu/SuccessCenter).

CERTIFICATE IN CHILDHOOD TRAUMA STUDIES (CTS), UNDERGRADUATE AND GRADUATE

This program is open to professional and paraprofessional students who work with children and families across various settings and disciplines, or to PhilaU undergraduate and graduate students who seek to understand the complex impact of childhood trauma on development. This program offers advanced trauma knowledge, skills and competencies to promote healing and growth for children and families impacted by childhood adversity. The four-course curriculum leads to an undergraduate or graduate Certificate in Childhood Trauma Studies.

CTS Program Mission

Born out of growing empirical evidence that trauma is frequently at the root of psychological, emotional, behavioral, social and academic distress and dysfunction in children, *Influencers of Childhood Development: A Trauma-Informed Exploration* /The Childhood Trauma Studies Certificate Program is an inter-disciplinary/inter-professional training program that aims to develop competent trauma-informed service providers who have the knowledge and skills to work effectively with children and families impacted by childhood adversity. This program provides fundamental principles of trauma theory and further fosters a sophisticated comprehension of the impact of childhood trauma, allowing professionals and paraprofessionals alike to emerge with an advanced knowledge and skillset to work effectively with children and families in today's world.

CTS Program Learning Outcomes:

As a result of attending all four courses, students will be able to:

- Recognize the causes, symptoms and behaviors associated with unresolved trauma.
- Distinguish among varying types of trauma
- Discuss the myriad of ways to apply trauma-based information, concepts, approaches, principles and skills
- Analyze and appraise specific situations in which trauma is impacting child development.
- Formulate strategies, creating and designing approaches that reflect their learning using trauma-focused strategic planning.
- Describe how to appropriately assess, choose and execute specific intervention plans
- Demonstrate an awareness and knowledge of their own cultural values and biases.
- Demonstrate an awareness and knowledge of the diverse worldviews of their clients, and will evaluate, select and employ culturally appropriate assessments and intervention strategies in their work.

CTS Admission Requirements:

Prospective students will be required to provide the following:

- Writing Sample
- Official Transcripts (graduate and/or undergraduate) that demonstrate successful completion of Three Pre-Requisite College-level Courses
 - One college level English (or Composition) Course (3 Credits)
 - Two (2) courses in Psychology, Sociology, Child/Human Development, or Early Childhood Education

CTS Delivery Modes and Formats

All courses in this program will be delivered in a lecture format (with experiential/active learning) at an off-campus location easily accessible to individuals employed in Philadelphia and those utilizing public transportation. Classes are held at:

One Penn Center (1617 JFK Boulevard)
Suite 1705
Philadelphia, PA 19103

Classes are held on Thursday evenings from 5:15-8:15 p.m. (following the traditional academic calendar) to allow working professionals and para-professionals to attend.

CTS Curriculum

Four (4) 3-credit courses will be offered. Individual courses will be transcribed. The Certificate will be obtained after completion of 12 credits. No electives, tracks or concentrations will be offered.

The courses will be listed as undergraduate offerings. For bachelor's prepared students, courses may be cross-listed with graduate-level courses for those seeking graduate credits. For graduate-level courses, additional assignments will exist in all syllabi for those seeking graduate credit.

Relating Trauma to Typical Childhood Development (3 credits; REQUIRED)

Course Description: This course integrates an understanding of typical processes and stages of childhood growth and development with an appreciation for the impact interactions by caregivers can have on the development of healthy/positive physical, intellectual, emotional, social and relational outcomes for infants, toddlers and children. Exploring what can influence positive outcomes opens minds to new awareness that in turn leads to discussions around the potential for negative outcomes, such as those connected with adverse childhood experiences and other forms of trauma. Students will identify and understand some causes of trauma and the impact of trauma on the growth, development and functioning of the brain. Discussion provides an overview of practices that influence healthy growth and development to inspire and inform such practices that can lead to the prevention of adverse experiences in childhood. An additional focus is the preparation for future exploration around the causes and impact of childhood adversity, and appropriate interventions for children and families who have experienced adversity.

The Impact of Trauma in Childhood: Enhancing Trauma Awareness (3 credits, REQUIRED; pre-requisite: Relating Trauma...)

Course Description: This course provides vital information on the causes of trauma, the complexity of trauma's presentation in children, and the impact of trauma on development. Common trauma-related responses in children will be explored, and suggestions for trauma-sensitive behaviors on the part of professionals and others who serve as caregivers of children will be provided. This course aims to develop a greater awareness of the potential impact of trauma on a myriad of related developmental processes.

Applying Trauma Principles in Childhood (3 credits; REQUIRED; pre-requisites: Relating Trauma, The Impact of Trauma...)

Course Description: This course provides opportunities for students to continue the journey of becoming more trauma-aware, trauma-sensitive and trauma-competent. In addition, each person's knowledge and skills base with regard to the nature of trauma and its aftermath are enhanced. Students focus on specific ways to apply trauma information, concepts, approaches, principles and skills in real life situations. Students are given opportunities to share in class some of their own experiences of applying these for feedback and affirmation of growing competencies. These reflective sharing processes further advance each student's awareness, sensitivity and abilities to intentionally apply trauma principles in real-life situations, serve to promote transfer of training and encourage intentional application of the information, concepts, approaches, principles and skills in real-life situations.

Enhancing Capacity for Applying Trauma Principles in Childhood (3 credits; REQUIRED; pre-requisites: Relating Trauma, The Impact of Trauma, Applying Trauma...)

Course Description: In this course students continue exploring the nature and impact of trauma on the lives of children, families and communities, building on the information provided in the previous courses. The focus is on broadening and enhancing competence in applying trauma-focused information, concepts, principles, approaches and skills using a practicum approach. Students become more **intentional** in their practice of dealing with disruptive behaviors, "behavior problems", and general interactions with families and children. By completing a cycle of observations, planning, implementing, and evaluating approaches

they have determined best address the trauma-related issues and needs of the children and/or families on whom they are focusing, students demonstrate enhanced competencies for applying trauma principles.

DISASTER MEDICINE AND MANAGEMENT (M.S.)

Program Director: Jean Bail, Ed.D., RN, MSN, CEN, EMT-P

Campus Location: This program is offered in two formats: a flexible distance-learning process or an in-class model combining the online requirements with seminar and in-person activities. A 6.5 day on-campus conference week is required once during the program.

Mission

Disaster medicine and management is a graduate program focusing on a comprehensive foundation of disaster medicine and emergency management principles and practice. The program recognizes that there is an overwhelming global need to educate professionals whose expertise will be needed to prepare for, respond to and recover from natural and man-made disasters and mass casualty incidents. Through experiential learning and intensive online work, learners apply written and verbal communication skills, research analysis, interdisciplinary collaboration and critical thinking to operational approaches of disaster management.

Program Learning Goals

Graduates of the disaster medicine and management program will be able to:

- Apply information from the core subjects in disaster/emergency management to prepare for participation in the global response community.
- Effectively communicate in written and oral formats complex, analytical emergency response needs, analysis, plans and policies.
- Analyze the current literature to discuss the practice of disaster management and contribute to the knowledge base.
- Apply multidisciplinary and collaborative approaches to integrate theory and practice to inform the management of potential disasters, and to prepare for future disasters using an all-hazards approach.
- Introduce/change to the field by using a strong foundation in the history and practice of disaster management to anticipate future directions.
- Apply core information to develop and implement a systematic approach to exercise development, evaluation, and post-exercise evaluation activities.

Program Description

Recent events in our nation and the world have focused our attention on the prevalence of disasters, mass casualty situations and public service disruptions including terrorism, biological and chemical terrorism, war, tsunamis, earthquakes, hurricanes, floods, wildfires, volcanoes and major power grid disruptions. Additionally, we are facing an increasing number of accidents involving hazardous materials.

The effects of all of these events on people, animals, the environment, physical structures and our public infrastructure have been immense. This has brought increased attention to our public safety, emergency medical services (EMS) and public health systems in terms of disaster preparedness. The need for a highly-organized disaster preparedness infrastructure and individuals with expertise in this area has become readily apparent to the government and private sector. Disaster emergency planning and management has become an expanding area of study in the fields of medicine, emergency medical services, public safety, mental health, public health and the military.

The Master of Science in Disaster Medicine and Management is a comprehensive graduate degree program encompassing all facets of disaster management. The program encompasses the study of: terrorism, weapons of mass destruction, hazardous materials, natural disasters, psychological aspects of disasters, acute traumatic stress intervention, public health considerations of disasters, research methods and disaster planning and management including risk assessment, incident command and resource allocation. The program is delivered as a partnership between Thomas Jefferson University and the Department of Emergency Medicine of the Albert Einstein Health Network.

The program is designed as a 36-credit, 12-course curriculum that can be completed in one to three years depending on the course load taken by the student. The courses will be offered in three terms per year. Courses will be offered in two formats: online OR in class. The distance-learning format uses the BlackBoard® course management system with a variety of teaching modalities such as online PowerPoint® lectures with audio, asynchronous discussion boards, synchronous chat rooms, via Adobe Connect, reading assignments, research papers, online journals and online testing. The in-class course delivery model includes the online materials plus weekly on-campus seminars and activities as directed by the faculty. All students will be required to attend one six-and-a-half-day, on-campus summer seminar that will include live lectures, hands-on skills labs, role-playing seminars, disaster drills and table-top exercises. This summer seminar is a mandatory component of two of the required courses (DMM635 and DMM639). Students will also be required to complete a capstone experience that has several options, but a formal thesis is not required. The program can arrange for students to participate in an internship at a site that provides emergency and disaster planning and preparedness in the United States and internationally.

Experiential Learning Requirement

Students will demonstrate the connection between academic learning and real world application by participating in local, regional, state, or federal agencies activities for a minimum of 100 hours during the program. This participation is a graduation pre-requisite and supporting documents will need to be submitted to the Program by the beginning of your final term (If you are already working in the disaster/emergency management you will need to provide documentation that supports meeting this requirement).

This is more than being a First Responder – it needs to be at the level of not just responding and working a call but participating in the management aspects. Students are expected to participate in activities and to volunteer in many roles, including exercises. Be clear that the primary focus is to be on management activities of disasters – planning/preparedness, mitigation, specific response needs i.e. sheltering, special populations, risk communication, and recovery planning. A review of the Certified Emergency Manager 12 knowledge areas may help guide your choices in activities. This is a noncredit activity.

Certificate Options

The program also offers two nine-credit, three-course graduate certificates for professionals seeking a less intensive educational experience. One involves core material on disaster medicine and management for those seeking a less intensive educational experience. The second certificate addresses business and crisis continuity issues exploring organizational continuity, risk assessment and organizational recovery.

E-Learning at Thomas Jefferson University

The program is offered in a flexible online environment. In the online delivery model, the vast majority of this is asynchronous and can be completed on the student's own schedule provided the student meets the required examination and assignment deadlines. The in-class model combines the online platform and expands the material using weekly campus based seminars and activities chosen by the faculty.

Program Hardware and Software Requirements

- Access to a computer (Windows operating system (Windows 2000, Windows XP or above if Disaster Mapping is one of your electives) and the capacity to hear audio (sound card). Also, a USB microphone is required and webcam capability will be useful.
- Internet access with high speed connection (DSL, Broadband or cable)
- Microsoft Office software (Word and PowerPoint)

Admission to the Program

Applications to the program should be submitted to the Thomas Jefferson University Office of Graduate Admissions. Admission into the program requires a bachelor's degree, undergraduate transcripts, a current resume, two letters of recommendation and a personal essay. Admission to the program will be based on several criteria: undergraduate GPA, relevant work experience, two letters of reference, a personal essay, and whether or not the applicant has completed the required prerequisites (see below). The GRE is not required. Those applying for a graduate assistantship may wish to take the GREs to be more competitive for this award.

Prerequisite Credit Courses

English Composition or College Writing	3
College-level Math or Statistics	3
General Biology or Anatomy and Physiology or Equivalent	3-4
Introductory Psychology or Behavioral Science Course	3

Sample Curriculum

Students have the option to take from 1 -3 courses per term. Below are sample schedules. Students are required to complete a course plan based upon the course schedule provided taking into consideration the terms elective courses are offered. There are 8 core required courses and 4 electives to complete.

Full-time students: FALL start

<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer Term</i>	<i>Fall Term</i>
DMM 610 Foundations in Emergency Management	DMM 640 Logistic Management for Disasters	DMM 635 Psychological Aspects of Disasters	DMM 643 Public Health Implications of Disasters DMM 755 Capstone
DMM 631 Organizational Mgmt. & Communications in Disasters	DMM 651 Applied Research & Statistics	DMM 639 Principles of Disaster Exercise and Drills	
Elective #1	Elective #2	Elective #3	Elective #4

Part-time students: FALL start

<i>Fall Term 1</i>	<i>Spring Term 2</i>	<i>Summer Term 3</i>	<i>Fall Term 4</i>	<i>Spring Term 5</i>	<i>Summer Term 6</i>
DMM 610 Foundations of Emergency Management	DMM 640 Logistic Management for Disasters	DMM 635 Psychological Aspects of Disasters	DMM 631 Organizational Management & Communications in Disasters	DMM 651 Applied Research and Statistics	DMM 755 Capstone
Elective #1	Elective #2	DMM 639 Principles of Disaster Exercises and Drills	DMM 643 Public Health Implications in Disasters	Elective #3	Elective #4

Full-time students: SPRING start

<i>Spring Term</i>	<i>Summer Term</i>	<i>Fall Term</i>	<i>Spring Term</i>
DMM 610 Foundations in Emergency Management	DMM 635 Psychological Aspects of Disasters	DMM 631 Organizational Management and Communications in Disasters	DMM 640 Logistic Management for Disasters
DMM 651 Applied Research and Statistics	DMM 639 Principles of Disaster Exercises and Drills	DMM 643 Public Health Implications in Disasters	DMM 755 Capstone
Elective # 1	Elective # 2	Elective #3	Elective #4

Part-time students: SPRING start

<i>Spring Term 1</i>	<i>Summer Term 2</i>	<i>Fall Term 3</i>	<i>Spring Term 4</i>	<i>Spring Term 5</i>	<i>Fall Term 6</i>
DMM 610 Foundations in Emergency Mgmt.	DMM 635 Psychological Aspects of Disasters	DMM 631 Organizational Mgmt. & Comm. in Disasters	DMM 640 Logistic Management for Disasters	DMM 755 Capstone	DMM 643 Public Health Aspects of Disasters
Elective # 1	DMM 639 Principles of Disaster Exercises and Drills	Elective #2	DMM 651 Applied Research and Statistics	Elective # 3	Elective #4

Full-time students: SUMMER start:

Due to pre-requisites required for DMM 635 and 639, it is not advisable to begin as a fulltime student in the summer session unless you are prepared to take extra classes as the program will need to extend through 5 terms.

<i>Summer Term</i>	<i>Fall Term</i>	<i>Spring Term</i>	<i>Summer Term</i>	<i>Fall Term</i>
610 Foundations in Emergency Management	DMM 631 Organizational Mgmt. & Comm. in Disasters	DMM 640 Logistic Management for Disasters	DMM 635 Psychological Aspects of Disasters	DMM 755 Capstone
Elective # 1	DMM 643 Public Health Aspects of Disasters	DMM 651 Applied Research and Statistics	DMM 639 Principles of Disaster Exercises and Drills	
	Elective # 2	Elective #3	Elective # 4 (or take in Fall)	

Part-time students: SUMMER start

<i>Summer Term 1</i>	<i>Fall Term 2</i>	<i>Spring Term 3</i>	<i>Summer Term 4</i>	<i>Fall Term 5</i>	<i>Spring Term 6</i>
DMM 610 Foundations in Emergency Management	DMM 631 Organizational Management & Communications in Disasters	DMM 640 Logistic Management for Disasters	DMM 635 Psychological Aspects of Disasters	DMM 643 Public Health Aspects of Disasters	DMM 755 Capstone
Elective #1	Elective #2	DMM 651 Applied Research and Statistics	DMM 639 Principles of Disaster Exercises and Drills	Elective #3	Elective #4

Electives: (Choose four from the following)

• DMM-612	Foundations of Homeland Security & Defense	3
• DMM-613	International and Humanitarian Disaster Management	3
• DMM-615	Hazardous Materials & Industrial Safety	3
• DMM-617	Disaster Mapping	3
• DMM-619	Natural Disasters	3
• DMM-623	Weapons of Mass Destruction	3
• DMM-624	Organizational Risk and Crisis Management	3
• DMM-625	Business and Crisis Continuity	3
• DMM-626	Organizational Recovery and Planning	3
• DMM-627	Principles of Terrorism	3
• DMM-648	Emergency Preparedness with Special Needs Populations	3
• DMM-649	Health care Emergency Management	3
• DMM-653	Clinical Disaster Medicine	3
• DMM-791	Internship in Disaster Medicine and Management	3
• DMM-797	Special Topics in Disaster Medicine and Management	1-3

TOTAL CREDIT HOURS: 36 Credits

Graduate Certificate in Disaster Medicine and Management

Program Goal

The certificate program refines the knowledge, skills and abilities providing a foundational ability to apply emergency management principles to public, private and municipal settings. This is accomplished in the 2 core required courses (DMM 610 and DMM 640). The third course chosen by the student allows exploration of an area of interest building on the foundational work provided in the 2 required courses.

Student Learning Outcomes:

1. Demonstrate high order analysis and application of disaster management principles to relevant case studies and historical events.
2. Demonstrate the application of pertinent legislative and U.S. federal policies and processes to a disaster event.
3. Demonstration of the application of disaster medicine and management principles in a real-world situation through the applied activity of creating a threat and hazard vulnerability assessment.

Core Courses (Required):

• DMM-610	Foundations in Emergency Management	3
• DMM-640	Logistic Management for Disasters	3
• Electives:	(Choose any one DMM course)	3

TOTAL CREDIT HOURS: 9 Credits

GRADUATE CERTIFICATE IN BUSINESS AND ORGANIZATIONAL COMMUNITY

Program Goals:

Establish the need for a Business Continuity Management (BCM) Processor Function, including resilience strategies, recovery objectives, business continuity and crisis management plans and including obtaining management support and organizing and managing the formulation of the function or process either in collaboration with, or as a key component of, an integrated risk management initiative.

Determine the events and external surroundings that can adversely affect the organization and its resources (facilities, technologies, etc.) with disruption as well as disaster, the damage such events can cause, and the controls needed to prevent or minimize the effects of potential loss. Provide cost benefit analysis to justify investment in controls to mitigate risks.

Prepare a program to create and maintain corporate awareness and enhance the skills required to develop and implement the Business Continuity Management Program or process and its supporting activities.

Student Learning Outcomes:

1. Develop and implement procedures for response and stabilizing the situation following an incident or event, including establishing and managing an Emergency Operations Center to be used as a command center during the emergency.
2. Design, develop, and implement Business Continuity and Crisis Management Plans that provide continuity within the recovery time and recovery point objectives. Design, develop, and implement Business Continuity and Crisis Management Plans that provide continuity within the recovery time and recovery point objectives.
3. Develop, coordinate, evaluate, and exercise plans to communicate with internal stakeholders (employees, corporate management, etc.), external stakeholders (customers, shareholders, vendors, suppliers, etc.) and the media (print, radio, television, internet, etc.).

Courses required

• DMM625	Business and Crisis Continuity	3
• DMM624	Organizational Risk and Crisis Management	3
• DMM626	Organizational Recovery and Planning	3

TOTAL CREDIT HOURS: 9 Credits

MIDWIFERY (M.S.)

Program Director: Dana Perlman, MSN CNM Campus Location: Center City as of Fall 2018

The mission of the Midwifery Institute is to offer quality educational preparation of midwives who will advance the profession of midwifery for the betterment of the health of women, families, and communities.

Mission

The mission of the Midwifery Institute at Thomas Jefferson University is to offer quality educational preparation of midwives who will advance the profession of midwifery for the betterment of the health of women and their families.

The Midwifery Institute faculty believes:

- Midwifery care is the exemplary health care standard for all women.
- Midwifery education models midwifery practice.
- Distributive (distance) learning provides user-friendly access to quality midwifery education.
- It is desirable to educate students who reflect the racial, ethnic and cultural diversity of the country.
- Learning is individualized through use of a wide variety of teaching/learning methodologies.
- Master's preparation for entry-level midwifery practice and research is optimum in the United States for the 21st century's increasingly complex health care environment.
- It is important for midwifery students and practicing midwives to pursue advanced education with a discipline-specific focus in midwifery.

M.S. Midwifery Program Goals

1. Graduates of the Midwifery Institute at Thomas Jefferson University will practice as safe beginning-level midwifery practitioners according to the Core Competencies of the American College of Nurse-Midwives (ACNM).
2. Graduates of the Midwifery Institute will be prepared to practice effectively in a multidisciplinary health care environment according to the Core Competencies of the ACNM.
3. Graduates of the Midwifery Institute will have the necessary research and critical thinking skills to be lifelong learners ensuring safe practice.
4. After completion of the midwifery program, graduates will provide midwifery care that demonstrates cultural humility and competence.
5. After completion of the midwifery program graduates will be prepared to practice according to the Code of Ethics and Standards of ACNM.

Program Learning Outcomes

After completion of the program, the graduates of the Midwifery Institute will be able to:

- Integrate theory, clinical knowledge, reasoning and skills to provide high-quality midwifery care.
- Contribute midwifery care effectively within interdisciplinary teams (clear communication, professional affect, skillful care).
- Critically reflect on midwifery practice in a variety of healthcare environments.
- Evaluate research to promote and engage in ongoing evidence-based clinical practice.

- Describe diversity issues inherent in the lives of women they serve and the effects of these issues on women's health care.
- Understand past and present professional issues in Midwifery.

Program Description

The Midwifery Institute provides an innovative and rigorous program to earn the Master of Science in Midwifery through online learning in the fundamentals of the art and science of midwifery, research, health policy, and selected advanced clinical and professional competencies. Initiated in 1997, this program prepares qualified individuals with a Bachelor's degree and qualified individuals with a bachelor's degree and an RN (Registered Nurse) credential in the practice of midwifery and prepares them to sit for the American Midwifery Certification Board's (AMCB's) national certification exam. Upon successful completion of the board exam, they earn the right to use the title Certified Midwife (CM) or Certified Nurse-Midwife (CNM).

The Midwifery Institute offers a 62-credit, 6-semester, 2-year, graduate-level, distance-education program for midwifery. Students can be admitted with a class cohort in either the fall or spring semesters. For those who prefer, this program can also be completed over 3 years. Students admitted with additional required health science prerequisites but without a registered nursing credential take an additional 10 credits in the first term of study and attend a week-long additional basic skills lab intensive on-campus, or with a contracted practice or hospital for supervised basic skills experiential learning prior to continuing their course of study alongside their nurse-trained classmates. Admission to the M.S in Midwifery is conditional pending successful completion of this additional semester. This additional semester of study and basic skills intensive requirement is waived for students matriculating with a current United States registered nurse license in addition to a bachelor's degree.

From the beginning, the Midwifery Institute's education program was designed for distance learning, and values and builds upon the student's previous education and life experience. State-of-the-art communication technology coupled with the professional expertise of an accomplished and caring faculty maximizes the educational experience. The program model focuses on graduate-level skills of inquiry and critical thinking.

The program integrates theory and practice into six semesters (2 years) or nine semesters (3 years) of primarily asynchronous study, clinical experience, and two week-long on-campus intensives. The theoretical components of midwifery are learned through readings, seminar room discussions, problem-based learning seminars, virtual and written clinical cases, writing assignments, projects, quizzes, and examinations. The practice components are learned through digital clinical interactions, two on-campus intensives with a variety of skill workshops and clinical simulation, and four semesters of clinical practicum under the direction of a qualified preceptor. The majority of student clinical practicum must be under the direction of a CM/CNM, though some components of clinical may be completed under the direction of a qualified preceptor such as a nurse practitioner, physician, or certified professional midwife.

The program is modeled on midwifery-practice principles. Our course tutors use educational approaches based on the midwifery model of care: students are treated with respect as individuals and provided a personalized approach that encompasses all aspects of the education process including advising,

evaluation and supervision. Students take an active role in their own learning throughout their course of study. Students have program advisors who follow them from admission through graduation establishing continuity across the length of the program.

Course tutors focus on facilitation of learning through a process similar to the midwife's role during labor. Both roles require the ability to empower, challenge, assess, confront, encourage, provide feedback, assist, listen and problem-solve. This process meets the challenge of distance education and facilitates learning in an environment where students and faculty share the responsibility for lifelong learning. Online seminar rooms are full of thoughtful discussions about the art and science of midwifery practice, reflections on the role transition to midwife, midwifery research, education and health policy. As adult learners, students are able to reach their professional goals while building relationships within their online learning communities. This national networking is an asset as graduates enter the work world. The faculty sees the midwife within each student and is able to facilitate individual growth and development into the role of midwife, assuring the vitality and vision for the future of midwifery. The midwifery program remains on the cutting edge of a rapidly changing world by weaving active learning strategies with technology.

The 21st-century midwife supports practice with research and respects both the art and science of midwifery. Changes in the healthcare environment require midwives to be advocates for health care of women and families at a policy level, as well as clinically. Frequently, midwives act as administrators, teachers, and advanced clinical practitioners. This program facilitates professional development in these areas through excellent teaching, innovative technologies, inter-professional collaboration, and engaging, real-world, project-based learning activities.

The program is fortunate to have a diverse, experienced faculty in midwifery education, clinical practice, research, policy, education, and international midwifery. A career in midwifery requires lifelong learning and the faculty continues to be partners in the professional growth and development of midwives, students and the profession of midwifery.

Unique Program Requirements

Successful students of distance-learning programs are self-motivated and disciplined. This program requires extensive reading of primary-source materials in professional journals. Students are expected to demonstrate their ability to think and write critically. They use the written word to express themselves electronically in virtual seminar room discussions, communicating through emails, and in the preparation of learning activities.

All students must have access to a computer (either PC or Mac), a USB port headset and an Internet Service Provider, with a DSL connection recommended. Webcam transmission capability is also required. A telephone headset is strongly encouraged. As technology is continually being updated, before purchasing a computer, contact the program director for up-to-date information on hardware and software required. A mobile device, such as a smart phone for clinical rotations, is also strongly recommended.

At the Midwifery Institute, instruction is provided through the use of course management software that delivers the curriculum and facilitates faculty/student discussion, communication and electronic submission of assignments. Orientation to the software is provided prior to and during the online

orientation to the program. Readings and frequent interaction with faculty and classmates complement online courses, which include problem-based learning in synchronous, virtual classrooms. Experienced faculty members work closely with students and are accessible by email, telephone, or web-meeting. Students can access library resources online through the Gutman Library website.

Our computer environment is intuitive and easy to use. However, students must have basic computer skills, including familiarity with Windows-based applications, word processing and Internet use. During orientation, students learn how they will use the computer during their program of study and how they will communicate with both their faculty and classmates. Students with minimal computer skills are encouraged to enroll in a computer course prior to orientation.

All matriculated students are provided a Midwifery Institute Handbook describing program specific policies and procedures. Students have an opportunity to review this handbook prior to the first day of class and during online orientation. The program can provide a copy of the current Midwifery Institute handbook to you.

Technical and Professional Standards

For admission to the program, candidates must:

- Be self-motivated learners, have good study habits and be able to organize life commitments to set aside sufficient time for study and learning. We estimate this requires at least 40 hours per week for full-time students, in an environment conducive to study.
- Possess the emotional maturity and stability to approach stressful clinical situations in a calm and rational manner.
- Have the ability to communicate effectively with women and families from a wide diversity of cultural and socioeconomic backgrounds in an empathetic and sensitive way.
- Have well-developed oral and written communication skills.
- Have the ability to make independent clinical decisions within the scope of midwifery practice and within the guidelines for relationships established with collaborating health care providers.
- Display strong ethical integrity consistent with academic expectations and the American College of Nurse-Midwives (ACNM) Code of Ethics.
- Have sufficient mental abilities and physical capabilities, including but not limited to sensory function (vision, hearing and touch sensation), hand-eye coordination, neurologic and muscular coordination and control to competently perform physical assessments, and the technical procedures necessary for midwifery practice.

Clinical Preceptorship

Initial clinical experiences occur in the office setting where students provide prenatal, well-woman and primary care under preceptor supervision approximately two days per week for two semesters. During the student's final two semesters, clinical experience is full scope and adds all phases of labor, birth, postpartum and newborn care. A student may spend up to 40 hours per week in clinical during the final semester. Only part-time employment should be considered while undertaking this full-time program. Professional expectations include arriving at clinical rotations rested.

Clinical Requirements

Students are required to meet and document the following practicum requirements during their clinical experience: 10 preconception care visits; 40 new antepartum visits; 130 return antepartum visits; 40 labor management experiences; 40 births; 20 postpartum visits (0-5 days); 40 newborn assessments; 10 breast-feeding support visits; 20 postpartum visits (4-8 weeks); 40 primary care visits; 30 family planning visits; 30 gynecologic care visits; 20 peri-/postmenopausal visits. Students document clinical outcomes in a web-based tracking system. Students must develop their critical thinking, clinical reasoning, and clinical skills to a safe, beginning level of competency during their clinical practicum. A Declaration of Safety, indicating a student has achieved beginning level of competency necessary for entry into practice, must be signed by the clinical preceptor prior to program completion and in order to sit for the national certification exam given by the American Midwifery Certification Board (AMCB).

Insurance Coverage and Student Clinical Credentialing

Students must show proof of coverage for malpractice liability prior to starting clinical rotations. This insurance is readily available to student midwives through the ACNM. Cost varies year to year and by location. Applicants should ask for current costs during the admission process and know these may change by the time of purchase. Students typically purchase two years of coverage. Students are responsible for their own medical and dental care while enrolled in the program, and for informing the University they have coverage or they will be automatically placed on the University student health plan. Students may need to submit to, and be financially responsible for, any reasonable health screening that is required by a clinical agency beyond that required by the Midwifery Institute at Thomas Jefferson University. Students are required to have a background check, drug screen, and health clearance on admission and prior to beginning clinical rotations. Additional competencies, such as patient privacy, infection control, and cardiopulmonary resuscitation, are also required prior to beginning clinical rotations. Please check with the program for a complete list and associated costs.

Accreditation and Certification

The M.S. in Midwifery program is fully accredited by the Accreditation Commission for Midwifery Education (ACME). Their mailing address is: ACME, 8403 Colesville Road, Suite 1550, Silver Springs, MD 20910-6374, (240) 485-1800, www.acnm.org.

Upon successful completion of the program, graduates will receive an M.S. in Midwifery and will be eligible to take the national certification examination for midwives offered by the American Midwifery Certification Board (AMCB). Completion of the program prepares graduates to work in all practice settings.

Course of Study: Master of Science in Midwifery (Fall and Spring starts, varies slightly)

CM Pathway Courses (waived for applicants holding an RN license and bachelor's degree)

- CMW-635 Basic Skills for Healthcare 3
- CMW-635L Basic Skills for Healthcare Lab 1
- CMW-636 Environments of Healthcare 3
- CMW-637 Health & Illness in Clinical Practice 3

CM PATHWAY CREDIT TOTAL: 10

Term 1 MMW-730 Theoretical Foundations for Midwifery	3
CMW-642 Professional Issues	3
CMW-699 Advanced Physical Assessment	3
CMW-643 Advanced Physiology/Pathophysiology in Primary Care	3

TERM 1 CREDIT TOTAL: 12

Term 2 CMW-645 Health Care of Women	4
CMW-638 Advanced Pharmacology 1	2.5
MMW-731 Evidenced-Based Care: Evaluating Research	3

TERM 2 CREDIT TOTAL: 9.5

Term 3 CMW-613 Embryology and Genetics	1
CMW-641 Preparation for Office Based Practice	1
CMW-610 Antepartum Care	4
CMW-612 Postpartum/Newborn Care	2.5
CMW-631 Clinical i: Maternal & Well Woman Care I	2

TERM 3 CREDIT TOTAL: 10.5

Term 4 MMW-712 Introduction to Health Policy	3
CMW-611 Intrapartum Care	4
CMW-644 Advanced Pharmacology 2	1.5
CMW-632 Clinical ii: Maternal and Well Woman Care II	3
CMW-640 Preparation for Full-Scope Midwifery Practice	1

TERM 4 CREDIT TOTAL: 12.5

Term 5 CMW-619 Advanced Perinatal Pathophysiology	4
CMW-633 Clinical III: Full-Scope Midwifery I	4

TERM 5 CREDIT TOTAL: 8

Term 6 CMW-634 Clinical: IV Full-Scope Midwifery II	5
MMW-7xx Elective	3
CMW-646 Midwifery Nexus Project or MMW-726 Service Learning/ Travel	1.5

TERM 6 CREDIT TOTAL: 9.5

TOTAL PROGRAM CREDITS:	62
DIDACTIC CREDITS:	48
CLINICAL CREDITS:	14
TOTAL CREDIT HOURS:	62

Admission to the M.S. in Midwifery Program

Academic Calendar

Classes are admitted twice a year in the fall and spring. See the Midwifery Institute website for application deadlines (<https://www.jefferson.edu/university/health-professions/departments/programs/midwifery-womens-health.html>).

Requirements

Each applicant is evaluated individually. Candidates are expected to meet the following criteria for admission:

- Submit a professional resume.
- For the Certified Nurse-Midwife pathway, a candidate must be a registered nurse currently licensed in the state where employed.
- For the Certified Midwife pathway, a candidate must complete all prerequisites prior to enrollment. Students must complete the CM Pathway courses. Continuation in the program is conditional upon successful completion of these courses in the first term of study. See the Midwifery Institute website for prerequisites (<https://www.jefferson.edu/university/health-professions/departments/programs/midwifery-womens-health.html>).
- Hold a baccalaureate or higher degree in any discipline with a grade point average (GPA) of 3.0 or higher.
- Have an interview and a written agreement with a midwifery preceptor at a clinical site.
- Own a computer and have Internet access.
- Submit two letters of reference.
- Submit official transcripts from all undergraduate and graduate courses/institutions.
- Submit a brief essay, per guidelines, using a word-processing program.
- Submit a writing sample—a review of an evidenced-based research article in a recent Journal of Midwifery and Women’s Health, or take the Graduate Record Examination (GRE).
- Complete an interview (in-person/telephone/video-conference) with a program faculty member.
- Submit evidence of completion of a three-credit undergraduate statistics course.

Transfer of Credits

Students seeking to transfer credit from another program into the Master of Science in Midwifery course of study will have their transcripts evaluated on an individual basis. Submission of course descriptions and/or syllabi may be required.

Other Program Options

Thomas Jefferson University also offers an ACME-accredited Post-Master’s Certificate Program in Midwifery; a M.S. in Midwifery Completion program; a re-entry to practice process for CNM/CMs who have been out of clinical practice for a number of years; an advanced placement option for experienced

midwives, nurse practitioners, and health care providers; and a post-professional Doctorate in Midwifery.

The College of Nursing offers an accelerated second degree nursing program for highly qualified applicants wishing to earn a Bachelor of Science in Nursing. The College of Population Health offers a pre-clinical Master of Public Health degree and a graduate certificate in Healthcare, Quality and Safety. Applicants interested in these options are encouraged to speak with the Program Director regarding their individual career goals.

Post-Master's Certificate in Midwifery

The post-master's certificate in midwifery is for qualified individuals who have already earned a master's degree such as a MSN, MPH, or M.S. in a health-related field. Program goals are the same as the Master of Science in Midwifery. Program learning outcomes are the same, but students will build on competencies already achieved in their prior master's degree. The post-master's certificate is a 50-credit program. Students take the identical course of study as full MS students, with the exception of the four MMW prefix courses. Please see the Advanced Placement Option for information on advanced standing in this program.

Program Goals

1. Graduates of the Midwifery Institute of Thomas Jefferson University will practice as safe beginning level midwifery practitioners according to the Core Competencies of the American College of Nurse-Midwives (ACNM).
2. Graduates of the Midwifery Institute will be prepared to practice effectively in a multidisciplinary health care environment according to the Core Competencies of the ACNM.
3. Graduates of the Midwifery Institute will have the necessary research and critical thinking skills to be lifelong learners ensuring safe practice.
4. After completion of the midwifery program graduates will provide midwifery care that demonstrates cultural humility and competence.
5. After completion of the midwifery program graduates will be prepared to practice according to the Code of Ethics and Standards of ACNM.

Program Learning Outcomes

1. Students will be able to integrate theory, clinical knowledge, reasoning and skills to provide high quality midwifery care
2. Students will be able to contribute midwifery care effectively within interdisciplinary teams (clear communication, professional affect, skillful care)
3. Students critically reflect on midwifery practice in a variety of healthcare environments.
4. Using graduate level skills already attained, students of the Midwifery Institute will be able to evaluate research to engage in ongoing evidence based clinical practice.
5. Students will describe diversity issues inherent in the lives of women they serve and the effects of these issues on women's health care.
6. Students will practice midwifery in an ethical, empathetic and humanistic manner

7. Students understand past and present professional issues in Midwifery

MASTER OF SCIENCE COMPLETION PROGRAM

The Master of Science Completion Program is for qualified individuals who are already midwives certified by the American Midwifery Certification Board and who have already earned a Certificate in Midwifery or Nurse-Midwifery from an Accreditation Commission for Midwifery Education accredited midwifery program. Additionally, we have a dual-enrollment agreement with Baystate Midwifery Education Program. Students currently earning their certificate at Baystate can concurrently complete their Master of Science in midwifery at Thomas Jefferson University.

Program Goals

1. Graduates of the Midwifery Institute will be prepared to practice effectively in a multidisciplinary health care environment.
2. Graduates of the Midwifery Institute will have the necessary research and critical thinking skills to be lifelong learners ensuring safe practice.
3. After completion of the midwifery program graduates will provide midwifery care that demonstrates cultural humility and competence.
4. After completion of the midwifery program graduates will be prepared to practice according to the Code of Ethics and Standards of ACNM.5
5. Students will be able to integrate theory, clinical knowledge, reasoning and skills to provide high quality midwifery care
6. Students will be able to contribute midwifery expertise effectively within interdisciplinary teams (clear communication, professional affect, evidence-based care)
7. Students critically reflect on midwifery practice in a variety of healthcare environments.
8. Students of the Midwifery Institute will be able to evaluate research to engage in ongoing evidence based clinical practice.
9. Students will describe diversity issues inherent in the lives of women they serve and the effects of these issues on women's health care.
10. Students will practice midwifery in an ethical, empathetic and humanistic manner.

CM Pathway

The CM pathway to our existing midwifery education program is for qualified individuals prepared at the bachelor's level who want to become midwives. After successful completion of the M.S. in Midwifery program, graduates will be able to sit for the American Midwifery Certification Board (AMCB) exam to become certified midwives (CMs).

Individuals who may have limited or no experience in health care practice have unique learning needs that are addressed through completion of health science prerequisites prior to matriculation and an additional required term of study in the M.S. in Midwifery program. Students entering through the CM pathway must complete all prerequisite courses required for admission and pass 4 courses (CMW 635 plus lab, CMW 636, CMW 637) in their first term of study before they segue into the remaining 62 credits in the midwifery education program. As this catalogue goes to press, the CM credential is legally recognized in the following states: Maine, New York, New Jersey, Delaware, Rhode Island and Missouri.

Other states are currently considering legal recognition for the CM. Individuals interested in the CM pathway to the MS in Midwifery are encouraged to schedule an appointment with the program director to discuss current midwifery licensure status in their state.

Advanced Placement Option

The Advanced Placement Option (APO) is an individualized program of study (IPS) for qualified candidates with previous, formal, related health professional preparation, for example, in advanced practice nursing or in midwifery. APO students may challenge selected portions of the midwifery program by demonstrating competency. The purpose of the APO is to assure sound preparation in midwifery, while minimizing repetition of learning activities for knowledge and skills already attained. Part-time study or accelerated options may be planned according to class schedules, availability, and learner preferences. APO status requires submission of an APO portfolio at the time of application for admission. The Office of Graduate Admissions or the program can provide a portfolio template to you.

Refresher Process

The refresher process is for CM/CNMs who are nationally certified by the American Midwifery Certification Board and have graduated from an Accreditation Commission for Midwifery Education accredited program, but have been out of some or all areas of clinical practice and want to follow the American College of Nurse-Midwives guidelines for re-entry to clinical practice. Interested midwives apply for post-professional education with non-matriculated status. An individualized plan of study is created for each refresher student to review current content and take exams for areas of full-scope midwifery practice in which s/he is not current in practice. The refresher midwife completes all required pre-clinical credentialing and purchases liability insurance. Subsequently, the refresher midwife may complete a supervised refresher clinical to demonstrate currency in all areas of midwifery practice. For example, a refresher midwife who is currently providing prenatal care, care of common health concerns and gynecology, would complete a clinical refresher in intrapartum and newborn care. All exam and clinical refresher studies are undertaken as credit-by-exam and clinical demonstration. At the conclusion of a successful refresher process, the midwife receives a letter on letterhead reflecting successful completion of the process and can order an official transcript documenting all credit-by-exam work. Midwives interested in the refresher process are encouraged to speak with the Office of Graduate Admissions or with the Program to learn more. Refresher midwives are strongly encouraged to check with their state board and potential employers to learn about any specific requirements for re-entry to practice.

MIDWIFERY (D.M.)

Program Director: Barbara Hackley, Ph.D., CNM Campus Location: 303 Search Hall

The Midwifery Institute offers distance-learning programs, including the Master of Science (M.S.) in Midwifery, and the Post-Master's Certificate in Midwifery, as well as the Doctorate in Midwifery (D.M.). Some of these require on-campus coursework. The Doctorate of Midwifery requires two-on campus visits. See details and requirements of the other programs in other university documents.

Mission

The mission of the Midwifery Institute at Thomas Jefferson University is to offer quality educational preparation of midwives who will advance the profession of midwifery for the betterment of the health of women, families, and communities.

The staff and faculty of the Midwifery Institute at Thomas Jefferson University believe:

- Midwifery care is the exemplary health care standard for all women.
- Midwifery education models midwifery practice.
- On line learning provides user friendly access to quality midwifery education.
- It is desirable to educate students who reflect the racial, ethnic and cultural diversity of our country.
- Learning is individualized through use of a wide variety of teaching/learning methodologies.
- Master's preparation for midwifery practice and research application is optimum in the United States for the 21st century's increasingly complex health care environment.
- It is important for midwifery students and practicing midwives to pursue advanced education with a discipline specific focus in midwifery to develop the art and science underpinning the profession

Program Goals

- Develop midwifery leaders in education, advocacy, administration, and best clinical practices
- Develop midwives who have the vision and skills needed to create transformative action that can
- Improve the health and well-being of women, infants, families, and communities.

Doctorate of Midwifery Learning Outcomes

- Translate expert clinical knowledge and research relevant in midwifery into best practice models
- Develop, implement, and evaluate projects to improve women's health care, with a special focus on addressing maternal and infant health disparities
- Interpret and apply research related to national and international distribution and determinants of health and disease of women, newborns, families, and communities with a focus on understanding causes of maternal and infant health disparities
- Evaluate women's health policy and develop remedies to improve women's health and ameliorate maternal and infant health disparities
- Use effective communication and leadership skills to enhance team function and promote positive change in the health care of women, newborns, families, and communities.
- Analyze theories relevant to the discipline of midwifery and apply these theories to inform and evaluate the health care of women and newborns.
- Analyze and compare health care delivery and finance models of midwifery care to improve health outcomes for women, newborns, families, and communities.
- Evaluate and use information systems to improve the quality and safety of health care for women, newborns, families, and communities.
- Develop expertise and share knowledge in a selected area of midwifery practice or scholarship

Accreditation

The Doctorate in Midwifery is housed in a University accredited to grant doctoral degrees by the Middle States Commission for Higher Education, the regional accrediting body for Pennsylvania and the mid-Atlantic states. The University is also an approved participant in the State Authorization and Reciprocity Act (SARA). The curriculum for the Doctorate in Midwifery is congruent with ACNM core documents including the Competencies for the Practice Doctorate in Midwifery. As this catalog goes to press, ACME accreditation is only available for entry-level midwifery education programs and therefore not available to the Doctorate in Midwifery at this time.

Program Description

The Doctorate in Midwifery (D.M.) is a 35-credit, post-professional program designed for experienced midwives who desire to develop leadership skills in implementing best clinical practices, new educational modalities, or advancing legislative or advocacy agendas in midwifery.

Unique Program Requirements

The core element of the Doctorate in Midwifery program is the Advances in Midwifery (AIM) project. The AIM project is conceived, implemented, and evaluated by the candidate for the DM degree over the course of 6 semesters. The AIM project can be focused in any one of a number of areas impacting midwifery practice or the health and well-being of women, families, and communities, including advocacy; advancing midwifery legislative agendas or policies; or promoting best practices in midwifery care, education, or administration. A doctoral committee, convened by the candidate, is responsible for oversight of the AIM project. By the end of the program, the doctoral candidate is expected to complete, analyze, and disseminate the results of the AIM project in peer-reviewed venue such as publications or conferences.

Complementing the AIM project are taught courses that further the leadership and scholarship capacity in the context of midwifery practice.

Technical and Professional Standards

Admission

For admission to the program, candidates must meet the following criteria:

Students **must submit** the following in order to be considered for admission to the program

- 1) University Graduate Application (apply online).
- 2) Proof of graduate degree or higher (e.g. MS, MSc, MSN, MPH)
- 3) Proof of graduation from an accredited midwifery program
- 4) Official college transcripts (minimum 3.0 GPA in graduate work) from each academic institution
- 5) National certification/registration in midwifery
- 6) Recent graduate course or demonstrated competency in statistics.

If you have not taken a graduate course in statistics in the past five years, we accept Statistics I, II and III for credit from Institute for Statistics Education. Together these are equivalent to a one

semester statistics course. Please use the discount code: PhilaU-midwifery. If you have not been using statistics in your practice, we strongly recommend that you take Statistics I, II and III for credit as part of your application process.

- 7) Two professional letters of reference addressing your aptitude for scholarly work and leadership roles
- 8) Statement of purpose (approximately 700-800 words)
- 9) Academic Writing Sample, or published peer reviewed article, or GRE with writing score of ≥ 3 .

International Students

1) NACES accredited US course-by-course equivalency and credential evaluation. We typically work with World Education Services.

2) Graduation from a midwifery program accredited by a nationally recognized accrediting body.

3) Possession of a master's degree or higher degree with a minimum GPA of 3.0 in graduate work

4) National certification by the American Midwifery Certification Board or the North American Registry of Midwives or by the midwifery registry duly recognized in the student's country.

5) Submission of official transcripts from all post-secondary coursework taken for credit.

6) NACES accredited US equivalency full course-by-course evaluation is required if education was outside of the U.S. We work primarily with World Education Services (WES).

7) TOEFL or IELTS scores are required for all applicants who do not hold at least a Bachelor's degree from a US institution of higher education. If language of education was not English, the following minimum scores are required:

- TOEFL
 - 100 on the internet-based TOEFL
 - 600 on the paper-based TOEFL
 - 250 on the computer-based TOEFL
- IELTS
 - The minimum acceptable score is 7

8) Two letters of reference from professionals attesting to applicant's character, academic, and leadership abilities.

9) Comprehension of biostatistics as demonstrated by successful completion of a self-study module and standardized examination available at this link. Utilize code: PhilaU-midwifery. If accepted, certificate of completion is required by the end of the first term of study

10) Demonstration of writing proficiency via:

- GRE writing score of ≥ 3.5 or

- Response to standardized writing prompt that
 - Follows instructions
 - Demonstrates adequate organization
 - Demonstrates adequate control of grammar and word usage for clarity
 - Competent analysis of ideas

11) Clear goals for the skills to be developed in the program as evidenced by admissions essay and interview.

Student Clinical Credentialing

Doctoral students will be required to meet any agency credentialing requirements related to their AIM project. The student is financially responsible for fees related to meeting agency credentialing requirements, for example background checks, drug screens, or clinical or human subject protections (Institutional Review Board) certifications.

Program Progression

Candidates for the Doctorate of Midwifery degree must meet all program requirements, be in good academic standing, and current on all fees and tuition to be eligible for graduation. Students are expected to have a minimum cumulative GPA of 3.0 at the time of graduation. Students are also expected to meet progression milestones outlined below and to have their Advances in Midwifery (AIM) project approved in advance by the student’s Doctoral Committee. The final AIM project must be completed, analyzed, and ready for submission for publication to a peer-reviewed journal as a prerequisite for graduation. The student will also ensure that the Doctoral Committee has approved the final AIM product. Once these requirements are met, the student will be eligible to be awarded the Doctorate in Midwifery degree.

Course of Study

The doctoral program begins in the Fall term only. The doctoral program requires two brief on-campus residencies: Orientation (3 full days) and Midwifery THINKS! Symposium (2 full days). The subject prefix code for registration for all doctoral courses is DMW.

Term 1

- | | |
|--------------------------------------------------------|-------------|
| • DMW-XXX Orientation Residency | 0.5 credits |
| • DMW-XXX Current Issues in Midwifery & Women’s Health | 2 credits |
| • DMW-XXX Epidemiology for Midwifery & Women’s Health | 3 credits |
| • DMW-XXX Advances in Midwifery (AIM) Wkshp 1 | 1 credit |

TERM 1 CREDIT TOTAL: 6.5 credits

Term 2

- | | |
|--------------------------------------|-----------|
| • DMW-XXX Professional Communication | 3 credits |
|--------------------------------------|-----------|

- DMW-XXX AIM Workshop 2 1 credit
- DMW-XXX Leadership in Midwifery 2 credits

TERM 2 CREDIT TOTAL: 6

Term 3

- DMW-XXX Grant Writing 3 credits
- DMW-XXX AIM Operations Workshop 3 3 credits

TERM 3 CREDIT TOTAL: 6

Term 4

- DMW-XXX AIM Implementation Workshop 4 3 credits
- DMW-XXX Organizational Change 3 credits

TERM 4 CREDIT TOTAL: 6

Term 5

- DMW-XXX AIM Analysis Workshop 5 3 credits
- DMW-XXX Health Policy 3 credits

TERM 5 CREDIT TOTAL: 6

Term 6

- DMW-XXX Midwifery Case Studies 2 credits
- DMW-XXX Data Driven Midwifery 2 credits
- DME-XXX AIM Workshop Dissemination 0.5 credit*

*Includes Midwifery THINKS! Symposium

TERM 6 TOTAL: 4.5

Graduation Requirements

- Completion of all required coursework.
- A minimum 3.0 cumulative GPA.
- Successful completion of the AIM project as determined by the doctoral committee, including submission of a literature review article and a final project report to a peer-reviewed revenue and presentation of AIM project at the final on-campus symposium.

PHYSICIAN ASSISTANT STUDIES (M.S.)

Program Director: Jesse Coale, DMin, PA-C, DFAAPA

Campus Location: East Falls Campus, Hayward Hall, Suite 224

New Jersey Campus, The Carnegie Center, Atlantic City

Full-time, day program. Students admitted for entrance annually in July only.

Mission

To provide students with the foundation of knowledge, technical skills and critical thinking necessary to competently perform the functions of the physician assistant profession in an ethical, empathetic manner working with a licensed practicing physician. A secondary focus is to prepare students to provide comprehensive medical services to diverse underserved patient populations in inner-city and rural locations.

Graduate Outcomes

Graduates of the physician assistant program will be expected to:

- Accurately elicit a medical history and perform an appropriate physical examination based on patient presentation.
- Formulate an appropriate differential diagnosis based on history and physical exam findings.
- Appropriately recommend and interpret common diagnostic studies based on history and physical exam findings.
- Diagnose and manage acute and chronic medical and psychological disorders based on clinical presentation and diagnostic testing results for patients across the lifespan.
- Develop and implement appropriate treatment plans for common disorders including medications, surgery, counseling, therapeutic procedures, rehabilitative therapies, or other therapeutic modalities.
- Perform common laboratory studies and clinical procedures.
- Screen for diseases, assess for risk factors of common diseases, and initiate and recommend health promotion and disease prevention measures.
- Provide patient education and counseling for common medical and psychological illnesses, common medical procedures, therapeutic regimens, adherence, and health maintenance.
- Recognize when a problem is beyond the scope of the PA provider and refer the patient to the supervising physician, appropriate specialists, and/or community resources.
- Effectively document medical information in a variety of formats.
- Demonstrate competence in written, oral and electronic forms of communication with patients, families, and other members of the health care team.
- Perform a medical literature search, critically evaluate the relevance of the medical literature, and apply evidence based medicine principles to clinical practice.
- Show sensitivity regarding the emotional, cultural and socioeconomic aspects of the patient, the patient's condition, and the patient's family.

- Conduct themselves in a professional courteous manner and with the highest ethical and legal standards expected of a health care professional and consistent with the role and responsibilities of a physician assistant.
- Continue to develop lifelong learning skills through ongoing self-reflection, active engagement and professional development.

The Profession

A physician assistant, or PA, is a qualified medical professional who practices medicine under the supervision of a licensed physician. PAs provide a wide variety of medical services traditionally performed by physicians. The concept for the profession originated in the early to mid-1960s as a way to enhance the provision of medical care to people residing in medically underserved areas. The care of the underserved remains an ongoing goal of the profession.

Physician assistants work in all 50 states, Guam and the District of Columbia in a range of medical settings including physicians' offices, hospitals, clinics, emergency departments, military and Veterans Administration installations, nursing homes, industrial health centers and correctional institutions. They always work in conjunction with a physician and can have an array of responsibilities including medical history taking, physical examination, ordering or performing lab and other diagnostic tests, synthesizing data to make a proper diagnosis, developing a treatment plan, monitoring patient progress, providing health-related counseling and performing various procedures such as casting and suturing and assisting in surgery. PAs can prescribe medications in all states.

Program Description

The Thomas Jefferson University Physician Assistant Studies Program is part of the College of Health Professions. It is a comprehensive academic experience that stresses the practical application of current medical theory. All of the program faculty members are actively practicing health care providers with a great depth of knowledge and experience. Students are exposed to the clinical environment throughout their education with patient contact even during the classroom or didactic portion of the program.

Program-Specific Costs

The typical student in the Physician Assistant Studies Program will spend approximately \$7,500 on medical equipment, point-of-care equipment (such as a smartphone), books, malpractice liability insurance and other program-related fees for both professional phase years combined. This does not include tuition, housing, food, living expenses, travel costs, health center fees and graduation fees. All of these costs are listed elsewhere in the catalog.

The Physician Assistant Studies Program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). This program is available full time, day only. The clinical or practical portion will involve some night and weekend hours and holidays.

PA Program Technical and Professional Standards

Applicants are selected based on the Admissions Committee's assessment of their ability to successfully complete the training and competently function in the role of the profession as defined by: the

Accreditation Review Commission on Education for the Physician Assistant, Inc., as published in the Accreditation Standards for Physician Assistant Education; the State of Pennsylvania as published in the Medical Practice Act; and the Program. Successful matriculation necessitates that all candidates must have the physical, emotional and intellectual attributes necessary for success in this type of education.

Technical, Academic and Professional Standards

For admission to the program candidates must:

- Have the academic ability to learn a large volume of technically detailed information and be able to synthesize and use this data to solve complex clinical problems. This information must be acquired in a short and intense period of study, which requires well-developed study skills and a high level of motivation, and may require considerable personal and financial sacrifice.
- Possess the emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.
- Have the ability to effectively communicate with ill patients from a wide diversity of cultural and socioeconomic backgrounds in an empathetic and sensitive fashion.
- Have well-developed oral and written communication skills in the English language.
- Have comfort with the role of a dependent practitioner operating under the supervision of a licensed physician, while simultaneously feeling comfortable with the large amount of responsibility that goes along with the delivery of patient care in sometimes remote locations.
- Display strong ethical integrity consistent with working as a health care professional.
- Have sufficient physical abilities in the areas of sensory function (vision, hearing and touch sensation), hand-eye coordination, and neurologic and muscular coordination and control to competently perform the technical activities that are a critical part of the program and profession, including:
 - Physical examinations of male and female patients, which include visual inspection, listening to heart and lung sounds with a stethoscope, examination by touch to gather information such as skin temperature and texture, and other maneuvers.
 - Performance and interpretation of diagnostic studies such as blood tests, EKG's, and X-rays.
 - Surgical assisting, which can involve activities such as control of bleeding and suturing (wound closure by placing stitches).
 - Performing common procedures such as applying casts, suturing, cardiopulmonary resuscitation (CPR), venipuncture (placing needle into a vein to collect a blood sample) and starting an intravenous access line.

Curriculum

The program is 25 months of continuous study and includes the didactic level consisting of three semesters of classroom and laboratory work in basic and applied medical science, and the clinical level consisting of ten rotations at a variety of clinical sites such as hospitals and medical offices. The first semester of the didactic level begins in mid-July of each year. All didactic courses must be completed and the cumulative GPA must be a 3.000 before a student can matriculate into the clinical phase.

Overview of Clinical Training

Upon successful completion of the didactic-level courses, the PA student proceeds into the clinical-education level of the program. The PA student will spend approximately 12 months in clinical rotations. This is divided into 10 five- or six-week blocks.

Clinical Rotations (6 credits each)

The required clinical rotations are five- or six-week blocks in the areas of primary care, internal medicine, pediatrics, surgery, psychiatry/mental health, women's health and emergency medicine and are designed to expose the PA student to patient care in a variety of settings. The student is directly involved with the evaluation and management of patients to the extent that the clinical preceptor or supervisor is comfortable with the level of knowledge and skills of the PA student. Typically, the student spends at least 40 hours per week in the clinical setting, attending to patients and partaking in continuing medical-education seminars.

The remaining clinical experiences include the medical/surgical selective, and the clinical elective. During the elective, students can spend more time in one of their rotation specialties or gain experience in other settings such as neonatology, HIV, cardiology, urology, orthopedic surgery, cardiothoracic surgery and others. The student should expect to be working a full-time schedule.

Students must have access to a personal laptop computer. Students will be given an Internet account from the University and access to the University academic computing labs.

Prerequisite Course Requirements

Chemistry I	4 credits
Chemistry II or Organic Chemistry	4 credits
Biology I	4 credits
Biology II or Genetics	4 credits
Anatomy and Physiology I or Anatomy	4 credits
Anatomy and Physiology II or Physiology	4 credits
Microbiology	3 or 4 credits
Introduction to Psychology	3 credits
English Composition	3 credits
One college-level math or statistics course	3 credits
200 hours of patient care or human service experience	
Medical Terminology	1 credits

Note: Additional psychology and chemistry courses and a genetics course are strongly advised and highly desirable.

Due to changes in science and the importance of science prerequisites as a basis for the study of PA curriculum, all science courses should be no more than 10 years old. A waiver of this limit can be given

to individuals who have worked in a scientific field on a regular basis, or who have completed several current higher-level science courses. Candidates must write a letter to the PA Program Admissions Committee requesting this waiver of the 10-year limit.

Core Curriculum

YEAR ONE

Summer Semester

PASF-507GR	Advanced Anatomy (Part A)	2
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Fall Semester

PASF-507GR	Advanced Anatomy (Part B)	3
PASF-510GR	Medical and Professional Ethics	2
PASF-513GR	Medical Physiology and Pathophysiology	3
PASF-511GR	Applied Behavioral Science	3
PASF-517GR	Medical History and Physical Diagnosis	5
PASF-518GR	Evidence-Based Medicine	2
PASF-521GR	Medical Genetics, Immunology and Microbiology	2
	CREDIT HOURS:	22

(includes anatomy parts A and B)

Spring Semester

PAS-605	Clinical Correlations of Public Health	1
PAS-611	Clinical Medicine	8
PAS-612	Clinical Reasoning	2.5
PAS-613	Pharmacology and Pharmacotherapeutics	4
PAS-614	Emergency Medicine	3
PAS-615	Diagnostic Medicine	2
	CREDIT HOURS:	20.5

Summer 1 Semester

PAS 603	Advanced Physical Assessment	0.5
PAS-621	Clinical Disciplines Overview (Surgery, Pediatrics, Women's Health)	6
PAS-622	Pharmacotherapeutics Seminar	1
PAS-623	Advanced Diagnostic Medicine	1

Summer 2 Semester

	1 Clinical Rotation	6
	CREDIT HOURS:	14.5

YEAR TWO

Fall, Winter, Spring, Summer 1, and Summer 2 Semesters

	7 Clinical Rotations (6 credits each)	42
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	Medical/Surgical Selective	6
	Elective	6
PAS-772	Master’s Comprehensive Experience	2
	CREDIT HOURS:	57

Clinical Rotations

- PAS-741 Internal Medicine Rotation
- PAS-742 Pediatrics Rotation
- PAS-743 Women’s Health Rotation
- PAS-744 Psychiatry/ Mental Health Rotation
- PAS-745 Surgery Rotation
- PAS-746 Emergency Medicine Rotation
- PAS-759 Primary Care 1 Rotation
- PAS-760 Primary Care 2 Rotation
- PAS-763 Medical/Surgical Selective Rotation
- PAS-764 Elective Rotation

TOTAL CREDIT HOURS: 113 Credits

Application Procedure

Thomas Jefferson University is participating in the Centralized Application Service for Physician Assistants (CASPA). To apply for admission into the M.S. in Physician Assistant Studies program at Thomas Jefferson University, please visit the CASPA website at www.caspaonline.org. Application for admission will be accepted only through the CASPA service. Please refer to the Thomas Jefferson University CASPA portal for specific information related to application deadlines.

You must request that official copies of your transcripts be sent directly to CASPA by the institution(s) attended. Student copies of transcripts or copies sent to CASPA directly by the applicant are not acceptable. Letters of reference should also be sent directly to CASPA from the person making the reference.

Once admitted, the student must provide Thomas Jefferson University with an original transcript of their bachelor’s degree education. This is necessary to grant the M.S. degree, as the CASPA service maintains the original transcripts.

Admission Requirements

The Accreditation Review Commission on Education for the Physician Assistant—Accreditation Standards for Physician Assistant Education: “The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes of the graduate PA.”

Admission to the physician assistant studies program is extremely competitive. Applicants are selected based on a committee’s assessment of their ability to successfully complete the training and

competently function in the role of the profession as defined by the ARC-PA as printed in the Accreditation Standards for Physician Assistant Education, the Commonwealth of Pennsylvania (as published in the Medical Practice Act), and the guidelines of the PA Studies Program. Candidates must have the physical, emotional and intellectual attributes necessary for success in this type of training.

Selection Criteria

Students in the PA program will be selected from candidates submitting complete applications with all required supporting material to the Central Application Service of Physician Assistants (CASPA) at www.caspaonline.org. The Physician Assistant Admissions Committee uses a variety of criteria to make admission decisions.

These can include:

- Academic experience including: a) previous college curriculum difficulty, institution, cumulative grades, science course grades and graduate study, b) academic patterns such as most recent academic performance, credit load, withdrawals and incomplete courses. The physician assistant studies program requires a cumulative total GPA of 3.25 and a science-only GPA of 3.25 for admission; both criteria must be met to be considered for admission. Once admitted, the graduate school requires the maintenance of an overall GPA of 3.000.
- Health care or human service experience with consideration to type and duration. This can include both paid and volunteer experience.
- A personal essay that examines written communication skills, knowledge of the PA profession and motivation for the profession.
- Three letters of reference submitted through CASPA that examine the applicant's abilities, communication skills, motivation, interpersonal skills and emotional maturity from those familiar with your professional or academic abilities, such as a professor or supervisor.
- The amount of prerequisite coursework the applicant has left to complete, along with the applicant's plan for completion. Students who have not completed all prerequisites prior to application can be admitted on a "conditional basis."
- Personal interview—The most qualified applicants from the general applicant pool may be invited to come to the University for a personal interview. This interview attempts to ascertain an applicant's knowledge of the profession, motivation for pursuing a PA career, interpersonal and oral communication skills, compassion, problem-solving abilities, preparation for the educational experience, and dedication to providing care to the underserved.
- Diversity—The PA program believes that enrollment of students with a wide diversity of cultural, geographic, academic and occupational backgrounds enriches the learning experience and helps in sensitizing PA students to unique characteristics of diverse patient populations with whom they will work as health care providers.

Progression Criteria

Definitions:

- Cumulative GPA: calculated average grade of all semesters of the PA Program starting with the first Summer semester of the year that the student entered the professional phase of the Studies Program through the conclusion of the Program.

- Semester GPAs: calculated average of all course grades that are included in any semester that has a minimum of 8 credits.
- Courses: All PAS and PASF courses, including rotations.
- Didactic: All PAS 400, PASF 500, and PAS 600 level courses.
- Clinical: All PAS 700 level courses.

Grading

The following is a list of GPA equivalents of letter grades and relevant abbreviations:

A	4.00	B-	2.67	F	0.00
A-	3.67	C+	2.33	W	Withdraw
B+	3.33	C	2.00	CR	Credit
B	3.00	C-	1.67	NC	No credit

The following is the program grading scale:

A	92-100	B-	75-79	F	0-64
A-	88-91	C+	72-74		
B+	85-87	C	70-71		
B	80-84	C-	65-69		

*It is important to note that while a grade of “C” is officially passing, all grades below a “B” are considered marginal in the Graduate School because of the 3.000 cumulative GPA requirement.

Criteria to be in Good Standing in the PA Studies Program

- Students must maintain a cumulative GPA of at least a 3.000 (unrounded).
- Students must obtain all semester GPAs of at least 3.000 (unrounded) during each semester.
- Students must receive a grade of “B-” or above or, if applicable, “CR” in all courses and clinical rotations.
- Students must meet with their academic advisor at least one time per semester, or more regularly if requested.
- Students must pass all end of rotation (EOR) exams with a grade 60% or greater.
- Students must pass all clinical final preceptor evaluations with a grade of 70% or greater on both parts and receive satisfactory written and verbal feedback from clinical preceptors.

- Students must pass all parts of the end-of-program summary testing, including the written comprehensive, clinical skills assessment, and OSCE within 2 attempts.
- Students must fully comply with all University and Program policies and procedures, including but not limited to the University Community Standards, and the Standards of Conduct as defined in this handbook.
- Students must pass all background checks and drug screens.
- Students returning to good standing from probation must comply with all criteria outlined in their probation letter and/or learning contract in the specified time frame.

Criteria for placement on PA Studies Program Probation

- Students who obtain a cumulative GPA below a 3.000 (unrounded): *Students must complete all didactic level work with a cumulative GPA of 3.000 or they will not be permitted to progress to the clinical level.*
- Students who obtain a semester GPA below a 3.000 (unrounded).
- Students who receive a grade of “C” or “C+” in one didactic course in the program: *A grade below “C” is criteria for dismissal.*
- Students who receive a grade below “B-” on one clinical rotation: *If a student obtains below a “C” this rotation must be repeated and a student must obtain a grade of “B” or better. Repetition of a rotation will delay graduation.*
- Students failing 1 post rotation exam with a grade below 60% while on clinical rotations.
- Students who fail to obtain a grade of 70% or better on each part of a single final preceptor evaluation while on clinical rotations.
- Students who fail a graded site visit.
- Students who fail any part of the end-of-program Summary Testing two times: *These students will have a special remediation contract developed to assist them in passing these exams on the 3rd and last attempt. This will delay graduation.*
- Students who display unprofessional behavior and/or conduct as outlined in the PA Student Manual, the Clinical Year Handbook, or the University Code of Conduct.

Probation

Students on academic probation will be required to improve their academic performance during their next semester (unless another time frame is specified in their probation letter) in order to be removed from academic probation. Students will receive a probation letter from the PA Studies Program Academic and Professional Standards Review Committee, which will outline remedial procedures, expectations, and a schedule for correction of the identified deficiencies. If these deficiencies are corrected in a satisfactory manner in the appropriate time frame students will be removed from academic probation. If a student is placed on probation for obtaining a course grade of “C+” or “C” they will only be considered to be on probation for the subsequent semester for purposes of dismissal. Students who fail to correct the identified deficiencies will meet criteria for dismissal (see below).

Criteria for Dismissal from the PA Studies Program

Students whose academic record includes one or any combination of the following will be eligible for dismissal from the Program, and possibly the University:

- If the student is placed on probation and remains on probation at the end of the following semester, the student will be eligible for dismissal from the Program. Specifically, students cannot be on academic probation for two subsequent semesters. Students who refuse to sign or
- Students who fail to correct deficiencies outlined in their probation letter/contract: *This includes, but is not limited to, failure to repeat specified courses in which a grade below "B-" was obtained, failure to gain a grade of "B" on in a repeated course, or failure to correct behavior as stipulated in the student's probation notice.*
- Students who obtain a cumulative GPA below 3.000 for any two terms: *These terms do not have to be sequential.*
- Students who are placed on probation for any three terms, including, but not limited to students who have 3 semester GPAs that do not meet the 3.000 minimum: *These do not have to be sequential. Academic or professional probation both apply.*
- Students who obtain a grade below "B-" in two or more didactic courses or clinical rotations.
- Students who receive a grade below "C", including "W" or "NC", in any didactic course: *Withdrawal from a course for medical or personal reasons, and pre-approved by the Academic and Professional Standards Review Committee, may not lead to dismissal. An approved withdrawn course must be repeated to progress in the Program. Repetition of a course will delay graduation.*
- Students receiving 2 or more grades below "C", including "W", in more than one clinical rotation, or failure to gain a grade of "B" on a repeated rotation: *Withdrawal from a course or rotation for medical or personal reasons, and pre-approved by the Academic and Professional Standards Review Committee, may not lead to dismissal. An approved withdrawn rotation must be repeated, which will delay graduation.*
- Students who fail 2 clinical post rotation exams with a grade below 60%.
- Students who fail to obtain a grade of 70% or better on each part of 2 different final preceptor evaluations while on clinical rotations.
- Students who fail any part of the Summary Testing 3 times.
- Unprofessional behavior and/or conduct, including, but not limited to:
 - Students who display of any behavior which may present a potential risk to the health of the student, their classmates, the faculty, clinical colleagues, or patients.
 - Students who are identified by preceptors via verbal or written reports, indicating that they are not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role, or that the student is not progressing academically or not demonstrating proficiency to a level where it may jeopardize patient safety.
 - Students who fail to report significant changes in their health that may affect patient care to the Program within 48 hours.
 - Students who fail to comply with required background checks including fingerprinting, drug and/or alcohol screening, or students who have misrepresented themselves to the Program on application.
 - Students who fail to notify the Program of a criminal charge or arrest within 72 hours.
 - Students with positive drug and/or alcohol screening results.
 - Failure to communicate with the Program after taking a leave of absence for >365 days.

Dismissal

Students will receive written notification of academic dismissal and may appeal by submitting a written request for reinstatement to the PA Program Director. All dismissal appeals must be in writing and submitted within ten days of receiving the dismissal letter. The appeal should include:

1. An explanation of the poor academic performance that led to the dismissal, i.e. insufficient credits earned and/or low GPA.
2. An explanation of whether the student worked with PA Program faculty, sought tutoring assistance or accessed other support services to address academic performance.
3. Documentation concerning any mitigating circumstances that may have contributed to poor performance. This includes but is not limited to medical or psychological documentation.
4. A plan for preventing recurrence of these academic difficulties and for raising credits and/or the GPA above the minimum standard for continued enrollment.
5. Letters of support from professors or other support staff (optional).

Should an appeal not be granted by the PA Program Director, a final appeal may be made to the Executive Dean of the College using the same process as outlined above.

Implications of Dismissal

Students in the 5-Year Combined BS/MS Studies Program dismissed during the 1st Fall semester may complete the requirements for the BS in Health Sciences by completing at least 121 credits of the curriculum, but may NOT complete the M.S. in Physician Assistant Studies Program and are NOT eligible to sit for the NCCPA Physician Assistant National Certifying Examination or for Physician Assistant licensure.

Students dismissed from the Professional Phase of the PA Studies Program for academic reasons may reapply through CASPA and may be readmitted to the Program in a subsequent academic year. Readmission is not guaranteed, and is based on the Admissions Committee's evaluation of the student's academic record, and their assessment of student's ability to successfully complete the training. Students readmitted to the Program would be required to take all, or most, of the courses again.

Students dismissed for professionalism violations will not be readmitted to the Program under ordinary circumstances. In very unusual circumstances, students dismissed for these issues would be considered for readmission. These students must notify the PA Studies Program Director prior to application, and then reapply following the usual admission procedures (CASPA).

Students dismissed from the PA Studies Program are not eligible to sit for the NCCPA Physician Assistant National Certifying Examination, or for PA certification, or licensure.

Graduation Requirements for the PA Program

- Students must complete the entire Professional Phase within 4 academic years.
- Students must successfully complete and pass all required courses, rotations, and seminars.

- Students must successfully complete and pass the PA Master's Comprehensive Experience, including the Master's Project, and all components of Summary Testing including Objective Structured Clinical Examinations (OSCEs)
- Students must have a minimum 3.000 graduate cumulative grade point average. For students who completed the B.S. in Health Sciences, the graduate GPA calculation begins at the beginning of the Spring semester of their first year of the professional phase.
- Students must have corrected all deficiencies as outlined in their academic probation notices within the specified time period.
- Students must have no more than one graduate course grades below a "B-".
- Students must have no grades below a "C".
- Students must complete the application for graduation on Webadvisor and the precertification form for graduation with their advisor or program representative prior to the semester in which they plan to graduate.
- Students must have no outstanding financial obligations to the University: *Students will be billed for graduation fees and must also pay these fees in order to gain a diploma.*
- Students must have complied with all procedures, and meet all requirements, of the University as defined in the Student Handbook and Catalog.

**NOTE:* Students in the Physician Assistant Studies Program must comply with all Thomas Jefferson University academic standing and probation policies delineated in the Thomas Jefferson University: Student Handbook, University Catalog and Graduate Studies Catalog.

Upon successful completion of the professional phase, students will receive their master's degree in Physician Assistant Studies, and are eligible to sit for the PANCE examination.

The Program Completion Ceremony, at which time students will receive their certificates, is historically held on the second or third Friday of August at the conclusion of the 25-month program.

Combined Degree Program Offerings

COMMUNITY AND TRAUMA COUNSELING

Combined B.S. in Health Sciences/M.S. in Community and Trauma Counseling **Combined B.S. in Psychology/M.S. in Community and Trauma Counseling**

Professional Counselors practice the prevention and treatment of mental, emotional, and behavioral disorders and associated stresses that interfere with mental health and normal growth and development. The Master of Science in Community and Trauma Counseling Program provides graduates with the knowledge and skills for trauma-informed practice as community mental health counselors across a breadth of settings including agency and institutional settings, professional private practice, and other environments influenced by traumatic events and extreme stress.

The Combined B.S. in Health Sciences/M.S. in Community and Trauma Counseling or B.S. in Psychology/M.S. in Community and Trauma Counseling Program are *designed for students who know early on that they want to become professional counselors*. These programs allow students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of these degrees separately. Students selecting this option can choose between the Health Sciences or Psychology majors as undergraduates. For qualified students, graduate Community and Trauma Counseling coursework begins in the student's senior year (or equivalent) after all undergraduate college studies and major coursework has been successfully completed.

During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including Thomas Jefferson University's Hallmarks courses and Community and Trauma Counseling (CTC) program prerequisites. Students who meet the graduate CTC Program progression criteria can matriculate into the master's program by enrolling in first year CTC graduate coursework during their fourth year of undergraduate studies. In December of the fourth year, students are awarded the bachelor degree in either Health Sciences or Psychology, and upon completion of graduate CTC program requirements, the master's degree in Community and Trauma Counseling.

B.S. in Health Sciences Option

The B.S. in Health Sciences track includes multiple courses designed for students who are interested in becoming a health professional. The curriculum includes courses in the natural sciences combined with human sciences, psychology, and unique practical and clinical experiences. Additionally, each student completes extensive volunteer and shadowing experiences with health practitioners as part of the major's coursework. All Community and Trauma Counseling Program prerequisites are completed within the undergraduate degree requirements.

The B.S./M.S. Health Sciences and Community and Trauma Counseling combined degree program prepare students for a rich and rewarding clinical counseling career as a trauma professional. Students will be uniquely primed for clinical practice within hospitals and other health care settings, will have increased competencies and knowledge to serve a variety of populations including medically fragile clients and those with comorbid medical needs, and will have the training and skill set to fluidly collaborate with a wide range of health professionals to best serve their clients. Advanced clinical trauma competency, coupled with a profound health science background will power graduates to be

versatile and effective clinicians in the global community.

B.S. in Psychology Option

The B.S. in Psychology offers extensive coursework and learning activities that focus on understanding human behavior, central to the success of health professionals. Students are thoroughly immersed into the Psychology discipline as this track includes eight core Psychology courses (including all three of the CTC Program prerequisite course requirements) and eight Psychology electives. During their undergraduate study students participate in an advanced research project in a topic of their choosing. All CTC Program prerequisites are completed within the undergraduate degree requirements.

The B.S./M.S. Psychology and Community and Trauma Counseling combined degree program prepares students for a rich and rewarding clinical counseling career. Thomas Jefferson University's undergraduate psychology program provides a strong foundation for psychology theory, research and concepts while also developing sound clinical competencies in students. Students in this track will be well prepared for graduate studies in Community and Trauma Counseling. Their graduate coursework and field placements will complement and enhance their undergraduate training. This combined degree will prepare students well for rich and rewarding careers as trauma-informed professional counselors. Advanced clinical trauma competency, coupled with a profound psychology background will power graduates to be versatile and effective clinicians in the global community.

Freshman Admission Option

Freshmen applicants who are admitted to the University must demonstrate the following profile for admission into the combined degree programs:

- Minimum overall high school grade point average (GPA) of 3.0
- Minimum combined SAT score of 1000 for Critical Reading and Math, or 22 on the ACT
- Four years of science—strongly encouraged

Transfer Credit for B.S./M.S. in Community and Trauma Counseling Programs

Students can transfer from outside institutions with 30 or fewer credits. At least half of the Community and Trauma Counseling graduate program's prerequisite courses must be completed at Thomas Jefferson University, including Counseling Psychology. Students may not transfer any of the program's prerequisite courses with grades lower than "B-." These courses include Introduction to Psychology, Abnormal Psychology, Lifespan Human Development/Developmental Psychology, and Statistics.

Transfer applicants should contact the Office of Admissions to discuss entry requirements.

Internal Transfer Policy

(For undergraduate students interested in transferring into the undergraduate portion of the B.S./M.S. in CTC program)

Students may be eligible to transfer into the combined programs, dependent on seat availability. Requests must be made to Dale Michaels, Associate Professor, Undergraduate Psychology & CTC, who will review the request and determine eligibility. The transfer requires students to change their current

major to one of the combined BS/MS CTC majors. No internal transfers will be permitted in years where there are 15 or more current undergraduate pre-professional phase CTC students in good academic standing who anticipate moving into the graduate coursework.

B.S./M.S. Degree Progression Criteria

Pre-Professional Phase (Years 1, 2, and 3)

For progression into the graduate counseling program at the conclusion of the third year of undergraduate studies, students must meet minimum requirements established by the CTC Program Faculty. Students who demonstrate the following profile are guaranteed matriculation into the M.S. in Community and Trauma Counseling Program:

- Completion of undergraduate major and Hallmark requirements (during the first three years and the following summer of undergraduate study)
- Overall minimum 3.0 GPA for all college coursework (including transfer courses)
- Overall minimum 3.0 GPA in Community and Trauma Counseling program prerequisites (minimum grades of “B-” or better in all program prerequisite courses, including Abnormal Psychology, Developmental Psychology, Counseling Psychology, Clinical Psychology, and Statistics)

A formal review of a student’s academic progress will occur at the conclusion of each spring semester of undergraduate coursework to evaluate progress towards transition into the graduate/professional phase. Transferred grades will be included in the review for meeting the above criteria.

Students that are unable to achieve the standards identified above may not matriculate into the graduate coursework, and may continue toward completing their undergraduate coursework in psychology or health sciences, if appropriate and upon advisement. Students may then apply to the graduate counseling program upon completion of the major, though may be advised to repeat specific courses to satisfy the admission requirements of the program.

Professional Phase (Years 4 and 5)

Students must successfully complete ALL Pre-Professional phase courses prior to entrance into the Professional phase of the CTC Program, and have the approval of the Pre-Professional subcommittee of the CTC Program Admissions Committee to proceed into the Professional phase. This committee will evaluate the student’s academic and professional behavior. Academic Integrity and Student Conduct Policy violations may negatively affect a student’s ability to matriculate into the Professional phase.

Students who do not meet requirements for progression into the Professional phase may be able to remain at the University but must change their majors to reflect either BS in Health Sciences or BS in Psychology (or other major, as appropriate; refer to the general University academic standards listed in the Student Handbook). These students cannot continue in the BS/MS in CTC Program.

Requirements for progression into the Professional Phase:

1. Academic: Students are evaluated by the cumulative and pre-requisite GPA. Students must have a minimum 3.0 cumulative and 3.0 pre-requisite GPA.
2. Professional Behavior: Students are required to submit one letter of reference from a Thomas Jefferson University faculty. Professional behavior is evaluated by review of this letter of reference, and discussions with faculty. Additionally, students are expected to follow all policies outlined in the Thomas Jefferson University *Student Handbook* including those pertaining to academic honesty. Infractions such as forgery, plagiarism, copying tests, and cheating on examinations will not be tolerated. These infractions may lead to dismissal from the CTC Program. Students shall report any illegal or unethical activity to the Program and may be referred to the Academic and Professional Standards Review Committee.

Students must be appropriately responsive to lawful requests from their instructors and University officials. Students shall not display disruptive or obstructive behavior at the University or its affiliates. Academic integrity issues will be considered.

Probation and Dismissal

Students in the Community and Trauma Counseling Program must meet ALL criteria to remain in the Program and progress to graduation. Pre-professional CTC students are evaluated at the end of each spring semester. Students who do not meet all requirements, cumulative and pre-requisite GPA standards, will be placed on probation or potentially dismissed from the BS/MS program. Students who are on probation or dismissed from the BS/MS program will be notified at the end of the semester of the appropriate year. Students who withdraw from the University will effectively give up their seats in the CTC Program.

Students who are dismissed during the Professional phase will be held to different criteria depending on whether or not they have completed their bachelor's degree component. Students dismissed from the BS/MS program after the fall of Year 4 may be able to remain at the university and graduate with a BS by changing their major, provided they meet the general university academic standards listed in the Student Handbook. Students in the Professional phase of their education are directed to the academic standards described in the *CTC Student Handbook* provided to CTC students at Orientation.

Procedures for Matriculation into the M.S. in CTC Program - Professional Phase

By **December 15** of year three, students must have completed and submitted the following to **Dale Michaels, Associate Professor, Undergraduate Psychology and CTC**:

- Program Prerequisite Record
- Current resume
- Career goals essay discussing interest and preparation for counselor education in a trauma informed curriculum
- One satisfactory letter of recommendation from a PhilaU faculty
- Transcripts from previous colleges or universities if applicable (Thomas Jefferson University transcripts will be accessed through web advisor)

PHYSICIAN ASSISTANT STUDIES COMBINED PROGRAMS

Combined B.S. Health Sciences/M.S. Physician Assistant Studies

Mission

The mission is to provide students with the foundation of knowledge, technical skills and critical thinking necessary to competently perform the functions of the physician assistant profession in an ethical, empathetic manner working with a licensed practicing physician. A secondary focus is to prepare students to provide comprehensive medical services to diverse underserved patient populations in inner-city and rural locations.

Competencies

Graduates of the Physician Assistant Program will be expected to:

- Accurately elicit a medical history and perform an appropriate physical examination based on patient presentation.
- Formulate an appropriate differential diagnosis based on history and physical exam findings.
- Appropriately recommend and interpret common diagnostic studies based on history and physical exam findings.
- Diagnose and manage acute and chronic medical and psychological disorders based on clinical presentation and diagnostic testing results for patients across the lifespan.
- Develop and implement appropriate treatment plans for common disorders including medications, surgery, counseling, therapeutic procedures, rehabilitative therapies, or other therapeutic modalities.
- Perform common laboratory studies and clinical procedures.
- Screen for diseases, assess for risk factors of common diseases, and initiate and recommend health promotion and disease prevention measures.
- Provide patient education and counseling for common medical and psychological illnesses, common medical procedures, therapeutic regimens, adherence, and health maintenance.
- Recognize when a problem is beyond the scope of the PA provider and refer the patient to the supervising physician, appropriate specialists, and/or community resources.
- Effectively document medical information in a variety of formats.
- Demonstrate competence in written, oral, and electronic forms of communication with patients, families, and other members of the health care team.
- Perform a medical literature search, critically evaluate the relevance of the medical literature, and apply evidence based medicine principles to clinical practice.
- Show sensitivity regarding the emotional, cultural, and socioeconomic aspects of the patient, the patient's condition, and the patient's family.
- Conduct themselves in a professional courteous manner and with the highest ethical and legal standards expected of a health care professional and consistent with the role and responsibilities of a physician assistant.
- Continue to develop lifelong learning skills through ongoing self-reflection, active engagement and professional development.

The Profession

A physician assistant, or PA, is a medical professional who practices medicine under the supervision of a licensed physician. PAs provide a wide variety of medical services traditionally performed by physicians. The concept for the profession originated in the early to mid-1960s as a way to enhance the provision of medical care to people residing in medically underserved areas. The care of the underserved remains an ongoing goal of the profession.

Physician assistants work in all 50 states, Guam and the District of Columbia in a wide range of medical settings including physicians' offices, hospitals, clinics, emergency departments, military and Veterans Administration installations, nursing homes, industrial health centers and correctional institutions. They work in conjunction with a physician and have a wide array of responsibilities including taking medical histories, conducting physical examinations, ordering or performing lab and other diagnostic tests, synthesizing data to make a proper diagnosis, developing a treatment plan, performing health-related counseling, performing various procedures such as casting, suturing and assisting in surgery. PAs can prescribe medication in all states.

Program Description

The Thomas Jefferson University Physician Assistant Studies Program is part of the College of Health Professions. It is a comprehensive academic experience that stresses the practical application of current medical theory. All of the program faculty members are actively practicing health care providers with a great depth of knowledge and experience. Students are exposed to the clinical environment throughout their education with patient contact even during the classroom or didactic portion of the program. The physician assistant studies program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Program-Specific Costs

The typical student in the Physician Assistant Studies program will spend approximately \$7500 on medical equipment, point-of-care equipment (such as a smartphone), books, malpractice liability insurance and other program-related fees for both professional-phase years combined. This does not include tuition, housing, food, living expenses, travel costs, health center fees, graduation fees and pre-professional phase book costs. All of these costs, except book costs, are listed elsewhere in the University catalog and the PA Student Manual.

While this is a full-time, day program, the clinical or practical portion may involve some night and weekend hours. Admission criteria, procedures and technical standards are listed in the Physician Assistant Studies Program Information Booklet available from the Office of Admissions and at www.eastfalls.jefferson.edu.

FRESHMAN ADMISSION OPTIONS

The 3+2 Option

This option is designed for students who have no or few college credits (less than 16 credit hours). It is designed as a five-year course of study and includes complete undergraduate and graduate degrees. The

first six semesters (three years) make up the pre-professional phase and are designed to academically prepare students for PA training and provide a comprehensive general education. The pre-professional phase consists of medically related science and psychology prerequisite courses along with all of the components of the Hallmarks Core program. After successful completion of the pre-professional phase (which includes maintaining the required grade point averages of 3.25 cumulative and 3.25 science and core prerequisite, acquiring the required letters of reference, completing a personal essay and obtaining approval of the PA Program Admissions Committee), students are admitted to the professional phase. Students must complete all required courses in the pre-professional phase to enter the professional phase.

The professional phase is 25 months of continuous study that includes the didactic level that consists of three semesters of classroom and laboratory work in basic and applied medical science, and the clinical level that consists of ten rotations at a variety of clinical sites such as hospitals and medical offices. Students must complete all didactic-level courses, and possess a cumulative didactic level GPA of 3.000 or higher before they can enter the clinical phase. The first semester of the professional phase is composed of mandatory foundation courses. The remaining courses in the professional phase are graduate courses. After successful completion of the fall semester of the fourth year (the first professional-phase semester), students will receive a Bachelor of Science in Health Science and be eligible to participate in the May Commencement Ceremony. Upon completion of the full five-year program, graduates will receive a Master of Science in Physician Assistant Studies, will be eligible to sit for the Physician Assistant National Certifying Examination (PANCE), and will be able to participate in the PA Studies Certificate Ceremony.

The 4+2 Option

This option is designed for students who have no or few college credits (less than 16 credit hours). It is designed as a six-year course of study that includes complete undergraduate and graduate degrees. The first eight semesters (four years) make up the pre-professional phase and are designed to academically prepare students for PA training and provide comprehensive general education. The pre-professional phase consists of medically related science and psychology prerequisite courses along with all of the components of the Hallmarks Core program. After successful completion of the pre-professional phase (which includes maintaining the required grade point average of 3.25 cumulative and 3.25 science and core prerequisite, acquiring the required letters of reference and completing a personal essay) students are given a preferential interview for admission into the professional phase of the Program, however admission into the professional phase is not guaranteed. Students must complete all required courses in the pre-professional phase to enter the professional phase.

The professional phase is 25 months of continuous study and includes the didactic level that consists of three semesters of classroom and laboratory work in basic and applied medical science, and the clinical level that consists of ten rotations at a variety of clinical sites such as hospitals and medical offices. Students must complete all didactic-level courses, and possess a cumulative didactic level GPA of 3.000 or higher, before they can enter the clinical level. The first semester of the professional phase is composed of mandatory foundation courses. The remaining courses in the professional phase are graduate courses.

After successful completion of the first four years, students will receive a Bachelor of Science in Health Sciences and be eligible to participate in the May Commencement Ceremony. After successful matriculation into the professional phase of the program and completion of the program, graduates

receive a Master of Science in Physician Assistant Studies, will be eligible to sit for the Physician Assistant National Certifying Examination, and will be able to participate in the certificate ceremony.

Overview of Clinical Training

Upon successful completion of the didactic level of the professional phase, the PA student proceeds into the clinical education level of the program. The PA student will spend approximately 12 months in clinical rotations. This is divided into 10 five- or six-week blocks.

Clinical Rotations (6 credits/rotation)

The clinical rotations are 5-6-week blocks in the areas of primary care, internal medicine, pediatrics, surgery, psychiatry/mental health, women's health and emergency medicine, and are designed to expose the PA student to patient care in a variety of settings. The student is directly involved with the evaluation and management of patients to the extent that the clinical preceptor or supervisor is comfortable with the level of knowledge and skills of the PA student. Typically, the student spends at least 40 hours per week in the clinical setting, attending to patients and partaking of continuing medical-education seminars.

The remaining clinical experiences include the medical/surgical selective, and the clinical elective. During the elective, students can spend more time in one of their rotation specialties or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardio-thoracic surgery and others. The student should expect to be working a full-time schedule.

PA Program Technical and Professional Standards

For admission to the program, candidates must:

- Have the academic ability to learn a large volume of technically detailed information and be able to synthesize and use this data to solve complex clinical problems. This information must be acquired in a short and intense period of study, which requires well-developed study skills and a high level of motivation, and may require considerable personal and financial sacrifice.
- Possess the emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.
- Have the ability to effectively communicate with ill patients from a wide diversity of cultural and socioeconomic backgrounds in an empathetic and sensitive fashion.
- Have well-developed oral and written communication skills in the English language.
- Have comfort with the role of a dependent practitioner operating under the supervision of a licensed physician, while simultaneously feeling comfortable with the large amount of responsibility that goes along with the delivery of patient care in sometimes remote locations.
- Display strong ethical integrity consistent with working as a health care professional.
- Have sufficient physical abilities in the areas of sensory function (vision, hearing and touch sensation), hand-eye coordination, and neurologic and muscular coordination and control to competently perform the technical activities that are a critical part of the program and profession, including:

- Physical examinations of male and female patients, which include visual inspection, listening to heart and lung sounds with a stethoscope, examination by touch to gather information such as skin temperature and texture and other maneuvers.
- Performance and interpretation of diagnostic studies such as blood tests, EKGs and X-rays.
- Surgical assisting, which can involve activities such as control of bleeding and suturing (wound closure by placing stitches).
- Performing common procedures such as applying casts, suturing, cardiopulmonary resuscitation (CPR), venipuncture (placing needle into a vein to collect a blood sample) and starting an intravenous access line.

College of Life Sciences

Dean: G. Grunwald

Manager of Academic Operations: A. Solarski

Executive Assistant to the Dean: L. Webb

Faculty (East Falls): J. Ashley, A. Bower, D. Cundell, MA Wagner-Graham, G. Grunwald, J. Klemens, K. Mickle, M. Milkevitch, F. Wilkinson

The Jefferson College of Life Sciences (JCLS) mission is to provide the highest quality undergraduate, graduate, and postdoctoral education and research training in the life sciences. Our programs prepare students and fellows to make significant contributions to the progress of life science, and engage in its application to improvement of the human condition through a broad spectrum of careers in academia, industry, government, research lab, classroom, clinic and beyond. Whether through the undergraduate division of the Department of Biological and Chemical Sciences based on the East Falls campus or the Graduate School of Biomedical Sciences based on the Center City campus, students are supported in reaching the next stage of their professional development and future careers.

Programs offered on the East Falls campus are listed below.

(Note: For a full list of programs and corresponding information about programs located on the Center City campus, see <https://www.jefferson.edu/university/life-sciences.html>.)

UNDERGRADUATE DEGREE PROGRAMS

Biochemistry (B.S.)

Biology (B.S.)

Chemistry (B.S.)

Pre Medical Studies (B.S.)

MINORS

Biodiversity

Genetics

UNDERGRADUATE PROGRAMS

BIOCHEMISTRY (B.S.)

Program Director: Matt Milkevitch

Mission

The mission of the biochemistry program at Thomas Jefferson University is to provide a high quality, rigorous curriculum, accredited by the American Chemical Society, that prepares our undergraduate students for the disciplines of chemistry and biochemistry where critical and analytical thinking skills, collaboration, innovation and a yearning for discovery are essential traits. Our stimulating and supportive environment allows students to grow intellectually and professionally through a curriculum that stresses thorough understanding of chemical concepts and principles while developing essential practical, hands-on skills through laboratory experiences such as faculty-led research and laboratory-based courses. In addition, the mission of the University ensures that our graduates not only possess the essential mathematical and scientific skills to be successful in the chemical and biochemical disciplines, but they also become lifelong, community-engaged learners as a result of our rigorous Hallmarks Core curriculum.

Program Learning Outcomes

Graduates from the Biochemistry major will be able to:

- Describe the fundamental laws and theories of chemistry pertaining to the properties of matter, chemical reactions and their stoichiometry, properties of gases, solution chemistry and acid/base chemistry.
- Describe the chemistry of organic molecules including functional group structure and properties, structure and stereochemistry of alkanes, nucleophilic substitution and elimination reactions of alkyl halides, the structure/synthesis/reactions of alkenes, alcohols, aromatic compounds, amines, carboxylic acids, carboxylic acid derivatives and aldehydes/ketones.
- Summarize chemical thermodynamics, chemical kinetics and quantum mechanics and relate this information to modern day chemistry.
- Develop the language, terms and critical thinking/problem solving skills to use and understand analytical instrumentation used in chemistry and biochemistry today.
- Acquire the necessary laboratory skills, including knowledge of laboratory safety, proper laboratory behavior, and to be functional with laboratory equipment and techniques.
- Describe the chemistry of inorganic compounds, to include symmetry and group theory, molecular orbital theory, coordination chemistry, main group element chemistry and the chemistry of the solid state.
- Describe metabolism (including signaling mechanisms, basic biochemistry of DNA and RNA and mechanisms of control of gene expression), protein structure-function and laboratory techniques used in biochemical research.
- Garner information and critically analyze information (Information Literacy skills in general).
- Effectively communicate in written formats germane to the sciences.

- Successfully use their garnered research skills to probe new avenues of scientific inquiry.
- Utilize communication skills to disseminate research to both the general public and the scientific community.

Program Description

The Bachelor of Science in Biochemistry combines the disciplines of biology and chemistry to enable students to pursue careers in research, industry and advanced study in graduate programs. A variety of opportunities exists in research and development in the pharmaceutical industry, specialty-chemical companies and genetics, molecular biology and bioengineering research. The program provides an appropriate preparation for medical and other health sciences professional schools. Biochemistry majors maintain a consistently high placement rate in major-related careers and graduate school programs.

A wide array of career choices is available to professionals in this important field, including research management positions at large pharmaceutical and chemical companies such as GlaxoSmithKline, Johnson & Johnson, Du Pont and Merck.

The program, accredited by the American Chemical Society (ACS), not only prepares students for careers in research, development or production in the chemical industry, but also for advanced study in graduate and/or medical school. The University maintains close ties with the ACS, which frequently invites students to present their research findings at meetings. Students have recently given presentations in San Francisco and Pittsburgh. Students accumulate field-related research experience throughout their college careers due to the small class size and the faculty's hands-on" approach.

BIOLOGY (B.S.)

Program Director: Frank Wilkinson

Mission

The mission of the Bachelor of Science in Biology is to provide students with a strong foundation of knowledge and analytical and technical skills to prepare them for graduate study and/or for careers in the biological sciences.

Program Learning Outcomes

Graduates of the biology program will be able to:

- Select and apply elementary and advanced biological principles to projects at multiple levels
- Prepare oral presentations based on laboratory work or literature review information
- Interpret and employ graphical and tabular presentations of data
- Execute and perfect laboratory skills
- Prepare comprehensive laboratory reports in manuscript format
- Synthesize content and skills in planning a research project
- Identify, summarize and compare contrasting expert viewpoints on biological subjects
- Integrate critical review of biological literature in support of a research project

- Recognize the diversity of professions available to persons trained in biological sciences
- Display professional conduct in a variety of academic and professional environments in the biological sciences

Program Description

The Bachelor of Science in Biology at Thomas Jefferson University affords students opportunities to pursue careers or graduate and professional study in disciplines as diverse as biotechnology, genetic counseling, pharmaceuticals, cellular and molecular biology, immunology, cancer research and secondary education. An investigative approach in field and laboratory courses promotes development of technical competence as well as conceptual understanding. Many students hone their analytical skills through research with faculty on campus or at other institutions through internships and may present their work at professional society meetings or publish in scientific journals. Students are strongly encouraged to participate in the Alpha Chi Sigma National Chemistry Fraternity which sponsors academic, recreational and community service activities and provides students with networking opportunities and professional support after graduation.

CHEMISTRY (B.S.)

Program Director: Matt Milkevitch

Mission

The mission of the chemistry program at Thomas Jefferson University is to provide a high quality, rigorous curriculum, accredited by the American Chemical Society, that prepares our undergraduate students for the disciplines of chemistry and biochemistry where critical and analytical thinking skills, collaboration, innovation and a yearning for discovery are essential traits. Our stimulating and supportive environment allows students to grow intellectually and professionally through a curriculum that stresses thorough understanding of chemical concepts and principles while developing essential practical, hands-on skills through laboratory experiences such as faculty-lead research and laboratory-based courses. In addition, the mission of the University ensures that our graduates not only possess the essential mathematical and scientific skills to be successful in the chemical and biochemical disciplines, but they also become lifelong, community-engaged learners as a result of our rigorous Hallmarks studies curriculum.

Program Learning Outcomes

Graduates from the chemistry program will be able to:

- Describe the fundamental laws and theories of chemistry pertaining to the properties of matter, chemical reactions and their stoichiometry, properties of gases, solution chemistry and acid/base chemistry.
- Describe the chemistry of organic molecules including functional group structure and properties, structure and stereochemistry of alkanes, nucleophilic substitution and elimination reactions of

alkyl halides, the structure/synthesis/reactions of alkenes, alcohols, aromatic compounds, amines, carboxylic acids, carboxylic acid derivatives and aldehydes/ketones.

- Summarize chemical thermodynamics, chemical kinetics, and quantum mechanics and relate this information to modern day chemistry.
- Develop the language, terms and critical thinking/problem solving skills to use and understand analytical instrumentation used in chemistry and biochemistry today.
- Acquire the necessary laboratory skills, including knowledge of laboratory safety, proper laboratory behavior, and to be functional with laboratory equipment and techniques.
- Describe the chemistry of inorganic compounds, to include symmetry and group theory, molecular orbital theory, coordination chemistry, main group element chemistry and the chemistry of the solid state.
- Describe metabolism (including signaling mechanisms, basic biochemistry of DNA and RNA and mechanisms of control of gene expression), protein structure-function and laboratory techniques used in biochemical research.
- Garner information and critically analyze information (Information Literacy skills in general).
- Effectively communicate in written formats germane to the sciences.
- Successfully use their garnered research skills to probe new avenues of scientific inquiry.

Program Description

The Bachelor of Science in Chemistry, accredited by the American Chemical Society (ACS), not only prepares students for careers in research, development or production in the chemical industry, but also for advanced study in graduate and/or medical school.

The two options within this program, chemistry and environmental science, provide the student the opportunity to investigate and to research developments in modern chemistry. Upper-level chemistry majors may work with a faculty member on a research project of mutual interest. As a result of these projects, some of the students have seen their work presented at regional and national scientific meetings and published in scholarly journals. The University maintains close ties with the ACS, which welcomes information about student research at its regular meetings.

By working with faculty on real projects, students learn how to complete each step of an independent research project that leads to the production of a scientific report suitable for publication in peer-reviewed journals. Recent faculty-student partnerships have led to joint presentations at national conferences in San Francisco and Pittsburgh.

Chemistry affects our daily lives more than most people realize. From the paint, we use to decorate our homes, to the dyes used to create patterns in everyday items such as apparel and home furnishings, to the antibiotics prescribed to us by our doctors, experienced chemists are needed to produce many of the practical, revolutionary and necessary goods we often take for granted. Field-related research and experience are offered as part of the University's chemistry major, preparing graduates for an abundance of career opportunities. Chemistry majors maintain a consistently high placement rate in major-related careers and graduate school programs. Large pharmaceutical and chemical companies such as GlaxoSmithKline, Johnson & Johnson, Dow Chemical, Merck and DuPont hire our students to become research chemists, managers and associates based on their outstanding classroom, and laboratory experience and extensive research work.

PRE-MEDICAL STUDIES (B.S.)

Program Director: Diana Cundell

Mission

Pre-medical studies is an “umbrella major” providing academic and professional training to students planning to attend medical school as well as other graduate health care institutions. The major is distinguished by a series of unique upper-level science courses whose case history and problem-based learning approach mirrors that of first-year graduate students in the health care professions, and which are designed to develop students’ proficiency in interpreting complex scientific data. Students spend 100 hours developing their empathic, professional and clinical evaluation skills through two hands-on, off-campus preceptorship experiences performed with licensed health care practitioners. Our graduates are nationally competitive, as evidenced by their MCAT, GRE and DAT scores, and more than 90 percent of our students to date have gone on to various successful careers as physicians, dentists, physical therapists, veterinarians, pharmacists, optometrists, podiatrists and chiropractors.

Program Learning Outcomes

Graduates of the pre-medical studies program will be able to:

- Demonstrate knowledge of health care through hands-on training in HIPAA law, taking history and basic physical measurements and professional conduct with patients.
- Demonstrate oral and written communication skills with both lay people and professionals.
- Recognize and use medical terminology.
- Develop formal, analytical, synthetic and problem solving science skills.
- Synthesize information from diverse sources to make decisions.
- Recognize the social challenges faced in both national and global medical practice.
- Comprehend and be able to explain a variety of commonly used clinical laboratory techniques.
- Recognize and employ the professional empathy needed in an effective health care professional.
- Demonstrate an optimal performance on national standardized graduate school exams (MCAT, GRE, DAT etc.).
- Recognize the varied health care careers and their spheres of expertise.

Program Description

The future medical practitioner must be a capable scientist able to make independent judgments and data evaluations in order to treat the patient. It is the goal of the Bachelor of Science in Pre-Medical Studies to prepare students for these professions. Thomas Jefferson University has a strong basis in health care stemming from a long-established physician assistant studies program and occupational therapy and midwifery programs. Combined with the University’s diversity of focus, including both science and liberal arts strengths, this results in a graduate who has the analytical, verbal, written and empathic skills necessary to become an effective health practitioner.

Faculty involved in the pre-med curriculum have been active in developing novel methods of instruction and assessment of student skills, which include the use of case-history analyses, discussion of social and ethical aspects of medicine and disease risk assessment through genetic monitoring. Students also

develop their empathy and professional skills through two unique three-credit preceptorships during which they receive off-campus training and work hands-on with health care professionals, several of whom are alumni. As well as receiving grades for these experiences, students learn firsthand what being in health care means. At Thomas Jefferson University, we are aware that a successful student is one who is nurtured and advised during his/her formative, science-intensive, four-year mentoring. As they proceed through the curriculum, students' progress is monitored by both an effective Pre-Med Committee and by dedicated pre-med advisors, all of whom are previous health care graduates. In order to be successful candidates for any graduate school, students must maintain a 3.0 minimum GPA, at least between their sophomore and senior years. Any student not maintaining a GPA commensurate with success in the major will be asked to transfer to another major by the Pre-Med Committee, as this will be considered ineffective progress toward graduation. Thomas University pre-medical studies graduates have an excellent placement record in medical, osteopathic, dental and veterinary schools including University of Pennsylvania, Temple University, Thomas Jefferson University, University of Maryland, Philadelphia College of Osteopathic Medicine, and New York College of Osteopathic Medicine. The Program has developed a scholarship program for pre-medical students to attend a MCAT (Medical School Admission Exam) Preparation Program and has developed affiliation agreements with medical and other professional schools. Preparation for other national examinations including Pharmacy College Admissions Test (PCAT) and Dentistry Admissions Test (DAT) is not currently available on our campus but can be taken through Kaplan's Center City and other convenient locations.

The major has several articulation/ affiliation agreements described below. All accelerated agreements i.e. 3+4 require students to follow a modified Pre-Medical Studies curriculum at our Institution and transfer in specific freshman doctoral level courses to obtain their B.S. degree.

Articulation Agreements

Articulation Agreement with Kornberg School of Dentistry (3+4)

Students enrolled in the pre-medical studies major will be required to follow a special curriculum, maintain at least a 3.2 GPA and take the DAT in the summer between their sophomore and junior years. Acceptance to Kornberg will then be commensurate on a successful interview with Kornberg and the student obtaining the same mean DAT score as the incoming class for the fall of the following year. A successful student would then transfer to Kornberg at the end of his/her junior year. Credits for the final senior year and the undergraduate B.S. in Pre-Medical Studies will then be provided by select courses taken by the students during the freshman doctor of dental medicine (DDM) graduate school program at Kornberg.

Articulation Agreement with Logan University (3+3)

Students enrolled in the Pre-Medical Studies major will be required to follow a special curriculum and maintain at least a 3.0 GPA, but do not need to take graduate assessment tests. Acceptance to Logan will then be commensurate on a successful interview and recommendation letters by pre-medical studies faculty. A successful student would then transfer to Logan at the end of his/her junior year. Credits for the final senior year and the undergraduate B.S. in Pre-Medical Studies will then be provided by select courses taken by the students during the freshman graduate school doctor of chiropractic (DC) program at Logan.

Articulation Agreement with Lake Erie College of Osteopathic Medicine (LECOM) (3+3 and 3+4)

Several early acceptance program (EAP) agreements exist with LECOM for their D.O. (3+3 and 3+4), D. Pharm. (3+3 and 3+4) and D.D.S. (4+4 program). These programs are recruited by LECOM directly from either high school or their freshman year in the program. Inquiries for student acceptance are made through the LECOM portal at lecom.edu/admissions/entrance-requirements/early-acceptance-programs/. To be considered students need a strong high school GPA, SAT and/ or ACT score and must have an acceptable interview at LECOM itself. Students following a D.O. or D. Pharm. curriculum will not be required to take the national examinations (MCAT and PCAT, respectively) to qualify for admission. Those wishing to enroll in the dental school are still required to take the DAT between junior and senior year. All students must maintain at least a 3.4 GPA for the 4+4 track or a 3.6 GPA for 3+4 tracks. Application for LECOM is then made directly to the school and not through AACOMAS, ADEA etc. Students also require a formal, positive letter of recommendation from the Program Director Dr. Diana R. Cundell.

Affiliation Agreement with Philadelphia College of Osteopathic Medicine (PCOM)

Students enrolled in the Pre-Medical Studies major will be required to maintain at least a 3.2 GPA during the program. They would then sit for the medical college assessment test (MCAT) and include PCOM on their list to the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) in the summer between their junior and senior years. Acceptance to PCOM will then be commensurate on a score of at least 8 on each section of the MCAT (total of 24), a successful interview and favorable recommendation letters by Pre-Medical Studies faculty. Upon graduation from Thomas Jefferson University the student would then enter the doctorate of osteopathic medicine (DO) program at PCOM in the following fall.

Affiliation agreement with St. George's University Doctorate of Veterinary Medicine (DVM) and Doctorate of Medicine (MD) programs

Students enrolled in the Pre-Medical Studies Major would be required to maintain at least a 3.4 GPA to be competitive applicants to either program. They also need to take the MCAT, between the summer of their junior and senior year and receive a >50th percentile score (500 on the new MCAT).

Articulation agreement with Thomas Jefferson University Doctorate of Pharmacy Program (3+4)

Students enrolled in the Pre-Medical Studies Major would be required to maintain at least a 3.4 GPA during the program and would apply to the School of Pharmacy during the fall semester of their junior year having taken the PCAT the previous summer. Scores on the PCAT should be at least 50th percentile with those in the 70th percentile deemed competitive. Upon a successful interview with faculty from the School of Pharmacy and favorable recommendation letters from Pre-Medical studies faculty, the student would be granted entrance into the Doctorate of Pharmacy Program. This would occur in the fall after their junior year.

Articulation Agreement with University of the Sciences Doctorate of Physical Therapy Program (3+4)

Students enrolled in the Pre-Medical Studies Major would be required to maintain at least a 3.4 GPA during the program and would apply to the School of Physical Therapy at University of the Sciences in the fall semester of their junior year. Acceptance to the Doctorate of Physical Therapy Program would be commensurate on a successful interview and favorable recommendation letters from Pre-Medical Studies faculty. There is no external national examination testing required for these students.

College of Rehabilitation Sciences

Dean: S. Williams

Manager of Academic Operations: A. Solarski

Faculty (East Falls): A. El-Kerdi, M. Chabot, W. Krupnick, M-C. Potvin, M. Thomas, C. Zane.

Jefferson College of Rehabilitation Sciences is committed to becoming a recognized leader in innovative educational, clinical and research programs. Degree programs are offered on both the East Falls and Center City campuses.

Programs offered on the East Falls are listed below. (Note: For a full list of programs on all campuses and corresponding information, see <https://www.jefferson.edu/university/rehabilitation-sciences.html>)

COMBINED B.S./M.S. DEGREE PROGRAMS

B.S. Health Science / M.S. Athletic Training for Athletic Training

B.S. in Health Sciences/M.S. in Occupational Therapy

B.S. in Psychology/M.S. in Occupational Therapy

GRADUATE PROGRAMS

M.S. Athletic Training

M.S. in Occupational Therapy

COMBINED B.S./M.S. PROGRAMS

B.S. Health Science / M.S. Athletic Training for Athletic Training

The athletic training program is constructed to prepare highly motivated students with an interest in the medical field. Certified Athletic Trainers (ATCs) work with physically active individuals to help prevent injuries, offer advice about appropriate equipment, recognize and evaluate injuries, administer emergency treatment, and determine need for specialized medical care. ATCs are an integral part of the healthcare team and provide health care to individuals in the areas of injury prevention, evaluation, management and rehabilitation. The demand for ATC professionals is expected to grow significantly faster than the average occupation over the next 10 years in both traditional athletic settings, like high school, college, University, and professional-level sports; and non-traditional settings, like medical offices, emergency departments, industrial settings, and more.

The Combined B.S. in Health Sciences/M.S. in Athletic Training is designed for students who know early on that they want to become athletic trainers. This accelerated dual degree program allow students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of the degrees separately. Undergraduate courses and extra-curricular experiences provide students with a foundation to develop the knowledge, values and interpersonal skills needed for success as an athletic trainer.

The B.S. in Health Sciences/M.S. in Athletic Training is a cohort program that requires uninterrupted enrollment. Once accepted, students may not accelerate further (i.e. take additional courses during summer semesters to shorten program length) or decelerate (i.e. take a reduced course load in a semester and add another year to undergraduate study). Students who are unable to meet progression criteria within three consecutive years may not continue in the B.S./M.S. program and must change their majors in order to earn the undergraduate degree.

During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including Hallmarks Core courses and Athletic Training program prerequisites. Students who meet the graduate Athletic Training program progression criteria can enroll in first-year Athletic Training graduate coursework during Year 4 of undergraduate studies. At the end of the Fall semester of Year 4, students are awarded the bachelor degree in Health Sciences, and are eligible to participate in the May commencement ceremony. Upon completion of graduate Athletic Training program requirements in Year 6, the master's degree in Athletic Training will be awarded. Students receive their graduate degrees in May and can participate in the May commencement ceremony of the next year.

For more information about the M.S. in Athletic Training, refer to the College of Rehabilitation Sciences Graduate Programs section of the Catalog.

Freshman Admission

Freshmen applicants who demonstrate the following academic profile will be considered for admission to the program (there may be additional requirements such as observation hours and an essay related to knowledge of and motivation to become an athletic trainer; contact the admission's office for further information):

- Minimum overall high school grade point average (GPA) of 3.0
- Minimum combined SAT score of 1000 for Critical Reading and Math, or 22 on the ACT
- Four years of science—strongly encouraged

Transfer Credit for B.S./M.S. in Athletic Training Programs

Students can transfer with less than 16 credits. All of the Athletic Training graduate program's prerequisite courses must be completed at Thomas Jefferson University, **unless special permission has been granted from the program**. Students may not transfer any of the program's prerequisite courses with grades lower than "B." Program prerequisite courses include:

- Pre-Calculus (3 credits)
- Anatomy & Physiology I with Lab (4 credits)
- Anatomy & Physiology II with Lab (4 credits)
- General Chemistry (3 credits)
- General Physics (3 credits)
- Nutrition (3 credits)
- Kinesiology (3 credits)
- Exercise Physiology (3 credits)
- Biostatistics (3 credits)
- Research Methods (3 credits)
- Introduction to Psychology (3 credits)

Internal Transfer Policy

(For undergraduate students interested in transferring into the undergraduate portion of the B.S./M.S. in Athletic Training program)

Students may be eligible to transfer into the accelerated B.S./M.S. Athletic Training program on a case by case basis. Students should submit a letter to the Athletic Training program director as soon as they are interested. The Athletic Training program director will then review the students' application; this may include a meeting with the student and/or their advisor to explore the student's transcript.

Progression Criteria

Students who demonstrate the following profile are guaranteed matriculation into the M.S. in Athletic Training program:

- Completion of undergraduate major and Hallmarks Core requirements within the first three years of undergraduate study
- Overall minimum 3.0 GPA for all college coursework (including transfer courses)
 - Students must earn a semester grade point average of 3.0 or above during Years 1, 2, and 3.
 - Students whose semester GPA falls below the required 3.0 will be placed on academic probation.
 - Students are dismissed from the B.S./M.S. program if on academic probation for two consecutive semesters, or any three semesters.
- Overall minimum 3.0 GPA in Athletic Training program prerequisites (minimum grades of "B" or better in all Athletic Training program prerequisite courses)
 - All Athletic Training program prerequisite courses must be completed by the end of spring semester, Year 3.
 - Students may repeat only one program prerequisite course to improve their overall prerequisite GPA, and must earn a minimum B on the second attempt in order to be removed from probation.
 - Students who earn below a B in more than one prerequisite course will be dismissed from the B.S./M.S. program.
 - Students may not repeat a course once Year 3 (spring) has been completed.

By **October 15** of Year 3 of undergraduate study, students should submit the matriculation documents identified below (available from the Athletic Training Department or on the program's webpage: www.jefferson.edu/athletictraining):

- Academic Standards Statement
- **Clinical Observation Document:** Documentation of at least 100 hours of clinical observation under the supervision of a licensed rehabilitation professional, preferably a certified athletic trainer
- Program Prerequisite record

- **Career goals statement/ personal essay:** 500 words or less - Describe how you became interested in Athletic Training, and the qualities you possess that will enable you to be a successful student in this program, and practitioner in the field.
- **Two letters of recommendation:** one academic and one professional.
- Current resume: **Documentation of work and volunteer experiences:** highlight achievements, recognitions, accomplishments
- **Current CPR/First aid professional rescuer certification** (American Heart Association OR American Red Cross only)

Students who are unable to achieve the standards listed above are not eligible to matriculate into the M.S. in Athletic Training program. They may be able to remain at the university but must change their major to reflect the B.S. in Health Sciences. These students cannot continue in the B.S./M.S. in Athletic Training program. Students who wish to apply to the Athletic Training graduate program after receiving their bachelor degrees will be considered along with external applicants and must apply through ATCAS (visit www.jefferson.edu/athletictraining) for more information regarding admission in the graduate Athletic Training program).

To see the combined program's graduate phase requirements, curriculum and other details, please visit the M.S. in Athletic Training webpage (www.jefferson.edu/athletictraining).

OCCUPATIONAL THERAPY COMBINED PROGRAMS

B.S. in Health Sciences/M.S. in Occupational Therapy B.S. in Psychology/M.S. in Occupational Therapy

Occupational therapy is a healthcare profession that helps people to maximize their functional independence after illness or injury, or develop the social and emotional skills necessary to participate fully in everyday life. Occupational therapists assist children with motor, social and learning needs to be successful in school activities and family life. They help adults to develop strategies to address the physical and emotional changes associated with rehabilitation or long-term health needs. Therapy frequently involves assisting individuals to relearn old skills, develop new ways of doing, or adapt the environment to enable them to live satisfying and independent lives.

The Combined B.S. in Health Sciences/M.S. in Occupational Therapy program or B.S. in Psychology/M.S. in Occupational Therapy program is designed for students who know early on that they want to become occupational therapists. These dual degree programs allow students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of the degrees separately. Undergraduate courses and extra-curricular experiences provide students with a foundation to develop the knowledge, values and interpersonal skills needed for success as an occupational therapist.

The Combined B.S./M.S. is a cohort program that requires uninterrupted enrollment. Once accepted, students may not accelerate (i.e. take additional courses during summer semesters to shorten program length) or decelerate (i.e. take a reduced course load in a semester and add another year to undergraduate study). Students who are unable to meet progression criteria within three consecutive years may not continue in the B.S./M.S. program and must change their majors in order to earn the undergraduate degree.

During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including Hallmarks Core courses and occupational therapy program prerequisites. Students who meet the graduate occupational therapy program progression criteria can enroll in first-year Occupational Therapy graduate coursework during Year 4 of undergraduate studies. At the end of Year 4, students are awarded the bachelor degree in Health Sciences or Psychology, and are eligible to participate in the May commencement ceremony. Upon completion of graduate occupational therapy program requirements in Year 6, the master's degree in Occupational Therapy will be awarded. Students receive their graduate degrees in either December or May, depending on fieldwork completion, and can participate in the May commencement ceremony.

For more information about the M.S. in Occupational Therapy, refer to the College of Rehabilitation Sciences Graduate Programs section of the Catalog.

Freshman Admission

Freshmen applicants who demonstrate the following academic profile will be considered for admission to the program (there may be additional requirements such as observation hours and an essay related to knowledge of and motivation to become an occupational therapist; contact the admission's office for further information):

- Minimum overall high school grade point average (GPA) of 3.0
- Minimum combined SAT score of 1000 for Critical Reading and Math, or 22 on the ACT
- Four years of science—strongly encouraged

Transfer Credit for B.S./M.S. in Occupational Therapy Programs

Students can transfer with less than 16 credits. All of the Occupational Therapy program's prerequisite courses must be completed at the University, unless special permission has been granted from the program. Students may not transfer any of the program's prerequisite courses with grades lower than "B-." Program prerequisite courses include Anatomy & Physiology I and II, Lifespan Human Development, Abnormal Psychology, Statistics, one Sociology/Anthropology/Cultural Studies course and Physics (non-calculus based).

Internal Transfer Policy

(For undergraduate students interested in transferring into the undergraduate portion of the BS/MS in OT program)

Students may be eligible to transfer at one point only: during the fall semester of the junior year (Year 3), dependent on seat availability. Students should submit a letter to the OT Program Director as soon as they are interested and no later than May 1 of the year that the student meets sophomore status. Students will be notified of acceptance during the fall semester of Year 3. No internal transfers will be permitted in years where there are 15 or more current undergraduate pre-professional phase OT students in good academic standing who anticipate moving into Year 3.

Progression Criteria

Students who demonstrate the following profile are guaranteed matriculation into the M.S. in Occupational Therapy program:

- Completion of undergraduate major and Hallmarks Core requirements within the first three years of undergraduate study
 - Students may not opt to take any of the program's prerequisite courses or any of the major's core courses as credit/no credit.
- Overall minimum 3.0 GPA for all college coursework (including transfer courses)
 - Students must earn a semester grade point average of 3.0 or above during Years 1, 2 and 3.
 - Students whose semester GPA falls below the required 3.0 will receive an academic alert from the program.
 - Students are dismissed from the BS/MS program if academic alerts are issued for two consecutive semesters, or any three semesters.
- Overall minimum 3.0 GPA in occupational therapy program prerequisites (minimum grades of "B-" or better in all occupational therapy program prerequisite courses are required)
 - All Occupational Therapy program prerequisite courses must be completed by the end of spring semester, Year 3.
 - Students may repeat only one program prerequisite course to improve their overall prerequisite GPA, and must earn a minimum B- on the second attempt in order to progress in the B.S./M.S. program. Both grades will be included in the –prerequisite GPA calculation (i.e., first time and repeat time.)
 - Students who earn below a B- in more than one prerequisite course will be dismissed from the BS/MS program.
 - Students may not repeat a course once Year 3 (spring) has been completed.
- Approval of the OT Program's Admission's Committee

By October 15 of Year 3 of undergraduate study, students should submit the matriculation documents identified below (available from the Occupational Therapy Department or on the program's webpage, <https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy.html>)

- Academic Standards Statement
- Clinical Observation Document: Documentation of at least 20 hours of clinical observation under the supervision of an occupational therapist (students may enroll in HSCI 230 to complete this requirement)
- Program Prerequisite record
- Current resume
- One letter of recommendation from university faculty
- Career goals essay describing motivation and preparation for OT education (2-3 typed pages, double-spaced)

Students who are unable to achieve the standards listed above are not eligible to matriculate into the M.S. in Occupational Therapy program. They may be able to remain at the university but must change their majors to reflect either the BS in Health Sciences or BS in Psychology (or other major, as appropriate). These students cannot continue in the BS/MS in OT program. Students who wish to apply

to the OT graduate program after receiving their bachelor degrees will be considered along with external applicants and must apply through OTCAS (see <https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy.html> for more information regarding admission into the graduate OT program).

Graduate Programs

MASTER OF SCIENCE IN ATHLETIC TRAINING

Program Director: Ali El-Kerdi, PhD, DPT, PT, ATC/L, CAT(C), CSCS, EMT

Mission

To provide students with the fundamental knowledge, concepts, and skills grounded in evidence-based practice as determined by the Athletic Training governing bodies: Board of Certification (BOC), Commission on Accrediting Athletic Training Education (CAATE) and the Educational Council.

To prepare students for employment in entry-level athletic training positions located in a variety of clinical healthcare settings and/or for the pursuit of advanced degrees in athletic training or health-related professions.

To provide practical experience and ethical reflection to enable graduates to assume leadership roles in various health care settings to enhance the quality of patient health care and to advance the profession of athletic training.

MSAT Program Learning Goals & Outcomes

At the completion of the program, the students will be able to:

Program Learning Goals	Student Learning Outcomes
Participate as a part of a healthcare team by collaborating with colleagues through a complex medical system.	Communicate effectively with relevant stakeholders (clients, patients, coaches, families, others) and healthcare professionals. Recognize, intervene and refer clients/patients exhibiting abnormal social, emotional, and mental behaviors. Recognize, intervene and refer clients/patients with illnesses/diseases that are beyond the scope of an athletic trainer to the proper healthcare provider.
Use physiological, anatomical and evidence-based knowledge in the clinical settings.	Evaluate and manage injuries and illnesses. Develop and implement injury prevention strategies to reduce the incidence and/or severity of injuries and illnesses. Utilize clinical examination skills to diagnose and treat clients/patients with medical/musculoskeletal conditions. Utilize the appropriate therapeutic equipment and techniques for the treatment of athletic related injuries.

	<p>Utilizing testing equipment and developing protocols for measuring fitness, body composition, flexibility, etc. to assess a client's/patient's physical status, readiness for physical activity and prevention of an injury.</p> <p>Describe the importance of nutrition in regard to enhancing performance, maintaining a healthy lifestyle and preventing injuries/illnesses.</p> <p>Identify and explain the reasons of use, general and adverse effects for commonly used therapeutic drugs, dietary supplements, performance enhancing drugs, and recreational drugs.</p> <p>Demonstrate understanding of advanced human anatomy and physiology as it relates to human development, exercise, nutrition, performance and injury.</p> <p>Utilize knowledge of advanced anatomy and physiology to diagnose and treat clients/patients with medical/musculoskeletal conditions.</p> <p>Utilize the appropriate tests and measures to evaluate a clients' vital and anthropometry data.</p>
<p>Behave in a manner consistent with the code of conduct and standards of professional practice set forth by the Athletic Training governing bodies.</p>	<p>Apply ethical reasoning to inform clinical decisions (professional relationship, respect for diversity, ethical practice, professional integrity etc.</p> <p>Recognize cultural and social diversity and apply cultural sensitivity in interactions with peers and clients.</p> <p>Demonstrate compliance with the laws and regulations governing the practice of athletic training.</p> <p>Demonstrate professionalism in the attitudes, behaviors and responsibilities associated with being an athletic trainer.</p>
<p>Locate, evaluate and apply evidence-based resources to build knowledge and support athletic training practice.</p>	<p>Develop and conduct a research project.</p> <p>Submit research findings for publication (peer- reviewed journal, poster, etc.) or present at a regional or national conference.</p> <p>Conduct literature reviews on various aspects of athletic training practice to critically evaluate the current and evolving body of scholarly literature that informs professional practice.</p> <p>Utilize knowledge of research methodology and statistical principles to guide clinical practice.</p>
<p>Demonstrate administrative duties affiliated with the athletic training profession.</p>	<p>Develop policies and procedures, emergency action plans, standard operating procedures and guidelines for the athletic training facility.</p> <p>Identify the components of budgeting, medical documentation and insurance when working in a healthcare facility.</p> <p>Recognize the organizational structure and the role the athletic trainer plays in the hiring process and in the daily operations of the healthcare facility.</p>
<p>Identify, describe and develop management plans for individuals with psychosocial</p>	<p>Recognize and describe the signs, symptoms, physiological, and psychological responses of injuries, illnesses and catastrophic events.</p>

disorders and/or mental health emergencies.	<p>Describe psychological techniques and interventions that can be used during injury treatment, rehabilitation and return to activities processes.</p> <p>Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation.</p> <p>Explain the importance of educating patients, parents/guardians, and others to enhance the psychological and emotional well-being of the individual.</p> <p>Identify role and functions of various healthcare providers and refer clients/patients in need of mental healthcare.</p> <p>Explain the impact of sociocultural issues that influence the nature and quality of healthcare received.</p>
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Program Description

There is an ever-growing need for Certified Athletic Trainers (ATCs) in the work force. Athletic training is a very rewarding profession allowing its member to work in various healthcare settings. ATC's work with clients to help prevent injuries, offer advice about appropriate equipment, recognize and evaluate injuries, administer emergency treatment, and determine need for specialized medical care. ATCs are an integral part of the healthcare team and provide health care to clients in the areas of injury prevention, evaluation, management and rehabilitation. The educational requirements for Athletic Training Education programs include not only cognitive (knowledge) and psychomotor (skill) content, but also a broad scope of foundational behaviors of professional practice, as well as a comprehensive clinical learning requirement that is embodied in the clinical proficiencies (professional practice-oriented outcomes).

This program provides concentrated studies and clinical experiences rooted in evidence to students interested in becoming certified athletic trainers (ATCs). It is intended for highly motivated students interested in a healthcare career in which they can treat clients in traditional athletic settings (high school, college, University, professional sports, etc.) or in non-traditional settings (medical offices, emergency departments, industrial setting, etc.). The concentrated 60-graduate credit-curriculum (with the B.S./M.S. option) is designed to challenge students to learn a wide variety of skills that will make them exceptional athletic trainers with a thirst for knowledge.

Program Requirements

Prerequisites

- Pre-Calculus 3 credits
- Anatomy & Physiology I with Lab 4 credits
- Anatomy & Physiology II with Lab 4 credits
- General Chemistry 3 credits
- General Physics 3 credits
- Nutrition 3 credits
- Kinesiology 3 credits

- Exercise Physiology 3 credits
- Biostatistics 3 credits
- Research Methods 3 credits
- Introduction to Psychology 3 credits

Admissions Criteria

Any individual who has or is about to receive a bachelor's degree from an accredited college or university is eligible to apply OR sophomores from institutions with articulation agreements with the athletic training program specifically. The Master of Science in Athletic Training program designed to accommodate students from all undergraduate disciplines so long as students meet the admission criteria and prerequisites listed above. Students applying to the program will be selected on a competitive basis from candidates submitting complete applications with all required supporting materials through the athletic training centralized application system (ATCAS) located at info.liaison-intl.com/atcas.

Academic Background

A bachelor's degree from an accredited institution with a minimum cumulative grade point average (GPA) of 3.0, and completion of all prerequisite foundation coursework with a minimum average 3.0 GPA is required. Candidates may apply for consideration prior to completion of all prerequisite requirements as long as a reasonable plan for completion of required coursework prior to entrance into the program is delineated. All prerequisite foundation courses must be completed prior to matriculation in the program, with no less than a B in each.

Exception: Students from institutions with a signed articulated agreement may apply in their sophomore year so long as they meet the articulation agreement conditions. Students are directed to their program directors/chairs for the specifics of said agreement.

- **Career goals statement/ personal essay:** 500 words or less - Describe how you became interested in Athletic Training and/or the physical rehabilitation field, and the qualities you possess that will enable you to be a successful practitioner, and what medical or health science background do you possess? (Describe any relevant courses, internships, volunteer work, shadowing or certifications).
- **Two letters of recommendation:** one academic and one professional.
- **Documentation of work and volunteer experiences:** highlight achievements, recognitions, accomplishments
- **Documentation of minimum 100 hours of clinical observation under the supervision of a licensed rehabilitation professional, preferably a certified athletic trainer**
- **Current CPR/First aid professional rescuer certification** (American Heart Association OR American Red Cross only)

Acceptance Classifications

Students may be admitted to this program under one of the following acceptance classifications:

Full Acceptance: Students who have met all admissions requirements with satisfactory performance are granted full acceptance. Full acceptance is granted only when the student's file is complete, and all the program-specific requirements for entry have been met.

Conditional Acceptance: Students may be offered a conditional acceptance classification when a student's file is missing evidence that s/he has successfully completed all prerequisite coursework. Prior to admission under this category, students must show evidence of registration for all outstanding prerequisite courses. Students will not be allowed to take any courses in the program prior to completion of all prerequisite coursework. Upon successful completion of all prerequisite course requirements, students must apply to the Office of Graduate Admissions for a change in admission status.

All students must be fully accepted into the program before they can enroll in any courses.

Accepted Student Requirements

Students in the program are expected to fulfill the following requirements during their student experience at Thomas Jefferson University:

Participation in clinical experiences is a required part of the curriculum and a requirement for graduation. Many settings require students to be fingerprinted, undergo a drug screening and/or gain clearance from the PA Sex Offender Registry. Students are responsible for the costs of these processes, as well as for transportation arrangements and costs associated with clinical experiences. Information regarding how to meet these requirements is provided by the program.

Note: Clinical sites may deny a student's participation because of a felony or misdemeanor conviction, failure of a required drug test or inability to produce an appropriate health clearance, all of which would result in delayed graduation or, in the inability to graduate from the program.

Students are expected to obtain materials and/or complete documentation required for clinical experiences:

- Health Clearance (must be completed prior to first academic year)
- Annual physical examination
- Annual update of immunizations according to clinical site requirements
- Annual proof of active health insurance coverage
- Legal Clearance: Annual criminal background check and annual child abuse history clearance
- CPR/First aid certification (infant, child, adult – professional rescuer)

Students are expected to maintain professional organization memberships in the following organizations:

- National Athletic Trainer's Association (NATA)
- Pennsylvania Athletic Trainer's Society (PATS)

Program of Study (Curricular Sequence)

Fall (Year 1)

- Functional Human Anatomy
- Emergency Care
- Fundamentals of Athletic Training
- Basics of Rehabilitation
- Practicum in Athletic Training I
- Medical & Professional Ethics

Spring (Year 1)

- Prevention, Evaluation and Treatment of Athletic Injuries I (Upper Extremity)
- Therapeutic Modalities
- Human Physiology
- Motor Control and Human Movement
- Practicum in Athletic Training I

Summer (Year 1)

- Specialty Practicum in Athletic Training

Fall (Year 2)

- Prevention, Evaluation and Treatment of Athletic Injuries II (Lower Extremity)
- Social and Psychological Aspects of Physical Activity
- Special Topics in Athletic Training
- Pharmacology and Medical Documentation in Athletic Training
- Practicum in Athletic Training III
- Research/Collaborative Project I

Spring (Year 2)

- Prevention, Evaluation and Treatment of Athletic Injuries III (Spine and Advanced Techniques)
- Strength and conditioning
- Organization and Administration in Athletic Training
- Research/Collaborative Project II
- Practicum in Athletic Training IV

Professional Accreditation Information

Thomas Jefferson is currently seeking accreditation for their new Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2018. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

Athletic Training Program Academic Standards

The Athletic Training (AT) Program admission criteria are designed to select candidates who are most likely to succeed both in the University academic environment as well as in athletic training professional practice. While the program faculty is dedicated to assisting students in their professional education, the student also has responsibilities. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the Athletic Training Student Handbook and the National Athletic Training Code of Ethics and The Board of Certification Standards of Practice. In order to remain in good academic standing, students must meet the following standards. These academic standards are in addition to the university academic standards as described in the Graduate Catalog and on the Thomas Jefferson University website.

Academic & Professional Conduct

In order to remain in good academic standing, students must meet the University's academic standards. These academic and conduct standards are in addition to the university academic standards as described in the University Student Handbook, University Catalog and on the University web site.

ACADEMIC PROBATION

Students' academic records are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The program director or coordinator of clinical education will notify the student when problems in academic performance may jeopardize a student's good standing. Official notification of probation or dismissal will be in writing and sent directly to the student by the program director. Performance criteria resulting in probation or dismissal are listed below.

PROBATION AND DISMISSAL

PROBATION

A student will be placed on probation if:

- Their semester GPA falls below 3.0.
- Their cumulative grade point average (CGPA) falls below a 3.0
- A passing grade below "B-" in any course
 - A passing grade is a grade above a D-
 - Refer to "**Repeating Courses**" section below for details.
- Unprofessional behavior and/or conduct that doesn't violate the **University's Community Standards** (<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html>) but is deemed inappropriate by the program director.

REPEATING COURSES:

Students must repeat any course in which they have received a passing grade below B- or Fail in a Pass/Fail course. An academic course or clinical experience may be repeated only once during a student's tenure at Thomas Jefferson University, and it must be repeated within the academic year immediately following probation or readmission. Upon completion of the repeated academic course or clinical experience, the subsequent grade earned will replace the initial grade in determination of cumulative grade point average (CGPA) only. If a student does not achieve a minimally acceptable grade necessary for progression (minimum B) or CGPA (minimum 3.0) is not achieved within the 1 year timeline when an academic course or clinical experience is repeated, he or she will be dismissed from the athletic training program. Students are not eligible to apply for readmission when unsuccessful in a course a second time.

- A passing grade of below a B- must be repeated in the next academic year but the student will be permitted to continue in the program
 - If the students earns this grade in Year 2 of the program, they will not be able to graduate until the course is repeated with a grade of B- or better.

- A grade between D- and C+ must be repeated in the next academic year and the student will need to sit out for an entire academic year and complete academic remediation as stipulated in the probation notice. Remediation is considered on a case by case basis.

At the end of the probation period:

1. The student achieves the minimum cumulative grade point average and is reinstated in good standing,

OR

2. The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the program for academic underachievement.

In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Program Director may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below 3.00, the student is dismissed for academic underachievement.

DISMISSAL FROM THE PROGRAM

- Failure to achieve stipulated criteria in the probation notice.
- Probation for any three terms
- A passing grade below “B-” in more than two courses. A passing grade is a D- or better.
- A standing grade of “F”, “W”, or “NC” in any course within the student’s program of study.
- Failure to earn minimum B or higher in a repeated course
- Failure to pass the Comprehensive Examination.
- Unprofessional behavior and/or conduct that violates the **University’s Community Standards** (<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html>) or other behavioral guidelines as communicated directly to the student by the program director. **Statement of Professional Conduct and Honor Code** are published on the Jefferson’s East Falls Campus Website (http://www.jefferson.edu/content/dam/tju/Academic_Affairs/files/student-life/Statement_of_Professional_Conduct-Honor_Code.pdf).

OCCUPATIONAL THERAPY (M.S.)

Program Director: Wendy Krupnick, Ph.D., M.B.A., B.S., OTR/L

Campus Location: East Falls Campus; classes held eight weekends during each semester: Between class sessions, students can complete assignments and participate in online learning activities.

Students will be admitted into this program for entrance in the fall semester only.

Mission

The occupational therapy (OT) program’s mission is to prepare competent, reflective and ethical occupational therapists whose practice philosophy is client-centered, occupation-based, and grounded in evidence. In keeping with the University mission to prepare graduates for successful careers in an evolving and interconnected world, the OT program incorporates inter-professional learning to enable graduates to practice in diverse environments and changing service-delivery contexts. The curriculum is organized around three themes that reflect the program’s philosophy:

- Participation encompasses client-centered practice and is framed by the person-environment-occupation perspective.
- Evidence and Professional Reasoning inform practice decisions and contribute to the profession's distinct value.
- Collaboration and Innovation reflect the University and Program's unique teaching-learning philosophy that engages students in creative partnerships to enhance clients' well-being and quality of life.

It is further enriched through a curricular thread, Professional Identity, which is integrated within the student's program of study. Students are supported in the development of a professional identity through a series of regular processes that are grounded in advocacy, volunteerism and professionalism.

Program Learning Outcomes

The entry-level master's degree in occupational therapy program prepares graduates to:

- Provide occupation-based and client-centered care by competently applying and adapting the occupational therapy process.
- Apply and integrate evidence-based methods to facilitate outcomes, build knowledge, and inform occupational therapy practice.
- Partner with stakeholders to address the health and participation needs of individuals, groups, and populations.
- Demonstrate the attitudes, behaviors and responsibilities associated with being a health professional (e.g. effective communication, respect for diversity, ethical practice).
- Develop innovative tools, programs or services to promote participation and well-being.

Program Description

Occupational Therapy is a healthcare profession that maximizes health, well-being and quality of life for all people, populations and communities through effective solutions that facilitate participation in everyday living. By helping people to build skills and enhancing how they interact in their environments, occupational therapists help people to function and live life to its fullest.

The full time entry-level master's degree is delivered through a blended learning format that involves intensive on-campus weekend class meetings, scheduled two times per month, and supplemented with online learning activities. Coursework builds on the strengths of the University in the areas of design and health sciences to provide students with unique perspectives on the delivery of occupational therapy services.

The occupational therapy program curriculum is based on the perspective that the unique purview of the profession is to enable participation in life, the desired outcome of occupational therapy services. The program is designed to prepare strong entry-level practitioners who employ an evidence-based practice approach with the capacity for creative analysis and sound critical thinking. A unique feature of the program involves multiple inter-professional learning opportunities. Occupational therapy students collaborate on joint projects with design, architecture and/or fashion students, as well as students who are studying to become health professionals such as physician assistants and counselors.

In addition to course work and fieldwork, students enter into a multi-semester experience with a client living in the community, referred to as the *client-educator*. Students complete course assignments with their client-educators to better understand their lived experiences and challenges with participation. Students document their professional growth and achievements through reflective journaling that is completed at intervals over the program. During the final didactic semester, students link their experiences to overall program outcomes in a personal portfolio that demonstrates their professional identity development. The master's capstone project showcases students' abilities to meaningfully integrate evidence into practice, and culminates in a presentation to communities of interest.

Consider some of the following features of the graduate program:

- First 22 months of program are conducted in weekend format on campus; program may be completed within 28 months, including Level II Fieldwork.
- Students complete multiple Level I Fieldwork experiences in a range of practice settings.
- Students engage in a series of collaborations with design and health profession students.
- The program is designed for adult learners who are self-directed and good time managers.
- Students are exposed to potential employment opportunities in a wide variety of settings: hospitals, long-term care facilities, hand clinics, rehabilitation centers, pediatric hospitals, schools, home care agencies, and other community-based settings.

Unique Program Requirements

Successful students in this type of learning program are self-motivated and disciplined. The program will involve extensive reading and online learning activities. Students must enjoy learning through a visual medium. In addition, students must have an ability to express themselves well in written format and a desire to increase their abilities to think and write critically.

All students must have a laptop computer with camera or webcam that they can bring to class, and daily access to the Internet. The laptop must be compatible with the program's online testing vendor (current information is provided by the program). It is highly recommended that students also have access to a headset with microphone.

Prerequisite Course Requirements

(COMPLETED WITHIN LAST TEN YEARS)

Anatomy and Physiology I (with Laboratory)	4 credits
Anatomy and Physiology II (with Laboratory)	4 credits
Science (Physics strongly recommended)	4 credits
Developmental Psychology or equivalent (Lifespan)	3 credits
Abnormal Psychology or equivalent	3 credits
Statistics	3 credits
Sociology/Anthropology/Cultural Studies or equivalent	3 credits

TOTAL CREDIT HOURS: 24 Credits

Program of Studies

The MSOT coursework is sequenced in a planned progression that builds upon and develops knowledge and skills at increasing levels of complexity, competence, and integration. Upon the completion of the second year of didactic coursework, students must participate in two full-time, Level II Fieldwork affiliations. Refer to a typical full time sequence below.

Note: A felony conviction may affect a student's ability to be placed at a fieldwork setting.

Program of Studies: MS in OT Sequence (Full-Time)

Year 1 Fall

- OCC 610. Evolving Professional Seminar 1 credit
- OCC 611. Foundations for Practice 3 credits
- OCC 613. Functional Anatomy 4 credits
- OCC 621. Occupational Competence 3 credits
- OCC 625. Clinical Skills A 1 credits

Year 1 Spring

- OCC 616. Assistive Technology Design 2 credits
- OCC 623. Applied Neuroanatomy 4 credits
- OCC 628. Intro to Evaluation 1 credit
- OCC 635. Clinical Skills B 1 credit
- OCC 645. Clinical Skills C 1 credit
- OCC 741. Interpersonal Relations & Groups 3 credits

Year 2 Summer

- OCC 626. Evidence-Based Practice 3 credits
- OCC 735. Level I Fieldwork A 1 credit
- OCC 746. Psychosocial Interventions 4 credits
- OCC 766. Older Adults: Enabling Participation 2 credits

Year 2 Fall

- OCC 745. Level I Fieldwork B 1 credit
- OCC 748. Assessment & Intervention: Adults 5 credits
- OCC 749. Children & Youth A 3 credits
- OCC 754. Environmental Dimensions of Occupations 3 credit s

Year 2 Spring

- OCC 751. Professional Issues & Trends 3 credits
- OCC 755. Level I Fieldwork C 1 credits
- 757. Innovative Practice in OT 3 credits
- OCC 759. Children & Youth B 3 credits
- OCC 767. Critical Inquiry I 2 credits

Year 3 Summer

- OCC 764. Specialty Practice: UE Rehab 2 credits
- OCC 769. Critical Inquiry II 1 credits
- OCC 784. Mastery 1 credits

*Year 3 *Summer/Fall or Fall/Spring*

- OCC 778. Level II Fieldwork A 5 credits
- OCC 779. Level II Fieldwork B 5 credits

TOTAL CREDIT HOURS: 72 credits

*Depending on fieldwork site placements, students may be able to begin Level II Fieldwork in the summer, and as a result, would be eligible to graduate in December.

Admissions Criteria

Any individual who has or is about to receive a bachelor's degree from an accredited college or university is eligible to apply. The graduate program in occupational therapy leading to the Master of Science is designed to accommodate students from all undergraduate disciplines. Students in the occupational therapy program will be selected on a competitive basis from candidates submitting complete applications with all required supporting materials.

- Academic Background: A bachelor's degree from an accredited institution with a minimum cumulative grade point average (GPA) of 3.0, and completion of all foundation coursework with a minimum average 3.0 GPA is required. Candidates may apply for consideration prior to completion of all prerequisite requirements as long as a reasonable plan for completion of required coursework prior to entrance into the program is delineated. All prerequisite foundation courses must be completed prior to matriculation in the program, with no less than a B- in each, and a prerequisite GPA of 3.0 or higher.
- Two Letters of Reference: These letters should examine the applicant's abilities, communication skills, motivation, interpersonal attributes and emotional resilience.
- Personal Essay: Students should write and submit an essay (approximately 500 words) that will be reviewed for written communication skills, knowledge of the occupational therapy field, personal insight, and motivation for the profession.
- Standardized Test Score: Students should submit results of either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) with their application. Candidates' application packets will be reviewed after the GRE or MAT scores are received by the university.
- Resume: Students must submit a resume that documents their work and volunteer experiences, and highlights their experiences in healthcare, community, social and/or human services. Faculty believe that enrollment of students with varied cultural, geographic, academic and employment backgrounds enriches the learning experience and helps sensitize occupational therapy program students to the unique characteristics of the diverse patient populations they will work with as health care providers.
- Clinical Observation Hours: Students should submit documentation of a minimum of 20 hours of clinical observation under the supervision of an occupational therapist before beginning the professional program. Applicants are encouraged to complete clinical observation hours as early as possible.

Acceptance Classifications

Students may be admitted to this program under one of the following acceptance classifications:

- *Full Acceptance*: Students who have met all admissions requirements with satisfactory performance as judged by the OT program's Admission Committee are granted full acceptance. Full acceptance is granted only when the student's file is complete, and all the program-specific requirements for entry have been met.
- *Conditional Acceptance*: Students may be offered a conditional acceptance classification when a student's file is missing evidence that s/he has successfully completed all prerequisite coursework. Prior to admission under this category, students must show evidence of registration for all outstanding prerequisite courses. Students will not be allowed to take any courses in the program prior to completion of all prerequisite coursework. Upon proof of successful completion of all prerequisite course requirements, students will be moved to full acceptance.

All students must be fully accepted into the occupational therapy program before they can enroll in any Occupational Therapy courses.

Accepted Student Requirements

Students in the occupational therapy program are expected to fulfill the following requirements during their student experience at Thomas Jefferson University.

Participation in clinical and fieldwork experiences is a component of the curriculum and a requirement for graduation. Many settings require students to be fingerprinted, undergo a drug screening and/or gain clearance from the PA Sex Offender Registry. Students are responsible for the costs of these processes, as well as for transportation arrangements and costs associated with fieldwork experiences. Information regarding how to meet these requirements is provided by the program.

Note: Clinical and fieldwork sites may deny a student's participation in the clinical or fieldwork experience because of a felony or misdemeanor conviction, failure of a required drug test or inability to produce an appropriate health clearance, all of which would result in delayed graduation, or in the inability to graduate from the program.

Students are expected to obtain materials and/or complete documentation required for fieldwork:

- Annual Health Clearance
- Annual physical examination
- Annual update of immunizations according to fieldwork site requirements
- Annual proof of active health insurance coverage
- Legal Clearance: Annual criminal background check and annual child abuse history clearance
- CPR certification

Students are expected to maintain professional organization memberships in the following organizations

- Thomas Jefferson University Student Occupational Therapy Association (SOTA)
- American Occupational Therapy Association (AOTA)
- Pennsylvania Occupational Therapy Association (POTA) (or other state OT association)

Accreditation and Certification

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's phone number is 301.652.2682 and web access is www.acoteonline.org.

Graduates of the program are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. NOTE: a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Occupational Therapy Program Academic Standards

The occupational therapy program admission criteria are designed to select candidates who are most likely to succeed both in the university academic environment as well as in OT professional practice. While the program faculty is dedicated to assisting students in their professional education, the student also has responsibilities. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the *Fieldwork Readiness Behavior Development* form (see OT Student Handbook). In order to remain in good academic standing, students must meet the following standards. These academic standards are in addition to the university academic standards as described in the Graduate Catalog and on the Thomas Jefferson University website.

Retention and Progression

Students' academic records and professional behavior are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The OT program director will notify the student when problems in academic performance may jeopardize a student's good standing.

The maximum time for completion of the degree program is 4.5 years from the date of first enrollment. Students who have not earned the graduate degree during this period will have their academic records reviewed and may be asked to meet additional requirements in order to graduate.

The occupational therapy curriculum is designed to be completed in sequential fashion. Students must complete coursework within each given semester and remain in good academic standing in order to progress to the next semester. Students are advised that dropping a course will result in a delay in the completion of the program, and, depending on the circumstances, an academic alert. Students must have completed all academic coursework and be in good academic standing to progress to Level II fieldwork. Students must successfully complete the academic and fieldwork portions of the curriculum to qualify for graduation. Graduates are eligible to sit for the NBCOT national certification exam and apply for state licensure, both of which are required to be able to practice as an occupational therapist.

Academic and Professional Conduct

In order to remain in good academic standing, students must meet the following standards. These academic and conduct standards are in addition to the university academic standards as described in the University Student Handbook, University Catalog and on the University web site.

- Maintain a minimum semester grade point average (GPA) of 3.0 in Occupational Therapy coursework.
- Maintain a minimum cumulative grade point average of 3.0. (Graduation eligibility requires a minimum overall 3.0 GPA.)
- Receive no more than one grade below B- while in the OT Program. (A second grade below B- will result in dismissal.)
- Repeat core course when “C” (2.0) grade is earned. While the grade of “C” is regarded as a minimum passing grade, it is judged as unsatisfactory performance. Students who earn a “C” grade in a core course must decelerate, and repeat the course before proceeding in the full-time program (see Deceleration below). Students who are unable to earn a minimum “B” (3.0) in a repeat course will be dismissed from the program. A course can be repeated only once, and the student must achieve a minimum “B” (3.0) grade on the second attempt.
- Demonstrate appropriate professional behavior and conduct (refer to Standards of Professional Conduct).

Fieldwork

- Students must attain a minimum overall 3.0 GPA prior to enrolling in Level II fieldwork courses.
- Students must successfully complete Level II fieldwork within 15 months beyond the date of completion of didactic coursework. In instances where there is more than 12 months of inactivity, faculty may require students to engage in competencies and/or other learning activities to assure fieldwork readiness.
- Students must receive satisfactory reports and evaluations from all fieldwork educators to receive fieldwork credit (“CR”).
- Failure to complete a fieldwork, student withdrawal, or having to be removed from a placement may result in a student’s dismissal from the program. Students who need to repeat more than one Level II fieldwork due to unsatisfactory performance will be dismissed from the program.
- If a grade of “NC” (no credit) is obtained in a fieldwork course, faculty determines whether the student is permitted to repeat the fieldwork, or dismissed from the program. If permission to repeat the fieldwork is granted, the student must develop a written plan of self-correction prior to being placed in another fieldwork.
- A fieldwork may be repeated only once, and the student must achieve a “CR” (credit) grade on the second attempt. If a student receives a grade of “NC” in two fieldwork courses, the student will be dismissed from the program. The decision to permit a student to repeat fieldwork is dependent on fieldwork educator verbal or written reports about student behavior with respect to adherence to site regulations, site schedule, ethical standards of conduct, or engagement in behavior that puts patient/client safety at risk.
- Students receiving a “NC” grade, including “W” (withdrawal) in fieldwork will be placed on probation. The student must re-register and repeat the fieldwork in order to progress in the program. Repetition of a fieldwork could delay graduation. Withdrawal for medical or personal reasons—and approved by program faculty—will not result in probation.

- A student must earn a grade of “CR” in all fieldwork in order to graduate.

Academic Alerts, Deceleration and Dismissal

Academic alerts are issued to students when their records are unsatisfactory, while there is still time to remedy the situation. Students will receive academic alerts when their records indicate that typical progress toward a degree is in jeopardy. Students should meet with their advisors to discuss plans for improving their academic performance.

1. Academic alerts—Students whose academic records include one or more of the following will receive an academic alert:
 - Semester GPA below 3.0 (OT Program GPA is comprised of all OT courses taken, beginning with the semester that the student enters the professional phase of the OT Program.)
 - Cumulative grade point average below 3.0.
 - Grade below “B-” in one course
 - Withdrawing from a course for academic reasons (students who need to withdraw from a course for medical or personal reasons must first be approved by the Academic and Professional Standards Review Committee prior to withdrawing)
 - While the grade of “C” is regarded as a minimum passing grade, it is judged as unsatisfactory performance. Students who earn a “C” grade in core courses must decelerate, and repeat the course before proceeding in the full-time program (see Deceleration below).
 - Verbal or written reports from fieldwork educators indicating the student’s non-adherence to site regulations, site schedule, ethical standards of conduct or engagement in behavior that puts patient/client safety at risk. (This information may be reviewed by the Academic and Professional Standards Review Committee for action, either probation or dismissal, depending upon the circumstances.)
 - A student who violates the OT program’s Standards of Professional Conduct or AOTA Code of Ethics (most recent edition). This information may be reviewed by the Academic and Professional Standards Review Committee for action, depending on the circumstances.

Students who receive academic alerts will be required to improve their academic performance by the end of the next enrolled semester. These details will be provided in writing to the student upon academic alert notification.

2. Deceleration— Deceleration means that the student may not progress in the full-time program.
 - Students decelerate when they receive a “C” (2.0) in any core course (Functional Anatomy, Applied Neuroanatomy, Assessment & Intervention courses (Adult, Children & Youth, and Psychosocial Interventions, or their equivalent). Students must repeat the course and earn a minimum “B” (3.0) in order to proceed in the program. Students who are unsuccessful with remediation activities will be dismissed. Students can repeat only one course.

- Since the program is a lock-step curriculum, a course that was not successfully completed cannot be repeated until the following year. A second deceleration results in dismissal.
3. Dismissal—Students whose academic records include one or any combination of the following will be dismissed from the program:
- Cumulative grade point average below 3.0 for any two semesters
 - Academic alerts in two consecutive semesters
 - Grade below “B-” in more than one course
 - Grade of “NC” in two fieldwork courses
 - Grade of “F” or “NC” in a non-fieldwork course.
 - Failure to earn minimum 3.0 grade in a repeated course (a course can be repeated only once).
 - Failure to correct deficiencies outlined in academic alert.
 - Unprofessional behavior and/or conduct that violates the University’s Code of Conduct, the AOTA Code of Ethics, or the OT program’s Standards of Professional Behavior.

Official notification of dismissal will be in writing and sent directly to the student. Students may appeal by submitting a written request for reinstatement to the OT Program Director. The appeal should be in writing and include the following:

- An explanation of the poor academic performance that led to the dismissal.
 - An explanation of whether the student worked with OT Program faculty, sought tutoring assistance, or accessed other support services to address academic performance.
 - Documentation concerning any mitigating circumstances that may have contributed to poor performance.
 - A plan for preventing recurrence of academic or professional behavior difficulties and for raising performance to at least the minimum standard required for continued enrollment.
 - Letters of support from faculty or others (optional).
4. Re-entry—Students who are dismissed from the OT program for academic conduct or any other reason are not typically readmitted. In special circumstances, dismissed students may be considered for re-entry. To be considered for re-entry students must have developed and implemented an action plan that would facilitate successful academic performance. Refer to the re-entry policy in the OT program Student Handbook for further information.
5. Withdrawal—Students who withdraw from the OT program and who wish to return must submit a letter to the program director. The letter must state the student’s rationale and readiness for return to full-time coursework. It should include information about the student’s activities since leaving the program that have prepared him/her to return. Readmission will be determined by the faculty based on a review of records and any additional criteria required at the discretion of the faculty. Refer to the University catalog for further information regarding procedures.

School of Continuing and Professional Studies

Dean: S. Osagie

Vice President of Innovation/Online Programs: D.R. Widder

Executive Director, School of Continuing and Professional Studies: M. Woltman

Director, Academic Services: S. M. Calder

Director, Marketing: K. Moran-Gannon

Director, Student Services: S. Harris

Director, Occupational Therapy Assistant Studies: L. Lockhart-Keene

Director, Online Programs: M.B. Kurilko

Director, Doctor of Management in Strategic Leadership: L. Starr

Assistant Director, Student Success: M. McGee

Manager of Academic Operations: J. O'Neill

Faculty: S. Loesche

The School of Continuing and Professional Studies at Thomas Jefferson University is based on the philosophy that education is a lifelong experience influencing personal growth, career advancement or career change. Degree programs are designed to accommodate adult learners and their professional and personal obligations. Each term, students enroll in baccalaureate, associate, certificate programs and doctoral studies on the East Falls Campus, Bucks County Campus, Delaware County location and other off-campus locations.

To accommodate busy professional and personal schedules, courses are offered in accelerated evening, day and weekend sessions. Many programs use a hybrid distance-learning model. Students attend on-campus class sessions and participate in electronically mediated learning experiences during those times when they are not on campus. Select courses and programs are offered online. Special programs and tutoring services are available to help students adjust to the academic environment and strengthen skills in various content areas. Additionally, students who excel in their academic work are recognized on the dean's list and in graduation honors.

The faculty and staff are committed to providing excellence in all phases of the academic experience. The School of Continuing and Professional Studies strives to provide a challenging environment where students are able to reach their career and educational goals, enrich their personal lives, and contribute to the community.

B.S. Degree Completion Program—Accelerated

The Accelerated Bachelor of Science degree is designed to serve the educational needs of adult learners. Uniquely structured for adults with at least 30 previously earned college credits, this program offers Bachelor of Science degrees in: Accounting, Behavioral and Health Services, Building and Construction Studies, Business Management, Leadership in Emergency Services, Health Sciences, Health Services Management, Human Resource Management, Information Technology, Law Enforcement Leadership, Leadership in Homeland Security and Organizational Leadership. The program features eight-week terms, transfer of 60 or more credits from previously attended colleges and universities, and ongoing academic advising and personal attention.

A.S. in Occupational Therapy

This 69-credit program prepares individuals to practice as an occupational therapy assistant in a variety of settings with people of all ages. The program features a hybrid distance-learning model, accelerated eight-week academic terms, five clinical fieldwork experiences and intensive guidance by faculty and mentors. Lecture and laboratory classes are scheduled two evenings per week and Saturdays. Students complete the program in 24 months. Curricular themes permeate all courses and key professional concepts are continually reinforced.

D.Mgt. in Strategic Leadership

The mission of the doctoral program is to develop strategic leaders who effectively navigate changing and often complex global environments and contexts by creatively integrating and bridging interdisciplinary knowledge and practice from academia and the workplace. The three-year Doctor of Management in Strategic Leadership program creates a community of mid- and senior-career professionals in which each participant can grow, learn and develop as an organizational leader, consultant, entrepreneur, scientist, researcher and educator.

Locations

The School of Continuing and Professional Studies hosts classes on Thomas Jefferson University's East Falls Campus, at the Bucks County Campus, and at a location in Delaware County.

Bucks County Campus

The Bucks County Campus is located in the Bucks County Technology Park, 4800 E. Street Road, Suite 150, Trevoze, Pa. 19053. Easily accessible to residents of Lower Bucks County and Northeast Philadelphia, this campus location has been designed to serve the educational and career needs of adult students. Courses are offered in the evening and on Saturdays to accommodate the schedules of adults who balance a full calendar of professional and personal responsibilities. Academic advising, registration, and computer labs are all available at this location. To schedule an advising appointment, call 215.951.2900.

Delaware County Location

The School of Continuing and Professional Studies hosts classes at a Delaware County location, on the campus of Pennsylvania Institute of Technology, 800 Manchester Avenue, in Media, PA.

This location helps serve the educational and career needs of adult students in Delaware County and Southwest and West Philadelphia. Courses are offered in the evening to accommodate the schedules of adults who balance a full calendar of professional and personal responsibilities. Academic advising, registration, and computer labs are all available at this location. To schedule an advising appointment, call 215.951.2900.

Summer Sessions

The School of Continuing and Professional Studies offers day and evening classes from May through August during one 12-week and two 6-week sessions. Accelerated courses are offered in an 8-week term within the summer schedule. Summer courses allow students to accelerate their degree programs, compensate for interruptions in their studies, facilitate career advancement or enrich their personal interests.

Information is available through the School of Continuing and Professional Studies or by calling 215.951.2900 or email SCPSinfo@philau.edu

On-Site Partnership Programs

The School of Continuing and Professional Studies is committed to designing and delivering customized, credit and non-credit bearing educational programs for corporations and organizations with sufficient employees to enroll ten or more students per class at the location of their choice. Companies and organizations that are interested in exploring this unique program should contact the School of Continuing and Professional Studies, at 215.951.2900 to arrange a program assessment meeting.

B.S. DEGREE COMPLETION PROGRAM—ACCELERATED

Checksheets

Accelerated programs and courses are only available to SCPS students.

The School of Continuing and Professional Studies offers an accelerated degree completion program of 60 credits for working professionals. The courses are offered in 8-week terms and focus on adult general education requirements, professional competencies, a choice of majors, and a limited choice of electives. Candidates for admission to this program must have previously earned a minimum of 30 credits from accredited institutions. Candidates must demonstrate competency in writing, mathematics, information systems, humanities, history, science and social science. Students can accumulate credits toward their first 60 credits through existing university coursework, pre-approved transfer coursework, CLEP examination and prior-learning assessment. Extra credits in the general requirements plus elective portions will reduce the number of free electives at the end. Candidates are required to complete an application and related materials, attend an admission interview and write a personal statement. Transcript evaluations are an integral part of this process.

Program Learning Outcomes

Students who graduate from the accelerated B.S. degree will be able to:

- Integrate liberal arts and sciences concepts into Continuing and Professional Studies core courses, major area coursework and professional endeavors.
- Successfully display, through a team project, their ability to resolve issues, propose solutions and make decisions with students trained in disciplines different from their own.
- Find, evaluate and use information in order to conduct an in-depth analysis of an industry, organization or economic sector.
- Successfully display, through a team project, their ability to resolve issues and propose solutions in a multiethnic environment.
- Demonstrate responsible ethical behavior in academic and business environments by recognizing ethical issues that are presented in a complex, multilayered context and within two identified courses.
- Apply ethical perspective and concepts to an ethical question accurately, and demonstrate their ability to consider full implications of that application.
- Effectively demonstrate knowledge of their profession globally including their ability to forecast future changes and proactively respond to them.

General Education	15 credits
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HIST-321 Business, Industry, & Work in American History	3
HUMN-310 Globalization and World Politics	3
SOC-310 The Social Science of the Workplace	3
COMM-320 Professional Communication Skills	3
CSSEM-499 Professional Studies Capstone Seminar	3
Continuing Professional Studies Core	18 credits
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CSSEM-300 Professional Practice Seminar	3
MGMT-361 Leadership Theory & Ethical Practices	3
ECON-331 Economic Decision Making	3
STAT-311 Finding and Evaluating Statistical Data	3
FINC-323 Financial Decision Making	3
IT-201 Learning with Technology	3
Major – select one 15-27 credit option from below list	15 - 27 credits
<hr/>	
	3
	3
	3
	3
	3
Free Electives	up to 12 credits
<hr/>	
	3
	3
	3
	3
Transfer Credits	60 credits
TOTAL CREDITS: 120 CREDITS	

Program Majors

Accounting

27 credits

ACCT-101ACC	Financial Accounting	3
ACCT-102ACC	Managerial Accounting	3
ACCT- 203ACC	Intermediate Accounting I	3
ACCT-204ACC	Intermediate Accounting II	3
ACCT-303ACC	Accounting Theory & Practice	3
ACCT-309ACC	Federal Taxes I	3
ACCT -316ACC	Cost Accounting I	3
ACCT-409ACC	Auditing	3
ACCT-412ACC	Advanced Accounting	3

Behavioral and Health Services

15 credits

Choose 5 of 6 listed courses

PSYCH-201ACC	Abnormal Psychology	3
PSYCH-222ACC	Counseling Psychology: Theories and Principles	3
PSYCH-213ACC	Developmental Psychology	3
PSYCH-233ACC	Interpersonal Relations and Small Group Dynamics	3
BEHLT-341	Behavioral Health and Neurorehabilitation	3
BEHLT-499	Applied Project in Behavioral Health and Neurorehabilitation	3

Building and Construction Studies

Major Courses

27 Credits

ARCH 204ACC	Great Building: Structure, Style & Content	3
ARCST 341ACC	American Architecture	3
ARCST 221ACC	Contemporary Preservation & Adaptive Reuse	3
CMGT 104ACC	Intro to Estimating & Scheduling	3
CMGT 208ACC	Materials & Methods of Constructions	3
CMGT 302ACC	Construction Contract Administration	3
CMGT 4xxACC	Intro to Building Information Modeling	3

Major Electives: Choose 2 from:

CMGT 101ACC	Construction Graphics	3
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ARCH 426ACC	Design/Build	3
ARCST 266ACC	Building Conservation	3
MCM 604ACC	Project Finance & Cost Control	3
MCM 606ACC	Construction Risk Management	3
SDN 601ACC	Principles & Methods of Sustainable Design	3
SDN 604ACC	Green Materials & Life Assessment	3

Business Management 15 credits

MGMT-401ACC	Operations Management	3
MKTG-102ACC	Principles of Marketing	3
ACCT-101ACC	Financial Accounting	3
ACCT-102ACC	Managerial Accounting	3
BUS-499	Business Capstone Seminar	3

Health Services Management 15 credits

HRM-350	Cross Cultural Communication and Diversity Management	3
HLTSV-310	Survey of Health Services Delivery Systems	3
HLTSV-315	Public Policy and Planning in Health Care	3
HLTSV-325	Emerging Issues in Health Care	3
HLTSV-499	Capstone Seminar in Health Services Management	3

Health Sciences 15-16 credits

Choose 5 of 6 listed courses:

PSYCH-201ACC	Abnormal Psychology	3
PSYCH-233ACC	Interpersonal Relations and Small Group Dynamics	3
PSYCH-213ACC	Developmental Psychology	3
BEHLT-341	Behavioral Health and Neurorehabilitation	3
BEHLT-499	Applied Project in Behavioral Health and Neurorehabilitation	3
BIOL-202/202LACC	Anatomy and Physiology II	4

*Note: The required Professional Studies core for this major is:

BIOL-104 /104LACC	Biology II	4
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IT-201	Learning with Technology	3
MGMT-361	Leadership Theory & Ethical Practices	3
BIOL-201/201L	Anatomy and Physiology I	4
STAT-311	Finding & Evaluating Statistical Data	3

Human Resource Management 15 credits

MGMT-320ACC	Human Resource Practices and Tools	3
HRM-321	Staffing and Resource Development	3
HRM-336	Compensation and Benefits, Health and Safety	3
HRM-421	Organizational and Employee Relations	3
HRM-499	Applied Research and Practice in Human Resource Management	3

Information Technology 15 credits

IT-315	Information Technology I	3
IT-317	Information Technology II	3
IT-320	Database Management	3
IT-410	Needs Assessment	3
IT-499	Project Management	3

Law Enforcement Leadership 15 credits

MGMT-320ACC	Human Resource Practices and Tools	3
LAWEN-301	Planning for Law Enforcement Organizations	3
LAWEN-310	Contemporary Law Enforcement Strategies	3
LAWEN-410	Advanced Law Enforcement Theory and Management	3
LAWEN-499	Capstone Seminar and Project in Law Enforcement	3

Leadership in Emergency Services 15 credits

EMS-310	Emergency Services Law	3
EMS-320	Emergency Management Planning	3
EMS-330	Public Health Issues Impacting Emergency Services	3
EMS-410	Disaster Response and Recovery Planning	3
EMS-499	Theoretical Applications and Applied Project in	3

Emergency Services Leadership

<u>Leadership in Homeland Security</u>		18 credits
LHS-350	The Foundations of Homeland Security and Defense	3
LHS-360	Unconventional Conflict	3
LHS-403	Critical Infrastructure: Vulnerability, Analysis and Protection	3
LHS-407	Disaster Politics and Policy	3
EMS-410	Disaster Response and Recovery Planning	3
LHS-499	Theoretical Applications and Applied Project in LHS	3
 <u>Organizational Leadership</u>		15 credits
PSYCH-233ACC	Interpersonal Relations and Small Group Dynamics	3
COMM-310	Communication Theory and Practice	3
MKTG-320	Visual Literacy	3
HRM-350	Cross Cultural Communication and Diversity Management	3
OL	Elective	3

ASSOCIATE OF SCIENCE: BUSINESS ADMINISTRATION

Evening only – Available to Thomas Jefferson University, East Falls Campus employees only.

College Studies	(21-23 credits)
WRTG-105 Writing About Workplace Culture	3
SCI-101 Environmental Science	3
MATH() Quantitative Reasoning I	3-4
MATH() Quantitative Reasoning II	3-4
<i>For Quantitative Reasoning select one two-course sequence:</i>	
MATH-101/1 Finite Mathematics	3
MATH-102 Pre-calculus	3
MATH-103 Introduction to Calculus	3
MATH-111 Calculus I	4
MATH-102 Pre-calculus	3
MATH-111 Calculus I	4
MATH-103 Introduction to Calculus	3
MATH-112 Calculus II	4
HIST() Historical Understanding I	3
SOC() Social Science I	3
HUMN() Humanities I (WRTG 101, HUMNx)	3
Business and Economics Core	(30 credits)
INFO-101 Introduction to Information Systems	3
MGMT-301 Principles of Management	3
STAT-201 Statistics I (MATH 100)	3
MKTG-102 Principles of Marketing	3
ACCT-101 Financial Accounting	3
BLAW-301 Business Law I	3
ACCT-102 Managerial Accounting (ACCT 101)	3
FINC-301 Financial Management	
(ACCT-101 and STAT 202 or MATH 321)	3
ECON-205 Macroeconomics	3
ECON-206 Microeconomics	3

Free Electives	(9 credits)
	3
	3
	3
CREDIT TOTAL:	60-62

**Prerequisites are listed after the course name in parentheses.*

ASSOCIATE OF SCIENCE: HEALTH AND HUMAN SERVICES

Restricted Enrollment

This 60-credit program builds on technical training programs that have been approved by the Pennsylvania Department of Education for post-secondary credit and that have articulation agreements with the University.

District-1199C Training and Upgrading Fund

Program	Credits
BEHLT-199 Behavioral Health Technician Training Program	21

General Requirements

WRTG-101 Writing Seminar I	3
COMM-320 Professional Communication Skills	3
MATH-215 College Algebra	3
SCI-101ACC Environmental Science	3
HIST-114ACC America in Focus: Themes in U.S. History	3
PSYCH-101ACC Introduction to Psychology	3
HLTSV-210 Ethical Issues for Health & Human Services Providers	3
IT-101 Introduction to Information Systems	3

Major Concentration

PSYCH-201ACC Abnormal Psychology	3
PSYCH-233ACC Interpersonal Relations and Small Group Dynamics	3
PSYCH-224 Psychology of Addiction	3
COMM-310 Communication Theory and Practice	3
BEHLT-290 Clinical Interactions in Behavioral Health	3
CREDIT TOTAL:	60

ASSOCIATE OF SCIENCE: HEALTH AND HUMAN SERVICES: RADIOLOGIC TECHNOLOGY

Restricted Enrollment

This 63-credit program builds on transferable credits earned through successful completion of specified Albert Einstein Medical Center School of Radiologic Technology coursework.

Block Transfer Segment 1: Radiologic Technology Technician Program	5 credits
Block Transfer Segment 2: Radiologic Technology Technician Program	20 credits
Block Transfer Segment 2: Radiologic Technology Technician Program	17 credits

Core and Major Concentration Coursework	21 credits
WRTG 105 Writing About Workplace Culture	3
PLA 100 Scientific Reasoning	3
MATH 215 College Algebra	3
HIST 114ACC America in Focus: Themes in U.S. History	3
PSYCH 101ACC Introduction to Psychology	3
HUMN 301 Art in Context Or HUMN 310 Globalization & World Politics	3
IT 201 Learning with Technology	3
CREDIT TOTAL	63

ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY—ACCELERATED

This 69-credit program prepares individuals to practice as an occupational therapy assistant in a variety of settings with people of all ages. The program features accelerated 8-week academic terms, five clinical fieldwork experiences, and intensive guidance by faculty and mentors. Lecture and laboratory classes are scheduled two evenings per week and Saturdays. The program uses a hybrid distance learning model. Students attend bi-weekly, on-campus class sessions and participate in electronically mediated learning experiences during those times when they are not on campus. Students complete the program in 24 months. Curricular themes permeate all courses, and key professional concepts are continually reinforced.

Candidates for admission are required to submit an application that includes a resume, personal statement and evidence of two OT site visits (forms included in application packet) as well as participate in an in-person interview.

The occupational therapy assistant studies program at Thomas Jefferson University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, www.acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, all 50 states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Learning Outcomes

The overall goal of the Occupational Therapy Assistant Studies program is to graduate competent and caring occupational therapy assistants who are grounded in theory and models of practice, educated as generalists, prepared to work in a variety of settings with a variety of clients and committed to lifelong learning.

Upon completion of the program, the occupational therapy assistant will be able to:

- Describe the P-E-O model as a foundation for analyzing the impact of environments and contexts on occupational performance.
- Demonstrate an understanding of the power of occupation as the primary intervention tool.
- Design occupation-based interventions that support occupational performance in the client's environment guided by evidence and principles of best practice.
- Demonstrate professional behaviors and conduct self in a therapeutic manner.
- Collaborate with the occupational therapist in screening, assessment and provision of OT services and with team members, families and clients to work toward the client's goals.
- Demonstrate a commitment to lifelong learning that includes an understanding of how to use critical thinking and the supervisory process for professional and personal growth.
- Demonstrate cultural awareness and understand and value cultural and ethnic diversity locally and in the global environment.

- Utilize information technology effectively, responsibly, and creatively.
- Demonstrate effective verbal, written and electronic communication skills.

FIRST YEAR COURSEWORK	(33 credits)
IT-201 Learning with Technology	3
WRTG-105 Writing about Workplace Culture	3
BIOL-101ACC Current Topics in Biology	3
HIST-232 History and Philosophy of OTA Practice	3
OTA-300 Anatomy, Physiology and Biomechanics	6
PSYCH-101ACC Introduction to Psychology	3
OTA-302 Occupations across the Lifespan: Infancy through Adolescence	3
OTA-306 Conditions I: Infancy through Adolescence	3
OTA-304 Occupations across the Lifespan: Adulthood	3
OTA-308 Conditions II: Adulthood	3
SECOND YEAR COURSEWORK	(36 credits)
OTA-310 Environments and Contexts of Occupation	3
OTA-410 Interventions I: Infancy through Adolescence	4
OTA-412 Interventions II: Young through Middle Adulthood	4
MATH-215 College Algebra	3
OTA-414 Interventions III: Late Adulthood	4
OTA-400 Leadership and Human Service Systems	3
OTA-406 Fieldwork II A	6
OTA-402 Ethics and Critical Thinking I	2
OTA-408 Fieldwork II B	6
OTA-404 Ethics and Critical Thinking II	1

B.S. ACCELERATED DEGREE PROGRAM/JEFFERSON ONLINE

Director of Online Programs: M.B. Kurilko

B.S. Degree Program—Jefferson Online

This Bachelor's degree program is designed for professional adults who want to advance their careers and fulfill the dream of receiving a college degree. Jefferson Online programs integrate theory and practice with ties to industry, bringing 128 years of experience in traditional education to students' computers, laptops, tablets and phones.

Jefferson Online courses are offered in the Blackboard Learning System incorporating multimedia technology, discussion boards, audio, video and email centralization to deliver course material as effectively as the classroom setting; to create an engaging community among student peers; and to facilitate communication with professors. Jefferson Online also provides support services 24 hours a day, seven days a week.

Checksheet

TOTAL CREDITS: 120 CREDITS

<u>General Requirements</u>	<u>24 credits</u>
CSSX 101 Foundation	3
Writing	3
Math	3
Science	3
History	3
Social Science	3
Humanities	3
Information Systems	3
<u>General Education Core</u>	<u>18 credits</u>
HIST 321 Business, Industry & Work in American History	3
HUMN 310 Globalization and World Politics	3
SOC 310 Social Science of the Workplace	3
ACCX 111 Financial Accounting	3
COMM 320 Professional Communication Skills	3
CSSEM 499 Professional Studies Capstone	3

Professional Education Core 21 credits

LCSX 105 Elements of Organization	3
MGTX 105 Principles of Management	3
IT 201 Learning with Technology	3
ECON 331 Economic Decision Making	3
STAT 311 Finding and Evaluating Statistical Data*	3
FINC 323 Financial Decision Making*	3
MGMT 361 Leadership Theory and Ethical Practices	3

* In the Professional Communication and Emerging Media major, STAT 311 and FINC 323 are replaced by MKTX 101 & MKTX 404

Lower Division Electives 30 credits

Upper Division Free Electives 9 – 12 credits

Major – select one 15 – 27 credit option below 15 –27 credits

Program Major

<u>Accounting</u>	27 credits	
ACCX-111* Financial Accounting		3
ACCT-102ACC Managerial Accounting		3
ACCT- 203ACC Intermediate Accounting I		3
ACCT-204ACC Intermediate Accounting II		3
ACCT-303ACC Accounting Theory & Practice		3
ACCT-309ACC Federal Taxes I		3
ACCT -316ACC Cost Accounting I		3
ACCT-409ACC Auditing		3
ACCT-412ACC Advanced Accounting		3

*ACCX-111 is part of General Education Core

<u>Behavioral and Health Services</u>	18 credits	
BEHLT 341 Behavioral Health & Neurorehabilitation		3
BEHLT 499 Appl.Proj in Behavioral Health and Neurorehab.		3
PSYCH 201ACC Abnormal Psychology		3
PSYCH 213ACC Developmental Psychology		3
PSYCH 222ACC Counseling Psychology		3
PSYCH 233ACC Interpersonal Relations and Small Grp. Dynamics		3

<u>Business Management</u>	15 credits	
ACCT 102ACC Managerial Accounting		3
BUS 499 Business Capstone Seminar		3
MKTG 102ACC Principles of Marketing		3
MGMT 401ACC Operations Management		3
MGTX 405 Organizational Behavior		3

<u>Human Resource Management</u>	15 credits	
HRM 499 Applied Research and Practice in H.R. Management		3
MGTX 201 Human Resource Management		3
MGTX 303 Labor/Management Relations		3
MGTX 307 Compensation and Benefits		3

MGTX 308 Training and Development	3
<u>Health Services Management</u>	15 credits
HRM-350 Cross Cultural Communication and Diversity Management	3
HLTSV-310 Survey of Health Services Delivery Systems	3
HLTSV-315 Public Policy and Planning in Health Care	3
HLTSV-325 Emerging Issues in Health Care	3
HLTSV-499 Capstone Seminar in Health Services Management	3
<u>Information Technology Management</u>	15 credits
IT-315 Information Technology I	3
IT-317 Information Technology II	3
IT-320 Database Management	3
IT-410 Needs Assessment	3
IT-499 Project Management	3
<u>Law Enforcement Leadership</u>	15 credits
CRJX 309 Police Administration and Management	3
LAWEN-301 Planning for Law Enforcement Organizations	3
LAWEN-310 Contemporary Law Enforcement Strategies	3
LAWEN-410 Advanced Law Enforcement Theory and Management	3
LAWEN-499 Capstone Seminar and Project in Law Enforcement	3
<u>Organizational Leadership</u>	15 credits
COMX 204 Technologies of Communication	3
COMX 375 Public Relations	3
MGTX 305 Managing a Diverse Workforce	3
MGTX 405 Organizational Behavior	3
MGTX 408 Organizational Theory and Development	3
<u>Professional Communication and Emerging Media</u>	15 credits
COMX 204 Technologies of Communication	3
COMX 240 The Blog	3

COMM 305 Multimedia Presentations	3
COMM 307 Public Relations and Media Writing	3
COMM 404 Professional Communication Capstone	3

DOCTOR OF MANAGEMENT IN STRATEGIC LEADERSHIP

Program Director: Larry M. Starr, Ph.D.

Mission

The program mission is to develop strategic leaders who effectively navigate changing and often complex global environments and contexts by creatively integrating and bridging interdisciplinary knowledge and practice from academia and the workplace.

Program Goals and Learning Outcomes

Graduates of the Doctor of Management in Strategic Leadership (DSL) program are expected to:

1. Develop and apply multiple strategies for effective organizational decision making and performance.
 - a. Integrate in their decision making and performance the contributions of cognitive/conceptual knowledge and skills, experimentation/action learning opportunities, and emotional/reflection of the meanings of previous experiences.
2. Apply critical leadership knowledge and organizational concepts and practices.
 - a. Integrate multiple methods of inquiry into organizational challenges, i.e., problems and opportunities
 - i. Apply varied frameworks of inquiry drawn from multiple mindsets, disciplines and cultural perspectives
 - b. Compare and contrast multiple leadership and management theories, models, approaches and styles
 - i. Evaluate and apply analytic and systemic approaches to thinking and practice
 - ii. Apply administrative and ethical decision making strategies
 - c. Integrate and apply multiple methods of intervention within organizations to meet strategic interests and goals
 - i. Evaluate and apply analytic research and design approaches to product, process and interpersonal problem solving and decision making
3. Apply enabling information technology to improve decision making
 - a. Compare and apply analytic methods and tools to meet strategic challenges
 - i. To move from data to information processing apply data mining, cloud computing, and database management
 - ii. To move from information to knowledge theory and experience apply analytic algorithms and tools of structured prediction
 - iii. To move from knowledge to understanding including assumption modification and simulation procedures
4. Design, develop and implement academic-industry strategic leadership projects
 - a. Define, organize, and communicate topics of strategic leadership via executive education programs
 - b. Apply quantitative and qualitative methods in research projects to enhance individual and organizational problem solving and opportunity recognition
 - c. Contract, develop strategy, and provide leadership for organizational consulting projects
5. Deliver and defend a dissertation/capstone demonstrating doctoral-level thinking

To directly assess student learning, three rubrics are applied:

- Rubric 1 (R1) concerns peer, jury, mentor and faculty assessment
 - Interval scale and open-ended evaluations of program and course learning objectives including concept understanding, performance and reflected meaning
- Rubric 2 (R2) concerns stakeholder reflective focus group observation
 - Feedback from peers and organizational stakeholders of the applications of coursework in practical settings
- Rubric 3 (R3) concerns personal and professional development observations by coaches, mentors and faculty associates
 - Pre- (program start) and post- (program conclusion) assessments of the growth and development of strategic leadership competences and capacities
 - Application of validated, standardized professional development instruments

Program Description

The Doctor of Management in Strategic Leadership (DSL) is a response in the form of a professional academic degree program to the challenges of complexity and the need for creativity among organizational leaders. The program offers a professional executive doctoral degree and builds a community and network of adult professional students, faculty, scholars, and practitioners. Executive coaches and research mentors support doctoral students in professional development and communication skills. The program enables development of leaders who can strategically and effectively navigate situational and organizational complexity, and who can apply tools leading to creative and innovative outcomes. Graduates of the program will have the competency to astutely identify new opportunities, help solve complex organizational problems, and meet the leadership needs of employers and society in the United States and abroad.

Conditional Requirements

The DSL program is for working adults who have earned a master or higher graduate degree from an accredited academic institution *and* who have at least 7 years of full-time, mid or senior/executive level management-related, professional experience. Participants perceive themselves to be “scholar-practitioners” who integrate academic knowledge of theories and knowledge with the practical realities of the modern enterprise. Such adult students are operationally described as seeking improved organizational and leadership competencies due to the rapidly changing and complex environment; concerned with managing complex problems with creative and innovative approaches; less focused on primary skills (how to do their specific job); more interested in integrative skills (how to manage politics, communications and how to apply approaches and tools to “get things done”); concerned with the dynamics of strategic leadership; less interested or in need for a research doctoral degree; more interested in an applied, interdisciplinary, integrated, and design-influenced practice degree to facilitate job or career change or to start a new enterprise or enter private practice.

Curriculum

The program requires completion of 15 courses each valued at 3 credits for a total of 45 credits. Students may study in the “fast track” in which all requirements are completed in 7 consecutive semesters or in the “individual track” in which they take at least one course for each of 15 semesters.

There are 9 courses (27 credits) that focus primarily on critical conceptual knowledge concepts. There are 4 courses (12 credits) that concern application projects of consulting, research and executive education. The doctoral dissertation/capstone (2 courses; 6 credits) is a synthesis of the student's academic and practice experiences through the lens of the person's professional/occupational domain. Supporting the academic and practice obligations are integrating processes: executive development coaching, performance presentation coaching, and dissertation/capstone research coaching.

Curriculum/Required and Elective Courses

Required Conceptual

DSL 700 Strategic leadership frameworks
DSL 701 Systems and design thinking
DSL 702 Applied research methods I
DSL 704 Complex project leadership and management
DSL 706 Applied research methods II
DSL 708 Strategic organization development and change

Required Project-Based

DSL 801 Strategic leadership research
DSL 802 Strategic leadership executive education

Elective Conceptual

DSL 703 Juxtaposition of military and civilian strategic leadership
DSL 705 Enabling information technology
DSL 707 Theory of constraints
DSL 709 Leading in the digital transformation age
DSL 713 Patterns of strategy

Elective Project-Based

DSL 710 Advanced independent study
DSL 712 Strategic interactive planning
DSL 800 Strategic Consulting

Required Dissertation

DSL 900 Dissertation/Capstone proposal
DSL 901 Dissertation/Capstone delivery

Minors, Concentrations, Specializations and Portfolio

Minor

A minor is a set of courses that provides supplemental study in a particular subject area. A student may choose a minor with the assistance of an academic advisor upon completion of 60 semester hours. Options for minors are determined by the academic program and consist of a minimum of twelve credits in the subject area. Guidelines and descriptions for available minors are below.

Guidelines for minors:

- A student may not combine a major and minor in the same or similar functional area (e.g., Finance major and Finance minor; Management major and Human Resource Management minor).
- A student may not use the same course for credit in both the major and minor areas. Any substitute elective from within the discipline must be approved. Please see appropriate form available at University Registrar's website: www.eastfalls.jefferson.edu/registrar.
- A student may only use the same course for credit in the free elective and minor areas if his/her major does **not** require a minor. If a student's major requires a minor, that student cannot use the same course for the free elective and minor areas.
- Certain courses in the minor may have prerequisite courses that need to be completed.

Concentration/Specialization

A concentration allows for an in-depth exploration of a focused area within the scope of the student's major discipline. A specialization allows for a thematic grouping of courses within the scope of the student's major discipline. Concentrations and specializations are available for study by majors within the appropriate area only. Options for concentrations/specializations are specified by the academic program. Similarly, the number of credits required to complete the concentration/specialization and the sequence and selection of required and elective courses are determined by the program.

Students in programs that support minors or concentrations or specializations should first meet with their academic advisor to discuss the options for minors or concentrations or specializations. Please see the form available online at University Registrar's website: www.PhilaU.edu/registrar.

Hallmarks Distinction in Global Perspectives

Beyond the required 20 artifacts, students can choose to earn a Hallmarks Distinction in Global Perspectives. To earn this transcript notation, students add 2 additional artifacts (one from a free elective course related to Global Perspectives, and another from the source of their choice) to their e-portfolio and then complete a 1-credit seminar that focuses and reflects on the Global Perspectives learning outcomes and verifies their completion of the Distinction requirements.

Mission

The Hallmarks Distinction in Global Perspectives is an academic experience consisting of courses and activities that provide students the knowledge and skills needed to embrace global opportunities and challenges in their profession.

Learning Outcomes

Students who successfully complete the Hallmarks Distinction in Global Perspectives will be able to:

- Reframe knowledge of political, economic, environmental and cultural developments of the past to understand current U.S. and global issues.
- Consider how the specific cultural values and achievements of different civilizations and societies shape the behavior and responses of individuals, groups, and nations.
- Explain the significance of globalization and the social, political and economic implications of the global power dynamics that it creates.
- Assemble and apply multiple perspectives and disciplinary concepts when addressing real-world challenges.

Distinction Description and Requirements

Students of any major, including transfer students, may choose to earn a Hallmarks Distinction in Global Perspectives. Students may enroll in this option at any point up to and including the fall of their junior year. For more information, contact Professor Raju Parakkal at parakkalr@philau.edu.

Requirements for the Hallmarks Distinction in Global Perspectives:

- A completed portfolio section for the Global Perspectives outcome (standard requirement for all students at Thomas Jefferson University):
 - Three artifacts from 2 courses in the Global Perspectives outcome (One in the major and one in Hallmarks) plus 1 co-curricular artifact. (If students do not have a co-curricular artifact, they may choose to take another course with a global focus from an approved list and substitute an artifact from that course.)
- Two additional artifacts from two additional courses:
 - One artifact from a course (required or elective) with a global focus from an approved list within the major or Hallmarks
 - One artifact from an elective course with a global focus from an approved list (this course can also be counted to the student's free elective requirement)
- Global Perspectives Distinction Seminar (Required Independent Study Course):
 - One 1-credit seminar: Completion of the Global Perspectives Distinction

List of approved courses for the Global Perspectives Distinction:

AHIST-205
AHIST-206
ARCH-204
ARCH-320

The Built Environment
Renaissance/Baroque Architecture and Interiors
Great Buildings: Structure, Style and Context
Ecology and Making

ARCST-410	Vernacular Architecture
ARCST-422	Theories of Architecture Seminar
ARCST-434	Water and Architecture
AREAST-201,202, 205,208,210,220,226,227	Area Studies Courses
ARTH-314	History of Textiles and Costumes
BUS-317	Opportunity Finding in Emerging Markets
DBTU-300	Debating Global Issues
DSGN-261	Japanese Craft Production Short Course
ECBIO-101	Environmental Issues
ECBIO-302	Experimental Field Ecology
ECON-401	International Economics
FASHMGT-101	Survey of Global Products
FASHMGT-308	Global Product Management
FASHMGT-408	Apparel/Textile Sourcing
FINC-318	International Finance
GCIT -2XX	Global Citizenship Courses
GDIV-2XX	Global Diversity Courses
HUMN-223	World Philosophies
HUMN-225	Exploring World Literature
INDD-306 A/B	Intercultural Innovation Short Course/Project
JAPN-XXX, SPAN-XXX, FREN-XXX, GER-XXX, ITAL-XXX	Language Courses
JSLA-380	Human Rights
LARCH-206	History of Landscape Architecture I
LAW-203	Comparative Legal Systems
LAW-300	International Law
MGMT-303	Logistics in East Asia
MGMT-307	International Management
MGMT-405	Apparel/Textile Supply Chain Mgmt.
MKTG-324	International Marketing
PSYCH-234	Culture and Social Diversity
SOC-201	Class, Gender, and Race in World Societies
SOC-204	Personality and World Culture
SOC-208	Individual and the Global Environment
SOC-211	Power and Poverty in the Global Economy
SOC-225	Global Politics
SUST-303	Global Environmental History
SUST-400	Sustainability and Development in the non-Western World
TEXT-204	African Textiles Short Course
TEXT-314	European Textile Printing

MINORS

Accounting Minor

12 credits

The Accounting Minor permits students to enrich their knowledge of the “language of business”. No matter what profession a graduate enters, the ability to read and comprehend historical and prospective financial information will be essential. Students will be provided with an in-depth understanding of

generally accepted accounting principles through intermediate accounting courses, an exposure to federal taxation and a choice of accounting electives for more intensive study.

Required Courses

ACCT-203 Intermediate Accounting I
ACCT-204 Intermediate Accounting II
ACCT-309 Federal Taxes I

Plus one of the following:

ACCT-303 Accounting: Theory and Practice
ACCT-316 Cost Accounting I
ACCT-409 Auditing
ACCT-412 Advanced Accounting

Animation and Digital Media Minor

14 credits

Required Courses

ANIM-307 3D Modeling (3 credits)
ANIM-308N 3D Animation (4 credits)
ANIM-301N Motion Graphics I (4 credits)
ANIM-3xx Digital Audio Production (3 credits) OR ANIM 312 Motion Graphics II (3 credits)

Architectural History/Theory Minor

12 Credits

This minor offers students the opportunity to study art/architectural history and theory beyond the introductory level. The courses listed provide in-depth knowledge and analysis of historical periods and theoretical issues relative to the meaning and practice of architecture and related disciplines.

Required course

ARCH-422 Theories of Architecture Seminar

Plus any three of the following:

ARCH-320, ARCH-341, ARCH-371, ARCH-409, ARCH-410, ARCH-425, ARCH-434

Architecture and Interior Design students may choose one of the following:

LARCH-307 or LARCH-411

Biodiversity Minor

12-16 credits

This minor provides students with a broad overview of the status of the world's ecosystems and how decisions made by individuals, governments and businesses impact the environmental health of our planet both positively and negatively. Students can also opt to take a number of these courses abroad through the School for Field Studies articulation agreement.

Students choose either three or four courses from the following:

BIOL-205, BIOL-209, BIOL-310, BIOL-371, BIOL-391, BIO-392, CHEM-323, CHEM-417, ECBIO-101, ECBIO-201, ECBIO-207, ECBIO-208, ECBIO-301, HSCI 303, ECBIO-305, ECBIO-316, ECBIO-318, ECBIO-319, ECBIO-409, ECBIO-415, PSYCH-240, SCI-381, SCI-382, SCI-493, STAT-301, STUAB-300.

Building Technology Minor (Architectural Studies students only) 12 credits

This minor provides an intermediate understanding of the theory and principles of systems and technology as applied to buildings. Topics encompass structural systems, loading, and materials; dynamic building systems; and the relationships of structures, environmental systems and building enclosure within a variety of building typologies. Depending on selected fourth course, students will focus on building structures or enclosures, in a theoretical or experimental mode, or on buildings as system components in their environment.

Required Courses

ARCH 304 – Structures 2

ARCH 313 – Technology 3: Dynamic Enviro. Systems

ARCH 314 – Technology 4: Advanced Building Analysis

Choose One:

ARCH 413 – Experimental Structures

ARCH 414 – Experimental Materials

ARCH 419 – High Performance Building Envelope

Business Minor for Non-Business Majors

12 credits

This minor is specifically designed for the non-business major. It provides students with marketable business skills that are useful to any professional person.

Required Courses – Choose any four courses:

ACCT-101 Financial Accounting

MKTG-102 Principles of Marketing

MGMT-301 Principles of Management

ECON-205 Macroeconomics

FINC-301 Financial Management

Computational Design

12-13 credits

This minor introduces students to the concepts and applications of computation in architectural design, and explores computational design thinking through novel techniques, tools, processes and theories, including parametric design, geometric reasoning, algorithmic modeling, performance-based modeling, physical computing, data visualization, and digital fabrication. This minor focuses on understanding the implications of computation on design and creative processes.

Required Courses - Select four of the below courses:

ARCH-324 Experimental Modeling

ARCH-413 Experimental Structures

ARCH-414 Experimental Materials
ARCH-415 Multimedia
INTD-306 Advanced Visualization: Interiors
ANIM-307 3D Modeling
ANIM-308N 3D Animation
MATH-3XX Data Visualization
ENGR-104 Introduction to Computin

Construction Management Minor

12 credits

This minor provides an introduction to construction management concepts and principles as applied to contemporary practice and investigates the intersecting roles of construction manager, architect, client and general contractor. Topics encompass planning, programming and documentation from pre-construction to project close-out; legal aspects relative to environmental protection, public and worker safety; contract documents; insurance and bonds; labor relations and inspection; project control; estimating and scheduling; total quality and ethics; and the development of analytical and communication skills.

Required CourseCMGT 102 – Intro to the Construction Industry

Choose one of the following:

CMGT 104 – Intro to Estimating and Scheduling

MCM 600 - Construction Estimating and Scheduling

Choose two of the following:

CMGT 200 – Construction Project Planning & Scheduling

CMGT 202 – Construction Cost Estimating & Budgeting

MCM 603 – Construction Law: Roles and Responsibilities

MCM 604 – Project Finance and Cost Control

MCM 606 – Construction Risk Management

MCM 614 – Materials and Methods of Construction

Communication Minor

12 credits

A Professional Communication minor will enhance students' capacity to think critically and communicate effectively. The minor offers practical, professional experience and hands-on projects. With a minor in professional communication, for example, you will be equipped to write and edit copy, design and publish a brochure and give an effective presentation on your work. These skills are in high demand among today's employers.

Required Courses

COMM-101 Introduction to Communication

COMM-206 Strategic Communication

Choose two of the following courses to complete the four-course requirement:

COMM-200 Reading the Visual

COMM-204 Technologies of Communication

COMM-300 Text, Sound and Image
COMM-307 Public Relations and Media Writing
COMM-318 Crisis Communication
COMM-312 Fashion Communication
COMM-314 Sports Communication

Custom Minor

12 credits

A custom minor is a thematic grouping of four courses from any of the Colleges and is appropriate only for courses that are currently delivered at Thomas Jefferson University, i.e., existing faculty and facilities within the University must support the topic of the custom minor. At least 6 credits toward the custom minor must be completed in residence, and the courses utilized for the custom minor, whether in-residence or transfer, must currently exist in the University catalog. A maximum of 3 credits may be delivered as Independent Study or Course-by-Appointment.

The student must have approval to design a custom minor. The “Declaring a Custom Minor” form contains complete details and is available online from the Academic Success Center website www.eastfalls.jefferson.edu/successcenter.

If a minor is *required* by the student’s major, the Program Director reserves the right to identify the topic or individual courses that may not be part of a custom minor, i.e., the proposed custom minor must meet learning outcomes specified for minors within that program.

Custom Specialization

9 credits

A custom specialization is a thematic grouping of three business or related courses; these courses need not exist within the University. Custom specialization must be declared at the time of transfer student’s admission or at the time of a degree change in order to ensure the harvesting of relevant courses. The custom specialization must be approved by SBA program director or associate dean. The custom specialization option is available exclusively to transfer students.

Entrepreneurship Minor for non-Kanbar College Majors

12 credits

The entrepreneurship minor allows students to evaluate their skills, talents, and potential role in the entrepreneurial ecosystem; Students will apply concepts that cover all major elements of venture creation.

Required Courses

MGTX-111 Essentials of Entrepreneurship
MGMT-411 Venture Creation
ACCT-2XX Entrepreneurship Accounting and Finance

Plus one of the following:

MGMT-315 Comm, Negotiation, Creative Economy
MKTG-302 Product Development and Innovation
MKTG-310 Integrated Marketing Communication
DECGEN-480 Interdisciplinary Integrative Projects

Entrepreneurship Minor for non-Kanbar College Majors

Required courses

MGMT-111 Essentials of Entrepreneurship
MGMT-411 Venture Creation
* DECFRM-200 Business Models
ACCT-2XX Entrepreneurship Accounting & Finance

*Cannot be taken by Kanbar students

Environmental Sustainability Minor

12 credits

This minor introduces students to mindsets, strategies, and technologies and mindsets that aim to balance the needs of equitable human societies with the health of ecosystems which support and surround them. Students completing the minor must take four courses from the list below.

Any four of the following:

SUST-100: Fundamentals of Sustainability
SUST-102: Water Resources and the Environment
SUST-104: The Atmosphere and the Environment
SUST-120: Sustainable Food Chains
SUST-200: Energy Systems and Politics
SUST-202: Economics of Sustainability
SUST-204: Sustainable Planning and Land Use
SUST-206: Environmental Policy
SUST-300: Sustainable Technologies for Architecture
SUST-302: Life-Cycle Thinking and Analysis
SUST-303: Global Environmental History
SUST-305: Sustainability Metrics and Reporting
SUST-400: Sustainability and Development in the Non-Western World
SUST-402: Managing Sustainable Organizations
BIO-208: Biodiversity
BIO-319: Oceanography

Exercise Science Minor

12 credits

This minor emphasizes the close associations between physical activity, longevity, and disease prevention. It is meant for students interested in health and wellness who wish to enhance their knowledge of exercise science. In conjunction with the student's major, this minor prepares students for careers in personal training, corporate fitness, and strength and conditioning, and readies students for graduate or professional studies. Students will be prepared to sit for highly recognized certifications in

the strength and conditioning industry. Students completing the minor must take the four courses listed below, in any sequence.

NOTE: When HSCI-304, HSCI-305, HSCI-306, and HSCI-307 are applied toward completion of the Exercise Science minor, they may NOT also be used to fulfill "designated Health Science elective" credits for the Health Science Major.

Required Courses

HSCI-304: Nutrition and Health
HSCI-305: Concepts in Fitness & Wellness
HSCI-306: Introduction to Exercise Physiology
HSCI-307: Introduction to Kinesiology

Fashion Industry Management Minor

12 credits

Students choosing a minor in Fashion Industry Management can look forward to employment in the textile and apparel sectors of the apparel and textile supply chain.

Required Courses

FASHMGT-101 Survey of Global Products
TEXT-101 Survey of the Textile Industry

Any two of the following:

FASHMGT-305 Production
FASHMGT-408 Apparel/Textile Sourcing
TEXT-331 Apparel Fabric Performance

Fashion Merchandising and Management Minor 12 credits

The Fashion Merchandising and Management minor provides students with an overview of the fashion industry by exposing them to the fashion value chain which includes design concepts, product development, production, merchandising and marketing.

Required Courses

FASHMGT-101 Global Fashion Insight
MKTG-217 Retailing Strategy & Structure
MKTG-328 Merchandise Buying Operations

Plus one of the following:

MKTG-305 Brand Management
FASHMGT-304 Visual Merchandising
FASHMGT-470 Global Fashion Value Chain
FASHMGT-360 Business of Licensing

Finance Minor

Finance plays a crucial role in all profit and nonprofit organizations. The minor provides students with knowledge of the global financial markets, financial institutions, financial instruments, and valuable financial tools that can be used to analyze the financial viability of all decisions.

Choose four of the following courses:

FINC-303 Intermediate Financial Management
FINC-303 Intermediate Finance and Development
FINC-321 Investment and Portfolio Management
FINC-322 Capital Market and Financial Institution
FINC-4XX Financial Modeling

Genetics Minor

13-14 credits

The Genetics Minor will offer students a strong background in a science, which is an integral part of biological and health-focused fields. Completion of the minor will equip graduates with a skillset that will enhance their professional practice. Future practitioners will gain the ability to recognize “red flags” in a family history that may indicate a future illness or explain present symptoms. In the lab, personnel will have had hands-on experience with diagnostic and investigative tools used currently in research, clinical, and forensics fields worldwide. Prerequisite: minimum grade of “C-” (1.67) in Biology II and BIOL-104L Biology II Lab (BIOL-104/104L).

Courses

BIOL-207	Principles of Genetics
BIOL-207L	Principles of Genetics Lab (co-requisite with BIOL 207)
BIOL-302	Medical Genetics
BIOL-307	Developmental Genetics
BIOL-401	Molecular Genetics
BIOL-402	Genetics Seminar (required 4 th course)

Students taking BIOL-207/207L as part of the major curriculum (i.e. Biology, Pre-Medical Studies, Physician Assistant Studies) will need to choose BIOL 302, BIOL 307, BIOL 401 and BIOL 402. Students who do not have a requirement to complete BIOL 207/207L as part of their major (i.e. Biochemistry, Biopsychology, Chemistry, Environmental and Conservation Biology, Health Science, Psychology) will need to complete BIOL 207/207L to satisfy prerequisite requirements for BIOL 402 (and BIOL 302 if this course is elected).

Geographic Information Systems (GIS)

12-credits

This minor in GIS (Geographic Information Systems) consists of four courses in geospatial technology and is targeted at students with an interest in GIS and the opportunity to apply geospatial technology to various their discipline. The courses span introduction to advanced concepts in geospatial technology and include desktop as well as internet technologies.

Courses

LARCH 310/GEOD 610	Intro to GIS
LARCH 515/GEOD 615	Adv. Landscape Analysis

GEOD 617 Adv. GIS for Urban Planning & Development
GEO 625 Internet GIS Tech

Graphic Design Minor for NON-Design Majors 13 credits

(These courses must be taken in this exact order)

- VSDDES-101. Design I. Design Essentials (3 credits)
- GRAPH-310. Digital Imaging for Graphic Design (3 credits)
- DSGNFND-203. Design II. Introduction to Graphic Design (3 credits)
- GRAPH-201. Design III. Introduction to Typography (4 credits)

Graphic Design Minor (for Design Majors OTHER than Graphic, but NOT including Animation and Digital/IDD) 13 credits

(Prerequisite [at least one]):

- VSDDES-101. Design I. Design Essentials (3 credits)
- ADFND-101. Design Foundation 1. (Arch. Or Interior Design). (3 credits) or
- INDD-101. Design Foundation 1. (Industrial Design). (3 credits.)

(Additional pre-requisite):

- DRAW-101. Drawing 1. (3 credits)

Required (10 credits):

- DSGNFND-203. Design II. Introduction to Graphic Design (3 credits)
- GRAPH-310. Digital Imaging for Graphic Design (3 credits)
- GRAPH-201. Design III. Introduction to Typography (4 credits)

(Then choose one course from these Graphic Design Designated Electives to total 13 credits):

- GRAPH-208. History of Graphic Design (3 credits)
- GRAPH-305. Exhibit Design and Signage (3 credits)
- GRAPH-341. Illustration (3 credits)
- GRAPH-408. Advanced Publication Design (3 credits)
- GRAPH-409. Issues in Information Design (3 credits)

Graphic Design Minor for Animation and Digital/IDD Majors: 13 credits.

(Pre-requisites):

- VSDDES-101. Design 1. Design Essentials (3 credits)
- DRAW-101. Drawing 1 (3 credits)

Required (10 credits)

- DSGNFND-203. Design II. Introduction to Graphic Design (3 credits)
- GRAPH-310. Digital Imaging for Graphic Design (3 credits)
- GRAPH-201. Design II. Introduction to Typography (4 credits)

(Then choose additional courses as necessary from these Graphic Design Designated Electives to total 13 credits)

- GRAPH-208. History of Graphic Design (3 credits)
- GRAPH-305. Exhibit Design and Signage (3 credits)
- GRAPH-341. Illustration (3 credits)
- GRAPH-408. Advanced Publication Design (3 credits)
- GRAPH-409. Issues in Information Design (3 credits)

Historic Preservation Minor

12 credits

This minor provides a foundation in the field of historic preservation. The required courses cover contemporary practice and field work, economic consequences, sustainability issues, and building conservation. Elective courses broaden the student's experience and include: methods of archival research, standards for documentation, and American architectural traditions, as well as design considerations in the adaptive reuse of historical structures.

Required Courses

ARCST-221 Introduction to Historic Preservation
ARCST-266 Building Conservation

ARCST-412 Adaptive Reuse & Sustainability

One of the following:

ARCST-428 LARCH-507, ARCST-341, ARCST-302, ARCST-324, PHOTO-436, ARCST-300

Influencers of Childhood Development Minor

This minor is open to Thomas Jefferson University Undergraduate students who seek to understand the complex impact of childhood trauma on development. This minor offers advanced trauma knowledge, skills and competencies to promote healing and growth for children and families impacted by childhood adversity.

Required Courses

CTC-200 Relating Trauma to Typical Childhood Development
CTC-202 The Impact of Trauma in Childhood: Enhancing Trauma Awareness
CTC-2XX Applying Trauma Principles in Childhood
CTC-2XX Enhancing Capacity for Applying Trauma Principles in Childhood

International Business Minor

12 credits

The world in which business is being conducted is changing rapidly and is creating new challenges and opportunities for managers. The International Business minor is provided for students who want to strengthen their knowledge and understanding of global changes and their impact on business.

Required Courses

MGMT-307 International Management
MKTG-324 International Marketing
FINC-318 International Finance and Development

ECON-401 International Economics

Interior Design Minor

The Interior Design Minor consists of four courses unique to the interior design curriculum and totaling 12-16 credits. The selection of courses offered for the minor will expand the knowledge of architecture and architectural studies students to better understand the special requirements of interior design.

B.S. in Architectural Studies students who wish to minor in interior design the required courses include at least one interior design studio and three other interior design courses (= 4 courses). Students will complete 13-16 unique credits for the minor from the following list:

Courses in the Minor for Architectural Studies Students (4 Total)

1) Select one from the list below:

INTD 201	Design 3 for Interior Design
INTD 202	Design 4 for Interior Design
INTD 301	Design 5 for Interior Design

2) Select three from the list below that have not already been completed:

INTD 201	Design 3 for Interior Design
INTD 202	Design 4 for Interior Design
INTD 301	Design 5 for Interior Design
INTD 206	Interior Building Technology
INTD 310**	Textiles & Material for Interior Design
INTD 325	Furniture Design
IARC 603	History II for Interior Architecture
IARC 608	Technology II for Interior Architecture

Bachelor of Architecture students who wish to minor in interior design at least one interior design studio must be taken. If the BArch student takes an interior design studio* for the ARCH-401 Design 7 option of the BArch degree requirement then the four courses (12-16 cr.) taken for the interior design minor do not have to include an interior design studio. However, if the BArch student has not completed an interior design studio for the ARCH-401 Design 7 requirement then the student is required to take an interior design studio* as one of the four courses that count toward the minor. See list below for course choices:

Courses in the Minor for Bachelor of Architecture Students (4 Total)

Interior Design Studios

INTD 201	Design 3 for Interior Design
INTD 202	Design 4 for Interior Design
INTD 301	Design 5 for Interior Design

Other Interior Design Courses

INTD 206	Interior Building Technology
INTD 310	Textile & Materials for Interior Design
INDT 325	Furniture Design

IARC 603 History II for Interior Architecture
IARC 608 Technology II for Interior Architecture

** Note: IARC-610 Textiles and Materials (3 credits) may be taken as a substitute for INTD-310 Textiles and Materials for Interior Design.

Landscape Architecture

These two minors—Landscape Design, which is for design majors (primarily for architecture or interior design majors), and Landscape Planning, which is for non-design majors (primarily for environmental and conservation biology or environmental sustainability majors)—introduce the student to the field of landscape architecture.

For the Landscape Design minor, the required courses cover the various areas—history/theory, technology, horticulture and design—that constitute an understanding of the discipline relative to design.

For the Landscape Planning Minor, the required courses cover the various areas—technology, communication and history—that are needed for an understanding of the discipline relative to planning.

Landscape Design Minor

13-15 credits

1. One of the following plant/ecology courses (3 or 4 credits):

LARCH-208 Local Flora (3 credits)
SCI-110 Landscape Ecology (3 credits)

2. One of the following history/theory courses (3 credits):

LARCH-206 History of Landscape Architecture I or
LARCH-307 History of Landscape Architecture II or
LARCH-411 Landscape Architecture History III: Urban Landscape Design

3. LARCH-207 LA Tech: Grading (3 credits)

4. One of the following Landscape Architecture design studios (4 or 6 credits):

LARCH-201 LA Design 3: Site Design (4 credits)
LARCH-300 Design 4: Urban Design 1 (6 credits)
LARCH-304 LA Design 5: Community Design (6 credits)
LARCH-401 LA Design 7: Interdisciplinary Design Studio (6 credits)

Landscape Planning Minor

12 credits

1. LARCH-207 Technology I: Grading (3 credits)

2. LARCH-411 LA History III: Urban Landscape Design (3 credits)

3. One of the following plant/ecology courses (3 or 4 credits):

LARCH-208 Local Flora (3 credits) or
SCI-110 Landscape Ecology (3 credits)

4. One of the following courses (3 credits):

LARCH-310 GIS for Landscape Analysis (3 credits) or
LARCH-412 Technology III: Hydrology (3 credits)

Law and Society Minor

12 credits

The Law and Society minor will contribute to students' understanding of law from interdisciplinary perspectives (sociology, psychology, anthropology and political science). It will prepare students for professional careers in fields that rely on critical thinking and written and oral advocacy skills. The Law and Society minor will also provide a firm background in legal, political and social issues for students who are focusing on a broad array of other professional fields at Thomas Jefferson University such as professional communications, pre-med, environmental sustainability, business, design, psychology, midwifery and physician assistance.

Choose four courses from the list below:

LAW-101 Introduction to Law and Society
LAW-103 Crime and Justice
LAW-105 American Government and the Legal System
LAW-201 Constitutional Law and the Supreme Court
LAW-203 Comparative Legal Systems
LAW-205 Philadelphia Law and Politics
LAW-300 International Law
LAW-302 Law and Ethics
LAW-304 Law Media and Society
LAW-306 Legal Research, Writing and Moot Court

Management Minor

12 credits

Management skills are necessary in both non-supervisory and supervisory positions. This group of courses helps students to develop vital professional and managerial skills, including communication, teamwork, conflict resolution, and leadership. Together with the knowledge base learned in students' major fields, this minor increases students' understanding of all types of organizations and jobs, and increases opportunities for entry-level and managerial positions.

Required Courses

MGMT-310 People and Teams in Organizations
MGMT-320 Human Resource Practice and Tools

Plus two of the following:

MGMT-307 International Management

MGMT-309 Systems Analysis
MGMT-315 Communications, Negotiations and Creative Econ
MGMT-111 Essentials of Entrepreneurship
MGMT-411 Venture Creation

Marketing Minor

12 credits

The marketing of goods or services is the central focus of most profit and nonprofit organizations. Thus, regardless of students' majors, a solid understanding and appreciation of the marketing discipline will enhance students' decision-making capabilities and make them better managers.

Required Courses – Choose any four courses:

MKTG-207 Consumer in the Market Place
MKTG-305 Contemporary Brand Management
MKTG-310 Integrated Marketing Communication
MKTG-315 Marketing in a Digital Environment
MKTG-324 International Marketing
MKTG-391 Marketing Research

Multimedia and Visualization Minor

12 credits

This minor introduces students to the conceptual and technical issues involved in creating and producing multimedia and visualization projects. Emphasis will focus on the application of digital technologies to enhance the design and presentation process.

ARCH-324 Visualization: Experimental Modeling
ARCH-326 Visualization: Advanced Modeling
ARCH-415 Visualization: Multimedia
GRAPH-310 Digital Imaging and Photographic Manipulation

Photography Minor

12 credits

This minor provides a foundation in photographic techniques, processes, history and theory. Coursework focuses upon photography as a tool for the documentation, research and preservation of architecture as part of visual culture in its application to commercial, fashion, advertising and product design, and as a medium for self-expression.

Required Courses

PHOTO-101 Introduction to Photography: Black and White
PHOTO-102 Introduction to Photography: Digital
PHOTO-307 History of Photography

Plus one of the following:

PHOTO-436, PHOTO-201, PHOTO-204, PHOTO-205, PHOTO-303

Pre-MBA MINOR for BUSINESS MAJORS

The Pre-M.B.A. minor for Business majors provides the opportunity to begin taking graduate-level business courses in the senior year, allowing students who have completed their Bachelor of Science Degree to complete a M.B.A degree in one year. This minor is for undergraduate business majors only.

Students may only begin taking graduate courses in senior year with prior approval of MBA program director.

Required Courses

IMBA-627 Competitive Tech Intelligence

IMBA-628 Accounting for Management Decisions

Plus two additional courses (in consultation with upper level advisor and MBA program director)

Visual Studies Minor

12 credits

The Visual Studies minor introduces students to the design process through the application of the fundamental principles of design and drawing. Students will develop skills including: a sensitivity to value and color, experimentation with a variety of media, process methodologies, and problem solving strategies. A general survey of the philosophy and utility of CAD systems may be accomplished.

Required

One of the following Design Studios:

VSDS-101, ADFND-101, INDD-101, DSGNFND-103 or DSGNFND-423

One of the following Drawing Studios:

DRAW-101, VSDRAW-101 or ADFND-103

Any two of the following:

ADFND-102, LARCH-102, INTD-102, ADFND-108, ADFND-109, DSGNFND-203, CAD-201, CAD-204, CAD-206, DRAW-201, DRAW-206, DRAW-303, or any course from a design major approved by the director of that program.

Pre-M.B.A. Minor for Non-Business Majors

18 credits

The Pre-M.B.A. minor for Non-Business majors provides students the opportunity to take two graduate-level business courses in their senior year, as well as other courses that position them to complete the M.B.A. in one year of full-time study following the completion of their bachelor's degrees.

The Accounting (CPA) and Finance (CFA) M.B.A. options are typically limited to students with undergraduate degrees in accounting or finance. It is highly recommended that students interested in these fields consult with their academic advisors prior to enrolling in classes.

M.B.A. Program Director approval is required for graduate-level course registration.

The curriculum for non-business DEC students includes the following 18 credit hours of coursework:

MGMT 104 Management Foundations (1.5 credits)

MKTG-104 Marketing Foundations (1.5 credits)

IMBF-503 Foundations of Economic Analysis (3 credits)

IMBF-504 Financial and Managerial Accounting (1.5 credits)

IMBF-505 Financial Management (1.5 credits)

IMBF-508 Statistical Analysis for Business Decisions (1.5 credits)

IMBF-510 Operations Management (1.5 credits)
IMBA-627 Competitive Technical Intelligence (3 credits)
IMBA-628 Accounting for Management Decisions (3 credits)

*Students may take the undergraduate equivalent of these courses if needed to satisfy the minimum number of undergraduate credits (12 credits) required per semester to maintain federal financial aid eligibility.

Course numbers under 500 indicate that the course is an undergraduate business course. Course numbers beginning with "IMBF" indicate graduate master-level foundation courses, and course numbers beginning with "MBA" indicate graduate master-level courses.

Non-Business majors interested in the joint B.S./M.B.A. program should obtain a copy of the "Pre-M.B.A. Requirements for Non-Business Majors Planning Guide" from the Office of Graduate Studies in the College of Design Engineering and Commerce.

Psychology Minor

12 credits

All disciplines in the social sciences analyze human behavior on one level or another. Psychology's uniqueness lies mainly in the fact that it is an experimental science. Students who minor in Psychology will study a body of knowledge about the causes of human and animal behavior and the experimental methods used to study behavior. Students completing this minor should be better able to understand their own behavior and the behavior of others in both work and leisure settings.

Required

PSYCH-101 Introduction to Psychology

Plus, any three Psychology courses (chosen in consultation with a psychology faculty member)

Public Health Minor

12 credits

Public health may be an excellent minor for students in a variety of majors such as Environmental and Conservation Biology, Pre-medical Studies, Economics, Biology, Engineering and Environmental Sustainability.

The requirements for a minor in public health are:

PUBH-101 Introduction to Public Health

PUBH-201 Introduction to Epidemiology

ECBIO-101 Environmental Issues

XXX-XXX Public Health-Related Elective Course

Public Health Related Electives: PSYCH-222, PSYCH-224, PSYCH-243, SUST-120, DMM-643, HSCI 303.

Other courses in the Environmental Sustainability major (i.e. SUST-400), Junior Seminar in Health Policy offered by the SBA JSINT-310, and new courses in development from the SSH (Introduction to Nutrition, Principles of Exercise, Global Health and Global Climate Change) would also be future options for electives.

Real Estate Development Minor**12 credits**

This minor introduces the economic, social and physical issues inherent in environmentally and fiscally sustainable real estate and land-use development. Through real-world case studies presented by leading developers, coursework encompasses market analysis and valuation, finance and investment, legal issues of ownership and land-use, public-private partnerships, urban regeneration and adaptive reuse, construction science and management, in addition to multiple design and development paradigms and their long-term local, national, and global impacts. Sustainable strategies inform a curriculum sensitive both to the ethical dimension of development and the parameters of a capital-driven market

Required

MRE 601 Sustainable Real Estate Development Process

Choose one of the following:MRE 620 Case Study Studio: Urban Revitalization, Adaptive Reuse & Historic Neighborhood
or MRE XXX Case Study: Commercial, Mixed-Use and Healthcare FacilitiesChoose one of the following:MRE 630 Market Analysis and Valuation
MRE 615 Finance and InvestmentChoose one of the following:MRE 635 Public-Private Partnerships
GEOD-xxx Internet GIS Technology for Design and Development**Social Sciences Minor****12 credits**

Hallmarks Core requirements plus four additional courses approved by the Hallmarks Associate Dean. Please see the Office of the Hallmarks Associate Dean for more information.

Sustainable Design Minor**12 credits**

The minor introduces students to the theory of sustainability and how it is applied in the built environment. Students will be grounded in the methodologies of sustainable design, learn to measure, predict and design for thermal comfort, adaptable opportunities and resilience across scales. Students will also learn how to design and calculate sustainable systems, and learn to evaluate, compare, perform life cycle analyses of materials.

RequiredSDN 601 Sustainable Design Methodologies
SDN 602 Adaptive Design

SDN 603	Sustainable Systems
SDN 604	Green Materials & Life Cycle Assess

Textile Materials Technology Minor

12-16 credits

The TMT minor offers students an introduction to the process flow of fibers through finished products. A sequence of four courses will give a student the opportunity to understand the interdisciplinary nature of textile materials in a wide variety of disciplines and their potential capabilities and limitations.

Select one of the following:

TEXT-101 Survey of the Textile Industry
 TEXT-104 Fiber and Yarn Studies

Select any three of the following:

KNIT-201 Knit Technology I
 KNIT-205 Knit Technology II
 WEAV-201 Weave Technology I
 WEAV-301 Weave Technology II
 TEXT-321 Nonwovens
 TEXT-301 Textile Materials or
 TEXTCHM-242 Dyeing and Finishing or
 TEXT-301 Coloring and Finishing
 TEXTCHM-338 Organic/Textile Chemistry

Web Design and Development Minor for non-Graphic Design students

IDD-510 Essentials of Interactive Design (Graduate Studio, 6 credits) OR DIGD-200 Fundamentals of Web Programming (3 credits) AND DIGD-206 Foundations of Web Design and Strategy (3 credits)
 DIGD-307 Advanced Web Design and Strategy (3 credits)
 DIGD-3XX Javascript Programming (3 credits) OR DIGD-403 Web Development (3 credits)

Web Design and Development Minor for Graphic Design

IDD-510 Essentials of Interactive Design (Graduate Studio, 6 credits) OR DIGD-200 Fundamentals of Web Programming (3 credits) AND DIGD-206 Foundations of Web Design and Strategy (3 credits)
 DIGD-307 Advanced Web Design and Strategy (3 credits)
 DIGD-3XX Javascript Programming (3 credits)

CONCENTRATIONS

Business Analytics

The Business Analytics concentration in IMBA program will allow students to integrate information technology (IT) in the development of business strategies in all areas of business that include accounting, finance, marketing, and general management. The concentration is intended to provide the analytical skills and knowledge that business professionals need to engage in innovative thinking and to gain competitive edge in the highly competitive global market place.

Financial Planning

The Financial Planning concentration in the MS in Taxation program will allow students who are interested in pursuing a career in taxation with a focus on personal financial planning. This curriculum of this track satisfies the educational requirements needed to become a Certified Financial Planner (CFP).

Pre-Occupational Therapy Concentration**21 credits**

Occupational therapy is a health care profession that helps people to maximize their functional independence after illness or injury. Occupational therapists (OTs) assist children with motor and learning needs to participate in school and everyday tasks. They help adults to develop strategies to manage the physical and emotional changes associated with long-term health needs. Therapy frequently involves assisting individuals to relearn old skills, develop new skills or adapt the environment to enable them to live more satisfying and independent lives.

Required

BIOL-104/ BIOL-104L Biology II lecture/lab

PSYCH-213 Developmental Psychology

BIOL-201/BIOL-201L Human Anatomy and Phys I lecture/lab

BIOL-202/BIOL-202L Human Anatomy and Phys II lecture/lab

Plus, two additional Psychology courses

Undergraduate Admissions

Classification: Day Division or School of Continuing and Professional Studies

Students are classified as either day division or adult learners (School of Continuing and Professional Studies) for academic advisement and administrative purposes, regardless of timing and delivery methods of the classes.

For information on graduate degree programs, contact the Office of Graduate Admissions 215.951.2943
gradadm@jefferson.edu
<http://www.eastfalls.jefferson.edu/graduate/>

DAY DIVISION PROGRAMS

Day division students contact Office of Admissions 215.951.2800 or enroll@jefferson.edu

Students who apply to the University should be seeking a sound and challenging collegiate education, and should have demonstrated an ability to be successful in such a program by secondary school or prior college/university performance and preparation. Each student is reviewed individually and evaluated on the basis of educational background, including course preparation and grades earned.

The admissions process includes Early Action (deadline November 1), Regular Decision (deadline March 1) and a December 15th deadline for selected accelerated dual degree program options (be sure to review specific program application requirements). Students must file a completed application accompanied by a nonrefundable application fee of \$40 and the appropriate academic credentials mentioned below. All applicants must complete the requirements for a high school diploma or submit the results of the GED.

Applications received after the regular decision deadline will be reviewed on a space-available basis.

To be considered for admission, freshman applicants must submit official academic credentials with 15 units of secondary school credit and must have taken the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Required academic or college preparatory courses are four units of English, three units of Mathematics (including Algebra II and Geometry), three units of History and/or Social Science, two units of Laboratory Science, and three units of elective courses. Freshman applicants must also submit an essay and one recommendation letter. Freshman applicants applying to Architecture or Design programs may submit a portfolio to support their application. The portfolio submission is completely optional.

Home-schooled and prospective students who have been away from high school for several years are also encouraged to apply for admission. Interested applicants should contact the Office of Admissions to discuss application requirements.

Students wishing to transfer must submit official transcripts from all colleges or universities attended as well as an essay and one recommendation letter. If a student has earned less than 30 college credits, an official secondary school record and SAT I or ACT scores are also required. Some transfer students may be required to submit a portfolio for consideration depending on their intended program of interest. For

more information regarding the transfer student application process, please contact the Office of Admissions.

SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES

Adult learners contact the School of Continuing and Professional Studies at 215-951-2900 or SCPS@PhilaU.edu-SCPS@Jefferson.edu.

Prospective students for the programs delivered through the School of Continuing and Professional Studies should contact 215-951-2900 or SCPS@PhilaU.edu SCPS@Jefferson.edu for program information and application. The Accelerated Bachelor of Science Degree Completion Program and the Associate Degree in Occupational Therapy Program are designed to accommodate adults who manage professional and personal obligations while studying for their degrees.

Adults who want to earn a Bachelor's Degree completely online should contact Jefferson Online at 855-865-5565.

The School of Continuing and Professional Studies student body is comprised of adults who are seeking a degree in an accelerated format. Individuals are returning to higher education to earn degrees, learn new concepts and skills, complete refresher work in a particular field, or prepare for a new career.

Prospective students should refer to the School of Continuing and Professional Studies section of this catalog.

TRANSFER STUDENTS

Jefferson welcomes applications from transfer students for enrollment in day or evening programs.

Transfer students (with the exception of students enrolling in the combined B.S./M.S. Occupational Therapy program*) may be awarded transfer credits applicable to degree requirements provided a "C" or better is earned in the course from an institution with accreditation recognized by Jefferson.

Transfer students in the day division are expected to complete a minimum of 60 credits at the University with at least 12 credits in upper-division work in their major field and nine credits in the Hallmarks Program. Requirements are different for transfer students in the evening division. Contact the School of Continuing and Professional Studies to learn more.

*Combined B.S./M.S. Occupational Therapy program: This option is designed for students who have no or few college credits (less than 16 credit hours). Students will be awarded transfer credit for no more than half of the non-science graduate prerequisite courses provided a "B-" or better is earned in each course from an institution with accreditation recognized by Jefferson. Prerequisite courses include Anatomy & Physiology I and II, Lifespan Human Development, Abnormal Psychology, Statistics, one Sociology / Anthropology / Cultural Studies course and Physics (non-calculus based). All three science prerequisite courses must be completed at Jefferson. Transfer credit may be awarded for all other applicable degree requirements provided a "C" or better is earned in the course from an institution with accreditation recognized by Jefferson.

INTERNATIONAL STUDENTS (UNDERGRADUATE and GRADUATE)

The University welcomes applications for admission from qualified international students.

Academic credentials must include all studies completed to date, marks or examination results, degrees, diplomas and certificates earned. International applicants who have completed their studies outside the United States may be asked to submit a course-by-course evaluation of their academic credentials from an evaluation service accredited through the National Association of Credential Evaluation Services (NACES). For a full listing of accredited evaluation services, visit www.NACES.org. Documents must be authenticated or certified, and those not written in English must be accompanied by notarized English translations.

All international students are required to provide documentation of proficiency in English at the time an application for full admission eligibility is considered. For more information about English proficiency requirements, visit www.philau.edu/international/undergraduate/apply (for undergraduate students) or www.philau.edu/international/graduate/requirements (for graduate students).

Applicants who meet all admissions requirements but lack the required level of English language proficiency may be granted conditional admission. Conditionally admitted students begin their studies in the Bridge Pathways Intensive English Language Program on the Jefferson East Falls campus. These students must complete a minimum of Level 5 in order to begin their undergraduate or graduate degree program.

After acceptance is granted and we receive all required documents, students who have been fully admitted to Jefferson are eligible to receive a SEVIS I-20 for application for an F-1 student visa. A list of the required documents is available at

- www.philau.edu/international/undergraduate/visa (for undergraduate students) or
- www.philau.edu/international/graduate/visa (for graduate students).

For more information on applying for the F-1 Student visa, please visit: www.fmjfee.com. In order to maintain their F-1 status, students must be enrolled full-time at Jefferson.

International students are not eligible for most forms of financial aid and are expected to have a sponsor able to pay tuition and living expenses while the student is enrolled. However, a limited number of International Student Merit Scholarships are awarded to eligible undergraduate students. International Student Merit Scholarships cover only a small part of a student's tuition and fees. A limited number of graduate assistantship can be awarded to eligible graduate students through a competitive application process. For more information, visit philau.edu/financialaid/Graduate/Assistantships

Undergraduate Financial Information

Billing questions? Contact Student Accounts Office 215.951.5988, studentaccounts@PhilaU.edu.
For more information, go to www.eastfalls.jefferson.edu/studentaccounts/

ANNUAL EXPENSES FOR 2019-2020 FULL-TIME AND PART-TIME STUDENTS

See <https://www.jefferson.edu/tuition-and-financial-aid/tuition-information.html> for information on tuition, health insurance and fees, as well as campus housing and meal plan costs. Please note that you should consult your academic department to determine whether or not the academic year for your program includes additional (e.g. summer) terms. You may be responsible for additional tuition and fees. (per credit hour unless otherwise indicated)

DEPOSITS

After receiving a letter of acceptance, see <https://eastfalls.jefferson.edu/undergrad/Accepted/index.html> for information on next steps and making a deposit for enrollment.

Statement of Financial Responsibility

An individual's registration as a Jefferson (East Falls Campus) student constitutes his or her agreement to make timely payment of all amounts due. Jefferson (East Falls Campus) uses electronic means (email and the Internet) as a primary method of communication and providing billing, payment and enrollment services. Signatures or acknowledgments provided by the student electronically to Jefferson via Jefferson systems and/or @students.PhilaU.edu, @mail.Philau.edu or @PhilaU.edu email is valid and legally binding. Additionally, by accepting Jefferson's offer of admission and enrolling in classes, each student accepts responsibility for paying all debts to the University, including tuition and fees, for which s/he is liable. Details of the University's billing policies are outlined in www.eastfalls.jefferson.edu/studentaccounts/billing.

TUITION PAYMENT POLICY

Students are invoiced in July and December for the next semester's charges and electronic statements may be accessed via WebAdvisor using the QuikPAY link. In QuikPAY, students may add an Authorized Payer who will also be notified when a new statement is available. **The University does not mail billing statements. All tuition and related fees for Fall is due July 31 and Spring is due on December 17. Graduate tuition and all other terms are due the first day of term. A late fee of \$25 per month will be charged on all past due Student Account balances greater than 30 days past due, with the first fee charged 30 days after the first day of term.**

Only accepted and completed financial aid awards, including Jefferson Scholarships, Federal PELL Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, PHEAA Grants, Direct Plus Loans and/or Direct Stafford Loans are included on the student's invoice. Late

applications for financial aid, unless approved prior to the billing due date, are not credited to the student's account or accepted as payment. Any balance due, resulting from unapproved financial aid, must be paid by the billing due date. Any subsequent financial aid approval resulting in a credit balance will be refunded to the student after drop/add period.

For information on making payments,

see https://www.jefferson.edu/university/finance/student_alumni/payment_methods.html.

Jefferson (East Falls campus) offers a monthly payment plan through tuition management services (TMS). Enrollment forms are mailed to the student's billing address. For more information or to enroll, contact TMS directly at 888.356.0350 or go online at www.philau.afford.com. For further questions and information, contact the University's Student Accounts Office by email at studentaccounts@philau.edu or by phone at 215.951.5988.

Jefferson (East Falls campus) offers a monthly payment plan through tuition management services (TMS). Enrollment forms are mailed to the student's billing address. For more information or to enroll, contact TMS directly at 888.356.0350 or go online at www.philau.afford.com. For further questions and information, contact the University's Student Accounts Office by email at studentaccounts@philau.edu or by phone at 215.951.5988.

REFUND POLICY

A student who wants to initiate leave of absence or withdrawal must complete either the Withdrawal form or the Leave of Absence form. These forms are available from the Registrar's Office or online at www.eastfalls.jefferson.edu/Registrar/forms. A student is considered in attendance until one of these forms is completed and returned to the Registrar's Office and the student has been withdrawn from all of his/her classes. Students **cannot** drop all of their classes on BannerWeb. Students should contact the Registrar's Office to confirm all courses have been withdrawn and that their Withdrawal/Leave of Absence has been processed. Students are responsible for all charges until the date that the Withdrawal/Leave of Absence is process in the Registrar's Office. Students are encouraged to follow up with the Student Accounts and Financial Aid offices to discuss the financial implications. For the full policy and all student responsibilities, see <http://www.eastfalls.jefferson.edu/financialaid/undergraduate/aidpolicies.html>.

FOR DETAILS AND ADDITIONAL INFORMATION ON TUITION REFUND, SEE

[HTTPS://WWW.JEFFERSON.EDU/UNIVERSITY/ACADEMIC-AFFAIRS/SCHOOLS/STUDENT-AFFAIRS/STUDENT-HANDBOOKS/UNIVERSITY-POLICIES/TUITION-REFUND-POLICY.HTML](https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tuition-refund-policy.html).

ABSENCE AND SICKNESS

Students who are absent from the University due to illness or injury, or any other reason, and who retain their place in class, are subject to full tuition, room and board charges during their absence.

TRANSCRIPTS

Transcripts are not furnished to any student whose account is not paid in full. Transcripts may only be obtained through the Registrar's Office. Transcripts must be paid for at the time they are requested in order to be processed.

Transcript Fee	\$12/copy
Overnight Transcript Fee	\$37/copy
International Overnight Transcript Fee	\$52/copy

FEES

A one-time, nonrefundable application fee of \$40 must accompany the application for admission. This fee covers the cost of processing the prospective student's application and is not credited to the student's bill.

A \$503 per semester general fee is charged to all full-time undergraduate students. A \$30 per credit general fee is charged to part-time undergraduate students. A \$10 per credit educational services fee is charged to evening undergraduates and students taking summer courses. The general fee and educational services fee are used for the maintenance and enhancement of student services. Services include, but are not limited to, transportation services, student activities and services, recreational and intramural sports, technology support, health center services, fitness center access and services, and residence hall laundry services.

A \$100 graduation application fee is charged to all students who submit an application to graduate. This is intended to help offset the cost of processing the application.

The annual parking fee is charged to all eligible full-time and part-time day division students. The fee is to be determined and will be available on Safety and Security site:
eastfalls.jefferson.edu/security/Parking/index.html

A \$25 returned check fee is charged for any check that is returned for non-sufficient funds (NSF).

The following fees will be deducted from the \$250 room deposit of any resident student who cancels his/her contract by the date indicated below:

Returning Students

Prior to May 1, \$100 of the room deposit is forfeited.

After May 1, the entire room deposit is forfeited.

New Students

Prior to May 1, the entire room deposit will be returned.

After May 1, the entire room deposit is forfeited.

Campus Card

The University offers a Campus Card which allows students to buy meals, make photocopies, purchase supplies and books at the University Bookstore, and use the campus-wide vending machines and dining facilities. It also serves as a University photo I.D., library card and campus activity card. Depositing funds on the Campus Card can be done in person at the cashier window in Student Accounts, by mail, by calling the Student Accounts Office with accepted credit card information, or online at eastfalls.jefferson.edu/studentaccounts/campusCard. When making a payment, a student must indicate the amount of the Campus Card payment along with his/her account number. A minimum of \$20 can be placed on the Campus Card and will be available in the account the next business day after receipt. A credit card deposit is available immediately. Any account balance remaining at the end of the academic year will be credited to the student's account and refunded. A \$25 charge is assessed for lost Campus Cards.

Check Cashing

Any student with a valid Campus Card may cash personal checks up to \$100 per day at the Student Accounts Office cashier's window during posted hours.

A \$25 returned check fee will be charged to students who cash checks that are later returned to the University for non-sufficient funds. If a third check is returned, check-cashing privileges are revoked.

Health Insurance

All students are required to be covered by a medical insurance policy. Full-time students are billed automatically for the coverage and may waive the University-sponsored health and accident plan by completing the online waiver that documents private insurance coverage. See <https://www.eastfalls.jefferson.edu/healthservices/healthinsurance.html> for additional information and online waiver..

Tuition Insurance

For information on tuition insurance, see https://www.jefferson.edu/university/finance/student_alumni.html or contact Student Accounts.**SCHOLARSHIPS**

MARIANNE ABLE SCHOLARSHIP: Established in memory of the director of Career Services to help a needy junior or senior dedicated to completing his/her education.

JOEL M. ALPERIN SCHOLARSHIP: For Fashion Industry Management majors who need financial assistance.

ALUMNI SCHOLARSHIP: For deserving students in any curriculum.

AAMA EDUCATION FOUNDATION SCHOLARSHIP: For freshmen students studying apparel.

PHYLLIS ARMON MEMORIAL SCHOLARSHIP: For a Textile Design major in need of financial assistance.

ASSOCIATION FOR CONTRACT TEXTILES SCHOLARSHIP: For a junior or senior Textile Design major with need and a 3.0 GPA.

THOMAS M. BAGLEY '90 SCHOLARSHIP: For a male student studying fashion design from the greater Philadelphia region.

DOROTHY BECHTEL SCHOLARSHIP AWARD FOR DESIGN EXCELLENCE: For deserving students pursuing a degree in either Fashion Design or Interior Design who have completed sixty (60) credits toward their degree.

BECKER FAMILY SCHOLARSHIP: Awarded to students who have demonstrated a strong work ethic in life and in their studies as indicated by holding a job or participating in extra-curricular activities/athletics while maintaining a 3.0 or higher GPA. Scholarship may renewed as long as student maintains 3.0 GPA, continues to work or participate in extra-curricular activities or athletics. Students will be required to complete a short survey each year describing their activities.

BENJAMIN S. BELLEMERE SCHOLARSHIP: For a student who is a member of the Phi Psi fraternity and demonstrates financial need.

BETHLEHEM CONSTRUCTION CORP./WOLANIN COMPANIES LTD./WOLANIN FAMILY/PRIVATESKY® AVIATION SCHOLARSHIP: This scholarship, established by Vincent M. Wolanin and Gregory M. Wolanin, is made in memory of their father, Vincent J. Wolanin, a Pennsylvania Law Enforcement Officer who died suddenly while they were young, and also in tribute to their mother, Julia Solecki Wolanin, who raised them both through difficult times. Vincent '69 and Gregory '74 are both graduates from Jefferson. This scholarship will be awarded to a student who demonstrates financial need as determined by the University's Financial Aid Office, and who also demonstrates excellence in athletics and/or excellence in Architecture, Engineering, Design, Marketing, Management, Chemistry, Computer Information Systems or Computer Science. Special preference will be given to a student meeting the above criteria or one who is a relative or employee of Wolanin Companies Ltd. (or any of its affiliates), and to any student who may have suffered the unexpected, sudden or accidental death of a parent. You may visit the Wolanin Companies Ltd. website at www.wolanin.com or www.privatesky.net.

RICHARD BLEILER MEMORIAL SCHOLARSHIP: Given to a deserving student.

BOBBIN PUBLICATIONS SCHOLARSHIP: To a student in Fashion Industry Management.

KENNETH H. BOYDELL SCHOLARSHIP: For a deserving textile student in need of financial assistance.

RICHARD H. BRAUTIGAM '53 SCHOLARSHIP: For a deserving undergraduate who demonstrates a strong determination to succeed.

BENETT BREGER MEMORIAL SCHOLARSHIP: Awarded to juniors or seniors, with a GPA of at least 3.0, who demonstrate financial need, and are majoring in Engineering, Textile Design, Textile Engineering or Textile Technology.

BRYANT GREENE '96 SCHOLARSHIP: Awarded to students majoring in the Academic Program in the School of Business Administration, who demonstrate financial need. Beginning in their sophomore year,

the scholarship will continue if the recipient maintains his or her course of study and a grade point average above 3.0.

CAPLAN FAMILY SCHOLARSHIP: For a deserving student enrolled in a textile, apparel or fashion design degree program who is at least at sophomore level, demonstrates financial need, and has a 3.0 GPA.

CAROLINA ALUMNI SCHOLARSHIP: For a student demonstrating financial need in his or her freshman year who is from North or South Carolina; with a preference for, but not limited to, those majoring in Fashion Merchandising and Management, Fashion Design, Textile Design, Industrial Design or Textile Materials Technology.

JOSEPH M. CATAGNUS '84 SCHOLARSHIP: For a needy student; preference is given to a visually impaired student or to a veteran.

CHARMING SHOPPES, INC. SCHOLARSHIP: Award for Academic Excellence for a senior with a 3.0 GPA and demonstrated financial need who is majoring in Accounting, Apparel, Design, Finance, Marketing or Textiles.

BERT COHEN MEMORIAL SCHOLARSHIP: For a textile student who demonstrates financial need.

HOWARD C. COLE '49 MEMORIAL SCHOLARSHIP FUND: For a student studying Textile Design, Textile Materials Technology or Management.

COLLECTION 18 SCHOLARSHIP: Awarded to students in their sophomore year majoring in Textile Design who demonstrate financial need. Scholarship may be renewed if student maintains their course of student and a grade point of 3.0 or higher.

ED COMBS MEMORIAL SCHOLARSHIP: For qualified international students in pursuit of a degree in textiles, apparel or chemistry with a minimum 3.0 GPA who demonstrate a serious commitment to their field of study. Preference is given to the employees of Levi Strauss & Company International Group and their children.

EDWARD M. COPELAND MEMORIAL SCHOLARSHIP: Awarded to a soccer player based on need; first priority is given to a Delaware Valley resident.

JOHN H'10 AND TARA COUCH SCHOLARSHIP: For a deserving freshman student.

EMILY M. CRANE SCHOLARSHIP: For deserving students in any curriculum.

GERDA L. AND FREDERICK T. CUNDELL SCHOLARSHIP: For a deserving student in the Pre-med program.

CHARLES B. DEGENSTEIN SCHOLARSHIP: For residents of Snyder, Union and Northumberland counties in central Pennsylvania with financial need.

A. LOUIS DENTON SCHOLARSHIP: Awarded to students in their freshman year demonstrating financial need. The scholarship may be continued with a GPA of 3.0.

DINING SERVICES SCHOLARSHIP: For a student who has a 3.0 grade point average and has been employed by Dining Services for at least two semesters and plans to work there in the upcoming academic year.

WILLIAM N. DONIGER SCHOLARSHIP: For a deserving student in any curriculum.

DOWNS SCHOLARSHIP: Awarded to a freshman student from the Philadelphia area who graduated in the top 20 percent of his/her high school class and whose SAT scores placed the student in the top 25 percent of those taking the test. The student must also take some textile courses.

ECHO DESIGN GROUP, INC. AWARD FOR EXCELLENCE IN DESIGN: For a student with 80 or more credits studying Fashion Design or Textile Design.

PHILLIP ELKIN MEMORIAL SCHOLARSHIP: For a deserving Business student.

FASHION GROUP INTERNATIONAL-LIBBY HAYNES HYMAN SCHOLARSHIP: Established in memory of Libby Haynes Hyman to acknowledge her many contributions to the fashion industry and to fashion design education. For students studying Fashion Design, Textile Design, Fashion Industry Management or Fashion Merchandising, this scholarship was established to encourage talented and highly motivated students to pursue a career in the fashion industry.

FASHION INDUSTRIES ASSOCIATION SCHOLARSHIP: For a student majoring in Fashion.

WILLIAM A. FINN '67 SCHOLARSHIP: Awarded to sophomores, juniors, and seniors whose majors are housed in within the Kanbar College of Design, Engineering, and Commerce and who demonstrate financial need. The Scholarship will continue to be awarded for up to three academic years if the recipients maintain a grade point average above 3.0.

FRED FORTESS TEXTILE/APPAREL SCHOLARSHIP: A merit-based scholarship awarded to needy students in the areas of Fashion Industry Management and Textile Engineering.

E.W. AND A.W. FRANCE SCHOLARSHIP: For a deserving textile student.

PEARL AND MURRAY FRUMKIN SCHOLARSHIP: Established by the Textile Veterans Association; for a sophomore who demonstrates financial need and outstanding scholarship.

JAMES P. H'07 AND ANNE M. GALLAGHER FAMILY SCHOLARSHIP: To a deserving student from the Philadelphia area.

GERBER FAMILY SCHOLARSHIP: To assist needy students who are studying abroad.

HAROLD C. GIFT SCHOLARSHIP: For a graduating senior from the Reading Area Senior High School, Reading, PA.

CLIFFORD M. GILPIN '38 AWARD FOR EXCELLENCE IN TEXTILE STUDIES: For a student enrolled in Textile Engineering, Textile Technology or Textile Design. Special preference shall be given to candidates in the Textile Engineering Program. Additionally, the award recipient shall have a grade point average of at

least 3.5 and will be expected to demonstrate a strong commitment to their chosen career field, as well as involvement with an appropriate professional organization.

DR. NANCY S. GOLDSMITH MEMORIAL SCHOLARSHIP: For registered nurses enrolled in the Health Services Management program who have at least a 3.0 GPA and a commitment to a career in the allied health services.

RICHARD GOLDSTEIN MEMORIAL SCHOLARSHIP: For students with financial need, starting in their freshman year through graduation, maintaining a 3.0 grade point average in a textile-related field.

PEGGY GOUTMANN ENDOWED SCHOLARSHIP: For junior-, senior- or master's-level students majoring in textiles.

PEGGY GOUTMANN TEXTILE SCHOLARSHIP: Awarded to students majoring in Textile Design, Textile Materials Technology and/or Textile Engineering who exhibit financial need, are driven to excel, and wish to pursue meaningful careers in the Textile Industry.

JULIA M. GRANBY SCHOLARSHIP: For students studying either Textile Design or Fashion Design.

BILLY HARRIS '74 SCHOLARSHIP: Named in memory of Billy Harris '74, the scholarship is given to students with financial need who demonstrate academic achievement, leadership skills and athletic ability.

BUCKY AND LORRAINE HARRIS SCHOLARSHIP: The Bucky and Lorraine Harris Scholarship will be awarded to selected students who have attained at least a sophomore status at the University; will be involved with the Department of Athletics through recreation, office assistance or work study, but NOT a member of an intercollegiate program; and will be used to assist in the management of the campus Fitness Center, along with assisting the facility director in daily building operations.

ALEENE L. HERVEY SCHOLARSHIP: For a textile major who demonstrates financial need.

H. NEWLIN HILL MEMORIAL SCHOLARSHIP: For students enrolled in a textile curriculum who demonstrate financial need. First consideration will be given to dependents of Asten Johnson community employees.

MICHELE IAMPIERI SCHOLARSHIP: To an undergraduate student majoring in Fashion Design and who demonstrates financial need. Preference will be given to a student residing in Howard County, Maryland.

IMBER FAMILY SCHOLARSHIP: For students in the School of Business Administration. The scholarship will be awarded to a deserving student, who demonstrates financial need as determined by the University's Office of Financial Aid. If awarded prior to the senior year, the scholarship may continue to be awarded if the student continues to maintain their course of study and a grade point average above 3.0 (grading scale of 4.0).

MAURICE KANBAR '52 SCHOLARSHIP: Awarded to a high-achieving, innovative student.

LARRY KARLIN '50 SCHOLARSHIP: For an economically disadvantaged male and female undergraduate student in their junior years, majoring in a textile-related field, without regard to grade point average and who have successfully completed the Global Leadership Program (GLP). In those years when students (male and/or female) cannot be identified as having successfully completed the Global Leadership Program, the GLP selection criteria can be temporarily suspended so that the funds can be allocated to a student or students who meet the other selection criteria.

KATE SPADE & COMPANY FOUNDATION SCHOLARSHIP: For a needy minority student.

JOHN J. KAUFMANN MEMORIAL SCHOLARSHIP: For a freshman enrolled in a textile major, demonstrating academic excellence and financial need.

BORIS KROLL H'71 SCHOLARSHIP: For a student enrolled in Textile Design.

DENNIS KURONEN ENDOWED SCHOLARSHIP: For students majoring in Graphic Design Communication or a related field. The Scholarship will be awarded to a deserving student(s) who demonstrates financial need as determined by the University's Office of Financial Aid. The Scholarship will continue to be awarded if the recipient continues in good academic standing.

ROGER LAVIALE SCHOLARSHIP: To assist Jefferson students studying in Scotland at Heriot-Watt.

MR. AND MRS. ROBERT LEVISON SCHOLARSHIP: For a deserving student enrolled in any degree-seeking curriculum.

DR. GEORGE A. LINTON TRUST: For a student enrolled in a textile curriculum who demonstrates financial need.

STEVEN GARY LITCHMAN '69 MEMORIAL SCHOLARSHIP: For a deserving student majoring in textiles.

LOCKYER FAMILY SCHOLARSHIP: For a needy student from the greater Philadelphia region.

AMBER J. LONG '11 SCHOLARSHIP: In memory of Amber Long, this scholarship is awarded to students beginning in their fourth year who are majoring in Architecture choose to pursue study abroad opportunities. Must demonstrate financial need as determined by the University's Office of Financial Aid. The Scholarship will continue to be awarded if the recipient maintains his or her course of study and a grade point average above 3.0 (grading scale of 4.0). If there is no qualifying applicant, the award may be given to any architecture student on an annual basis who meets the other criteria.

JAMES J. AND FRANCES M. MAGUIRE SCHOLARSHIP FOR ACADEMIC EXCELLENCE: Awarded to 3 exemplary students entering Jefferson in their freshman year and is renewable through matriculation. Students must have and maintain a minimum 3.5 cumulative GPA and minimum 1100 on SAT (Critical Reading + Math) or 23 ACT composite and demonstrate financial need as determined by the University's Office of Financial Aid.

MAGUIRE FOUNDATION SCHOLARSHIP: The Maguire Scholars Program provides last dollar scholarship support to up to five students in the incoming freshman class for four years of matriculation. Eligible students are selected from eighteen Faith in the Future high schools, Mount Saint Joseph Academy,

LaSalle College High School, St. Joseph's Preparatory School, Cristo Rey (beginning in 2016), AIM Academy, Merion Mercy Academy, and six Mastery Charter Schools (Hardy Williams in 2016). Maguire Scholars must remain in good academic standing (3.0) and be an active participant in school and/or community volunteer extra-curricular activities.

MARCDavid LGBTQ ENDOWED SCHOLARSHIP: Awarded to undergraduate students who demonstrate active leadership and advocacy for LGBTQ causes. Students are eligible to receive the scholarship beginning in their sophomore year. The scholarship will be awarded to deserving students who demonstrate financial need as determined by the University's Office of Financial Aid, but leadership and advocacy for the LGBTQ community is paramount. The Scholarship may continue to be awarded if the recipient maintains a GPA above 3.0 (grading scale of 4.0).

CHRISTOPHER K. MCHUGH '86 SCHOLARSHIP: For a deserving undergraduate student in his/her junior year who has demonstrated financial need and a strong determination to succeed.

MEMORIAL SCHOLARSHIP: For a deserving student.

WILLIAM JOSEPH MILOWITZ SCHOLARSHIP: For deserving and underprivileged students who meet the academic requirements of the University.

KRISTINE A. MINNICK '97 SCHOLARSHIP: To a deserving Physician's Assistant student in the fifth year of school with a minimum 3.3 GPA and need. Applications are to be submitted to the Physician's Assistant Program Director.

MISCELLANEOUS ENDOWED SCHOLARSHIP: For deserving students in any curriculum.

MICHAEL AND EVELYN MUTOLESE SCHOLARSHIP: For a student who has financial need and is studying textiles, apparel or fashion merchandising.

RUTH AND MORRIS NISSMAN SCHOLARSHIP: For a deserving U.S. citizen, without regard to major, who demonstrates creativity (in any discipline) and empathy for others. Special consideration will be given to a student who has challenges to overcome and demonstrates the resolve to build a better world. The scholarship will be effective beginning in the student's freshman year and will continue into succeeding years if the recipient continues to maintain a GPA above 2.5 and demonstrates a commitment to creating understanding within the University and broader community.

OFFICE DEPOT SCHOLARSHIP: For deserving students in any curriculum.

OUGHTON FAMILY SCHOLARSHIP FOR VETERANS: Provides financial support to students who served in one of the five branches of the U.S. Military (Marine Corps, Army, Navy, Air Force, and Coast Guard) and received an Honorable Discharge, or is currently serving on active duty or as a reservist in one of the aforementioned branches. Award to a deserving student demonstrating financial need in their freshman year and continuing for a total of four years if the student maintains a GPA of 3.0.

VITO S. PANTILIONE ENDOWED SCHOLARSHIP: Awarded to high-achieving students with a preference for those majoring in Finance or Accounting. If none can be identified, then the Scholarship may be awarded to students whose majors are within the School of Business Administration who otherwise meet the

established criteria. The Scholarship will be awarded to a deserving student who demonstrates financial need as determined by the University's Office of Financial Aid, beginning in her or his freshman year. The Scholarship will continue to be awarded if the student maintains his or her course of study and a grade point average above 3.0 (scale of 4.0). If there is no qualifying freshman applicant, the award may be given to a sophomore, junior or senior who meets the other criteria.

PHILADELPHIA MEN'S AND BOYS' APPAREL ASSOCIATION SCHOLARSHIP: For a student majoring in Fashion Industries Management or Apparel.

PHILADELPHIA TEXTILE ASSOCIATION SCHOLARSHIP: For a student who is majoring in one of the textile fields. Preference is given to a Philadelphia-area resident.

PHILADELPHIA WOOL AND TEXTILE ASSOCIATION AWARD: For a deserving textile student with 60 or more credits who demonstrates need and is actively involved with a campus-based or community-based service organization.

LIZ PICKETT '12 MIDWIFERY GIFT SCHOLARSHIP: Awarded to students enrolled in any of the Midwifery degree programs at the University who demonstrate financial need.

JOHN '70 AND BARBARA PIERANTOZZI SCHOLARSHIP: Established by John's fellow alumni, colleagues and friends in honor of his service to Jefferson in a variety of leadership roles from 1974 until his retirement in 2011. The scholarship will be awarded annually to a freshman student with demonstrated financial need as determined by the University's Office of Financial Aid. First preference will be given to Philadelphia residents.

HARRY REIMER SCHOLARSHIP: For a well-deserving student in any curriculum.

ARTHUR B. ROBERTSHAW JR. '23 SCHOLARSHIP: For junior- or senior-level students studying textiles.

ROCKIN' CHRISTMAS SCHOLARSHIP: For a strong, academically qualified student from Lee County, Florida; a student demonstrating high levels of excellence in academics and athletics and/or math, science, music, chemistry, biology or architecture; and/or has lost a parent due to illness or sudden death.

CHRISTOPHER RONDEAU SCHOLARSHIP: For eligible Planet Fitness associates (franchisee owners, and employees of franchises and Planet Fitness Headquarters) pursuing an undergraduate, graduate, or online degree at Jefferson, not to exceed tuition or University charges. The scholarship will continue to be awarded if the recipient(s) maintains his or her course of study and a grade point average above 3.0. If there is no qualifying applicant, the award may be given to any deserving student on an annual basis.

KAY AND HAROLD R. RONSON '51 SCHOLARSHIP: For deserving students in any curriculum.

ARTHUR SALAMAN SCHOLARSHIP: For a deserving student-athlete with need and a 3.0 GPA.

FRANK L. SCARDINO '58 TEXTILE SCHOLARSHIP: Awarded to students majoring in Textile Design, Textile Materials Technology and/or Textile Engineering who exhibit financial need, are driven to excel, and wish to pursue meaningful careers in the Textile Industry.

EDGAR L. SCHLESINGER SCHOLARSHIP: For a student in any curriculum.

SCHWAB FAMILY SCHOLARSHIP: Awarded to a junior Fashion Merchandising or Fashion Industry Management student with a 3.0 GPA.

THOMAS R. SHIRLEY, SR. SCHOLARSHIP: For a deserving student from the Roxborough, Manayunk or East Falls neighborhoods, or a student from the Philadelphia area.

JOHN SICHEL MEMORIAL SCHOLARSHIP: For a deserving student in any area of study.

SIGMA PHI EPSILON SCHOLARSHIP: Awarded to students who model the Sigma Phi Epsilon philosophy of developing promising young leaders. The scholarship will be awarded to a deserving student(s) who demonstrates financial need as determined by the University's Office of Financial Aid, beginning in their sophomore year. The scholarship will continue to be awarded if the student continues in good academic standing. In addition, candidates for this scholarship should demonstrate leadership and participation in student activities and service. Preference will be given to students who serve as class officers or officers of university supported organizations, and who are members of the Greek community.

ALLEN SIRKIN '64, H'10 SCHOLARSHIP: Awarded to a needy student enrolled in Fashion Industry Management or Textiles.

RICHARD D. SMITH MEMORIAL SCHOLARSHIP: A scholarship restricted for a Textile major.

W.W. SMITH CHARITABLE TRUST: Given to academically qualified students from middle-income families who are usually not eligible for federal and state grant assistance.

ARTHUR SOBEL SCHOLARSHIP: For deserving students enrolled in the Textile Design, Textile Engineering or Chemistry programs.

JOHN L. STEEN '59 SCHOLARSHIP/FELLOWSHIP: For a U.S. citizen who is a full-time undergraduate student majoring in Textile Engineering, Industrial and Systems Engineering with a minor in Textile Engineering, Textile Technology, Textile Design or Textile Management and Marketing (must be a concentration in apparel, fabric development, quality assurance or textile production). The Steen Scholarship for undergraduate students will be effective beginning in the student's sophomore year and continue into succeeding years if the recipient maintains a grade point average above 3.0 (grading scale 4.0) and demonstrates a commitment to his/her chosen career field. In the event that an undergraduate student is not available, the John L. Steen Graduate Fellowship must be awarded to a U.S. citizen who is a full-time graduate student majoring in Textile Engineering. The Steen Fellowship will continue into succeeding years if the recipient maintains a grade point average above 3.0 (grading scale 4.0). The recipient, either an undergraduate or graduate student, is expected to demonstrate leadership skills and actively participate in community service. In all cases, a resident of the State of New Jersey will be given preference.

BERNARD STEUR SCHOLARSHIP: For a Textile Engineering student with a strong interest in knitting.

FLORENCE STEWART SCHOLARSHIP: For a deserving student from Asia, particularly from Singapore or Indonesia.

BERTRAM A. STROOCK '11 SCHOLARSHIP: For a deserving student.

MICHAEL T. SULLIVAN '86 MEMORIAL SCHOLARSHIP: For deserving students in part-time evening programs; awarded annually.

SWITZER FOUNDATION SCHOLARSHIP: Awarded to women majoring in Fashion Merchandising and Management whose legal residence is within 50 miles of New York City, NY.

TEXTILE VETERANS ASSOCIATION SCHOLARSHIP: For a sophomore who demonstrates financial need and outstanding scholarship.

THACKRAH SCHOLARSHIP: Awarded to students in their Junior or Senior year who need financial help in order to graduate. Scholarship is renewable if awarded prior to the Senior year and student maintains a GPA above 3.0.

W. FRANK UHLIG '29 SCHOLARSHIP: Preference is given to a student studying in textile and chemistry.

UPS SCHOLARSHIP: Distributed by the Association of Independent Colleges and Universities of Pennsylvania to a deserving student selected by the University's Financial Aid Office.

KELLY MARIE VOGDES '01 SCHOLARSHIP: established in memory of Kelly Marie Vogdes, who graduated from Philadelphia University in 2001, for students studying Fashion Merchandising and who are graduates of Camden Catholic High School.

FREDERICK WASSON SCHOLARSHIP: For students in any major.

MARTIN WEINER SCHOLARSHIP: Preference is given to Korean or other international students.

J. BYRON WOLBACH SCHOLARSHIP: For a student majoring in Textile Engineering, Textile Technology or Textile Design. First consideration given to dependents of Lawrence Schiff Silk Mills employees.

WILLIAM WOOD SCHOLARSHIP: For a student deemed deserving.

YOUNG MENSWEAR ASSOCIATION/LEVI STRAUSS FOUNDATION ADVANCED STUDIES SCHOLARSHIP: For graduate-level textile and apparel students.

YOUNG MENSWEAR ASSOCIATION ENDOWED SCHOLARSHIP: For a deserving student enrolled in a textile or apparel program.

YOUNG MENSWEAR ASSOCIATION GIFT SCHOLARSHIP: Given to students who are pursuing educational courses that will benefit the men's apparel/textile industry and who have a demonstrated need for financial assistance.

FRANCIS J. ZEGLEN TEXTILE SCHOLARSHIP: Awarded to students majoring in Textile Design, Textile Materials Technology and/or Textile Engineering who exhibit financial need, are driven to excel, and wish to pursue meaningful careers in the Textile Industry.

Undergraduate Financial Aid

Financial Aid Office 215.951.2940, financialaid@PhilaU.edu, www.PhilaU.edu/financialaid

At Jefferson, we believe that no student should be denied the opportunity for post-secondary education solely because of lack of adequate financial resources. In keeping with this philosophy, the Financial Aid Office provides information to students about financial planning and distributes financial aid resources to qualified students. The amount of financial aid available to any student is based on academic performance, need and the availability of funds. A financial aid consumer booklet is available on request from the Financial Aid Office located in the White Corners building.

HOW TO APPLY

Submit the FAFSA at www.fafsa.gov by April 15. Federal school code is 013549.

To apply, students should submit a Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.gov by April 15. Jefferson's federal school code is 013549. Applicants are considered for all types of aid for which they might qualify. Entering students must be accepted for admission before their requests for aid can be considered. Late applicants will be considered as long as funds continue to be available. All financial aid, with the exception of Federal Work Study, is credited to the student's account at the beginning of each semester.

Aid awards are made for one academic year at a time. Students must submit new financial aid applications each year by April 15 to qualify for financial aid assistance. Renewal awards are based on academic performance and continuing financial need. Aid may be withdrawn if a student fails to make satisfactory academic progress, fails to report financial aid from sources outside the University, owes a refund on a federal or state grant, or is in default on a student loan.

TYPES OF AID AVAILABLE

Federal Pell Grant: A Federal Pell Grant is a grant administered by the U.S. Department of Education. Grants may range up to \$ \$6,095 per year for undergraduate students with financial need. Pell grants are limited to 600% of Pell usage.

Federal Supplemental Educational Opportunity Grant (SEOG): Federal SEOG is a grant program administered by the University. Awards are based on need and other grant eligibility.

Federal Work-Study Program: The Federal Work-Study Program is designed to stimulate and promote the part-time employment of college students who have demonstrated financial need and who require the wages from the employment to pursue their studies. Students in the Federal Work-Study Program are employed by the University. Students are paid biweekly for the hours worked during the preceding pay period. Federal Work-Study is not deducted from the student's tuition invoice. Employment under the Federal Work-Study Program is awarded as part of the financial aid package.

The Financial Aid Office assists in matching students with a job based on completion of an online job application form.

Federal Direct Stafford Loan: Loans are available to students enrolled for at least six credit hours per semester. Students may borrow up to \$3,500 per academic year for the freshman year, \$4,500 for the sophomore year and \$5,500 per academic year for the junior and senior years. The total amount outstanding that students may borrow for undergraduate study is \$23,000.

The annual interest for loans first disbursed on or after July 1, 2018, for the 2018-19 academic year is 5.05%. The government will pay this interest until a student has terminated his/her studies, or has dropped below half-time status. The student will have a six-month grace period until the student must begin repayment of the principal and interest.

There is a 1.066 percent loan-origination fee deducted from the face value of the loan.

Under current regulations, all applicants must pass a needs test to qualify for this loan. A FAFSA must be filed prior to certification of a loan application by the University. The student must maintain satisfactory progress to renew the loan.

An application for a Federal Direct Stafford Loan can be completed at www.studentloans.gov. If a paper application is preferred, contact the Financial Aid Office. Sample repayment plans for Federal Direct Stafford Loans are available on our webpage.

Entrance and Exit Interviews: Federal law requires that every student receiving a Federal Direct Stafford Loan through Jefferson must complete both an entrance and exit interview. These sessions are completed online at www.studentloans.gov.

Unsubsidized Federal Direct Stafford Loan: The Unsubsidized Federal Direct Stafford Loan provides students, who do not qualify for all or part of the Federal Direct Stafford Loan due to need restrictions, the opportunity to obtain a low-interest loan. The annual limits a student can borrow are identical to the Federal Direct Stafford Loan program. Under a new federal program, students can borrow an additional \$2,000 of unsubsidized loans when coupled with their existing Stafford Loan amount. The distinguishing feature of the Unsubsidized Federal Direct Stafford Loan is that the interest begins to accrue upon disbursement of the loan. Principal payments start six months after the student leaves the University or drops below half-time status. Application procedures are identical to those for a Federal Direct Stafford Loan. Interest rates for loans disbursed after July 1, 2018, for the 2018-19 academic year will be 5.05%.

Direct Stafford Loan borrowers (subsidized and unsubsidized) will be limited to borrowing for only 150% of the length of their academic program.

Federal Direct PLUS Loans: Parents of dependent undergraduates may borrow up to the student's cost of attendance minus any estimated financial aid. Eligibility is based on the borrower's credit rating. The annual interest rate is a fixed rate of 7.60% for the 2018-19 academic year. Loan fees of 4.264% will be deducted from the face value of the loan.

Repayment of principal and interest begins 60 days after the loan is disbursed. All PLUS borrowers have the option of deferring the payment of the PLUS Loan interest and principal until after the student

graduates or drops to less than half-time status. Applications for the PLUS Loan are available at www.studentloans.gov.

Jefferson Grants are offered to full-time undergraduates who have established financial need. The selection is made by the Financial Aid Office.

Faculty Scholarships and Grants: Scholarships and grants are awarded to students based on academic performance at the time they enter the University. These awards are renewable each year of full-time enrollment as long as minimum grade-point average requirements are met.

Pennsylvania Higher Education Assistance Agency (PHEAA): PHEAA is a state grant program for undergraduate Pennsylvania residents who will be enrolled full-time (12 or more credit hours per semester).

All Pennsylvania residents applying for financial assistance from Jefferson are required to apply for a PHEAA grant.

Other State Grant Programs: Delaware, Connecticut, Massachusetts, Ohio, Rhode Island, Vermont and West Virginia, along with some other states, offer state grant awards to students who are residents of these states. Students should contact the appropriate state grant agency for more information.

Privately Sponsored Scholarships: Most libraries have books and brochures that list hundreds of scholarships and loan programs. Many of these awards are given to students meeting special conditions such as membership in an ethnic group or religion, academic major, parental employment or labor union association, and parent or student fraternal affiliation.

Veterans and Veterans' Dependent Benefits: The Post 9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001. This new GI bill also has a transferability component allowing service members to transfer unused educational benefits to immediate family members. For additional information regarding the Post 9/11 GI Bill go to www.gibill.va.gov. Veterans who served on continuous active duty for 181 days or more after January 31, 1955, may be eligible for educational benefits under the Montgomery G.I. Bill or Veterans Educational Assistance Program (VEAP). In addition, a variety of loans, employment opportunities and other forms of financial assistance are available to veterans. A student who is the dependent of a veteran who died or is permanently disabled as a result of service in the armed forces and students who are serving in the reserves may be eligible for educational benefits. The Financial Aid Office has further information, or contact the Veterans Administration at www.va.gov.

Yellow Ribbon Program: Jefferson also participates in the Yellow Ribbon Program. Contact the VA at www.va.gov for more information regarding the qualifications for that program.

Tuition Exchange Program: Jefferson is a member of the Tuition Exchange Program. If a parent is employed by a participating college or university, students may be eligible for consideration through the Tuition Exchange Program. Interested persons should contact their place of employment or the University Financial Aid Office for more information.

Athletic Scholarships: Athletic scholarships are available in men's and women's varsity sports. The number of scholarships, the requirements, academic standards and awards are controlled by Jefferson and by the NCAA regulations for men's and women's varsity sports. Contact the Department of Athletics at 215.951.2720 for more information.

Federal Income Tax Credits: The American Opportunity Tax Credit offsets the cost of tuition, fees, course-related books, supplies and equipment for higher education by reducing the amount of income tax for which you are liable. In addition, the credit is partially refundable, which means that you may be able to claim the tax credit and receive a check from the IRS even if you owe no income tax. The amount of the credit can be up to \$2,500 per student and income restrictions apply. For more information, contact the Internal Revenue Service at www.irs.gov.

Endowed and Gift Scholarships: Each year, the University receives funds for a limited number of scholarships for eligible students. Although donors may place some restrictions on these funds, academic achievement and need are the primary factors to be considered in determining scholarship eligibility. However, a limited number of scholarships are based solely on academic excellence.

AID POLICIES

ACADEMIC PROGRESS REQUIREMENTS

The University is required to establish satisfactory academic progress standards for its federal financial aid recipients in accordance with the U.S. Department of Education regulations. These standards ensure that only those recipients demonstrating satisfactory progress toward the completion of their educational programs continue to receive financial aid.

Whether a student is considered to be making satisfactory academic progress depends on successful semester completion of courses (credit hours), cumulative grade point average (GPA) and maximum time limits to complete their course of study. Students must meet all the requirements listed below:

- **Semester Completion Requirement:** A student must have earned hours equal to at least 75 percent of cumulative hours attempted to remain in good standing. Students earning less than 75 percent of the cumulative hours attempted will be placed on financial aid probation. Attempted hours are defined as the hours for which the student is enrolled and charged as of the census date of each semester. Earned hours are defined as the sum of hours for which a student has earned a grade of "A," "B," "C" or "D." Withdrawals, incompletes, audits and failures are not earned hours. Passing grades received for pass/fail courses are considered attempted and earned hours; failing grades in pass/fail courses are considered attempted but not earned. Repeated courses are included in the calculation of attempted and earned hours.
- **Grade Point Average Requirements:** Students must maintain a cumulative grade point average (GPA) of 2.0 or have academic standing consistent with the requirements for graduation as determined by the University. Jefferson- East Falls academic standards are outlined in this undergraduate course catalog.
- **Maximum Time Limit Requirements:** A student's eligibility for financial aid will be terminated once they have attempted more than 150 percent of the normal credits (as defined in the undergraduate course catalog) required for his/her degree program. All attempted hours are

counted, including transfer hours, whether or not financial aid was received or the course work was successfully completed.

- **Evaluation of Academic Progress:** A financial aid recipient's satisfactory academic progress is evaluated after each semester of the academic year. At that time, a student will either be in good standing, be placed on financial aid probation warning status, or be placed on financial aid probation. Financial aid probation will require an appeal for aid reinstatement and an academic plan coordinated with the student's academic advisor. This plan will be the new standard by which the student will be evaluated for academic progress. The student must meet all three progress requirements (completion rate, GPA and fall within the maximum time frame) to remain in good standing. Student will be notified by the Financial Aid Office if he/she is placed on probation or denial status for financial aid.
- **Warning status:** Warning status will not prevent the student from receiving financial aid. The probationary semester is meant to inform the student of potential academic problems and provide time for corrective action. If a student does not meet the satisfactory academic progress standards after the probationary period, probation status could be imposed. Probation status will prevent the student from receiving any Title IV and institutional financial assistance for future enrollment until such time as the student meets all satisfactory academic progress standards.
- **Appeal and Reinstatement:** Students may appeal their probation status by submitting an Appeal Form to the Director of Financial Aid, along with an academic plan coordinated with the student's academic advisor. Appeal forms are included in the letter informing students of their probation status and should be submitted to the Financial Aid Office.

Some circumstances such as medical problems, illness, death in the family, relocation, employment changes or personal problems can be considered for an appeal. Documentation verifying the situation may be requested.

Submission of the form is required within four weeks of receipt of the denial letter. The Director of Financial Aid will review the appeal and contact the student via letter as soon as a decision is reached.

Students can raise their GPA and/or satisfy credit deficiencies by taking additional coursework at Jefferson- East Falls campus without receiving financial aid. Students can eliminate credit deficiencies, but not GPA deficiencies, by successfully completing approved coursework at another institution without receiving aid at that institution. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the semester in which the student incurred the deficiencies. The student must submit a copy of the academic transcript to both the Financial Aid Office and Registrar's Office.

The policy does not preclude a student from enrolling in subsequent semesters. Students may have their financial aid reinstated by the Financial Aid Office once all satisfactory academic progress standards are met. It is the student's responsibility to inform the Financial Aid Office once they have fulfilled the necessary requirements.

Repeat coursework

Students repeating coursework in which they received a passing grade more than two times will not be eligible to receive federal financial aid for those courses.

Grade level advancement policy for Stafford Loan eligibility

1-29	Freshman level
30-59	Sophomore level
60-89	Junior level
90-up	Senior level
120-up	(for Architecture students only) 5th year

Tuition Refund Policy

For details on tuition refund, see <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tuition-refund-policy.html>.

Financial Aid Refund Check Policy

Financial aid will be applied to tuition first. Any remainder must be applied to all other University charges before a refund check is issued. Students who are credited with aid in excess of their tuition and other charges will be mailed a refund check within 14 days of the financial aid disbursement to their student account. Financial aid typically disburses after the second week of classes. Students can sign up in QuikPAY for direct deposit of their refund. The parent borrower will be refunded, by mail, any excess funds resulting from a Parent PLUS loan.

Return of Title IV Funds

The Office of Financial Aid is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula. The number of days completed up to the withdrawal date divided by the total days in the payment period or term equals the percent of the payment period or term completed. (Any break of five days or more is not counted as part of the term.) The percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid (100 percent minus the percentage of earned aid).

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student may be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution will offer the student a post-withdrawal disbursement via a letter, which, if accepted, must be paid within 120 days of the student's withdrawal. The student must accept or decline the post-withdrawal disbursement within the time frame indicated in the letter.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Stafford Loans
- Subsidized Federal Direct Stafford Loans
- Federal Graduate PLUS Loans
- Federal Parent (PLUS) Loans
- Federal Pell Grants
- Federal Supplemental Opportunity Grant

Graduate Admissions

For information on graduate degree programs, contact the Office of Graduate Admissions 215.951.2943 GradAdm@PhilaU.edu; www.eastfalls.jefferson.edu/graduate.

Accreditation: Graduate programs at the University are approved by the Department of Education of the Commonwealth of Pennsylvania and accredited by the Middle States Association of Colleges and Secondary Schools. Accreditations associated with specific schools and programs can be found on the respective school/program webpages at www.Jefferson.edu.

Graduate students are taught by a faculty that includes both full-time professors and experienced industry professionals and practitioners. Their academic credentials and industry experience make them uniquely qualified to provide students with the knowledge to become successful professionals in their chosen fields.

Graduate classes average about 18 students and are offered in the late afternoon/early evening hours and occasionally on weekends. Some graduate programs offer courses during the day. Students may begin graduate coursework in the fall (August), spring (January) or summer (May and July) semesters. Some programs enroll students throughout the calendar year. Others are limited to one start-term per year.

Any individual who has or is about to receive a bachelor's degree from an accredited university is eligible to apply. Graduate programs are designed to accommodate students from all undergraduate disciplines. The Admissions Committee admits those students who show the capacity and motivation to pursue a challenging graduate program.

Applications are accepted throughout the year for entrance in the fall, spring or summer semesters. Required application materials vary from program to program. When deciding to apply for admission, applicants should visit their desired program website for full application details.

INTERNATIONAL STUDENTS

The University welcomes applications for admission from qualified international students. Persons who have completed their studies outside the United States must present all official post-secondary school credentials. Such credentials must include all studies completed to date, marks or examination results received, degrees, diplomas and certificates earned. International applicants may be asked to submit a course by course evaluation of academic credentials provided by an evaluation service accredited through the National Association of Credential Evaluation Services (NACES). For a full listing of accredited evaluation services, visit www.NACES.org. Documents must be authenticated or certified, and those not written in English must be accompanied by official English translations.

After acceptance is granted, a matriculation deposit, an International Student Agreement Form, a Statement of Financial Support and current bank statements are required for the University to issue a SEVIS I-20 form.

English Language Requirement

All international graduate students are required to show proficiency in English at the time an application is considered. Required levels of English proficiency are any one of the following:

- Test of English as a Foreign Language exam (TOEFL) – minimum of 79 (Internet-based) or equivalent
- International English Language Testing System exam (IELTS) – minimum of 6.5
- Successful completion of Level 5 at BridgePathways at Jefferson
- ELS certificate with successful completion of Level 112 – English for Academic Purposes (or equivalent)
- Proof of successful completion within the last year from an accredited English language program also approved by Jefferson. For a current listing, visit the International Admissions website.
- Doctoral programs have greater English Language requirements since their writing and research expectations are more intensive.

ACCEPTANCE CLASSIFICATIONS

Students may be admitted to a particular graduate program under one of the following acceptance classifications:

Acceptance

Students who have met all admissions requirements with satisfactory performance as judged by the Admissions Committee are granted full acceptance. Full acceptance is granted only when the student's file is complete. A complete file includes all required application materials as listed on the Graduate Admissions or graduate program website. *Note: Individual graduate programs may require additional admission materials for full acceptance.*

Probationary Acceptance

Students with academic performance and/or test scores below the normally acceptable levels but show potential to be successful in a graduate program may be granted probationary acceptance at the discretion of the Office of Graduate Admissions. Probationary students will be monitored closely by the program director during their first three courses. Failure to maintain a 3.0 or better GPA is cause for dismissal. After the completion of three courses, with a cumulative GPA of at least a 3.0, the probationary status may be removed at the discretion of the program director.

Conditional Acceptance

The University reserves the right to grant conditional acceptance to students who are missing some of their application materials but who otherwise meet admissions criteria. Conditional acceptance is limited to one semester, during which time the missing application materials must be submitted. Completed application materials will then be reviewed for full acceptance. Individual programs have different requirements for conditional acceptance, and some programs do not offer conditional

acceptance. Conditional admission is also granted when certain foundation courses are needed prior to starting core graduate program courses.

Non-Degree Acceptance

In certain circumstances, a student may wish to apply as a non-degree student. To apply for non-degree status, students need to submit an admissions application and a transcript indicating the possession of a bachelor's degree. A maximum of three graduate courses may be taken as a non-degree student. Courses taken under non-degree status may be applied to a degree program, but only after all admissions requirements are met and full acceptance is granted. Acceptance as a non-degree student does not guarantee full acceptance into a graduate program. To change from non-degree to degree status, students must complete all admissions requirements and apply for a change of degree status to the Office of Graduate Admissions. Non-degree acceptance is not available for all programs.

Readmission

Students who have not registered for two consecutive semesters (excluding the summer) must apply directly to the Office of Graduate Admissions for readmission. To be readmitted, students must be in good academic standing (minimum GPA 3.0) and must have no financial obligation to the University. Students must submit official transcripts from any institutions attended since leaving Jefferson. Readmission is also subject to available space in the program. Students should check with their program director upon re-entry to review any curriculum changes that may have occurred. Students may be asked to complete additional requirements to graduate.

The University's Right to Withdraw Your Offer of Admission

Students planning to join us for their graduate education must notify the Office of Graduate Admissions should there be any substantial changes to their academic or disciplinary records between acceptance and matriculation. The University reserves the right to withdraw an offer of admission in the event that

1. the student shows a significant drop in academic performance,
2. the student fails to graduate from an accredited undergraduate degree program,
3. the student has misrepresented themselves in the application process, or
4. the University learns that the student has engaged in behavior prior to enrolling that indicates a serious lack of judgement or integrity.

DOCUMENTATION

All documents received as part of the admissions procedure become the property of the University. They will not be duplicated, returned to the applicant or forwarded to any other college, university, individual or agency. One copy of each of the transcripts will be released to the program director.

STATEMENT OF PHILOSOPHY OF GRADUATE EDUCATION

Graduate education at Jefferson-East Falls is an extension of the University's mission to offer professional education. Programs combine theory and practice, scholarly research and application to produce graduates who are prepared for both senior levels of responsibility and further graduate study, including the doctorate. Curricula are organized around foundation, core, concentration and elective courses, and are taught by both full-time faculty and practicing professionals. Curricula are based on

measurable learning outcomes developed by University faculty and professional standards as defined by both professional associations and practicing professionals.

Graduate Financial Information

Billing questions? *Contact the Student Accounts Office 215.951.5988 studentaccounts@PhilaU.edu. Go to www.eastfalls.jefferson.edu/studentaccounts for more information.*

Cashier located on the first floor of Archer Hall: Monday-Friday, academic hours 9:30 a.m. to 4 p.m.; 9:30 a.m. to 4 p.m. summer hours.

STATEMENT OF FINANCIAL RESPONSIBILITY

An individual's registration as a Jefferson student constitutes his or her agreement to make timely payment of all amounts due. Jefferson uses electronic means (email and the Internet) as a primary method of communication and of providing billing, payment, and enrollment services. Signatures or acknowledgments provided by the student electronically to Jefferson University via Jefferson systems and/or @students.philau.edu or @philau.edu email are valid and legally binding. Additionally, by accepting Jefferson's offer of admission and enrolling in classes, each student accepts responsibility for paying all debts to the University, including tuition and fees, for which he or she is liable. Details of the University's billing policies are outlined on the University website: www.eastfalls.jefferson.edu/studentaccounts/billing.

EXPENSES FOR 2018-2019

Tuition and Fees

Graduate tuition for the 2018-2019 academic year is \$1,170 per credit hour. Credit by examination is \$1,170 per course. Graduates are charged a \$100 graduation fee. For full-time students enrolled in the Physician Assistant Studies Program, the annual tuition is \$43,980. The tuition is \$970 per credit for students enrolled in the Midwifery Program only. Students enrolled in the Industrial Design program will be billed \$1,660 per credit hour. Students in the Doctorate in Strategic Leadership Program will be billed \$1,625 per credit. A \$30 per credit hour educational services fee will be charged to all graduate students. Physician Assistant students will be charged \$217 per trimester for the educational services fee. Graduate students who take day or evening undergraduate classes pay the graduate tuition rate for these classes. An international student fee of \$110 per semester will be charged to all graduate students who are not U.S. citizens or permanent residents.

Health Insurance

All graduate students in **health sciences programs** within the College of Science, Health and the Liberal Arts are required to have health insurance coverage. Health insurance policy can be obtained either through their family policy, an individual policy or through the University-sponsored health and accident plan. Graduate students in health sciences programs within the College of Science, Health and the Liberal Arts are also encouraged to participate in the Needle Stick policy. Health insurance policy will be billed **automatically** for these students. Students will be billed for half of the annual policy in the fall semester (\$848) and half of the annual policy in the spring semester (\$848). Students who withdraw or

graduate during the fall semester will only have coverage through December 31. Students who begin their studies in the spring semester will be billed the spring/summer rate of \$1,096. Students who have private insurance coverage may complete an online waiver that may be accessed on WebAdvisor. The waiver must be completed annually. The waiver deadlines are the fourth Friday in September, for the fall. Only students who are newly enrolled for the spring semester may waive the health insurance in the spring. The waiver deadline for the spring is the second Friday in February.

Other graduate students enrolled in at least three credits may choose to be enrolled in the University-sponsored plan. Open enrollment for the fall semester ends the fourth Friday in September and open enrollment for the spring semester ends the second Friday in February. For information on the University-sponsored plan, please contact the Student Accounts Office.

Health Insurance for International Students

In adherence with immigration laws, all international students are required to have health insurance coverage. Documentation of adequate health insurance must be provided via the online waiver on Web Advisor by the fourth Friday in September for the fall semester and by the second Friday in February for the spring semester. If documentation of adequate health insurance is not provided, the student's account will be charged for the University-sponsored health and accident plan. Adequate health insurance must include coverage for the academic year, be licensed to do business in the United States, have a U.S.-based office and a U.S. telephone number.

STUDENT BILLING

Student Accounts Office *Located on the first floor of Archer Hall: Monday-Friday academic hours 9 a.m. to 5 p.m.; 9 a.m. to 4:30 p.m. summer hours.*

Tuition is due by the first day of each semester. Students may pay by one of the following options:

1. Remit payment in full
2. Monthly payment plan
3. Third Party Billing
4. Financial Aid

Monthly Payment Plan:

Graduate students who wish to pay their tuition in monthly installments over the course of the semester can do so at www.philau.afford.com. There is a nominal enrollment fee for this interest-free payment option. A new enrollment with TMS will be required for each semester.

Third Party Billing:

Students whose employers offer tuition remission will need to submit this information to the Student Accounts Office by the first day of the semester. In the event of non-payment by the employer, the student will be responsible for all charges. Notification will be required each semester. Students whose

employers offer tuition reimbursement will be responsible for paying the tuition by the first day of classes each semester and submitting the proof of payment to their employer for direct reimbursement.

Financial Aid

To use financial aid, be certain all the proper forms are completed and approved by the Financial Aid Office before registering for courses. Questions about financial aid are handled by the Financial Aid Office. For detailed information regarding financial aid for graduate students, please visit www.eastfalls.jefferson.edu/financialaid/graduate.

Tuition Insurance:

The University has contracted with A.W.G. Dewar to provide students with tuition insurance. The 2018-2019 rate is \$5.16 per credit hour. Graduate and evening students are billed for tuition insurance on a per-credit basis. Graduate students in the trimester programs are billed a flat rate per trimester for the plan, which insures each student's comprehensive tuition charges. The 2017-2018 rate is \$65.23 per trimester for Physician's Assistant students enrolled in the professional phase classes, \$44.09 for returning Doctorate in Strategic Leadership students, and \$69.08 for Strategic Design MBA.

A tuition insurance claim may be filed in the event that a student must withdraw from the University due to a serious illness or accident after the published tuition refund deadlines. This coverage will be billed automatically each semester, including the summer terms. Students may opt to waive this coverage via WebAdvisor. The waiver is good for only the one academic year. You will need to process the waiver annually. Waivers for the 2017-2018 academic year, including the 2017 summer semesters, may be completed after April 15. Students who waived for the 2016-2017 academic year will need to complete the waiver again after April 15 to waive for the 2017-2018 academic year. Students who opt to waive the tuition insurance coverage will be responsible for billed expenses if they require a medical withdrawal after the published tuition refund dates. The annual tuition insurance waiver deadlines are the same as those outlined under Health Insurance. Claim forms for the tuition insurance are available in the Student Accounts Office.

Tuition is due by the first day of each semester. Checks should be made payable to Thomas Jefferson University, P.O. Box 95000-4210, Philadelphia, PA 19195-0001, with the student's identification number clearly indicated on the face of the check. If the University receives a total of three non-sufficient funds (NSF) checks, all future payments must be made by cash, certified check or money order. Students may also use WebAdvisor to pay their account balances online by accessing the QuikPAY link under the Billing Information section. Electronic checks and credit card payments are accepted. There is no fee to pay by electronic check. Credit card payments will be assessed a 2.75% service fee. Jefferson accepts American Express, Discover, MasterCard and VISA for tuition payment.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available to selected qualified incoming graduate students. Assistantships are competitive, and students should apply by the deadline published by the Office of Graduate Admissions. Award criteria include demonstrated exceptional scholastic achievement; outstanding professional promise; and competence for service in the departments of the University. The financial need of applicants may be an additional consideration.

The objectives of the University Graduate Assistantship Program are to provide professional experiences that complement graduate instruction and research while contributing financial assistance to exceptional students who are pursuing graduate degrees at Jefferson.

This Assistantship Program is designed to aid in the successful completion of the degree pursued and to enhance career opportunities through applied professional experiences. All graduate assistant duties are designed to foster student training and graduate-level learning experiences.

Compensation includes tuition remission of up to 9 credits per semester and a modest stipend for a maximum of four semesters (up to a maximum of 36 graduate credits). Awards may be full or prorated assistantships. Students must maintain the academic standing described the Graduate Assistant Program Guidelines. Contact the Office of Graduate Admissions for more information or visit www.eastfalls.jefferson.edu/financialaid/graduate for details.

Graduate Financial Aid

Financial Aid Office: 215.951.2940 financialaid@PhilaU.edu www.PhilaU.edu/financialaid

Eligible students who are enrolled on at least a half-time basis (defined as at least 3 credits per semester) may apply for Federal Work Study, Direct Federal Unsubsidized Stafford Loans, and/or Grad PLUS Loans.

Types of Financial Aid Available:

Federal Work-Study Program:

The Federal Work-Study Program is designed to stimulate and promote the part-time employment of students who have demonstrated financial need and who require the wages from the employment to pursue their studies. Students in the Federal Work-Study Program are employed by the University. Students are paid bi-weekly for the hours worked during the preceding pay period. Federal Work-Study is not deducted from the student's tuition invoice. Employment under the Federal Work-Study Program is awarded as part of your "financial aid package."

The Financial Aid Office will attempt to match a student with a job based on his/her job application form, which will be sent with the award letter. Students must maintain satisfactory progress to renew employment.

Direct Federal Stafford Loan (Unsubsidized):

Loans are available to students enrolled for at least three credit-hours per semester. Students may borrow up to \$20,500 per academic year unsubsidized. The Unsubsidized Federal Stafford Loan requires the interest be paid by the student on a quarterly basis while the student is enrolled in school.

The total amount outstanding that you may borrow for undergraduate and graduate study is \$65,500 subsidized and \$138,500 combined subsidized and unsubsidized.

The annual interest for loans issued after July 1, 2018, for the 2018-19 academic year will be a fixed rate of 6.60% for the unsubsidized loan. Interest begins to accrue upon disbursement on the unsubsidized portion of the loan. Repayment of the principal begins 6 months after the student has graduated or dropped below half-time status.

There is a 1.066 percent loan-origination fee deducted from the face value of the loan.

A Free Application for Federal Student Aid (FAFSA) must be filed at www.fafsa.gov prior to certification of a loan application by the school. A student must maintain satisfactory progress to renew his/her loan.

Direct Federal Stafford Loan applications are available at www.studentloans.gov Sample payment plans for Direct Federal Stafford Loans are available at the Financial Aid Office.

Entrance and Exit Interviews

Federal law requires that when students borrow through the Direct Federal Stafford Loan program for the first time, they must complete an entrance interview. In addition, when students graduate, withdraw, or enroll less than half-time, they must complete an exit interview. The entrance and exit counseling sessions can be completed online at www.studentloans.gov.

Graduate PLUS Loan:

The Graduate PLUS Loan allows the graduate student to borrow up to the calculated cost of attendance minus any other aid that the student is receiving. Students must be enrolled in at least 3 credits per semester and be credit-worthy. The annual interest rate for loans issued after July 1, 2017 for 2017-18 academic year will be 7.60%. Repayment of principal and interest begins 60 days after the loan is disbursed. There is also a 4.264 percent loan origination fee deducted from the face value of your Graduate PLUS loan. To apply, students must complete a FAFSA at www.fafsa.gov and a Direct Graduate PLUS Master Promissory Note at www.studentloans.gov.

APPLICATION PROCEDURES

Jefferson requires that all students applying for aid file the Free Application for Federal Student Aid (FAFSA). This may be done online at www.fafsa.gov. Students and parents are encouraged to use the Data Retrieval Tool available to you when completing your FAFSA. Financial aid, regardless of its source, may not be automatically renewable. It is the student's responsibility to obtain the application forms and submit them once each academic year.

Call the Financial Aid Office at 215.951.2940 with questions.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available to selected qualified incoming graduate students. Assistantships are competitive, and students should apply by the deadline published by the Office of Graduate Admissions. Award criteria include demonstrated exceptional scholastic achievement; outstanding professional promise; and competence for service in the departments of the University. The financial need of applicants may be an additional consideration.

The objectives of the University Graduate Assistantship Program are to provide professional experiences that complement graduate instruction and research while contributing financial assistance to exceptional students who are pursuing graduate degrees at Jefferson.

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Compensation includes tuition remission and a modest stipend for a maximum of four semesters (up to a maximum of 36 graduate credits). Awards may be full or prorated assistantships. Students must maintain the academic standing described the Graduate Assistant Program Guidelines. Contact the

Office of Graduate Admissions for more information or visit www.philau.edu/financialaid/graduate for details.

VETERANS AND VETERANS' DEPENDENT BENEFITS

The Post 9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001. This new GI bill also has a transferability component allowing service members to transfer unused educational benefits to immediate family members. For additional information regarding the Post 9/11 GI Bill, go to www.gibill.va.gov. Veterans who served on continuous active duty for 181 days or more after January 31, 1955, may be eligible for educational benefits under the Montgomery G.I. Bill or Veterans Educational Assistance Program (VEAP). In addition, a variety of loans, employment opportunities and other forms of financial assistance are available to veterans. A student who is the dependent on a veteran who died or is permanently disabled as a result of service in the armed forces and students who are serving in the reserves may be eligible for educational benefits. The Financial Aid Office has further information, or contact the Veterans Administration at www.va.gov.

Yellow Ribbon Program: Jefferson also participates in the Yellow Ribbon Program. Contact the VA at www.va.gov for more information regarding the qualifications for that program.

WITHDRAWALS AND REFUND OF TUITION

A student who wants to initiate leave of absence or withdrawal must complete either the Withdrawal form or the Leave of Absence form. These forms are available from the Registrar's Office or online at www.philau.edu/Registrar/forms. A student is considered in attendance until one of these forms is completed and returned to the Registrar's Office and the student has been withdrawn from all of his/her classes. Students cannot drop all of their classes on BannerWeb. Students should contact the Registrar's Office to confirm all courses have been withdrawn and that their Withdrawal/Leave of Absence has been processed. Students are encouraged to follow up with the Student Accounts and Financial Aid offices to discuss the financial implications.

For details and additional information on tuition refund, see <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tuition-refund-policy.html>

The University uses Federal regulations to determine the refund of federal financial aid funds to the federal government. A copy of this federal refund calculation is available at the University's Financial Aid Office.

AID POLICIES

Academic Progress Requirements

The University is required to establish satisfactory academic progress standards for its federal financial aid recipients in accordance with the U.S. Department of Education regulations. These standards ensure that only those recipients demonstrating satisfactory progress toward the completion of their educational programs continue to receive financial aid.

Whether a student is considered to be making satisfactory academic progress depends on successful semester completion of courses (credit hours), cumulative grade point average (GPA) and maximum time limits to complete their course of study. Students must meet all the requirements listed below:

- **Semester Completion Requirement:** A student must have earned hours equal to at least 75 percent of total hours attempted for the semester to remain in good standing. Students earning less than 75 percent of the hours attempted will be placed on financial aid probation. Attempted hours are defined as the hours for which the student is enrolled and charged as of the census date of each semester. Earned hours are defined as the sum of hours for which a student has earned a grade of A, B, C or D. Withdrawals, incompletes, audits and failures are not earned hours. Passing grades received for pass/fail courses are considered attempted and earned hours; failing grades in pass/fail courses are considered attempted but not earned. Repeated courses are included in the calculation of attempted and earned hours.
- **Grade Point Average Requirements:** Students must maintain a cumulative grade point average (GPA) of 3.0 or have academic standing consistent with the requirements for graduation as determined by the University. Jefferson's academic standards are outlined in the graduate course catalog. Graduate students must also have a GPA of a 3.0 each semester of enrollment and have no grades lower than a B- in a semester. Students cannot have more than two B- grades on their transcript or no grade less than a B- within the term being evaluated.
- **Maximum Time Limit Requirements:** A student's eligibility for financial aid will be terminated once they have attempted more than 190 percent of the normal credits (as defined in the graduate course catalog) required for his/her degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the coursework was successfully completed.
- **Evaluation of Academic Progress:** A financial aid recipient's satisfactory academic progress is evaluated after each semester of the academic year. At that time, a student will either be in good standing, be placed on financial aid warning, or denied financial assistance for future enrollment periods. The student must meet all three progress requirements (completion rate, GPA and fall within the maximum time frame) to remain in good standing. Students will be notified by the Financial Aid Office if they are placed on warning or denial status for financial aid.
- **Warning status:** Warning status will not prevent the student from receiving financial aid. The warning semester is meant to inform the student of potential academic problems and provide time for corrective action. If a student does not meet the satisfactory academic progress standards after the warning period, denial status will be imposed. Denial status will prevent the student from receiving any Title IV and institutional financial assistance for future enrollment until such time as the student meets all satisfactory academic progress standards.

- **Appeal and Reinstatement:** Students may appeal their denial status by submitting an Appeal Form to the Director of Financial Aid. Appeal forms are included in the letter informing students of their denial status and should be submitted to the Financial Aid Office.

Some circumstances such as medical problems, illness, death in the family, relocation or employment changes or personal problems can be considered for an appeal. Documentation verifying the situation may be requested.

Submission of the form is required within four weeks of receipt of the denial letter. The director of financial aid will review the appeal and contact the student via letter as soon as a decision is reached.

Students can raise their GPA and/or satisfy credit deficiencies by taking additional coursework at Jefferson without receiving financial aid. Students can eliminate credit deficiencies, but not GPA deficiencies, by successfully completing approved coursework at another institution without receiving aid at that institution. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the semester in which the student incurred the deficiencies. The student must submit a copy of the academic transcript to both the Financial Aid Office and Registrar's Office.

The policy does not preclude a student from enrolling in subsequent semesters. Students may have their financial aid reinstated by the Financial Aid Office once all satisfactory academic progress standards are met. It is the student's responsibility to inform the Financial Aid Office once they have fulfilled the necessary requirements.

RETURN OF TITLE IV FUNDS

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

The number of days completed up to the withdrawal date divided by the total days in the payment period or term equals the percent of the payment period or term completed. (Any break of five days or more is not counted as part of the term.) The percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid (100 percent minus the percentage of earned aid).

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution will offer the student a post-withdrawal disbursement via a letter, which, if accepted, must be paid within 120 days of the student's withdrawal. The student must accept or decline the post-withdrawal disbursement within the time frame indicated in the letter.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Federal Perkins Loans
- Federal Graduate PLUS Loans

SERVICES

Health Services

Student Health Services is located in Scholler Hall. Call 215.951.2986. To obtain a health insurance brochure, contact the Student Accounts Office at 215.951.2633/2944.

Jefferson Student Health Services is dedicated to providing confidential, comprehensive and accessible health care for all students, so they may achieve their maximum intellectual and academic potential. Our mission is to help students become their own health advocates as they strive to reach an optimal state of well-being, and at the same time, to teach them how to best navigate the health care system to uphold their needs.

Health Services is available to all international graduate students. Other full-time graduate students may opt to utilize the services by paying the semester Student Health fee and submitting a Pre-matriculation Health Form.

Student Health Services is open weekdays from 8 a.m. to 4 p.m. A Self-Care Station stocked with common over-the-counter medications, safer sex supplies, and health education brochures is available to all students during the hours of operation. Feel free to call 215.951.2986 for an appointment.

More information about Student Health Services is available at www.eastfalls.jefferson.edu/healthservices.

Housing

While on-campus housing is reserved for undergraduate students, unreserved space is available for graduate students. The Office of Residence Life places graduate students on a first-come, first-serve waitlist for housing in the Thomas Jefferson University Residences Falls Center complex. In addition, the Office of Residence Life provides listings of off-campus housing including apartment complexes and local rentals, and offers a yearly off-campus housing fair. For further information, please contact the Office of Residential Life at 215.951.2741.

On-Site Courses

The University is prepared to offer graduate courses at an employer's location. Please call the appropriate program director or director of Graduate Admissions for details.

Parking

All students must register their vehicles. Registration may be done at www.PhilaU.edu/security/parking. A valid state registration and current insurance card must be presented, together with a current, valid University I.D., to pick up your parking permit at either the Safety and Security Office on the Ravenhill Campus, Monday through Friday, from 9 a.m. to 5 p.m., or during the first two weeks of the fall and spring semesters, from 5 to 7 p.m. in The Tuttleman Center lobby. For information, call the Safety and Security Office at 215.951.2620.

Fees:

Full-time Day Graduate Students	\$70/year
Part-time Day Graduate Students (under 12 hours)	\$15/year
Evening Graduate Students	No fee

Student Identification Card

Student photo-identification cards are available to graduate students. During the first two weeks of classes, the University has extended evening hours to process new student identification cards in The Kanbar Campus Center. Students will need identification cards to check out books and access buildings, such as the library and computer center.

Application for Admission to Graduate Programs

Application

Submit the completed application along with a non-refundable fee of \$40 made payable to Thomas Jefferson University. Please type or neatly print all information. Students are admitted for the fall, spring, winter or summer semesters, depending on the program. International students are admitted only for the fall and spring semesters with some exceptions. There may be limits to the number of openings available in each program. To apply online, visit the University's website at www.PhilaU.edu.

Official Transcript

An applicant must arrange for an official transcript from each undergraduate and graduate school he/she has attended to be sent directly to the Office of Graduate Admissions. Failure to disclose attendance at an institution at the time of application may cause denial of application for admission. International applicants may be asked to have all post-secondary transcripts evaluated by an accredited academic credential evaluation service. This official evaluation is to be submitted to the office of Graduate Admissions in lieu of official transcripts or mark sheets. A listing of accredited evaluation services can be found at www.NACES.org. World Education Service (WES) is Thomas Jefferson University's preferred evaluation service. For information on World Education Service, please visit www.WES.org.

Recommendations

Applicants may use the forms enclosed. You must have recommendations from two people who are not related to you and who are familiar with your professional and scholastic qualities forwarded to the Office of Graduate Admissions. Recommendations are not required for all graduate programs so be sure to check individual program application requirements.

Standardized Test Results

Some graduate programs require the submission of standardized test scores. If required, please request your Graduate Record Exam (GRE) scores to be sent to the Office of Graduate Admissions. The University code number is 2666. The standardized test requirement will be waived for those students already possessing a previous master's degree. Applicants should consult the graduate program webpage to learn whether submission of a standardized test score is required. Some graduate programs will award conditional admission, allowing new students to submit the standardized test by the end of the first semester.

Non-degree Candidates

A student applying for admission to the graduate programs may elect to pursue non-degree study in which s/he may take graduate courses for professional certification or personal enrichment. To apply as a non-degree candidate, a student need only submit an application and transcript indicating that a bachelor's degree was received. This option is limited to specific graduate programs. Applicants for non-degree study should contact the Office of Graduate Admissions to learn whether non-degree study within a specific program is an option.

International Applicants

The University welcomes applications for admission from qualified international students. Persons who have completed their studies outside the United States must present all post-secondary school credentials. Such credentials must include all studies completed to date, marks or examination results received, degrees, diplomas and certificates earned. International applicants may be asked to submit a course by course evaluation of academic credentials provided by an evaluation service accredited through the National Association of Credential Evaluation Services (NACES). For a full listing of accredited evaluation services, visit www.NACES.org. Documents must be authenticated or certified, and those not written in English must be accompanied by notarized English translations.

After acceptance is granted, a matriculation deposit, an International Student Agreement Form, a notarized Statement of Financial Support and current bank statements are required for the University to issue a SEVIS I-20 form.

Mailing Address

Director of Graduate Admissions, White Corners
THOMAS JEFFERSON UNIVERSITY
4201 Henry Avenue
Philadelphia, PA 19144-5497

Phone: 215.951.2943

Fax: 215.951.2907

Email: gradadm@PhilaU.edu

Toll-free: 800.951.7287

Instructions for International Students

International graduate students who have been fully admitted to Jefferson are eligible to receive a SEVIS I-20 for application for an F-1 visa. Please review the following pages, as the information is intended to help you understand the steps you need to take from now until you arrive on campus.

Please note that the United States Department of Homeland Security (DHS) requires F-1 and J-1 visa applicants to pay a one-time fee of \$200 to supplement the administration and maintenance costs of the Student and Exchange Information System (SEVIS). The fee must be paid at least three business days prior to applying for your visa or applying for admission at a U.S. port-of-entry for those exempt from the visa requirement. The fee must be paid prior to submission of a change of status petition or reinstatement application. The fee must be paid online at <https://www.fmjfee.com/i901fee/index.jsp> and must be accompanied by a Form I-901. It can be paid by you or by a third party, inside or outside the U.S. If you are denied a visa, the SEVIS fee will not be refunded. However, if you reapply for a new F-1 visa within 12 months of the denial, you will not have to pay the fee again.

In order for the University to issue your SEVIS I-20, you must submit the following:

- A completed and signed International Student Agreement Form
- A completed Statement of Support Form
- Official bank statements no more than six months old
- A Transfer Recommendation Form for students currently studying in the United States at another institution. Official or attested copy of degree certificate and university transcripts
- Official test reports (TOEFL / IELTS / GRE)

Registration and Orientation

Class registration takes place shortly after you make a tuition deposit. You will receive notification from Graduate Admissions. International students must be on campus for the International Student Orientation, usually taking place in the week before classes begin.

Tuition

Graduate tuition for (most programs) for the 2017-2018 academic year is \$1,130 per credit-hour (including a \$30 educational services fee per credit hour). The following graduate programs have different tuition amounts that can be found on the student accounts website: Certificate of Advanced Studies in Trauma Counseling, Doctor of Management in Strategic Leadership, Industrial Design, Midwifery, Physician Assistant Studies, Strategic Design MBA and the online iMBA. Graduate students who take undergraduate day or evening classes will pay the respective day or evening rate for these classes. An international student fee of \$110 per semester will be charged to all graduate students who are not U.S. citizens or permanent residents.

Estimated Expenses

- Tuition: \$20,880
- Room and Board: \$13,005
- Books, Insurance, etc.: \$3,500

English Language Requirement

All international graduate students are required to provide proof of proficiency in English at the time an application is considered for full acceptance. Required levels of English proficiency are any one of the following:

- Test of English as a Foreign Language exam (TOEFL) – minimum of 79 (Internet-based) or equivalent
- International English Language Testing System exam (IELTS) – minimum of 6.5
- Successful completion of Level 5 at BridgePathways at Jefferson
- ELS certificate with successful completion of Level 112 – English for Academic Purposes (or equivalent)
- Proof of successful completion within the last year from an accredited English language program also approved by Jefferson. For a current listing, visit the International Admissions website.
- Doctoral programs have greater English Language requirements since their writing and research expectations are more intensive.

Applicants who meet all admissions requirements but lack the minimum English Language proficiency may be granted conditional admission. Conditionally admitted students may begin their studies at BridgePathways at Jefferson.

Full-time Student Status

Requirements to maintain F-1 student status as mandated by the U.S. Bureau of Citizenship and Immigration Services:

- Have a valid I-20
- Have a valid passport and an F-1 student visa.
- Be a full-time student (for graduate students, this means registering for at least nine credits per semester).

University Academic Policies and Procedures

The following are policies and procedures for the students pursuing coursework in the undergraduate, graduate and non-degree programs of the University at the East Falls Campus. This section is divided into two sections:

- [Undergraduate Student Academic Policies and Procedures](#)
- [Graduate Student Academic Policies and Procedures](#)

Continuing and Professional Studies students, including Jefferson Online students, should reference the Undergraduate Policies and Procedures page and should also refer to the [CPS handbook](#).

Students in the combined B.S./M.S. programs should see their Program Handbook for additional policies and procedures.

Undergraduate Student Academic Policies

(Traditional, Accelerated and Non-Degree Students)

ABSENCES FOR MEDICAL REASONS

Any student who is unable to attend classes for three consecutive days or more due to illness or injury should alert the Dean of Students Office. Notifications by the Dean of Students Office will be sent to each professor of the student currently not able to attend classes due to medical reasons. The University Health Services does not provide “sick notes” for students to professors for brief absences from class due to illness. We encourage students to communicate directly with their professors about their absences. This is meant to encourage mature communication between student and professor, as well as encourage personal responsibility for class attendance decisions.

Absences due to illness do not supersede the specific attendance policy for an instructor. Students are required to contact their professors about their academic standing in class either during or immediately following the medical problems. The determination of a student’s academic standing in class is completely within the discretion of the individual instructor.

If a student is diagnosed with a communicable illness that poses a possible threat to the University community, a general notification may be sent to those at risk for exposure to the illness per the recommendation of the Philadelphia Health Department. Efforts will be made not to disclose the infected student’s name. The University cannot assume responsibility for deductions and assumptions made by others, but will make every effort to anticipate and address any concerns.

Students who are diagnosed with a communicable disease and those not immunized against an offending vaccine-preventable disease may be required to leave campus until their illness is resolved. For information, contact the Student Health Center at 215.951.2986.

Students enrolled in the School of Continuing and Professional Studies should consult with the Director of Academic Services to discuss appropriate procedures to follow when prolonged absences may result due to a medical issue.

ABSENCES AND OBSERVANCE OF RELIGIOUS HOLIDAYS

Thomas Jefferson University is a nonsectarian educational institution and respects the diversity and religious needs of its affiliates. The University respects the rights of faculty, staff and students to observe religious holidays. While academic and personnel calendars do not incorporate religious holidays, the policy is intended to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations. Non-attendance of class on religious holidays by those observing the holiday will be excused without penalty. No adverse or prejudicial effects will result because a student availed herself or himself of these provisions.

The University respects students' rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

ACADEMIC ADVISING-UNDERGRADUATE

Thomas Jefferson University's academic-advising model supports students throughout their academic careers at the University. Academic advisors assist students in developing suitable educational plans, understanding program requirements, policies and resources, evaluating their academic progress, and clarifying realistic life and career goals.

Advising for first-year students (freshmen and new transfer students) and students who have not declared their majors is provided at the Academic Success Center. Faculty Advisors in the Academic Success Center actively reach out to their advisees in order to assist them in their academic life. First-year students may meet with ANY first-year advisor at the Academic Success Center on a drop-in basis Monday-Friday from 9 a.m. to 5 p.m. All first-year students MUST meet with a first-year advisor before November of their first semester for assistance with Pre-registration for spring.

Other advising services for all students in the Academic Success Center include assistance in understanding transfer credit evaluation, majors advising for students who have not declared a major or who are thinking of changing their major, change of major forms and other advising forms. Upper-level students (sophomore through 5th year) who have declared their majors are assigned advisors in their colleges. These students are expected to assume increasing responsibility for their progress toward graduation. Students must contact their advisor to set up advising appointments at least twice during the academic year. They are expected to consult with their advisors concerning course registration for fall and spring semesters. While upper-level advisors are available to discuss program requirements and policies, emphasis is placed upon working with students to clarify their educational, personal and career goals.

Advising for all accelerated programs is provided through the School of Continuing and Professional Studies in The Tuttleman Center.

ACADEMIC HONORS

- *Dean's List:* Undergraduate students enrolled in at least 12 semester credits, nine of which are graded, and who earn a semester grade point average of 3.60 or better are eligible for the

Dean's List for that semester. The Registrar calculates student's eligibility for the Dean's List after the 4th week of the following semester, when all *incomplete ('I')* grades have been resolved. Subsequent grade changes will not be on the downloaded Dean's List.

- *Latin Honors*: A candidate for graduation who earns a cumulative grade point average of 3.60-3.69 will be graduated "cum laude," 3.7-3.79 will be graduated "magna cum laude" or "summa cum laude" if their final average is 3.80 or better. Latin Honors only apply to Bachelor's degree candidates
- Additional awards are presented at the annual University Awards Ceremony and during Commencement.
- *Valedictorian (Criteria for Choosing)*

The title of Valedictorian is conferred upon an undergraduate student within the graduating class who has achieved the highest academic excellence. Each year, Thomas Jefferson University selects one Valedictorian. The following selection criteria should be followed when choosing the Valedictorian:

1. Highest GPA in the graduating class.
2. All credits completed at Thomas Jefferson University.

In the event of a "tie," the following factors may be considered by the Provost in the selection of a Valedictorian:

1. Participation in the Honors Institute.
2. Availability to participate in commencement activities.
3. Amount and quality of transfer credit (if the highest-ranking students all carry transfer credit).
4. Number of courses repeated.
5. Number of credits earned by examination, as well as level of achievement on such credits.

ACADEMIC INTEGRITY

Academic Integrity and honesty are the foundation of the Thomas Jefferson University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Thomas Jefferson University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Thomas Jefferson University, the following policy has been developed and ratified by students, faculty, and staff.

These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

1) Types of Academic Dishonesty

The following incidences provide examples of the most common types of academic dishonesty, but other instances may occur outside of the categories defined here.

a) Cheating

Cheating is the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise. The use of books, notes, calculators, electronic resources and conversations with others is restricted or forbidden in certain circumstances as indicated by your professor. Cheating also includes stealing, buying or otherwise obtaining a test; selling or giving away

answers to a test; buying or selling a paper, painting, sculpture, model, project, or design for use in the fulfillment of an academic requirement; or falsifying a grade or attempting to alter a grade on a test, official academic record, or a change of grade form.

Students may not request others (including commercial term paper companies) to conduct research or prepare any work for them.

Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Students are also not permitted to submit identical work or portions of that work for credit or honors more than once without prior approval of the faculty member.

b) Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work.

"Invented" information (that is, information which is made up by the student) may not be used in any laboratory experiment, surveys or other academic exercise. The student must always acknowledge any source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

c) Plagiarism

Plagiarism is the representation of the words, images, information, charts, graphs, data or ideas of another as one's own in any academic exercise. Every idea, image or argument that is not one's own must be cited. Only information considered to be "common knowledge" does not need to be cited. When unclear about the definition of "common knowledge" in a particular discipline, students should consult with the faculty member teaching the course.

Paraphrased material taken from print, electronic sources, or other media should also be cited. Along with this citation, the author should acknowledge a paraphrase properly, by using words such as: "to paraphrase Smith's comment," or "drawing on Smith's ideas about." Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly cited according to correct citation conventions. Manipulated images or visuals that are not your own must also be cited. Students must familiarize themselves with the correct citation conventions required in each course. Any questions about what constitutes plagiarism should be discussed with the faculty member.

Faculty members may suggest a style guide to use; style guidelines are also available on the Thomas Jefferson University's Academic Success Center Website, www.eastfalls.jefferson.edu/successcenter/index.html.

- **Facilitating Academic Dishonesty**

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are in violation of the academic integrity.

- **Denying Others Access to Information or Material**

It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student. Examples of offenses of this type include giving other students false or misleading information; making library material unavailable to

others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

- **Digital Piracy and Privacy**

The following, and similar practices, are violations of academic integrity when done to benefit one's own (or others') academic record:

- *Digital Piracy and Privacy*: The willful violation of copyright laws through file sharing of information destined for an academic submission; use of material discoverable or downloadable without acknowledgement of the source; willful deletion of another's work from shared sites, interference with others' use of shared sites, e-portfolios, etc.
- *Hacking*: Seeking out weaknesses in a computer network or system for the purpose of academic gain.
- *Cracking*: Breaking security on a system to engage in theft or vandalism for the purpose of academic gain.

2) Process of Handling and Reporting Violations of the Academic Integrity Policy

Overview

All members of the Thomas Jefferson University learning community are entrusted with respecting and maintaining its Academic Integrity Policy (hereafter referred to as "AIP"), whether instruction occurs in-person, online or hybrid. Violations are taken very seriously, as the AIP reinforces the values of original thinking and the recognition of the effort and work of others. Anyone violating this trust harms not only themselves but also the whole learning community (students, faculty, and staff), and the rights of all members of the University and professional communities are compromised.

Roles of Faculty Members and Students Involved in Violations

The severity of violations of this policy varies and must be considered thoughtfully on a case-by-case basis. Sanctions based on this policy are ultimately assessed and implemented at the discretion of the faculty member. Faculty members may determine sanctions within the bounds of the course, e.g. failure on the assignment, or failure of the course. Faculty members do not have the authority to suspend a student from the University.

In order to reach a fair and consistent decision about sanctions, faculty members may seek the advice of the Advising Advocate in their given College, their program director, or their Dean. In such cases, the faculty member may not reveal the name of the student or otherwise compromise the student's identity. When a faculty member assesses a penalty for a violation of the AIP, the student has the right to appeal the penalty—either because they feel they was not in violation of the policy or because they disagree with the severity of the sanction.

The faculty member has the prerogative to submit a record of the violation of the AIP to the Dean of Students Office. Documentation with the Dean of Students Office formalizes the occurrence and provides a historic record in the event of a recurrence of an AIP violation. It is the role of the faculty member to examine only single violations at hand. It is the role of the Dean of Students Office and the Academic Integrity Board to evaluate issues of recurrence.

Steps in Handling Violations of the AIP

- 1) **Prevention of Violations in Course Planning:** Faculty members are required to include a statement on the Academic Integrity Policy in their syllabi, referring students to the policy in the Student Handbook and the Academic Catalog. Faculty members are also encouraged to provide examples of violations of the AIP that might occur in the course and potential penalties for infractions. In the event that this information does not appear on the syllabus, students are nonetheless bound to the AIP, which is promulgated in the Student Handbook and the Academic Catalog.

- 2) **Resolution at the Course Level:** Faculty members who perceive a violation of the AIP have the prerogative to assess the penalty they deem most appropriate. The faculty member has two main means of support: 1) the advice of the College's Advising Advocate, their program director, or the Dean of the College; 2) following the procedures outlined here.
 - a. As a first step, the faculty member may consult his or her Advising Advocate, program director, or Dean. This is an optional step to acquaint the faculty member with potential ways forward and to solicit feedback on potential resolutions. Because these individuals are not a party to the actual perceived violation, it is not permitted for a faculty member to share the name(s) of the student(s) involved nor to identify the student(s) by any other means.
 - b. Within one week of the faculty member becoming aware of the perceived violation, unless there are extenuating circumstances, the faculty member shall consult with the student (or group of students) involved regarding the allegation of academic misconduct. This consultation may take place in person or in written correspondence, in whatever manner the faculty member deems most effective.
 - c. Typically, the faculty member will make the student(s) aware of the penalty imposed for the violation during this first consultation with the student or shortly thereafter. However, the faculty member has the prerogative to assess the penalty at a later date, if there are extenuating circumstances. The faculty member assigns a sanction, up to and including giving the student a failing grade for the class.
 - d. Sample sanctions include but are not limited to:
 1. Repeat the assignment or complete another assignment.
 2. Failure of the assignment with no opportunity to repeat it. No points will be earned for the assignment (that is, an F will equal a "0").
 3. Failure of the class.
 - e. In cases of egregious violations of the AIP, the faculty member may request that the Academic Integrity Board consider more severe sanctions for the student(s) involved, including suspension or expulsion from the University. In this case, the faculty member should file the form for a hearing request with the Dean of Students Office. The form may be obtained from the Dean of Students Office or <http://www.eastfalls.jefferson.edu/successcenter/advisingforms>. Once the form is filed, the student(s) shall remain enrolled in the course, unless the faculty member requests immediate removal of the student(s) from the course. Such requests for immediate removal are forwarded to the Office of the Provost.

- 3) **Recording of Violations with the Dean of Students Office:** The faculty member has the prerogative—and is strongly encouraged—to document all violations of the AIP. To document the violation, the faculty member should send written documentation (paper or electronic) to the Dean of Students Office, which serves as the repository for reported violations of the AIP. The description sent to the Dean of Students should detail the violation, the discussions

between faculty member and student, and the penalty imposed for the violation. It is anticipated that a vast majority of such violations will end with resolution at the course level and with the recording of the violation and resolution with the Dean of Students Office, requiring no further action by the faculty member or the Dean of Students.

The Dean of Students Office is obliged to keep the record of AIP violations confidential, as mandated by the University Student Records policy. In cases of repeat violations of the AIP by the student or in cases in which further adjudication is being considered, the Academic Integrity Board will be informed and will maintain confidentiality. The Dean of Students Office may also initiate proceedings with the Academic Integrity Board if a student has received a citation for more than one violation of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Academic Success Center, etc.).

4) **Referral to the Academic Integrity Board:** There are three possible scenarios in which an alleged violation of the AIP proceeds to the Academic Integrity Board for adjudication:

- a. In perceived egregious violations of the AIP, the faculty member may request a full hearing as a means to determine an appropriate penalty, in cases where the faculty member deems that the student's actions warrant suspension or expulsion from the University. In these cases, the faculty member files a form for a hearing request with the Dean of Students Office.
- b. The student(s) involved has the right to appeal the finding and/or sanctions leveled by the faculty member. In this case, the student(s) files the form for a hearing request with the Dean of Students Office.
- c. The Dean of Students also may request a judgment by the Academic Integrity Board in cases of repeat violations of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Academic Success Center, etc.).

The form can be obtained from the Dean of Students Office or www.eastfalls.jefferson.edu/successcenter/advisingforms. The form for a hearing request should be filed with the Dean of Students Office within 7 days of the faculty member's imposition of a sanction (unless there are extenuating circumstances that require additional time), to allow for scheduling of a hearing as soon as possible. At this time, the Dean of Students Office will also inform the student's academic advisor and the Executive Dean of the student's degree-granting college of the proceedings against a student.

5) **Convocation and Composition of the Academic Integrity Board:** The Dean of Students Office will set up and convene the hearing within two weeks of the filed request (unless extenuating circumstances require a delay). The Academic Integrity Board will comprise three voting faculty members (including the Chair of the Student Experience Committee, who chairs the Board proceedings, and two other faculty members from the Student Experience Committee), and two voting student members (drawn from a pool of students from the Student Experience Committee or those nominated by the Dean of Students Office). One administrative representative from the Dean of Students Office will be present in a non-voting capacity, to record the proceedings and to insure the proper administration of the hearing and recording of the finding.

- 6) **Proceedings of the Academic Integrity Board:** The faculty member who made the initial finding or referral to Academic Integrity Board may submit a written statement and supporting evidence, as they deem appropriate, and should be prepared to appear at the hearing to present evidence. The student(s) involved in the adjudication may submit a written statement and supporting evidence, and must appear before the Board to address the finding of the faculty member. For students enrolled in online or other distance-learning formats, the Academic Integrity Board may include the student by means of internet-based visual and verbal participation or, in cases where visual interaction is technology not possible, by phone. The student's academic advisor, Advising Advocate, and Dean are permitted—but are not required—to attend the hearing, though not in a voting capacity. The Chair of the Academic Integrity Board will determine whether any witnesses may offer testimony. The five voting members of the Board will make a judgment that shall uphold, amend, or retract the sanction(s) imposed by the faculty member. In cases of egregious violations of the AIP or recurrent violations of the AIP, the Academic Integrity Board has the authority to suspend or expel the student from the University.
- 7) **Documentation of the Academic Integrity Board Hearings:** All documentation of the hearing process will be kept on file in the Dean of Students Office. The student will be told of the outcome of the hearing immediately after deliberation, and will receive a written summary of the finding of the Academic Integrity Board within 3 working days of the hearing. The student's Dean and Academic Advisor will also be informed of the conclusion of the Academic Integrity Board.
- 8) **Appeal of the Academic Integrity Board Decision:** Students have the right to appeal a decision by the Academic Integrity Board in accordance with the guidelines governing a "University Committee" published in the University Catalog: "In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal."

ACADEMIC INTERNSHIPS

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. Academic internships at Thomas Jefferson University aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship. Go to www.eastfalls.jefferson.edu/careerservices/Internships for details.

Academic internships are offered during the fall, spring and 12-week summer term, and they are taken for credit as an elective with a course syllabus focused on professional skill-building and written assignments. The undergraduate internship course, INTRN-493, exists in 0.5, 3 or 6 credit options. Students may only enroll in an internship course during the semester of the internship experience; credit is not issued retroactively or for future experiences. Students may earn up to 6 credits for internships.

While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of

experiential learning and students' overall career and professional development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategy prior to the internship.

At the conclusion of the internship semester, all students are evaluated by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. *All internships, regardless of credit registration, require a minimum of 12 weeks in length. The 0.5 and 3 credit internship courses require a minimum of 144 hours per semester on site, and the 6-credit internship course requires a minimum of 288 hours per semester on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.*

Internship course registration may only occur once an offer has been received and accepted from the employer. Several steps are required in order to register, and the Registrar's Office ultimately enrolls each student in the internship course once all required paperwork is completed and submitted. The deadline to register for academic internships is the last day to add class for the semester of intended participation as established each semester by the Registrar's Office. (Refer to the academic calendar for specific dates.) Students are strongly encouraged to apply early and to contact Career Services for assistance, which provides the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about the registration process, visit www.eastfalls.jefferson.edu/careerservices/Internships. All full-time, part-time and Continuing and Professional Studies students are encouraged to participate in academic internships.

Undergraduate Minimum Requirements for Participation*:

- Completion of 60 credits by the start of the internship experience (90 credits for Architecture majors)
- 2.5 cumulative GPA in the semester preceding the internship
- If a transfer student, at least 15 credits earned at Thomas Jefferson University

International Students:

- Meet criteria above as relevant to program enrollment
- Must be eligible for Curricular Practical Training (CPT)

Visit www.eastfalls.jefferson.edu/careerservices/Internships/index for details.

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal. Contact Career Services for additional information.

To learn more about academic internships at Thomas Jefferson University East Falls Campus, visit <http://www.eastfalls.jefferson.edu/careerservices/Internships/index.html> or contact Career Services at intern@philau.edu or 215-951-2930.

**Internship requirements for students enrolled in the School of Continuing & Professional Studies differ. These students interested in completing an internship for academic credit should consult the Executive Director of the School of Continuing & Professional Studies for additional information. Students seeking internship opportunities for professional experience, and not for academic credit, should contact Career Services.*

ACADEMIC STANDING

A student's academic standing is determined at the end of each full-time or part-time semester on the basis of cumulative credits and cumulative grade point average according to the following table. To retain good academic standing, students must have a cumulative grade point average of 2.0 or higher and must have successfully earned 75% of the total credits that appear on their transcript.

School of Continuing and Professional Studies students will be evaluated at the conclusion of their first 12 academic hours. Students in good academic standing will be evaluated at the end of each term. Students who are not in good academic standing after the first review at 12 hours will have an additional 12 hours to be restored to good academic standing.

A student who does not meet the program-specific "Satisfactory Academic Progress" requirements of their undergraduate or graduate program may apply to transfer to another academic program within Thomas Jefferson University. Students must meet the admissions criteria for the program to which they will be applying. This policy also applies to a student who chooses to change their original program for any reason.

PROBATION

In order to be in good academic standing, students must have a cumulative GPA of 2.0 or higher and must have successfully earned 75% of the credits that appear on their transcript (known as normal progression to degree). If a student does not meet both of those requirements, they will be placed on academic probation. Students will be required to sign a student success contract with their advisor and meet with their advisor regularly. Students on academic probation may also be on financial aid probation. They are encouraged to keep in close contact with their financial aid counselor. Advisors may find a copy of the student success contract on the Academic Success Center website.

Academic probation is a means of emphatically informing students that their record is unsatisfactory while there is still time to remedy the situation. Students will be placed on academic probation whenever their records indicate that normal progress toward a degree is in jeopardy. Probation is not meant to be a penalty, but should be interpreted as a serious warning to improve the quality of academic work. Students on probation are not permitted to take more than a normal course load and may be required to take a reduced course load. Students on academic probation will not be able to participate in intercollegiate athletics or hold an elected or appointed office in any SGA-recognized student organization. Students on probation should reduce the number of hours of employment

whenever possible and limit participation in any other extracurricular activities that interfere with the performance of their academic work.

ACADEMIC STANDING AND GRADE CHANGE

In the case of a grade change for a student on probation, the university can reassess the student's academic standing if the grade change results in the student returning to good academic standing. In order to initiate a reassessment of academic standing, the student must contact the registrar's office in writing. Reassessment of academic standing is not automatic after a grade change is received.

After the request is received, the Registrar's Office will update the student to good academic standing if they now meet the requirements outlined in the "Academic Standing" section of the catalog. Students will be notified in writing of any change in their academic standing as a result of a grade change. This notice must be issued by the Registrar's Office in order to officially change a student's academic standing status.

See "Academic Standing" and "Re-entry to the University."

ADDRESS OR NAME CHANGES

It is the student's responsibility to see that a valid permanent address and current name is on file in the Office of the University Registrar. Any change of name or permanent or local address must be reported to the Office of the University Registrar when it occurs. Students may also change their address on WebAdvisor. A forwarding address should also be given to the U.S. Postal Service. International students must also contact the director of International Student Programs when changing their name or address. Documentation must be presented to change name.

See "Preferred Name"

APPEAL OF ADVERSE DECISIONS

Students have the right to appeal decisions that are made regarding them by any faculty, official or committee of the University. The Dean of Students and the Academic Success Center can advise students on the appeals process.

Students should first discuss the decision with the individual who made the adverse decision. If a satisfactory resolution of the problem cannot be reached at that level, students may file a subsequent appeal with the dean or the person to whom that faculty or staff member reports. In the event a satisfactory resolution cannot be reached at that level, or if there were no intermediary, an appeal may be submitted to the Dean of the College/School or the Executive Director of the School of Continuing and Professional Studies. The Dean of the College or Executive Director of the School of Continuing and Professional Studies is the final appeal.

In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal.

For additional information, see www.eastfalls.jefferson.edu/studentgrievances/.

Appeal Procedures		
	Appeal	Process
1a	Dismissal from University - Undergraduate Students	Appeal the dismissal from the University to the Student Experience Committee. The Committee will only review a second appeal based on relevant new information.
1b	Dismissal from University - Graduate Students	Appeal the dismissal from the University to the College Dean
2	Permission to Take Classes at Another Institution	If the permission form is denied, appeal to Associate or Dean. However, there is no appeal if the course is not approved. Students must still meet residency, majors and other requirements as stated in the most current catalog.
3	Course Substitution/ Waiver	Advisors review for "fit" to program; designated faculty approve the course as substitution; Program Director or Associate Dean approve appeal.
4a	Late Course Withdraw - Undergraduate Students (see 4b if withdrawing from all classes).	Appeal to Director of the Academic Success Center.
4b	Withdrawing/Dropping All Courses After the Withdraw Period – Undergraduate Students	Appeal to Dean of Students. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student's status changes from FT to PT, or vice versa.
4c	Late Course Withdraw - Graduate Students	Appeal to Program Directors. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student's status changes from FT to PT or vice versa.
4d	Withdrawing/Dropping All Courses After the Withdraw Period/Leave of Absence – Graduate Students	Appeal to College/School Dean
4e	Late Course Withdraw/Late Course Add – Continuing & Professional Studies Students	Appeal to SCPS Director of Academic Services. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account offices). The financial impact is likely to be significant when a student's status changes from FT to PT or vice versa.
5	Late Course Add (after drop/add date)	Appeal to the Director of the Academic Success Center. Prior to filing the appeal, the student must obtain approval from their college's Manager of Academic Operations (MAO), and the student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student's status changes from FT to PT or vice versa.
6	Late Course Drop (after drop/add date)	Appeal to the Director of Academic Success Center.
7	Appeal of a Final Grade/Grade Change for a Course	See Grade Appeal Policy.
8	Course Appeal to Change Course to Credit/No Credit Grade After Deadline	Appeal to the Director of the Academic Success Center.

9	University Residency Requirements	Appeal to the Director of the Academic Success Center.
10	Withdraw/LOA and Refund of Tuition, Room and Board	Appeal to the Tuition Appeal Committee – Business Office, Student Life, Financial Aid and other Office representatives as needed.
11	Placement into Fundamentals Courses	Appeal to the Director of the Academic Success Center.
12	Permission to Walk (in Graduation)	Appeal to the Registrar
13	Consideration of AP Scores for Credit when Submitted After the Second Semester in Residence	Appeal to the Director of the Academic Success Center.

ATTENDANCE

All students are responsible for, and grades may be determined by, all requirements outlined by the instructor’s syllabus. This may include class attendance and participation, as well as the completion of all assignments, the reading of all required materials, the completion of laboratory assignments and/or field trips, and the taking of the required examinations.

Any students with absences due to extended illness should contact the Dean of Students office. Students enrolled in the School of Continuing and Professional Studies should discuss absences due to prolonged illness with the Director of Academic Services. This will not, however, override an instructor’s attendance policy. Students are required to speak with their instructors about all extended absences to learn of their academic standing in class. Students with excessive absences due to personal circumstances should contact the Dean of Students and are encouraged to contact the Counseling Center.

For additional information, see Absences for Medical Reasons.

AUDITING A COURSE

A student who wishes to attend a course regularly but does not wish to receive credit for the course may request permission to audit from the manager of academic operations of the college in which the course is offered. The manager of academic operations will, in turn, obtain permission from the faculty member.

Students are expected to meet the requirements for auditors, which are established by the faculty member teaching the course. Following the completion of the course, the faculty member will determine whether these requirements have been satisfied, and, if so, the notation of “AU” will be posted on the transcript. Students who have been academically dismissed from the University, who have not been accepted for re-entry, may not audit courses.

Tuition and fees to audit the course are the same as those when taking the course for credit. Students must register for an audit course the same way they would for any other. In addition, they must complete the “Request for Permission to Audit a Course” form requesting permission to audit, and submit the signed form to the Registrar before the “last day to add” (see Academic Calendar). At that

time, the decision becomes final. Form available on the Registrar's website:
www.eastfalls.jefferson.edu/registrar/.

Audit courses cannot be applied toward degree requirements.

Students enrolled in the School of Continuing & Professional Studies may not audit courses.

See "Schedule Changes."

CANCELLATION OF CLASSES

Cancellation is automatic upon failure of the instructor to appear 15 minutes after the normal starting time of that class, unless notice is sent prior to that time that the instructor will be late.

CHANGE OF MAJOR

students who wish to request a change of major (curriculum) must obtain the proper form from the academic success center or the webpage at <http://www.eastfalls.jefferson.edu/successcenter>. Continuing and professional studies students should contact the school of continuing and professional studies. Completing a change of major form requires multiple signatures prior to formally making the change. Please see the "change of major" form for details.

Students who request a Change of Major into the following programs: Animation & Digital Media, Architectural Studies, Architecture, all Engineering majors, Fashion Design, Graphic Design Communication, Interactive Design & Media, Industrial Design, Interior Design, Landscape Architecture, Psychology/CTC, must consult with the Academic Success Center or upper-level college advising advocate because certain timelines, stipulations and additional signatures may be required.

CHANGING CATALOG YEAR

Students who request a Change of Major into the following programs: Animation & Digital Media, Architectural Studies, Architecture, all Engineering majors, Fashion Design, Graphic Design Communication, Interactive Design & Media, Industrial Design, Interior Design, Landscape Architecture, Psychology/CTC, must consult with the Academic Success Center or upper-level college advising advocate because certain timelines, stipulations and additional signatures may be required.

CHILDREN IN INSTRUCTIONAL SETTINGS

The University teaching and learning environment is not an appropriate setting for children. Faculty and students shall refrain from bringing children to classrooms, studios, laboratories and other instructional settings except in the event of unanticipated emergencies and in those instances, only with appropriate approval. When unanticipated emergencies do arise and an exception is being sought, the procedure for seeking approval is as follows:

- A student seeking permission must contact the course instructor prior to the beginning of class to discuss potential alternate solutions, and if there are none, to request the instructor's permission to bring his/her child to that instructional setting on the designated day.
- Full-time and adjunct faculty members seeking permission must contact either the program director/section coordinator, as appropriate, or the manager of academic operations, in

accordance with the College/School procedures, to discuss the circumstances, and whether the director/section coordinator or manager will grant permission to bring his/her child to that instructional setting on the designated day.

While this is a general University policy about children in instructional settings, individual Colleges or Schools may adopt more restrictive policies, which do not allow for any exceptions for certain settings, such as workshops, laboratories, and studios, for the protection of faculty, students, the children, as well as the University's facilities.

CLASS MEETING TIME

Classes must be held during the meetings times and days as scheduled by the Registrar's office. Instructors must follow the scheduled times, days, and room assignments for courses. Students are only responsible for attendance during regularly scheduled meeting times. Meetings outside of the scheduled class period—including field trips and events—may be offered by instructors, but faculty may only count attendance during regularly scheduled class time. Participation in non-time-specific activities outside of scheduled class meeting time may still be required.

Note: This is general undergraduate policy. Students enrolled in cross-level courses shall follow the academic policies that apply to their academic level.

Individual program published policies may require modifications to this policy. For policies specific to the following combined B.S./M.S. programs, see the appropriate Program Handbook for details:

- Combined B.S. in Health Sciences/M.S. in Community and Trauma Counseling
- Combined B.S. in Psychology/M.S. in Community and Trauma Counseling
- Combined B.S. in Health Sciences/M.S. in Occupational Therapy
- Combined B.S. in Psychology/M.S. in Occupational Therapy
- Combined B.S. in Health Sciences/M.S. in Athletic Training

See "Absences for Observances of Religious Holidays" and "Inclement Weather."

COURSE LOAD AND COURSE OVERLOAD

Students enrolled in 12 to 21.5 credits per semester are considered enrolled full-time. Students paying full-time comprehensive tuition will occur additional tuition charges only if: their total credit load exceeds 21.5 credits; or their total credit load is more than 6 credits above prescribed maximum load of their program. Students taking less than 12 credits per semester are considered part-time and will be billed at the per-credit rate. Students enrolled in more than 21.5 credits per semester are enrolled in an overload. Students enrolled in an overload will be billed the comprehensive rate plus the overload per-credit charge for all credits over 18.5.

COURSES TAKEN ELSEWHERE

From time to time, matriculated students may find it necessary to take courses at another college or university. Students may also seek permission to take courses at another institution during the academic year if specific courses are not available at Thomas Jefferson University. Students may only register for six credits or two courses at another institution.

Permission to take courses at another institution will be granted only if the institution is a regionally accredited institution. Courses at the other institution are determined to be equivalent to courses at Thomas Jefferson University by the respective program director or associate dean after a faculty review of the corresponding course description. Generally, permission to take courses equivalent to Thomas Jefferson University junior- and senior-level courses will be granted only if the other institution is a four-year college or university. Students may not take junior- and senior-level courses at a two-year or community college.

Students must fulfill their residency requirements at Thomas Jefferson University. See “Residency Requirements.”

Prior to January 1, 2019, if the student earns the equivalent grade of “C-” or higher for an approved course, Thomas Jefferson University will grant credit for the course. Effective January 1, 2019, students must earn a “C” or higher for an approved course. Students should not take courses at other institutions on a “Credit/No Credit” or pass/fail basis, as the University will not accept such a grade toward a Thomas Jefferson University degree. Grades earned at another college or university are NOT made part of the student’s Thomas Jefferson University transcript; rather, the credits will be considered only for transfer credit.

It is the responsibility of the students to:

- Secure a catalog description from the other institution and verify that the intended course will be offered.
- Obtain a “Permission to Take Courses at Another Institution” form online at the [Academic Success Center website](#). The completed form must be submitted at least six weeks before courses begin at the other institution.
- Take the form and the catalog course description(s) to the following individuals for review and approval: (1) a faculty member in the appropriate academic area to verify equivalency of the intended course; and (2) the Associate Dean for Hallmarks Core courses equivalency, or the program director or Associate Dean for course equivalency in the major. Submit a copy of the form to your advisor and retain a copy for your records.
- Submit the completed form to the University Registrar. As a general rule, a student will not be permitted to take a course at another institution if the course is being offered by Thomas Jefferson University and if, at the time the student wishes to take the course, the student is residing within 30 miles of the University. Students should not plan to take more than two courses at another institution in any term, including the summer. Students must be in good academic standing at the University and must be in residence at Thomas Jefferson University during the semester immediately preceding the awarding of the degree.

Upon receipt, the Registrar will send a letter to the college or university for permission to take the course(s). Copies will be supplied to the student and to the student’s advisor.

The student must make arrangements for an official transcript to be sent to the Office of the Thomas Jefferson University Registrar after completion of the off-campus coursework. No credit will be evaluated until that office has received an official transcript. No credits will be transferred without prior approval.

COMPLIANCE WITH UNIVERSITY REGULATIONS

By accepting registration, students agree to accept responsibility for compliance with academic requirements, residency requirements and conduct regulations.

It is recognized that, once registered, students have basic rights, but the university reserves the right to require students to withdraw at any time if they fail to live up to their responsibilities to maintain the standards of conduct and scholarship.

Due-process procedures will be followed in all violations that could result in the dismissal of a student from the university.

COMPUTER RESOURCES

The Office of Information Resources (OIR) is responsible for management, operation, security and support of the information-technology environment at the University. In accordance with established policies, all members of the Thomas Jefferson University community are responsible for effective, efficient, ethical and acceptable use of information resources. The complete text of the University's "Information Technology Policy" is published in the University's Student Handbook and is available online at www.eastfalls.jefferson.edu/studenthandbook/2017-2018/.

CONDUCT

The University tries to minimize the number of specific regulations governing conduct, assuming that students are adults and mature enough to establish a code of conduct that will reflect well on themselves and the University. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected to conduct their affairs in a manner reflecting credit on the University.

The University does have regulations governing certain types of conduct. These are stated in detail in the Student Handbook, which is available online at www.eastfalls.jefferson.edu/studenthandbook/2017-2018/.

A Student Conduct Committee reviews serious cases involving violations of conduct standards and regulations, including academic dishonesty. The operation of this committee is outlined in the Student Handbook.

For additional information on Student Grievances, see www.eastfalls.jefferson.edu/studentgrievances.

COURSE DESCRIPTIONS

Descriptions for courses offered at the East Falls campus can be found online at <http://www.eastfalls.jefferson.edu/catalog/CourseDescriptions>.

COURSE-BY-APPOINTMENT (CBA)

The intended course-by-appointment must currently exist in the University catalog, i.e. course number and course name already have been created by the Registrar. All prerequisites for the existing course must have been met prior to the CBA.

A written proposal detailing how the existing syllabus will be modified to allow equivalent classroom experiences during the term must be attached to the required approval form. This form is obtained online at the University Registrar's website at www.eastfalls.jefferson.edu/registrar/ and, if approved, the student must submit the form to the Registrar before the "last day to add" deadline (see Academic Calendar). Further details are provided on the form.

Students may also be permitted to take CBA for an existing catalog course that anticipates low enrollment. In such cases the University Registrar lists such courses on the master schedule without indicating days or times. The assigned faculty member subsequently contacts all students who register, and a mutually convenient day and time is established. The completed form with the required signatures will be submitted to the manager of academic operations of the college in which the course is given, or the School of Continuing and Professional Studies if appropriate, and must be presented to the Registrar before the "last day to add" deadline.

The University reserves the right to identify courses that may not be taken by appointment regardless of scheduling conflict or anticipated date of graduation.

See "Independent Study."

CREDIT HOUR

Definition of a "Credit Hour" – Semester Credits

The calculation for credit hour for all courses at the University is consistent with the U.S. department of Education and the Pennsylvania Department of Education credit hour definition as defined below.

U.S. Department of Education:

The Code of Federal Regulations, Title 34: Education, Part 600. Institutional eligibility under the Higher Education Act of 1965, as amended. Subpart A-General Section 600.2 states the following:

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) *One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

(2) *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Pennsylvania Department of Education (PDE): 22 Pa. Code, Chapter 31, 31.21-31.22.

“A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty”.

Thomas Jefferson University’s formats and modes of instruction appear below based on the calculation of these modes of delivery for one credit hour per week:

Lecture: A credit hour is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks.

Laboratory/Studio: The conventional suggestion is two hours of instruction and at least four hours of work outside of class in the semester.

Independent Study: In addition to earning credits through formal courses, students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. An independent study provides students a unique opportunity to work closely with a faculty mentor, while studying a subject of their own choice. This learning experience, however, *should not duplicate the content of an existing catalog course*. The meeting time established by student and faculty must meet the minimum instructional time and out of class student work per week as in the established time for lectures, labs or studios. *Additional requirements are detailed in the current catalog, and each School/Program may have requirements beyond those at the University level.*

Internship: An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. Academic internships at Thomas Jefferson University aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship. Details can be found at:

www.eastfalls.jefferson.edu/careerservices/Internships. All internships, regardless of credit registration, require a minimum of 12 weeks in length. The 0.5 and 3 credit internship courses require a minimum of 144 hours per semester on site, and the 6-credit internship course requires a minimum of 288 hours per semester on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Course by Appointment: Students may be permitted to take a “course-by-appointment” for an *existing catalog course*. The assigned faculty member subsequently contacts all students who register, and a mutually convenient day and time is established. The course follows the normal syllabus, assignments, and examinations. *Additional requirements are detailed in the current catalog and each School/Program may have requirements beyond those at the University level.*

Clinicals/Rotations/Fieldwork/Preceptorship: These learning experiences occur outside of a class setting with directed activity and a faculty member in contact with the student to ensure student outcomes are reached. Typically, the learning experience occurs outside of a lecture setting with directed activity. The experience may involve a site supervisor or a preceptor. Student activities may

include experiences where the student is directly involved with the evaluation and management of patients/clients displaying the level of knowledge and skills learned during instruction, hours in a clinical/office setting, attending to patients/clients and partaking in continuing medical/education seminars, demonstrating the connection between academic learning and real world application in a clinical/office setting and documenting, reflecting and chronicling their learning and accomplishments. Due to the wide variety of programs the actual activities students participate in may differ, but all activities must meet at least the minimum credit hour requirement for lab/studios. (The majority usually go well beyond this requirement).

Online: Jefferson follows the definition of Distance Education/Distance Learning consistent with HEOA, PDE and Middle States standards and guidelines for all distance learning degree or certificate programs.

Online education is an alternate format to onsite based instruction using various technologies to deliver faculty directed instruction to students who are not physically present in an onsite setting. These methods could be synchronous or asynchronous and technologies may include but are not limited to the internet; one-way and two-way transmissions through open broadcast, discussion boards, satellite, wireless communications devices; audio conferencing; or Video cassettes, DVDs, and CD-ROMs, when used in a course in conjunction with any of the technologies listed.

All our online courses satisfy the PDE guidelines for “equivalent instruction”. See below for PDE parameters for curricular content that that are equivalent to classroom based instruction. (PA Code 31.21)

According to PDE clarification, equivalent content:

- should be related directly to the objectives of the course/program,
- should be measurable for grading purposes.
- should have the direct oversight or supervision of the faculty member teaching the course
- should in some form be equivalent of an activity conducted in the classroom.

PDE states that equivalent content may not be:

- homework assignments
- focused on “time spent,” that is, the amount of time the student spends accomplishing the task

Hybrid: Hybrid courses are a combination of onsite (face-to-face) and online formats. The instruction hours must reflect the total of both methods and comparable time to out of class requirements as in traditional onsite courses.

Accelerated Courses: Thomas Jefferson University offers courses that are outside of the standard 15-week semester. Courses in the School of Continuing and Professional Studies are offered in 8-week terms. These courses go through the same curriculum governance as courses in the standard semesters and are subject to the same standards. All accelerated courses must meet the required instruction time and out of class work time as defined for their traditional counterparts.

Short Courses: These are Faculty-led short courses away or abroad. These courses provide students with appreciation and understanding of the global or national environments. Short away courses help students value intercultural/diversity experiences as they develop an ethical & professional awareness of their discipline within the global/national community. Students also gain insight into the historical, cultural, social, political and geographic contexts of the site of study while applying their

resourcefulness, flexibility, interdependence and the ability to collaborate and work in a group. All short courses whether away or abroad, must meet the required instruction time as traditional onsite courses.

Academic Year: It is important to note that regardless of terms, format or mode of delivery, all programs in all terms follow the established credit hour definition.

Traditional Programs – All traditional programs at Thomas Jefferson University follow the standard semester format with Fall and Spring semesters totaling a minimum of 30 weeks of instructional time. (DOE CFR Title 34 668.3 #1i) These weeks do not include reading days or final exams. The traditional programs also utilize the 12-week summer term or the two 6-week summer terms.

The resident Continuing and Professional Studies programs have five eight-week terms which consist of two eight-week Fall terms, two 8-week Spring terms and one eight-week summer term.

The Online Continuing and Professional Studies programs has six 8-week terms, which consist of two 8-week Fall terms, two 8-week Spring terms and two 8-week summer terms.

Determining and Monitoring Amount and Level of Credits: Credit hours are determined by the faculty and the college deans in collaboration with the University Registrar's Office which enforces the credit hour policies listed above. All curriculum proposals go through the University Academic Opportunities and Oversight committee and are approved by their College Education Committees. These committees guide, review, evaluate, and coordinate curriculum proposals for all curriculum in the university. All undergraduate courses indicate the number of credits proposed and the number of hours for lecture, lab etc. per week for the course e.g., 3-2-3 which indicates that this 3-credit course will have 3 hours of lecture and 2 hours of Lab/Studio instruction per week. The graduate courses specify the number of credits for the proposed course and the syllabi show the weekly task/instruction. Furthermore, at the submission of the semester course schedule the Registrar's office reviews all submissions to ensure they are meeting the credit hour requirement.

Program Review and Content Specialty Accreditation: Through the regular process of Program Review as well as individual program accreditation, credit hour assignment is monitored by the colleges themselves and visiting accrediting teams. The majority of programs in both the college of Architecture and the Built Environment are reaccredited every 5-7 years, as are some of our design programs, engineering and health sciences programs.

CREDIT/NO CREDIT OPTION-UNDERGRADUATE

The "Credit/No Credit" (CR/NC) grading option is available to encourage students to enrich their academic experience and explore more challenging courses outside their chosen field of study.

Full-time students who have earned 30 or more credits and are in good academic standing may take one elective course CR/NC each semester. Part-time students who have completed a minimum of 30 credits may take one elective course CR/NC for each additional set of 12 credits of coursework. Students are permitted to take a maximum of four elective courses during their enrollment in a bachelor's degree program on a "Credit/No Credit" (CR/NC) basis. Courses in which the program requirements dictate the CR/NC grading option for all students are not included in the semester or cumulative limit.

- Courses in the major, minor, specialization, concentration, DEC core, or designated electives may not use the CR/NC grading option.
- Touchstone courses in the undergraduate Hallmarks Core curriculum may not use the CR/NC grading option: DBTU-114, WRIT-20X, DBTG-300, HALLMK-499.

To obtain credit, students must earn a “C” or better in the course. Effective January 1, 2019, to obtain credit, students must earn a “C” or better in the course. The final grade in the course will not affect the student’s GPA, except in certain cases where the CR/NC option is used to repeat a course. The course credits earned with a “CR” will be applied toward the total credits required for graduation, whereas a course receiving a “NC” will negatively affect the student’s completion rate.

Students may elect to take a course on a CR/NC basis by submitting the appropriate form, (see www.eastfalls.jefferson.edu/registrar/forms) to the Office of the Registrar no later than the “last day to add” (see Academic Calendar). After submittal of the completed form, a student may change back to the standard grading option before the “last day to withdraw” for the semester.

Students should consult with their academic advisor and the Office of the Registrar to determine when this option is or is not an advisable choice.

The School of Continuing and Professional Studies does not allow students to complete courses on a CR/NC basis.

See “Repeating Courses,” and “Schedule Changes”

CROSS-LEVEL COURSE

A cross-level course is a course offered at both the undergraduate and graduate levels. Graduate expectations are to be commensurate with the level of graduate course listed. Requirements for the graduate course must clearly delineate greater expectations in quantity and/or quality for the graduate students appropriate to the field of study as determined by the program director. The expectations may be differentiated through any of the following methods:

- additional or higher-level learning objectives
- assessment methods
- adjusted grading rubrics
- additional or alternate topical work, assignments, readings and/or activities

CROSS-LISTED COURSE

A cross-listed course is a course offered by more than one department/program at the same level, i.e. undergraduate/undergraduate or graduate/graduate. The cross-listed course will have the identical catalog descriptions in each listing and the same learning objectives.

DECLARING A MAJOR

Thomas Jefferson University students registered as undeclared are urged to declare a major after completing 30 credits. However, students are required to declare a major after completing 60 credits (30 credits in residence for transfer students). Students who are unsure about their choice of major should take advantage of majors advising at the academic success center.

DEGREE OPTIONS

The following are degree options outside of the standard undergraduate or graduate degree programs. Offerings for these degree programs can be found at www.eastfalls.jefferson.edu/catalog/Introduction/UgradABList.

- "2+" Option

A "2+" undergraduate pathway is for students completing pre-professional requirements on the East Falls campus in preparation for admission to professional programs on the Center City campus.

- Combined Degree program

A Combined Degree program is reserved for fields in which the master's degree is the required credential for a professional license. Students are admitted as freshmen to a Combined Degree program (BS/MS). This pathway may shorten the time to the graduate degree. Undergraduate students must maintain the program's academic progression criteria to remain in the Combined Degree program and to retain admission to the graduate program.

- "4+" Option "sub-matriculation"

A "4+" Option is an accelerated pathway to a graduate degree. Undergraduate students may apply to a designated graduate program and begin graduate coursework, i.e., sub matriculate into the graduate program. The graduate degree is completed after the baccalaureate, in additional semesters depending upon the graduate curriculum.

- Double Degree/Second Baccalaureate Degree

Students who have received one baccalaureate degree from Thomas Jefferson University and who wish to seek a second such degree in another curriculum are required to complete all the additional course requirements and fulfill a second residence requirement of a minimum of 33 credits. At least 12 credits must be in the new major. Students interested in this possibility should consult with their faculty advisor for further information.

- Double Degree/Second Baccalaureate Degree (CPS)

Students who want to earn a second Bachelor degree after previously earning a Bachelor degree at any other institution or any other academic unit at Thomas Jefferson University, excluding the School of Continuing & Professional Studies, must fulfill the School of Continuing & Professional Studies residency requirements of: 33 overall University credits; with specifically 12 credits in the major, 9 credits within the General Education Core, and 9 credits within the Continuing Professional Studies Core. Students interested in this possibility should consult with the School of Continuing and Professional Studies for further information. Students who have previously earned one Bachelor degree through the School of Continuing & Professional Studies are not eligible to pursue a second Bachelor degree.

- Double Major

Students wishing to earn a double major must do so by completing all requirements for the “primary” major and all required courses in the “secondary” major. Only students of demonstrated ability, i.e. 3.0 cumulative GPA or higher, will be approved for double-major status.

The equivalent of **at least ten (10) courses must be unique to each major**. This minimum course requirement may mean that students have to take advanced electives in one program in addition to the listed core requirements in order to establish the uniqueness of each intellectual discipline and to assure the intellectual integrity of each. At least four courses (12 cr.) of upper-level work must be completed in residence at Thomas Jefferson University in each major. The same course(s) may not be used to satisfy residency requirements in both majors.

Students wishing to pursue a double major should discuss their options first with their faculty advisor and then with a faculty advisor from the “secondary” major. The double-major option must be declared/approved once a student has reached junior standing (60 cr.) and at least one calendar year prior to the student’s anticipated graduation date.

Students must submit the “Approval of Double Major” form to the Office of the University Registrar so the student’s transcript and degree audit will record completion of the two majors’ degree requirements. The form, available online from the Academic Success Center, www.philau.edu/successcenter, lists required courses for the “secondary” major. A list of required courses for the “secondary” major, approved by both advisors, must be added to the advising file for pre-certification purposes.

Students may not utilize credits allocated to an option, concentration or *designated* elective in the “primary” major to satisfy requirements for the “secondary” major and vice versa. Students may utilize credits allocated to a minor or to free electives in the “primary” major to satisfy requirements for the “secondary” major. Students selecting a double major will be exempt from any mandatory minor requirements that would otherwise apply.

Students completing a double major will receive **one** degree and **one** diploma. If the two completed majors bear different degree designations (e.g., BSE, BArch, BS), during the precertification process, the student will have the option to select the degree designation that will appear on the transcript and diploma.

A student with a double major may graduate upon completion of all requirements for both majors as described above, or s/he may default to a single major by submission of written notification to the Registrar’s Office and the student’s certifying officer. If a student defaults to a single-major option, the student may then graduate upon completion of all requirements for that one major but may not continue at the University for completion of the second major.

In some cases, the combined requirements of the two majors will necessitate the completion of a greater total number of credits than either major taken separately, and depending on the term-to-term load, the student will most likely incur additional tuition charges according to the standard University policy for course overloads. There is no guarantee that the double major will be funded by the student’s financial aid and/or scholarships. (*Students should review all approved academic plans with the Financial Aid Office to establish what courses will be funded.*) Completing more than one major will not necessarily improve the chances of admission to a graduate program or increase

prospects in career goals. Furthermore, individuals with more than one major can significantly reduce opportunities to explore more wide-ranging elective coursework, internships, study abroad and areas of personal interest.

Students enrolled in the School of Continuing & Professional Studies do not have the opportunity to complete a double major.

- Dual Degree program

A Dual Degree program is designed to offer an accelerated pathway to the two degrees at the same level. The two degrees may be completed concurrently or consecutively.

ACCESSIBILITY SERVICES

Thomas Jefferson University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University provides accommodations for students with disabilities, who are eligible for accommodations and who seek accommodations. All students interested in receiving accommodations must contact the Office of Accessibility Services by email at eastfalls.jefferson.edu/accessibilityservices/, phone at (215.951.6830) or by visiting our office (Kanbar 102D). Information on services may also be obtained by visiting our website: eastfalls.jefferson.edu/accessibilityservices/. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Disability Services to the instructor before accommodations may be provided. Thomas Jefferson University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact Disability Services.

DIVISION CHANGE

Students wishing to transfer to Continuing and Professional Studies to finish their degree requirements should complete a School of Continuing & Professional Studies Application for Admission form available at that office in The Tuttleman Center. If a student will ultimately be certified for graduation by the undergraduate division, academic advising will remain the responsibility of the day division advisor. Continuing and Professional Studies students wishing to transfer to the undergraduate division to finish their degree requirements should complete an Application form available at the Office of Admissions. Students who have been dismissed from the University for academic reasons must apply through the Admissions Office and must be readmitted by the Student Experience Committee before registering for additional courses at the University.

See "Academic Standing."

DROPPING COURSES, ADDING COURSES & SCHEDULE CHANGES

Schedule changes, such as adding a course, changing a section, replacing a course or section, etc., must be made by the "last day to add" in the Academic Calendar. See Academic Calendar online. Undergraduate first year students need to submit a Course Withdrawal/Course Registration form to the Registrar's Office in order to make any changes to their semester schedules. This includes changes to add, drop or withdraw from a course.

Students may drop a course with no notation on the transcript if the drop is completed by the “last day to drop without ‘W’ grade” deadline on the Academic Calendar.

After the “last day to drop without W grade,” a student may withdraw from a course by the “last day to withdraw from a course” (see Academic Calendar). When a student withdraws from a course, a “W” will appear on the transcript for that course, and this will affect the student’s Academic Standing. To withdraw from a course, students must submit a signed Course Withdrawal form to the University Registrar or the School of Continuing and Professional Studies. Forms may be found online at the Registrar’s website: www.eastfalls.jefferson.edu/registrar/.

If the student officially withdraws after the “last day to withdraw from a course,” a “WF” will appear in the transcript and affect the student’s GPA calculations and Academic Standing.

Specific deadlines for dropping special accelerated courses or summer session courses are published in the Academic Calendar by the University Registrar. These deadlines will determine the drop period for summer and all Continuing and Professional Studies sessions.

In exceptional cases a student may request special permission from the Director of the Academic Success Center to drop a course after the “last day to withdraw from a course” deadline. In such cases a grade of “W” will appear on the transcript for that course, and this will affect the student’s Academic Standing.

Students may not drop or withdraw from fundamentals courses.

See “Schedule Changes,” “Leave of Absence/Withdrawal Policy” and “Refund Policy.”

FINAL EXAMINATIONS

Final examinations are scheduled during a one-week period at the end of each semester. Examination periods are two hours in length.

The University has a policy prohibiting the administration of any final examinations during the last “instructional” week of the semester in place of an examination during the scheduled final exam week. Final examinations may not be administered during Reading/Review Days. No student is required to take more than three final examinations during a given day. If, because of this policy, it is necessary for a student to have any examinations rescheduled, arrangements must be made with the university registrar no later than a week in advance of the start of exam week.

FUNDAMENTALS COURSES

Fundamentals of College Mathematics, MATH-099 is offered by the University. Placement into Fundamentals of College Mathematics is determined by SAT scores, and for Math, a self-screening trigonometry questionnaire.

For purposes of calculating the student’s course load, this course counts as three credit hours. However, it will not count as credits toward graduation, and it may not be used to satisfy the residency requirement or for use as a free elective.

- Students must complete this course within three semesters of matriculation.
- Students must earn a “C” (2.00) or better to receive credit for this course. Students who earn less than a grade of “C” must repeat that course in the next semester in which it is offered. Grades in Fundamentals courses enter into the calculation of a student’s grade point average.
- Students who are required to take Fundamentals of College Mathematics must pass that course before taking any other mathematics course and certain science courses.
- Students may not withdraw from a Fundamentals course. The director of the Academic Success Center must approve any exceptions in writing.

GRADE APPEAL

To appeal a grade for a course, the student should first discuss the grade with the faculty for the course. If the student is not satisfied with the outcome of this discussion, traditional day undergraduate students may file a subsequent appeal with the Associate Dean or Dean of their College or School and students in the School of Continuing and Professional Studies may file a subsequent appeal with the Director of Student Services. In the event that the student is not satisfied with the outcome at that level, or if there is not an intermediary, an appeal may be submitted to the Dean of the College or the Executive Director of the School of Continuing and Professional Studies. The Dean for the College or the Director of the School of Continuing and Professional Studies is the final appeal.

For additional information, see <http://www.eastfalls.jefferson.edu/studentgrievances>.

GRADE CHANGES

All grades become part of the permanent records of the University at the end of the semester. Following this, no grades may be changed without the written approval of the faculty and dean of the college offering the course. Forms for change of grades may be found online on the University Registrar’s website, www.eastfalls.jefferson.edu/registrar/.

This in no way affects the institutional policy regarding the grade of “Incomplete.”

GRADE POINT AVERAGE/GRADING

The unit of credit is the semester hour.

Quality points are assigned to letter grades according to the following scale:

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	F	=	0.00
C+	=	2.33			

The quality points earned are computed by multiplying the numerical value of the letter grade by the number of semester credit hours for the course. The Grade Point Average (GPA) is determined by dividing the total quality points earned by the total Semester GPA credit hours. A sample calculation

follows:

Course Number/Name		Credits/ *GPA Credits	Letter	Quality Point Value	Quality Points Earned
ADFND-101	Design 1	*4	B	3.00	12.00
ADFND-103	Drawing 1	*3	B-	2.67	8.00
DBTU-114	Debating US Issues	*3	B+	3.33	10.00
FYS	Pathways Seminar	1	CR	0.00	0.00
MATH-102	Pre-Calculus	3	W	0.00	0.00
SCI-108	Sust & Eco- Innovation	*3	B+	3.33	10.00
		*GPA Credits =13			40.00
Grade Point Average (GPA): Quality Points Earned ÷ *GPA Credits = 40.00 ÷ 13 = 3.07					

GRADE REPORTS

Current students can access and print their grade reports using WebAdvisor. Grade reports are not mailed to students.

GRADING SYSTEM-UNDERGRADUATE

The University uses a plus/minus grading system. The passing grades for the University are "CR," "A," "B," "C" and "D." A grade of "F" signifies that the course has been failed.

Grade descriptions are listed below:

A = Excellent.

Awarded to students who demonstrate an excellent understanding of the subject matter and who have achieved outstanding results in fulfilling the course objectives.

B = Above Average.

Awarded to students who demonstrate above-average understanding of the subject matter and who show consistent achievement beyond the usual requirements of the course.

C = Average.

Awarded to students who perform at the satisfactory level and demonstrate acceptable levels of understanding of the subject matter commensurate with continued study in the next successive course. *(Note: To graduate, a student must have a cumulative grade point average of 2.00 or better.)*

D = Below Average.

Awarded to students as evidence of less-than-average understanding of the subject matter and who demonstrate weak performance. It indicates insufficient preparation for students to enroll in any course reliant upon an acceptable level of understanding of the particular subject matter. A grade of "D" (1.00) represents a minimum grade necessary to receive credit for the course.

F = Failure.

Awarded to students showing poor understanding of the basic elements of the course.

I = Incomplete.

The "I" grade indicates that a student has missed some portion of required coursework because of illness or another emergency beyond his/her control. It indicates that the student, with the approval of the professor, has agreed in writing to complete the missing course requirements within an extended period of time and not to exceed the end of the 4th week counting from the last day of the end of the semester in which the course was taken. (See current Academic Calendar for the exact date.) The professor has sole authority to grant or deny such a request. Failure of the student to complete the agreed-upon work in the prescribed time frame will result in a grade of "F" for the course. To obtain an "I" grade the student must submit an Incomplete Form to the professor for approval before the due date for final grades to be submitted to the Registrar. Copies of the form are available online on the University's Registrar's website, www.eastfalls.jefferson.edu/registrar/.

W = Withdraw

The W grade indicates that a student withdrew from a course during the scheduled withdraw period for a term. A W is not included in GPA calculations, but is included when calculating the credit completion rate. As a result, a W grade may affect a student's academic standing for the cumulative credit completion rate.

WF = Withdraw Failure

The WF grade indicates that a student withdrew from a course after the last day to withdraw with a W grade. A WF is included in GPA calculations and carries the same quality points as an F grade. It is included when calculating the credit completion rate. As a result, a WF grade may affect a student's academic standing for the cumulative credit completion rate or the minimum GPA requirement.

CR = Credit

The CR grade indicates that a student has successfully completed a course which is graded on a Credit/No Credit basis. To obtain a CR grade, students must earn a "C" or better in the course. A CR grade is not included in GPA calculations, but is included when calculating the credit completion rate.

NC = No Credit

The NC grade indicates that a student has not successfully completed a course which is graded on a Credit/No Credit basis. This means that the student earned less than a "C" in the course. An NC grade is not included in GPA calculations, but is included when calculating the credit completion rate. As a result, a W grade may affect a student's academic standing for the cumulative credit completion rate.

AU = Audit

The AU grade indicates that a student has audited a course. The AU grade is assigned by the faculty member at the end of the semester in which the student is registered for the audited course. An AU grade is not included in GPA or credit completion rate calculations, and has no effect on a student's academic standing. This is the only eligible grade for an audited course, and will not replace a previously earned grade for a repeated course. Since it is automatic, this grade does not necessarily imply the completion of specific coursework by the student.

Students who earn an "F" or "NC" grade are required to repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement or if they wish to have the failing grade replaced on the transcript.

See "Auditing a Course," "Grade Point Averages," "Credit/No Credit Option," "Fundamentals Courses," "Academic Internships," "Physical Education & Service Learning" and "Repeating Courses."

GRADUATION APPLICATION PROCEDURES

Students nearing graduation must review graduation requirements with their advisor or their program's graduation certification officer at least two semesters before they plan to graduate. Students then must apply online for graduation and submit a preliminary certification form to the Office of the University Registrar. Deadlines are April 15 for a candidate for August, December or February graduation, and October 15 for a candidate for May graduation. An August graduate may seek permission to walk at the May Commencement event. Instructions can be found on the Registrar's website: www.eastfalls.jefferson.edu/registrar/.

GRADUATION REQUIREMENTS-UNDERGRADUATE

Certification for a baccalaureate degree may be processed by either the Undergraduate Program or the Continuing and Professional Studies Program, depending on where the majority of the candidate's credits for the degree were earned. Certification for an associate degree and degree-completion programs administered through the School of Continuing and Professional Studies will be conducted by that office.

Degrees are awarded at the end of the semester in which all requirements are met. The University has four graduation terms (December, February, May or August). For eligibility to walk in the commencement ceremony in May, please refer to the Registrar's office web site. www.eastfalls.jefferson.edu/registrar/graduation.

To graduate, students must fulfill the University's residency requirements, pass all required courses and have a cumulative grade point average of 2.00 or better. A candidate for graduation who earns a cumulative grade point average of 3.60-3.69 will be graduated "cum laude," 3.7-3.79 will be graduated "magna cum laude" or "summa cum laude" if their final cumulative average is 3.80 or better. Latin Honors only apply to Bachelor's degree candidates.

Any student who has financial obligations to the University is ineligible for graduation until such obligations have been fulfilled. Participation in the Commencement ceremony does not necessarily represent conferral of the degree.

See “Residency Requirements.”

GRADUATE COURSES FOR UNDERGRADUATE STUDENTS

Undergraduate students who have earned a minimum of 75 credits and whose cumulative grade point averages are 3.00 and better may enroll in graduate courses. Enrolling in graduate courses provides advanced students with a substantive academic challenge. Given the demands of graduate-level coursework, qualified students must seek the counsel and permission of their academic advisor and graduate program director prior to making the decision to enroll. Undergraduate students cannot exceed 12 graduate credits as part of their undergraduate program of study. The graduate courses must be used to fulfill undergraduate degree requirements in order for the student to remain aid-eligible. Graduate courses taken while an undergraduate student may be applied to satisfy requirements in a graduate program, regardless if the graduate program is part of a combined degree program.

HONORS INSTITUTE

Participants in the Philadelphia University Honors Institute enjoy advanced levels of inquiry, smaller class sizes and seminar-style instruction in Honors Hallmarks Core courses and in the major. In many cases, Honors classes offer opportunities to take advantage of co-curricular experiences in the form of field trips, guest lectures, etc., that help interpret the course material. Honors students can opt to live in the Honors Residence Hall – a built-in peer group grounded in a shared value of academic excellence; and also enjoy extended borrowing privileges at the University library.

Honors students are required to complete nine designated Honors courses; five in the Hallmarks Core and four in the major; and one experience in each of the four Honors Cornerstones: Contribute, Act, Adapt and Question. Honors course offerings are listed each semester in the University’s course schedule. Enrolled students must take the course for a letter grade. The pass/fail or CR/NC option is not available for Honors courses.

Enrollment in Honors courses is designated on the University transcript and remains part of the student’s permanent academic record. Honors students’ academic records are reviewed annually to assure that participants are making satisfactory progress by maintaining a cumulative GPA of 3.25 or higher to remain in the Honors Institute.

Students successfully completing all Honors requirements with a GPA of 3.25 or higher receive special recognition at graduation, the Honors Stole, Medallion and Certificate. This minimum GPA applies to all current and incoming students.

For more information and details about the Honors Institute see the section “University Academic Resources and Services” of the Academic Catalog and the Philadelphia University Honors Institute website, <https://www.eastfalls.jefferson.edu/honorsprogram/index.html>.

HUMAN SUBJECTS POLICY

Faculty, staff and students at Thomas Jefferson University are occasionally involved in the conduct of research involving human subjects. Any research conducted under the auspices of Thomas Jefferson

University must protect the rights of human subjects and requires approval from the University's Institutional Review Board (IRB). An IRB is a committee of peers that examines human-subjects research proposed by Thomas Jefferson University faculty or students for ethical concerns and determines: 1) the rights and welfare of the individual or individuals involved; 2) the appropriateness of the methods used to secure informed consent; and 3) the risks and benefits of the investigation. The IRB approves, denies or recommends changes to the proposed research to assure the protection of the rights of human subjects.

The policies and procedures associated with the review and approval of research involving human subjects at the University are established to be consistent with current federal guidelines. The complete text of the "Human Subjects Policy" can be found as a resource on the Office of the Provost website, see www.eastfalls.jefferson.edu/provost/irb.

INCLEMENT WEATHER

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of Thomas Jefferson University not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class through synchronous online means.
3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

INDEPENDENT STUDY (IS)

Students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. IS provides students a unique opportunity to work closely with a faculty mentor while studying a subject of their own choice. This learning experience, however, should not duplicate material delivered within an existing course catalog. Only students who are prepared to devote considerable time and effort should undertake IS. Planning of the scope and structure of this learning experience should begin in the semester preceding enrollment, not during the term of the IS.

Before registering for the IS, students must secure the written approval of a faculty member who has agreed to supervise the work. Approval of IS can be expected if the faculty member has the time and the interest to supervise the student's work, and if the supervisor and the student can agree in advance on a suitable subject for independent study. Faculty members may choose which applicants they wish to supervise. The decision will be determined by the faculty member's time available, professional interests and his/her estimate of an applicant's prospects for doing suitable work.

The student plans specific activities and goals with the help of the cooperating faculty member. S/he must then receive approval for the plans and complete the Independent Study agreement form, which is available online at the Registrar's website, www.eastfalls.jefferson.edu/registrar/. The student is responsible for bringing the completed and signed form to the University Registrar for official enrollment purposes.

Requirements for an Independent Study

(Additional requirements may exist for each college.)

- A student must have completed 15 credits in residence with a minimum grade point average of 2.50 prior to enrolling in independent study.
- Registration must be completed before the "last day to add" deadline in the current Academic Calendar. (See Academic Calendar.)
- A student may select no more than one course by independent study during a single term.
- A maximum of four courses may be taken by independent study in a degree program.
- A student may not select more than two IS courses under the sponsorship of the same faculty member.
- At the end of the term, students are required to present their work to faculty and student representatives of the University.
- Students enrolled in the School of Continuing and Professional Studies may not select this course option.

For the Independent Study proposal form see www.eastfalls.jefferson.edu/registrar/forms.

See "Course by Appointment."

INFORMATION LITERACY

Mission

To help students become "wise information consumers" and lifelong learners by developing in them the abilities to effectively find, evaluate and apply information.

Information literacy is embedded in the curricula of each college. Students are exposed to information literacy concepts in the context of both their major and Hallmarks Core courses. Students learn how to use the information resources and technologies relevant to their lives as scholars on campus and as professionals in the field. Throughout their undergraduate careers, students gain practical experience in the critical application of data and information to various information needs and problems.

The 21st-century workplace recognizes the value of information-literate employees. Today's technology- and knowledge-driven economy demands highly skilled workers who are adaptable, resourceful, intrinsically motivated and able to learn. Through the University's efforts to create information-literate graduates, students engage in the same process of information problem-solving that will continue for the rest of their lives.

Information Literacy at Thomas Jefferson University is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and

University administrators. Faculty, administrators, and librarians work together to incorporate Information Literacy into programs, courses and assignments, and to assess Information Literacy Learning Outcomes. Librarians also support students, faculty and staff as they seek to become information-literate, lifelong learners

For more information see “Information Literacy” in Academic Programs section of the Academic Catalog and libguides.philau.edu/il.

INTERNATIONAL STUDENTS

International students should consult with the director of International and Exchange Student Programs concerning specific policies applicable to them. The director of International and Exchange Student Programs assist these students in many areas, such as providing orientation assistance, academic advising assistance, and administrative liaison with governmental agencies.

All international students, including transfer students, must report to the International and Exchange Student Programs office, located in the Kanbar Student Center, to certify their registration and to provide a local address. The office is open on a walk-in basis and by appointment.

For additional information, see www.eastfalls.jefferson.edu/internationalservices/.

INTELLECTUAL PROPERTY AND SPONSORED RESEARCH

In the interest of advancing the scholarly activity of the University, promoting academic integrity and supporting both individual and institutional interests, the University has established certain intellectual property policies that cover the recognition, disclosure, publication and ownership of discoveries made in connection with the academic/research activities of the University. Students, staff and faculty are both protected and bound by these policies.

With respect to research that is sponsored by a governmental authority or other third party, the rights of students in any intellectual property that they may discover or create is governed by the terms of the specific agreement between the University and such third party.

Students must comply with all laws and the University policies applicable to intellectual property. Intellectual property includes copyrights, patents and trademarks which are further described in the University’s intellectual property policy. The complete text of the “Intellectual Property Policy” can be found as a resource on the Office of the Provost website, see www.eastfalls.jefferson.edu/provost/resources/index.

LEAVE OF ABSENCE POLICY

A leave of absence (LOA) is a leave from the University with the intention of returning within two full academic semesters or a calendar year to complete coursework.

The deadline to take a leave of absence from the University without any record of courses or grades of the current semester is the same as the “last day to drop without a W grade.” (See Academic Calendar.) If a student takes a leave of absence from the University before the “last day to withdraw from a course,” all LOA grades will be a “W” and will affect the student’s progress towards degree and Academic Standing.

If a student takes a leave of absence after the “last day to withdraw from a course” all LOA grades will be a “WF” and will affect the student’s GPA calculations and Academic Standing.

When a student takes a leave of absence during a semester, the effective date of the leave of absence will be determined when the Office of the University Registrar receives the completed leave of absence form (see Registrar for appropriate form). Students must check with the Student Accounts Office to determine their financial responsibility for tuition and other fees, such as housing and meal plans.

Any student who is in good academic standing is eligible to take a leave of absence from the University for up to one calendar year. A leave of absence allows students to re-enter the University within one calendar year from the date on which the leave was approved without the need for completing a new application.

The leave of absence also enables the student to retain degree requirements from the catalog under which they originally matriculated. Any student may, however, choose to re-enter under requirements in the current catalog. A student whose leave of absence extends beyond two full academic semesters must complete a new application to re-enter the University. Graduation requirements will be determined from the catalog in effect on the date of acceptance for re-entry by the Office of Admissions or the School of Continuing and Professional Studies.

Students who are not in good academic standing may apply for leave of absence, with an exception to the above policy with an appeal made to the Dean of Students. Under these circumstances, the Dean of Students and the Student Experience Committee must approve any application for re-entry before a student registers for any additional courses at the University as per the Withdrawal from University policy. (See “Withdrawal from University.”)

For information about the financial aspects of the leave of absence policy, please refer to the “Refund Policy” included in the “Financial Information” section of the catalog.

LEAVE OF ABSENCE—MEDICAL

A Medical Leave of Absence is granted to students who cannot continue enrollment due to physical or mental health problems. A Medical leave remains in force for one calendar year. If the student does not return within that time frame, s/he must re-apply to the University. The procedure for acquiring a Medical Leave of Absence is as follows:

1. Complete the **Medical Leave of Absence Form**. (Students can obtain this form from the Registrar’s website: www.eastfalls.jefferson.edu/registrar/forms.)
2. Make an appointment with the Dean of Students Office to discuss the circumstances and implications of the leave. This includes the impact of the leave on academic progress, student accounts, financial aid, tuition insurance claims and housing (if the student lives on campus).
3. Provide medical documentation to validate the need for the medical leave.

Students who take a medical leave before the last day to drop will not see any courses or grades on their transcripts. Those students who obtain a medical leave during the semester but prior to the “last day to withdraw from a course” will receive “W’s” on their transcripts. If the withdraw date is past, the Dean of Students may authorize “late W’s” for documented medical leaves.

Students on medical leave must notify the Dean of Students Office 30 days prior to the beginning of the semester of their intent to return to the University. Medical documentation will be required for all students to determine if the student is healthy and ready to return to the University. Medical documentation will be on file in the Dean of Students Office.

Students enrolled in the School of Continuing and Professional Studies should consult with the Director of Academic Services to discuss appropriate procedures to follow when prolonged absences may result due to a medical issue. In some instances, it may be in the student's best interest to withdraw from course(s) during a term in which a prolonged medical situation arises. Concurrently, the student should also consult with Student Accounts to discuss the impact on their account.

NATIONAL STUDENT EXCHANGE BASIC REQUIREMENTS

- Must be a full-time student at the home campus.
- Must be in good academic standing with no incomplete grades from previous terms.
- Certification from the Office of Student Life that the student is not on disciplinary probation.
- No outstanding financial obligations to the home campus.
- May not be on probation, parole, or have pending legal judgments.
- Completion of 60 credits prior to departing for a summer/semester/year-long program.
- Must have a minimum cumulative grade point average of 2.5 (4.0 scale)

Additional documents and/or a portfolio of work may be required and will be noted by the host institution.

NON-DEGREE STATUS ENROLLMENT

Students may apply for non-degree status and register for courses at Thomas Jefferson University. Students with non-degree status are permitted to register for a total of 15 earned credits and thereafter must apply for matriculating status. Credits earned under non-degree status **cannot** be used to receive a certificate, minor, specialization/concentration or any degree without matriculating.

Contact the University Registrar's office for more information on applying and registering as a non-degree student. Credits earned under non-degree status **cannot** be used to receive a certificate, minor, specialization/concentration, or any degree without matriculating.

REGISTRATION: Non-degree status students are expected to register on the published dates for registration. Fees are payable in advance or upon the registration date. Students will receive grades for all courses for which they are registered.

OFFICIAL CLASS ROSTER

A student who is not on the official class roster (signaling they are not registered for the course) cannot attend nor participate in the class, regardless if the student is taking the course for credit or auditing. Any student who is not on the class roster has until the listed deadline to add on the appropriate academic calendar to register. A student should meet with the advising advocate for their major for

directions if anything is preventing registration for the course. Students cannot attend a class while attempting to resolve the issue that is preventing registration.

ONLINE COURSES

This policy pertains to day division undergraduate students, who may be eligible to enroll in a Thomas Jefferson University day division online course during the academic year and/or summer.

- Students with 24 credits or higher may take any day division online course.
- First year students, students on academic probation and students with a cumulative GPA below 2.5 are not eligible to take day division online courses without permission from the student's program director.
- The number of PhilaU day division online courses that a student may take towards degree completion may be limited by Financial Aid and other external variables.

OVERLOAD CHARGES

If a full-time undergraduate student is registered for more than 21.5 credits, they will be charged at the overload per-credit rate for all credits in excess of 21.5 in addition to the comprehensive tuition rate.

PART-TIME TUITION CHARGES

Part-time students (taking fewer than 12 semester credit hours) are charged at the applicable per-credit rate.

PHYSICAL EDUCATION AND/OR SERVICE LEARNING

Undergraduates may take either Physical Education Courses or Service-Learning Courses for free elective credit.

The University offers a variety of opportunities for students to earn PE credits including traditional instruction, varsity sports or the opportunity to participate in the University's extensive intramural program.

SERVE-101 may also be taken in up to three semesters for students to earn free elective credit. Grades will be reported as either "Credit" or "No Credit." For more information about SERVE-101 see the "Undergraduate Academic Programs" section of the Academic Catalog.

See "Attendance."

PLACEMENT TESTING

Summer Orientation

The University administers an online placement test for placement decisions about the appropriate writing course, either WRTG-100 / WRTG-100G or WRIT 101 / WRIT-101G, for all first-time undergraduate day division students, including international students. This online placement test **MUST** be completed **BEFORE** a student comes to campus for his/her selected Summer Orientation session. Students who have earned an associate degree, who have been enrolled in another institution for thirty

continuous credits, or who have earned college credit for Writing Seminar 1 are exempt from writing placement testing ONLY if their credits have been evaluated BEFORE coming to their designated Summer Orientation session. All first-time freshmen who have not completed the online test and transfer students who have NOT had their writing credits evaluated will be required to take the writing placement test during summer orientation, which will delay the receipt of their semester course rosters.

The University places first-time undergraduate day division students in mathematics courses according to math SAT scores, major (as designated in the official University acceptance letter), as well as responses to a self-screening trigonometry questionnaire. Students who have earned AP credit in mathematics will be placed in mathematics courses according to the AP Credit table listed in the "Credit for Prior Learning" section of this publication. Students who have received transfer credit in mathematics will be placed considering these credits in addition to the other stated criteria. The university will administer a math placement test to all international students who have not taken the SAT or ACT.

First-time undergraduate day division students' verbal SAT scores will determine their placement into Introduction to Textual Analysis (ITXA-100). The University will administer a reading placement exam for international students who have not taken the SAT to determine their placement into Introduction to Textual Analysis, (ITXA-100).

See "Credit by Examination," "Transfer Credit," "International Students," and "Fundamental Courses."

Foreign Language Placement

Students who plan to enroll in French, German, Italian, Japanese or Spanish and who have studied that language for more than two years in high school, or the equivalent level elsewhere, must consult with the Coordinator of the Language Program in the College of Science, Health and the Liberal Arts. It is recommended that students who are native speakers of French, German, Italian, Japanese or Spanish enroll in a language other than their own. Students, however, do have the option of taking challenge examinations to meet this requirement. Challenge examinations can be taken in French, German, Italian, Japanese or Spanish. Currently enrolled students may not take CLEP examinations for foreign language course credit. Advanced placement credits and transfer credits for appropriate foreign language courses taken at other institutions will be accepted.

See "Advanced Placement," "Challenge Exam," and "Transfer Credit."

PREFERRED NAME

Thomas Jefferson University recognizes that some members of our community use a name, gender, and pronoun other than their legal identifiers. Students are free to elect to have their chosen first name, gender identity and chosen pronoun appear in Thomas Jefferson University's system (subject to technical capacity) where the legal identifiers are not required. The University reserves the right to deny a requested selection if the request is inappropriate. The request form can be accessed via the Registrar's Office webpage and select the "Chosen Name, Gender, and Pronoun Selection Form" under forms.

For Legal Name Change see "Change of Address, Name or SSN"

READING/REVIEW DAYS

No classes or examinations are held on these designated days prior to final examinations. These days are reserved for final design reviews, portfolio reviews, and study for final examinations. This time allows students to synthesize their course work in preparation for final examinations.

RE-ENTRY TO THE UNIVERSITY-UNDERGRADUATE

A student who wishes to re-enter as a traditional undergraduate student must submit a Re-entry Application to the Office of Admissions. A student who wishes to re-enter as an accelerated-program student must submit a Continuing Studies Application form to the School of Continuing and Professional Studies.

Students who have enrolled at another college or university since their departure from Thomas Jefferson University must present official transcripts from those schools directly to the Admissions Office for consideration in re-entry.

Upon receiving their re-entry letter, students must meet with the director of the Academic Success Center (day division students) or the director of Student Services in the School of Continuing and Professional Studies (evening students) prior to registering for class.

The Student Experience Committee will review any applications for re-entry from students who were not in good standing (less than 2.00 GPA or not met 75% of credits attempted) when they withdrew or were dismissed from Thomas Jefferson University. During the academic year, the Committee meets only once a month, so students should allow adequate time for processing. The subcommittee will also consider applications for re-entry for the fall semester during late May, so students wishing to be evaluated during this summer meeting should submit their requests for re-admission no later than May 15. The Student Experience Committee must approve any application for re-entry before a student, not in good standing, is allowed to register for additional courses at the University. The student is placed on probation during the first term of re-entry.

See "Academic Standing".

REFUND POLICY

TRADITIONAL UNDERGRADUATE AND ALL ONLINE COURSES

Students are considered in attendance until the Registrar receives formal written notice of withdrawal.

For details and additional information on tuition refund, see <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tuition-refund-policy.html>

CONTINUING AND PROFESSIONAL STUDIES (CPS) AND ALL SUMMER COURSES

**FOR DETAILS AND ADDITIONAL INFORMATION ON TUITION REFUND, SEE
[HTTPS://WWW.JEFFERSON.EDU/UNIVERSITY/ACADEMIC-AFFAIRS/SCHOOLS/STUDENT-AFFAIRS/STUDENT-HANDBOOKS/UNIVERSITY-POLICIES/TUITION-REFUND-POLICY.HTML](https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tuition-refund-policy.html)
REPEATING A COURSE**

Students who fail a required course must repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement or if they wish to have the failing grade replaced in GPA on the transcript. (The original grade for the attempted course is not removed from the transcript.)

A student will be permitted to enroll in a course for a second time without conditions, regardless of the grade earned in the course previously.

A student who has failed a course twice will be permitted to re-enroll for a course for a third time when he/she presents the University Registrar with written approval from their advisor.

A student who has passed a class twice and wishes to take it a third time for any reason will need to complete the “Repeating a Course” form and get the appropriate signatures to be allowed to enroll for the course. Appropriate forms for approval are available online on the Registrar’s webpage, www.eastfalls.jefferson.edu/registrar/.

A course failed at Thomas Jefferson University may not be repeated at another institution without prior written approval. See the “Permission to Take Courses at Another Institution” form on Academic Success Center website: www.eastfalls.jefferson.edu/successcenter.

The most recent grade earned is also the one applied to graduation requirements, even if it is lower than the original grade. Any successfully completed course can be applied to graduation requirements only once, no matter how many times it may be taken and passed.

RESIDENCY REQUIREMENTS

To be eligible for graduation with a degree from Thomas Jefferson University, a student must earn a specified minimum number of credits in residence (excluding Fundamentals courses); included in this requirement are nine semester credit hours in the Hallmarks Core Curriculum and 12 semester credit hours in the major core. If a student is pursuing a double major, another 12 semester credit hours must be completed in residence in the second major core.

To be eligible for graduation with a **Bachelor of Science** degree:

- Traditional undergraduate students must earn a total of at least 60 semester credit hours in residence at Thomas Jefferson University;
- Continuing and Professional Studies students must earn a total of at least 33 semester credit hours in residence at Thomas Jefferson University.

In the case of transfer from one division to the other, the higher residency requirement will apply.

To be eligible for graduation with an **Associate in Science** degree (available only through the School of Continuing and Professional Studies), students must earn a total of at least 20 semester credit hours in residence at Thomas Jefferson University.

Students who need assistance in determining eligible courses in the major core should consult the certifying officer for their major in their respective College.

Credits earned through challenge exams and Thomas Jefferson University Study Abroad are applied toward residency requirements.

Students must be in residence during the semester immediately preceding the awarding of the degree.

RESPONSIBILITY TO KEEP INFORMED

Students are ultimately responsible for their own progress toward graduation; they are expected to use the catalog as a reference handbook and to familiarize themselves with the principal policies and procedures contained in therein. The Catalog website (www.eastfalls.jefferson.edu/catalog/index) is subject to change and will be updated. Students are responsible for monitoring the website concerning changes to policies and procedures that might affect their progress toward graduation and for regularly checking campus mailboxes and Thomas Jefferson University email as a means of keeping informed.

RETENTION OF STUDENT WORK

Thomas Jefferson University is committed to providing excellent and innovative educational opportunities to its students. To help maintain quality academic offerings and to conform to professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As the University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

SCHEDULE CHANGES

Schedule changes, including changing sections, replacing courses with another course, auditing a course, independent study, course-by-appointment or changing a course from graded to credit/non-credit must be made by the "last day to add" deadline. See current Academic Calendar.

STUDENT ACCESSIBILITY SERVICES

*The Office of Student Accessibility Services is located in The Kanbar Campus Center, Suite 102.
215.951.6830*

Thomas Jefferson University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University provides accommodations for students with disabilities, who are eligible for accommodations and who seek accommodations. All students interested in receiving accommodations must contact Student Accessibility Services by email at: accessibilityservices@philau.edu or by phone at (215.951.6830) or by visiting our office (Kanbar 102D). Information on services may also be obtained by visiting our website: www.philau.edu/studentaccessibilityservices. Students requesting accommodations in the classroom must present a current accommodation letter from the Student Accessibility Services to the instructor, before accommodations may be provided. The University works with students with disabilities regarding

equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact disability services.

STUDENT GRIEVANCES

For information on student grievances and to submit a grievance, see the Student Grievance page, www.eastfalls.jefferson.edu/studentgrievances.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a federal law governing privacy rights in university records for students and for dependent students' parents. FERPA was passed by Congress in 1974 to provide students the ability to access and review their records and to protect the confidentiality of their records within certain guidelines. Access to the information in a student's records (including access to grades) is generally not permitted to outsiders (third parties) without the student's written consent.

I. To Whom Does FERPA Apply?

For the purposes of this policy, Thomas Jefferson University defines "student" as any person who attends or has attended Thomas Jefferson University.

II. To Which Records Does FERPA Apply?

Thomas Jefferson University defines "education record" as any record in any medium maintained by Thomas Jefferson University that is directly related to a student, EXCEPT:

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
3. Records maintained by the office of Student Health Services if the records are used only for the treatment of a student and made available only to those persons providing treatment;
4. Alumni records that contain information about a student after s/he is no longer in attendance at Thomas Jefferson University and the records do not relate to the person as a student;
5. "Directory information." Thomas Jefferson University designates the following items as Directory Information: student name, addresses, telephone numbers, email addresses, major and minor fields of study, credits for which a student is registered (FT or PT status), participation in officially recognized activities and sports, dates of attendance, degrees and awards received, date of graduation, most recent previous school attended, and photographs. Thomas Jefferson University may disclose any of those items without prior written consent unless notified in writing on the form available from the registrar no later than the "last day to add" (see Academic Calendar) of the fall, winter, spring or summer terms. Such notice shall be effective only until the end of the academic year during which it is given. An online student directory listing each student's name, permanent address/phone number and local address/phone number is created each fall by the Office of the Dean of Students and the Office of Information Technology. The directory is password-protected and only available to individuals affiliated with the University.

III. How Are Students Informed About FERPA?

Students will be notified of their FERPA rights through the annual distribution of the University Academic Catalog and the Student Handbook.

IV. How Can Students Inspect Their Records?

Students may inspect and review their education records upon written request to the Office of University Registrar. The request must identify as precisely as possible the record or records he or she wishes to inspect.

The record custodian or an appropriate Thomas Jefferson University staff member will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records can be inspected if the inspection cannot be done at the time of request. Access will be given in 45 days or fewer from the receipt of request.

When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

V. When May the University Refuse Student Access to Records?

Thomas Jefferson University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parent(s);
2. Letters and statements of recommendation to which the student has waived his or her rights of access, or that were placed in the files before January 1, 1975;
3. Records connected with an application to attend Thomas Jefferson University or a component unit of Thomas Jefferson University if that application was denied;
4. Those records that are excluded from the FERPA definition of "education records."

VI. When May the University Refuse to Provide Copies of Records?

Thomas Jefferson University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:

1. The student is currently attending Thomas Jefferson University or is a former student who lives within a commuting distance of Thomas Jefferson University;
2. The student has an unpaid financial obligation to Thomas Jefferson University; or
3. There is an unresolved disciplinary action against the student.

However, even in the above situations, students will not be denied the right to inspect their records. Thomas Jefferson University will not normally issue copies of any document if an original or source document exists elsewhere (e.g., records from other schools).

VII. Where Are Students' Education Records Kept?

The following is a list of the types of records that the University maintains, their locations and their custodians.

Admissions Records

Location: Office of the Campus Registrar, Archer Hall, First Floor

Custodian of Records: Campus Registrar

Cumulative Academic Records

Location: Office of the Campus Registrar, Archer Hall, First Floor

Custodian of Records: Campus Registrar

Athletic Records

Location: Athletics Office, Althouse Hall

Custodian of Records: Director of Athletics

Student Conduct/Disciplinary Records

Location: Office of the Dean of Students, Kanbar Campus Center, Second Floor

Custodian of Records: Dean of Students

Financial Records

Location: Business Office Archer Hall, Second Floor

Custodian of Records: Controller

Financial Aid Records

Location: Financial Aid Office, White Corners, First Floor

Custodian of Records: Director of Financial Aid

International Student Affairs Records

Location: Office of International Education and Global Initiatives, Kanbar Campus Center, First Floor

Custodian of Records: Director of International Education and Exchange Programs

Internship Placement Records

Location: Career Services, Kanbar Campus Center

Custodian of Records: Director of Career Services

Note: Other student education records not indicated above are available upon specific request.

VIII. When May Students' Education Records Be Disclosed to Others?

Thomas Jefferson University may disclose information from a student's education records only with the written consent of the student, EXCEPT:

1. To Thomas Jefferson University officials who have a legitimate education interest in the records. Thomas Jefferson University officials include persons employed by Thomas Jefferson University in supervisory, academic, research, or support staff positions; persons employed by or under contract to Thomas Jefferson University to perform a special task, such as an attorney, auditor, or collection agent, university security unit, persons serving on the board of trustees, or a student serving on an official committee such as disciplinary or grievance committee; or students assisting another school official in performing his or her official task. A Thomas Jefferson University official has a legitimate education interest if he or she is performing a task that is part of his/her responsibilities or contract agreement, performing a task that is related to the student's education, performing a task related to the discipline of a student, or providing a service or benefit to the student such as health care, counseling, job placement, or financial aid.;
2. Upon request to officials of another school to which a student seeks or intends to enroll or has enrolled, although such information is usually transmitted only in response to a specific written request from the student;

3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local education authorities in connection with certain state or federally supported education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. To organizations conducting certain studies for or on behalf of Thomas Jefferson University;
6. To accrediting organizations to carry out their functions;
7. To comply with a court order or a lawfully issued subpoena when specifically requests (student may not be notified);
8. To appropriate parties in a health or safety emergency;
9. To parents/legal guardians of an eligible student who claim the student as a dependent for income tax purposes. The University informs parents/guardians where it deems appropriate;
10. In cases of violent crime, the results of any disciplinary proceeding conducted by the University against an accused student to the alleged victim.

A log shall be maintained in each student record to document the use of that record by individuals other than University officials. The log shall indicate the date of the request, the individual or the organization using the record, and the purpose for which it was used. The student (or parent/guardian of a dependent student) may inspect and review this log.

IX. How May a Student Make Changes to Education Records?

Students have the right to request to have records corrected or amended that they believe are inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of records:

1. The student must ask the appropriate official of Thomas Jefferson University to amend a record. In doing so, the student should identify the part of the record s/he believes should be changed and specify why s/he believes it is inaccurate, misleading or in violation of his or her privacy or other rights;
2. Thomas Jefferson University may comply with the request or it may decide not to comply. If it decides not to comply, Thomas Jefferson University will notify the student of the decision and advise him/her of the right to a hearing to challenge the information believed to be inaccurate, misleading or a violation of the student's rights;
3. Upon request, Thomas Jefferson University will arrange for a hearing and notify the student of the date, place and time of the hearing reasonably in advance;
4. The hearing will be conducted by a hearing officer who is a disinterested party (although he or she may be an official of the institution). The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney;
5. Thomas Jefferson University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision;
6. If Thomas Jefferson University decides that the challenged information is not inaccurate, misleading or in violation of the student's rights of privacy, it will notify the student that s/he has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision;

7. The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If the student requests disclosure of the record that contains the contested portion, s/he may indicate that the files also contain the student's statement, which will then accompany any disclosure of the record;
8. If Thomas Jefferson University decides that the information is inaccurate, misleading or in violation of the student's rights of privacy, it will amend the record and notify the student that the record has been amended.

The provisions of this section may not be used to challenge course grades.

X. To Whom May a Student Complain if Issues Arise?

Students who believe that Thomas Jefferson University is not complying with the requirements of the Family Educational Rights and Privacy Act or the regulations issued by the Department of Education implementing that act may file complaints in writing with:

The FERPA Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The full text of the Family Educational Rights and Privacy Act as amended and the full text of the final regulations of the U.S. Department of Education for the implementation of the Act are available for inspection at the Office of the University Registrar.

STUDENT STATUS BASED ON COMPLETED CREDITS

Students are generally considered to be classified as freshmen during the first two semesters of full-time study in the University, or as long as they are working toward the completion of their first 30 credits toward their degree. Sophomores are generally considered to have completed more than 30 credits and to be working toward the completion of up to 60 credits toward their degree. Juniors generally fall in the range of 60 to 90 credits. Students who have completed 90 or more credits are generally classified as seniors.

STUDY ABROAD BASIC REQUIREMENTS

- Foreign program must be approved by the Study Away Office
- Completion of the online study abroad application and all supporting materials [Letters of recommendation from two faculty members, transcript (official or unofficial depending on the program), essay questions and course approval from Academic Advisor/Program Director]
- Individual appointment with the Study Away program manager, or attend one of our approved program advising sessions.
- Certification from the Office of Student Life that the student is not on disciplinary probation
- Completion of 60 credits prior to departing for a summer/semester/year-long program. (The completion of 60 credits may apply for participation in short courses; see guidelines by course.)
- A minimum cumulative GPA of 2.5 (Please note: many foreign institutions may require a higher GPA of 2.75 or 3.0) and certification that the student is not on academic probation.

Additional documents, an external application, and/or a portfolio of work may be required and will be noted on the Study Away application.

TIME LIMIT TO DEGREE AND OBSOLETE CREDITS

Undergraduate students are expected to complete all degree requirements within 10 years from the date of initial matriculation. Students who do not meet this requirement will have their coursework, including Thomas Jefferson University credits and previously evaluated transfer credits, reviewed by the appropriate program(s) to determine the currency and appropriateness of courses toward a current degree. As a result of this evaluation, credits may be determined to be “outdated” and removed as earned credit toward the completion of degree requirements. Outdated credits will not be used in the calculation of the cumulative grade point average. Students should note that in some cases, while a particular course may still be offered, a program can determine that material covered by the course has changed substantially enough to determine that the original course is outdated. Students are eligible to take a challenge exam for any outdated courses affected by the review process described above. Students seeking re-entry to **THOMAS JEFFERSON** University beyond two full academic semesters are subject to the graduation requirements from the catalog in effect at the time of re-entry.

TRANSCRIPTS

Process for requesting a transcript can be found on the web at www.eastfalls.jefferson.edu/registrar/forms.

The fee for a transcript is \$12 per copy. If express service is needed, there is an additional fee of \$25 for domestic express mail, and an additional fee of \$40 for international express mail. Walk-in request for overnight service must be received by 10 a.m.

Please note that unofficial copies of the transcript are available to **currently enrolled students** through their WebAdvisor account.

See catalog “Unadjusted Indebtedness.”

TRANSFER CREDIT

Transfer Credit Policy (traditional day students)

Thomas Jefferson University accepts Transfer Credit (with the exception of students enrolling in the combined B.S./M.S. Occupational Therapy program*) for college-level courses previously taken and awarded grades of C or higher from other institutions of higher learning with accreditation recognized by Jefferson, in all modes of delivery. Effective January 1, 2019, Thomas Jefferson University accepts Transfer Credit (with the exception of students enrolling in the combined B.S./M.S. Occupational Therapy program*) for college level courses previously taken and awarded grades of C or higher from other institutions of higher learning with accreditation recognized by Jefferson, in all modes of delivery. This new transfer grade policy will also be in effect for any Jefferson undergraduate student who requests permission to study off campus during the winter or summer terms. Courses completed at institutions that are neither regionally accredited nor accredited by agencies listed as accreditors by the United States Department of Education may be considered for Thomas Jefferson University transfer equivalencies. Developmental courses, even those taken at accredited institutions, will not be awarded

credit by the University. Major credit is awarded only for courses for which Thomas Jefferson University maintains a program of study or significant coursework in a subject area constituting a cluster, minor, or concentration in University curricula. Free elective credit may be awarded for courses that fit no Thomas Jefferson University major. Credits will never be awarded for the same course twice. Prior credits completed in design studios are subject to portfolio review by a faculty member from the responsible department to determine eligibility for transfer credit. Credits completed more than 10 years previous to admission to the University, are reviewed by individual academic departments, and if still aligned with University curricula, credit is awarded. *(See Time Limit to Degree and Obsolete credits)* Transfer courses evaluated for credit from institutions with different credit systems, (i.e. quarters, trimesters, credit units) will, wherever possible, be equated with the University's semester system of credit. Thomas Jefferson University transfers credits not grades. All students begin with a new cumulative grade point average (GPA) when they matriculate at the university. Applicants should submit official transcripts to the Undergraduate Admissions office together with course syllabi as soon as possible to expedite the transfer credit process. Students applying from international universities must provide World Education Services (WES) credential evaluations or equivalent to undergraduate admissions.

Thomas Jefferson University awards limited academic credit for previous academic, military, competency testing, and learning experiences earned by validation. Military transcripts and official scores report for AP, CLEP, DANTES, and IB exams should also be sent to the Undergraduate Admissions office. *(See Credit for Prior Learning)*

Admitted students will receive an evaluation of credit from the admissions office showing accepted transfer credits, excluding those that require a portfolio review. Evaluation of transfer credit is based upon a student's major program. Only those credits which advance progress in the major they are accepted into will be harvested and applied to the curricula at Thomas Jefferson University. Transfer evaluations may change in the case of students changing major or timely receipt of additional official transcripts and test scores. Students pursuing minors and concentrations must complete at least half of the minor or concentration in residence at Thomas Jefferson University. Students pursuing specializations must consult with their academic advisor about how to best use transfer equivalencies to meet specialization requirements.

Students who require Portfolio Review will receive a letter from admissions explaining how to schedule a portfolio review. It is critical that students requiring portfolio review outreach as soon as possible to make an appointment for review. In order for students to receive credit for portfolio reviewed courses, students must have both the materials produced during the courses as well as an official transcript including the final grade for the course with them at the review. Design coursework accepted for free elective credit at the Portfolio Review session will be harvested only if open free elective credit slots remain to be filled on the Thomas Jefferson University curriculum sheet.

It is expected that final transcripts from all previously attended institutions, all official test score reports, and materials required for portfolio review be received by Undergraduate Admissions and the reviewing department by the last day of a student's first semester. Failure to comply with this expectation will result in student failure to make progress in their degree and/or advance to degree completion without re-taking courses previously completed at other institutions but lacking official documentation. The University will not honor receipt of final transcripts, portfolio review requests, and official test scores after the last day to ADD a course during the student's second semester of enrollment.

Transfer credit awarded does not count toward the minimum number of credits in residence required to earn a Thomas Jefferson University baccalaureate degree, 60 credits, nor to the minimum requirement of 12 credits in the major, 6 credits in the College Studies core, or 9 credits in the Hallmarks core.

*Combined B.S./M.S. Occupational Therapy program: Transfer students with less than 16 earned credits from an institution with accreditation recognized by Jefferson can be considered for admission. Students will be awarded transfer credit for no more than half of the non-science graduate prerequisite courses provided a “B-” or better is earned in each course from an institution with accreditation recognized by Jefferson. Prerequisite courses include Anatomy & Physiology I and II, Lifespan Human Development, Abnormal Psychology, Statistics, one Sociology / Anthropology / Cultural Studies course and Physics (non-calculus based). All three science prerequisite courses must be completed at Jefferson. Transfer credit may be awarded for all other applicable degree requirements provided a “C” or better is earned in the course from an institution with accreditation recognized by Jefferson.

Credit for Prior Learning

Thomas Jefferson University awards academic credit for previous learning accomplished through academic, military, competency testing, and learning experiences resulting from non-traditional college classroom settings. It is important to note that Thomas Jefferson University provides credits based upon the level of learning achieved during these experiences, not for simply participating in these non-traditional learning experiences. Credit for Prior Learning may be earned for achieving an appropriate level of knowledge from courses approved for credit from other institutions, Advanced Placement Tests (AP), International Baccalaureate Exams (IB), the College Level Examination Program (CLEP), military coursework accredited through ACE, DANTE’s Subject Specific Tests (DSST), Thomas Jefferson University challenge exams, and for the School of Continuing and Professional Studies (SCPS) prior life and work experience if presented in a competency level learning portfolio. *(Please see SCPS policies below)*

Limits to awarding Credit for Prior Learning are described by the following:

1. The credit must be applicable to the student’s program of study
2. Credit for a course currently in progress or duplicate credit for a course already awarded through other methods will not be permitted
3. Prior Learning credits will not be awarded for any course failed at Thomas Jefferson University
4. Credits for Prior Learning do not count toward the minimum number of credits in residence required for a Thomas Jefferson University degree, 60 credits, nor to the minimum requirement of 12 credits in the major, 6 credits in the College Studies core or 9 credits in the Hallmarks core.
5. Students may be required to provide artifacts such as design work, final papers, academic portfolios, or other evidence of achievement in order to be eligible to receive credit.
6. Residency requirements for the School of Continuing and Professional Studies differ. *(Please see SCPS policies below)*
7. Prior Learning Credits in the major will only be awarded for courses for which Thomas Jefferson University maintains a program of study or significant coursework in a subject area constituting a specialization, minor, or concentration in University curricula. Free elective credits may be awarded for courses taken elsewhere that fit no Thomas Jefferson University major.
8. Credit for CLEP testing taken after matriculation in the traditional day program will not be awarded. The School of Continuing and Professional Studies will consider CLEP tests taken after matriculation for credit. *(Please see SCPS Policies below)*

Like transfer credit equivalencies, Credit for Prior Learning means that Thomas Jefferson University will award credit for knowledge and competency in certain areas, not grades. Credit will never be awarded

for the same learning experience twice. Transcripts of Credit for Prior Learning will list credit for equivalent coursework, not a grade for that work.

Military transcripts and official score reports for AP, CLEP, and IB exams, and all ACE recommended equivalencies should be sent to the Undergraduate Admissions office. *The University will not honor requests for Credit for Prior Learning if receipt of final official transcripts, portfolio review materials, and official test score notifications arrive at Admissions after the last day to ADD a course during the student's second semester of enrollment.*

AP Credits

Thomas Jefferson University awards college credit to students who participated in the Advance Placement Program in high school and who took and achieved specific levels of learning on the Advanced Placement exams. For credit to be awarded it must be applicable to a student's program of study. Please note that when students submit Dual Enrollment credit for an AP course on a college transcript and also scores from the AP exam, Thomas Jefferson University will preference the dual enrollment course for awarding credit. Credit will not be awarded twice.

AP Exam	Score	TJU Equivalent	Credits
Art History	4,5	ARTH-101 or ARTH 102	3
Biology (non-science major)	3,4,5	BIOL-101	3
Biology (science major)	4,5	Free Elective	3
Chemistry (non-science major)	3,4,5	CHEM-101	3
Chemistry (science major)	4,5	Free Elective	3
Chinese Language and Culture	3,4,5	CHINE-101	3
Comparative Government and Politics	3,4,5	Global Citizenship	3
Computer Science A	3,4,5	Free Elective	3
English Language and Composition	4,5	WRIT-101	3
English Literature and Composition	3,4,5	Free Elective	3
Environmental Science	3,4,5	SCI-101 or Free Elective	3
European History	3,4,5	Global Diversity	3
French Language and Culture	3,4,5	Global Diversity	3
German Language and Culture	3,4,5	Global Diversity	3
Human Geography	3,4,5	Global Diversity	3
Italian Language and Culture	3,4,5	Global Diversity	3
Japanese Language and Culture	3,4,5	JAPN-101	3
Latin	3,4,5	Free Elective	3
Macroeconomics	3,4,5	Macroeconomics	3
Mathematics - Calculus AB	3	MATH-102	3
Mathematics - Calculus AB	4,5	MATH-111	4
Mathematics - Calculus BC	3	MATH-111	4
Mathematics - Calculus BC	4,5	MATH-111 and MATH-112	4
Microeconomics	3,4,5	Microeconomics	3

Music Theory	3,4,5	Free Elective	3
Physics B (non-science major)	3,4,5	PHYS-101	3
Physics B (science major)	3,4,5	PHYS-101 or Free Elective	3
Physics C: Electricity and Magnetism	4,5	PHYS - 203	3
Physics C: Electricity and Magnetism Lab	1	PHYS – 203L	1
Physics C: Mechanics	4,5	PHYS - 201	3
Physics C: Mechanics Lab	1	PHYS – 101L	1
Physics 1	3,4,5	PHYS - 101	3
Physics 2	3,4,5	Free Elective	3
Psychology	3,4,5	PSYCH-101 or Free Elective	3
Research		Free Elective	3
Seminar		Free Elective	3
Spanish Language and Culture	3,4,5	Global Diversity	3
Statistics	3,4,5	STAT-201	3
Studio Art: 2D Design	4,5	Free Elective	3
Studio Art: 3D Design	4,5	Free Elective	3
Studio Art: Drawing	4,5	DRAW-101 or VSDRW-101 or ADFND 103	3
United States History	3,4,5	DBTU-114	3
United States Government and Politics	3	DBTU-114	3
World History	3,4,5	Global Diversity	3

Articulation Agreements

For information on articulation agreements, visit www.eastfalls.jefferson.edu/heoa/.

Challenge Exams (Thomas Jefferson University)

Thomas Jefferson University will permit students to challenge a course that is part of their program of study with the advice and assistance of their academic advisor and the approval of the faculty member designated as the subject coordinator and the college manager of academic operations (MAO). Satisfactory evidence of adequate and appropriate preparation must be presented by the student before the examination is prepared. If it appears that the student has adequate preparation, the student pays a fee (sum of 1 credit), presents the receipt to the college manager of academic operations, and takes an examination. The college will send the Office of the University Registrar the receipt for the examination fee along with written notification of a passing grade for the examination. The student will not receive a grade for the course but will receive equivalency credits, which count as residency credits. Only one examination will be allowed for any one course. Students are ineligible for a challenge examination if they have previously enrolled in or audited the same course at Thomas Jefferson University. See “Financial Information.”

No credit for prior work or life experience will be offered for students enrolled in the traditional day division. The School of Continuing and Professional Studies maintains different policies for Credit for Prior Learning. (See SCPS policies for Credits for Prior Learning)

College Level Examination (CLEP) Credits

Thomas Jefferson University awards college credits to students who take the College Level Examination Program Tests and who achieve a score of 50 on the specific area tests. Only those tests that apply to a student's area of study will be awarded credit. Because Thomas Jefferson University policy prohibits students from receiving credit for the same course twice, credit achieved through coursework and appearing on a college transcript, will be prioritized for credit over the same CLEP exam. Once students have matriculated in the traditional day program, no further CLEP tests may be taken and awarded credit at the University. *(Please see SCPS policies below)*

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

DANTES (DSST) Credits

Thomas Jefferson University awards college credit for completion of DANTES Subject Standardized Tests (DSST) completed before matriculation and according to the American Council on Education (ACE) accreditation recommendations. For credit to be awarded it must be applicable to a student's program of study. Credit will only be awarded in academic subjects for which Thomas Jefferson University offers a degree program, or significant coursework in a subject area constituting a cluster, minor, or concentration. Free elective credit may be granted for DSST completions for courses taken that do not correspond to a major at Thomas Jefferson University.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

International Baccalaureate (IB)

Thomas Jefferson University awards college credit to students who participate in the International Baccalaureate Program in high school. In order to earn college credit at the University, students must have completed the honors level of the course with a score of at least 5.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

Military Experience

Thomas Jefferson University awards college credit for documented military experience according to the American Council on Education (ACE) guidelines. For credit to be awarded they must be applicable to a student's program of study. Credit will only be awarded in academic subjects for which Thomas Jefferson University offers a degree program, or significant coursework in a subject area constituting a cluster, minor, or concentration. Free elective credit may be granted for courses taken that do not correspond to a major at Thomas Jefferson University.

Validation of Credit

Validation of Credit forms are used when:

1. The transfer course doesn't automatically transfer to Thomas Jefferson University and needs to be evaluated by the Thomas Jefferson University program that offers the same or similar type of course.
2. The transfer course should be made directly equivalent to a Thomas Jefferson University course.

With review students may receive credit for courses that are from non-regionally accredited institutions and/or non-accredited by the US Department of Education.

Appealing Transfer Credit and Credit for Prior Learning Decisions

Thomas Jefferson University provides traditional day division students with the opportunity to appeal Transfer Credit and Credit for Prior Learning decisions. The University requests that students appeal their credit awards as soon as possible and no later than the last day to ADD a course in the student's second semester of enrollment. Steps in the appeal include:

1. If questioning credit awarded before the start of the semester, please contact the transfer admissions counselors
2. Notify academic advisor about dissatisfaction with credit award
3. Provide advisor with official documentation supporting students request for re-evaluation
4. Advisor recommends student to Academic Success Center
5. Materials sent to responsible department for review by Academic Success Center
6. Department/program makes final decision and notifies Academic Success Center
7. Decision is communicated to the student, and to the registrar if changes to the transcript need to be made.

(See below for SCPS appeal policies)

TRANSFER CREDIT - SCHOOL OF CONTINUING & PROFESSIONAL STUDIES (SCPS)

The School of Continuing and Professional Studies at Thomas Jefferson University (SCPS) accepts Transfer Credit for college-level courses previously taken and awarded grades of C- or higher from other institutions of higher learning. Developmental courses, even those taken at accredited institutions, will not be awarded credit by the University. Courses will be reviewed to determine equivalency to a course offered in one of the majors offered by the accelerated degree completion program of Thomas Jefferson University. Free elective and general requirement credit may be awarded for courses that contribute to meeting institutional learning outcomes for Thomas Jefferson University. Credits will never be awarded for the same course twice. Credits completed more than 10 years previous to admission to the University, are reviewed, and if still aligned with University curricula, credit is awarded. Though credits more than 10 years old might not fulfill a major requirement, these credits may still be utilized in the general requirement and free elective sections. *(See Time Limit to Degree and Obsolete credits)* Thomas Jefferson University transfers credits not grades. All students begin with a new cumulative grade point average (GPA) when they matriculate at the university. Applicants should submit official transcripts to the School of Continuing & Professional Studies office together with course syllabi as soon as possible to expedite the transfer credit process.

SCPS awards limited academic credit for previous academic, military, competency testing, paramedic, police and fire academy training and learning experiences earned by validation. Military transcripts and official scores report for AP, CLEP, and IB exams etc., should also be sent to the School of Continuing & Professional Studies. *(See Credit for Prior Learning)*

Admitted students will receive an evaluation of credit from SCPS showing accepted transfer credits. Evaluation of transfer credit is based upon a student's major program. Only those credits which are applicable to the student's program are accepted and will be harvested and applied to the curricula at Thomas Jefferson University. Transfer evaluations may change in the case of students changing major or timely receipt of additional official transcripts and test scores.

It is expected that final transcripts from all previously attended institutions, and all official test score reports, be received by the School of Continuing & Professional Studies by the last day of a student's second term. Failure to comply with this expectation may result in student's failure to make progress in their degree and/or advance to degree completion without re-taking courses previously completed at other institutions but lacking official documentation. The University is not obligated to honor receipt of final transcripts and official test scores after the start of the student's third term of attendance.

Transfer credit awarded does not count toward the minimum number of credits in residence required to earn a Thomas Jefferson University baccalaureate degree, 33 credits, nor to the minimum requirement of 12 credits in the major.

The School of Continuing & Professional Studies (SCPS) awards transfer credit for classes completed at institutions in which students earned grades \geq C-. SCPS awards transfer credit on a credit-for-credit basis; a 3-semester credit hour class completed at another institution will receive the same 3 credits at Thomas Jefferson University; a 4-semester credit hour class completed at another institution will receive the same 4 credits at Thomas Jefferson University. SCPS follows an approved standard for converting classes completed at a quarter-hour institution into semester credits. Using this procedure, a 3-quarter hour class is equivalent to 2 semester hours, a 4-quarter hour class is equivalent to 2.67 semester hours, and a 5-quarter hour class is equivalent to 3.33 semester hours.

SCPS Credit for Prior Learning

SCPS awards academic credit for previous learning accomplished through academic, military, competency testing, and learning experiences resulting from non-traditional college classroom settings. It is important to note that Thomas Jefferson University provides credits based upon the level of learning achieved during these experiences, not for simply participating in these non-traditional learning experiences. Credit for Prior Learning may be earned for achieving an appropriate level of knowledge from courses approved for credit from other institutions, Advanced Placement Tests (AP), International Baccalaureate Exams (IB), the College Level Examination Program (CLEP), military coursework accredited through ACE, DANTE's Subject Specific Tests (DSST), Thomas Jefferson University challenge exams, and for the School of Continuing and Professional Studies (SCPS) prior life and work experience if presented in a competency level learning portfolio.

Limits to awarding Credit for Prior Learning are described by the following:

1. The credit must be applicable to the student's program of study
2. Credit for a course currently in progress or duplicate credit for a course already awarded through other methods will not be permitted
3. Residency requirement is 33 credits. Prior Learning credits only apply to the general requirements and free electives
4. Residency requirements for the School of Continuing and Professional Studies differ.

5. Prior Learning Credits in the major will only be awarded for courses for which Thomas Jefferson University maintains a program of study or significant coursework in a subject area constituting a cluster, minor, or concentration in University curricula. Free elective credits may be awarded for courses taken elsewhere that fit no Thomas Jefferson University major.
6. The School of Continuing and Professional Studies will consider CLEP tests taken after matriculation for credit.

(Please see SCPS Policies below)

Like transfer credit equivalencies, Credit for Prior Learning means that Thomas Jefferson University will award credit for knowledge and competency in certain areas, not grades. Credit will never be awarded for the same learning experience twice. Transcripts of Credit for Prior Learning will list credit for equivalent coursework, not a grade for that work.

Military transcripts and official score reports for AP, CLEP, and IB exams, and all ACE recommended equivalencies should be sent to the School of Continuing & Professional Studies and should be received by the start of the student's third term of enrollment.

SCPS - AP Credits

SCPS awards college credit to students who participated in the Advance Placement Program in high school and who took and achieved specific levels of learning on the Advanced Placement exams. For credit to be awarded it must be applicable to a student's program of study. Please note that when students submit Dual Enrollment credit for an AP course on a college transcript and also scores from the AP exam, Thomas Jefferson University will preference the dual enrollment course for awarding credit. Credit will not be awarded twice.

(For Listing of AP Scores and equivalencies table see AP credits under Transfer Credit Policy (traditional day students))

SCPS - Articulation Agreements

PROGRAM-TO-PROGRAM ARTICULATION AGREEMENTS for the Associate in Arts, Associate in Science, Associate in Applied Science, Associate of Fine Arts and Associate in General Studies at:

- Bucks County Community College
- Camden County College
- Community College of Philadelphia
- Delaware County Community College
- Mercer County Community College
- Montgomery County Community College
- Pennsylvania Institute of Technology

This is a program-to-program agreement between the above referenced community colleges and Thomas Jefferson University's School of Continuing & Professional Studies' Accelerated Bachelor of Science Degree Completion Program. The program offers a major in one of the following eleven concentrations: Accounting, Behavioral and Health Services, Business Management, Health Sciences, Health Services Management, Human Resource Management, Information Technology, Law

Enforcement Leadership, Leadership in Emergency Services, Leadership in Homeland Security, and Organizational Leadership. This agreement facilitates the transfer of community college students who earn any associate degree at one of the above referenced colleges.

The following terms and conditions apply for community college graduates:

1. complete any associate degree program (by selecting courses as described in this agreement);
2. achieve a final grade point average of at least 2.00;
3. complete an application for admission, submit a writing sample and resume, and complete an admissions interview. Additionally, all candidates must follow registration procedures that apply to other entering students at Thomas Jefferson University.

Students who do not earn the associate degree are not covered by this agreement. For non-graduates, Thomas Jefferson University determines appropriate transfer of credits on a course-by-course basis and admits students on an individual basis.

Each institution will designate a representative who will coordinate the administration of the agreement.

Thomas Jefferson University's School of Continuing & Professional Studies will keep appropriate staff informed of this agreement and is responsible for the distribution of information about changes to this agreement.

Both institutions will encourage community college students to meet with representatives from Thomas Jefferson University for discussion of issues related to admission and financial aid well in advance of their expected date of entry to the transfer institution.

This agreement will renew yearly unless superseded by a new agreement. Either institution may terminate this agreement at any time by written notice of at least one year in advance of the effective date of termination. Should this agreement be terminated, the termination will not apply to students already accepted to Thomas Jefferson University under the terms of this agreement, but not yet enrolled in classes.

Thomas Jefferson University School of Continuing and Professional Studies Accelerated Scholars Scholarship Program

Community college students who graduate with a grade point average (GPA) of 3.5 – 4.0 will be granted a scholarship of 25% per credit at Thomas Jefferson University. Community college students who graduate with a GPA of 3.0 – 3.49 will be granted a scholarship of 20% per credit. In order to qualify for this scholarship, students must adhere to the following:

- graduate from one of the above listed community colleges with an associate degree
- apply, be accepted and enroll in Thomas Jefferson University's Accelerated Bachelor of Science Degree Completion Program within three years of graduation from one of the above listed community colleges
- maintain a GPA of at least a 3.0 while enrolled at Thomas Jefferson University
- once enrolled at Thomas Jefferson University, students are not permitted to take courses at other institutions without the written permission from the Director of Student Services in Thomas Jefferson University's School of Continuing and Professional Studies

- sign a scholarship agreement that acknowledges a clear understanding of the regulations listed above

** All scholarships will be renewed each year contingent upon the student maintaining a 3.0 GPA at Thomas Jefferson University. Should a student's GPA fall below a 3.0, and he/she has attempted 12 credits or more at Thomas Jefferson University, the scholarship agreement will be deemed invalid.*

For specific course equivalencies, students should consult with an academic advisor in the School of Continuing & Professional Studies.

SCPS - College Level Examination (CLEP) Credits

SCPS awards college credits to students who take the College Level Examination Program Tests and who achieve a score of 50 on the approved examinations. Because Thomas Jefferson University policy prohibits students from receiving credit for the same course twice, credit achieved through coursework and appearing on a college transcript, will be prioritized for credit over the same CLEP exam. Once matriculated, students must consult with an academic advisor in the School of Continuing & Professional Studies to determine which CLEP exams may still be completed.

The testing/credits will be reviewed for credit award by the Director of Academic Services.

SCPS - DANTE'S (DSST) Credits

SCPS awards college credit for completion of DANTE'S Subject Standardized Tests (DSST) completed before or after matriculation and according to the American Council on Education (ACE) accreditation recommendations. For credit to be awarded it must be applicable to a student's program of study. The program of study includes: general requirements, general education, professional core, major and elective credits. Free elective credit may be granted for DSST completions for courses taken that do not correspond to a major at Thomas Jefferson University.

The testing/credits will be reviewed for credit award by the Director of Academic Services.

SCPS - International Baccalaureate (IB)

SCPS awards college credit to students who participate in the International Baccalaureate Program in high school. In order to earn college credit at the University, students must have completed the honors level of the course with a score of at least 5.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

SCPS - Military Experience

SCPS awards college credit for documented military experience according to the American Council on Education (ACE) guidelines. Free elective credit may be granted for courses taken that do not correspond to a major at Thomas Jefferson University.

Validation of Credit

Validation of Credit forms are used when:

1. The transfer course doesn't automatically transfer to Thomas Jefferson University and needs to be evaluated by the Thomas Jefferson University program that offers the same or similar type of course.
2. The transfer course should be made directly equivalent to a Thomas Jefferson University course.

With review students may receive credit for courses that are from non-regionally accredited institutions and/or non-accredited by the US Department of Education.

See Registrar's website for form: www.eastfalls.jefferson.edu/registrar/forms.

SCPS - Appealing of Transfer Credit Process

SCPS provides students enrolled in the School of Continuing & Professional Studies with the opportunity to appeal Transfer Credit and Credit for Prior Learning decisions. The University requests that students appeal their credit awards as soon as possible and no later than the last day to ADD a course in the student's second term of enrollment. Steps in the appeal include:

If questioning credit awarded before the start of the term, please contact the School of Continuing and Professional Studies

- 1) Notify academic advisor about dissatisfaction with credit award
- 2) Provide advisor with official documentation supporting students request for re-evaluation
- 3) Materials are sent to appropriate academic representative for review
- 4) Decision is communicated to the student and to the registrar if changes to the transcript need to be made.

UNADJUSTED INDEBTEDNESS

No diploma, certificate, official grade report, transcript or recommendation will be granted to any person who has any unadjusted indebtedness to the university.

VERIFICATION OF IDENTITY FOR DISTANCE EDUCATION

	Activity for Campus Graduate and Undergraduate Courses and Programs	Responsible Position (if applicable)	Time Frame for Task (if applicable)	Approval Authority (if applicable)
1	A secure login is created for each student's access to the learning management system (LMS) (Blackboard)	Data Programmer/Analyst from OIR	Point of Matriculation	OIR Chief Information Officer
2	Students receive their unique login to the Student Portal	OIR Chief Information Officer	Point of Matriculation	OIR Chief Information Officer
3	Students can login to the LMS		As needed	Consequence of 1 and 2 above

	Activity for Campus Graduate and Undergraduate Courses and Programs	Responsible Position (if applicable)	Time Frame for Task (if applicable)	Approval Authority (if applicable)
4	Online faculty receive training for using best practices in ensuring academic integrity in online courses	Program Directors	Throughout the year, scheduled and on-demand training.	Director of Online Programs
5	Research and implementation of student verification software	OIR Chief Information Officer	Intermittently	OIR Chief Information Officer
6	Use of third party software (Respondus LockDown Browser and Webcam) for graduate midwifery program on-line tests	Program Director	Immediately before exam taking begins	OIR Chief Information Officer

	Activity for Campus Graduate and Undergraduate Courses and Programs	Responsible Position (if applicable)	Time Frame for Task (if applicable)	Approval Authority (if applicable)
1	A secure login is created for each student's access to the learning management system (LMS) (Blackboard)	Jefferson Online Admissions Counselor & CPS Ops Coord.	At registration for an 8-week module.	Director of Online Programs
2	Students receive their unique login to the Student Portal	CPS Operations Coordinator	At registration for an 8-week module	Director of Online Programs
3	Students can login to the LMS	CPS Operations Coordinator	After registration as needed	Director of Online Programs
4	Online faculty receive training for using best practices in ensuring academic integrity in online courses	Jefferson Online instructional design team	Throughout the year, scheduled and on-demand training.	Director of Online Programs

These standard processes and procedures apply to all credit bearing distance learning courses and programs offered by Thomas Jefferson University, including the Jefferson On-line programs offered through the School of Continuing and Professional Studies.

They were developed to ensure that Thomas Jefferson University remains in compliance with the Federal Higher Education Opportunity Act (HEOA), concerning verification of student identity in distance learning.

In order to verify that the student registered for Thomas Jefferson University distance education courses or programs actually is the individual participating in and receiving credit for the course or program, one or more of the following methods are used to verify identity:

- a) An individual secure login and password is assigned to each matriculated and registered student
- b) Secure examinations if not open reference, provided through Respondus LockDown and Security Cam
- c) Pedagogical and related practices that are effective in verifying student identity (faculty training, questioning students, frequent participation in the course, etc.)

Secure Login and Password

Each student is assigned a unique ID user number and password to log into the learning management system (Blackboard or Learning House). The user ID is automatically derived through data integration within the Student Information System (DATATEL Colleague) and transferred to the learning management systems. The user ID includes a combination of letters and numbers based on the student's name and unique student ID number. The password used by students is a combination of letters and numbers initially generated randomly and subsequently customized by the student according to password creation rules. At Student Orientation, students are advised to change their password after initial login, as well as change their password frequently to ensure that they are secure. All students are forced to change their passwords every ninety days by the system.

Examinations

Few students in the traditional day program undergraduate and graduate on-line learning courses and programs must take traditional closed reference source exams. For the one program on campus, the Midwifery, M.S. program that has elected to use traditional testing, Respondus LockDown and Security Cam software, in addition to secure login is required before beginning an examination.

Pedagogical and Related Practices

For the majority of courses and programs, open source, open reference testing as well as project based final grades are the norm for Thomas Jefferson University distance learning courses and programs. However, on-line instructors have a responsibility to identify changes in students' activity in on-line courses. Examples of changes could be a sudden change in academic performance, change in writing style, and odd statements by students in discussions or email. Faculty are advised to provide more than one kind of assessment type and to ask students to share important ideas learned from references.

FERPA Protection

All methods of verifying student identity in distance learning must protect the privacy of student information. Personal, identifiable information collected by the College may be used, at the discretion of the Institution, as the basis for identity verification. For instance, students requesting that their learning management system password be reset may be asked to provide two or more pieces of information for comparison with data on file.

Responsibilities

All users of the University's learning management system are responsible for maintaining the security of usernames, passwords, and any other access credentials assigned. The student ID (username) is not a secure credential and may be displayed at various areas in the learning management system. The password used to enter the system is a sequence of random numbers and letters. Access passwords may not be shared or given to anyone other than the user to whom they were assigned for any reason.

In addition, at Student Orientation students are advised to change their password after their initial login and also change them periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent University Catalog as well as the Student Handbook. Failure to read the University's guidelines and policies will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

Faculty teaching courses through distance education methods have the primary responsibility for ensuring that their courses comply with the provisions of this policy. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity.

Training for Faculty and Students

The Program Directors and Course Coordinators provide faculty with appropriate training to use pedagogical approaches and technology to promote academic integrity. Additionally, the University provides information about the importance of maintaining academic integrity through a variety of resources. They are widely disseminated in the Student Handbook, the University Catalog, and on Blackboard. Syllabi, the University Catalog and orientations include information for students on the rigors of maintaining academic integrity.

WITHDRAWAL FROM THE UNIVERSITY

It is absolutely essential that students follow the proper withdrawal procedure in order to be assured of an honorable dismissal from the University. Students are considered in attendance until this formal notification is completed and returned to the University Registrar.

The deadline to withdraw from the University without any record of courses or grades of the current semester is the same as the "last day to drop without a W grade." – See Academic Calendar.

If a student withdraws from the University before the "last day to withdraw from a course," all withdrawal grades will be a "W" and will affect Academic Standing upon return to the University. If a student withdraws after the "last day to withdraw from a course" all withdrawal grades will be a "WF" and will affect the GPA calculations and Academic Standing upon return to the University.

If students withdraw during the exam period, they will receive "WF" grades for all their courses. If an instructor has entered a grade, the grade entered by the instructor will not be changed. Please note that an "F" and "WF" grade have the same effect on the GPA and Academic Standing. The "WF" grade identifies a late withdrawal.

Students who need to leave the University after the "last day to withdraw from a course" due to serious circumstances must seek permission from the Dean of Students for late withdrawal. Students who receive permission will receive "W" grades.

Withdrawal forms are available online on the University Registrar's website:

www.eastfalls.jefferson.edu/registrar/. To return to the University after withdrawal, see the section on "Re-entry to the University."

See "Leave of Absence"

Graduate Student Academic Policies

The following are the general policies and procedures unique to the students pursuing coursework in the graduate programs on the East Falls Campus.

In addition to the following Graduate Student Academic Policies, students are expected to review any published policies specific to their graduate programs.

Topics for this section are organized in alphabetical order.

ABSENCES FOR MEDICAL REASONS

Any student who is unable to attend classes for three consecutive days or more due to illness or injury should alert the Dean of Students Office. Notifications by the Dean of Students Office will be sent to each professor of the student currently not able to attend classes due to medical reasons. Thomas Jefferson University Health Services does not provide “sick notes” for students to professors for brief absences from class due to illness. We encourage students to communicate directly with their professors about their absences. This is meant to encourage mature communication between student and professor, as well as encourage personal responsibility for class attendance decisions.

Absences due to illness do not supersede the specific attendance policy for an instructor. Students are required to contact their professors about their academic standing in class either during or immediately following the medical problems. The determination of a student’s academic standing in class is completely within the discretion of the individual instructor.

If a student is diagnosed with a communicable illness that poses a possible threat to the University community, a general notification may be sent to those at risk for exposure to the illness per the recommendation of the Philadelphia Health Department. Efforts will be made not to disclose the infected student’s name. The University cannot assume responsibility for deductions and assumptions made by others, but will make every effort to anticipate and address any concerns.

Students who are diagnosed with a communicable disease and those not immunized against an offending vaccine-preventable disease may be required to leave campus until their illness is resolved. For information, contact the Student Health Center at 215.951.2986.

ABSENCES AND OBSERVANCE OF RELIGIOUS HOLIDAYS

Thomas Jefferson University is a nonsectarian educational institution and respects the diversity and religious needs of its affiliates. The University respects the rights of faculty, staff and students to observe religious holidays. While academic and personnel calendars do not incorporate religious holidays, the policy is intended to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations. Non-attendance of class on religious holidays by those observing the holiday will be excused without penalty. No adverse or prejudicial effects will result because a student availed herself or himself of these provisions.

The University respects students’ rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from

responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

ACADEMIC ADVISING—GRADUATE

Academic advising is available for each student. Questions pertaining to the program, instruction, course selection and any related matters may be discussed with an advisor. After a student is accepted into the program, an advisor is assigned by the program director.

ACADEMIC INTEGRITY

Academic Integrity and honesty are the foundation of the Thomas Jefferson University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Thomas Jefferson University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Thomas Jefferson University, the following policy has been developed and ratified by students, faculty, and staff.

These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

Types of Academic Dishonesty

The following incidences provide examples of the most common types of academic dishonesty, but other instances may occur outside of the categories defined here.

Cheating

Cheating is the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise. The use of books, notes, calculators, electronic resources and conversations with others is restricted or forbidden in certain circumstances as indicated by your professor. Cheating also includes stealing, buying, or otherwise obtaining a test; selling or giving away answers to a test; buying or selling a paper, painting, sculpture, model, project, or design for use in the fulfillment of an academic requirement; or falsifying a grade or attempting to alter a grade on a test, official academic record, or a change of grade form.

Students may not request others (including commercial term paper companies) to conduct research or prepare any work for them.

Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Students are also not permitted to submit identical work or portions of that work for credit or honors more than once without prior approval of the faculty member.

Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information (that is, information which is made up by the student) may not be used in any laboratory experiment, surveys or other academic exercise. The student must always acknowledge any source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

Plagiarism

Plagiarism is the representation of the words, images, information, charts, graphs, data or ideas of another as one's own in any academic exercise. Every idea, image or argument that is not one's own must be cited. Only information considered to be "common knowledge" does not need to be cited. When unclear about the definition of "common knowledge" in a particular discipline, students should consult with the faculty member teaching the course.

Paraphrased material taken from print, electronic sources, or other media should also be cited. Along with this citation, the author should acknowledge a paraphrase properly, by using words such as: "to paraphrase Smith's comment," or "drawing on Smith's ideas about." Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly cited according to correct citation conventions. Manipulated images or visuals that are not your own must also be cited. Students must familiarize themselves with the correct citation conventions required in each course. Any questions about what constitutes plagiarism should be discussed with the faculty member.

Faculty members may suggest a style guide to use; style guidelines are also available on the Thomas Jefferson University's Academic Success Center Website. (www.eastfalls.jefferson.edu/successcenter/)

Facilitating Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are in violation of the academic integrity.

Denying Others Access to Information or Material

It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student. Examples of offenses of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

Digital Piracy and Privacy

The following, and similar practices, are violations of academic integrity when done to benefit one's own (or others') academic record:

- *Digital Piracy and Privacy*: The willful violation of copyright laws through file sharing of information destined for an academic submission; use of material discoverable or downloadable without acknowledgement of the source; willful deletion of another's work from shared sites, interference with others' use of shared sites, e-portfolios, etc.
- *Hacking*: Seeking out weaknesses in a computer network or system for the purpose of academic gain.

- *Cracking*: Breaking security on a system to engage in theft or vandalism for the purpose of academic gain.

Process of Handling and Reporting Violations of the Academic Integrity Policy

Overview

All members of the Thomas Jefferson University learning community are entrusted with respecting and maintaining its Academic Integrity Policy (hereafter referred to as “AIP”), whether instruction occurs in-person, online or hybrid. Violations are taken very seriously, as the AIP reinforces the values of original thinking and the recognition of the effort and work of others. Anyone violating this trust harms not only themselves but also the whole learning community (students, faculty, and staff), and the rights of all members of the University and professional communities are compromised.

Roles of Faculty Members and Students Involved in Violations

The severity of violations of this policy varies and must be considered thoughtfully on a case-by-case basis. Sanctions based on this policy are ultimately assessed and implemented at the discretion of the faculty member. Faculty members may determine sanctions within the bounds of the course, e.g. failure on the assignment, or failure of the course. Faculty members do not have the authority to suspend a student from the University.

In order to reach a fair and consistent decision about sanctions, faculty members may seek the advice of the Advising Advocate in their given College, their program director, or their Dean. In such cases, the faculty member may not reveal the name of the student or otherwise compromise the student’s identity. When a faculty member assesses a penalty for a violation of the AIP, the student has the right to appeal the penalty—either because s/he feels s/he was not in violation of the policy or because s/he disagrees with the severity of the sanction.

The faculty member has the prerogative to submit a record of the violation of the AIP to the Dean of Students Office. Documentation with the Dean of Students Office formalizes the occurrence and provides a historic record in the event of a recurrence of an AIP violation. It is the role of the faculty member to examine only single violations at hand. It is the role of the Dean of Students Office and the Academic Integrity Board to evaluate issues of recurrence.

Steps in Handling Violations of the AIP

- 1) **Prevention of Violations in Course Planning:** Faculty members are required to include a statement on the Academic Integrity Policy in their syllabi, referring students to the policy in the Student Handbook and the Academic Catalog. Faculty members are also encouraged to provide examples of violations of the AIP that might occur in the course and potential penalties for infractions. In the event that this information does not appear on the syllabus, students are nonetheless bound to the AIP, which is promulgated in the Student Handbook and the Academic Catalog.
- 2) **Resolution at the Course Level:** Faculty members who perceive a violation of the AIP have the prerogative to assess the penalty they deem most appropriate. The faculty member has two

main means of support: 1) the advice of the College's Advising Advocate, their program director, or the Dean of the College; 2) following the procedures outlined here.

- a. As a first step, the faculty member may consult his or her Advising Advocate, program director, or Dean. This is an optional step to acquaint the faculty member with potential ways forward and to solicit feedback on potential resolutions. Because these individuals are not a party to the actual perceived violation, it is not permitted for a faculty member to share the name(s) of the student(s) involved nor to identify the student(s) by any other means.
 - b. Within one week of the faculty member becoming aware of the perceived violation, unless there are extenuating circumstances, the faculty member shall consult with the student (or group of students) involved regarding the allegation of academic misconduct. This consultation may take place in person or in written correspondence, in whatever manner the faculty member deems most effective.
 - c. Typically, the faculty member will make the student(s) aware of the penalty imposed for the violation during this first consultation with the student or shortly thereafter. However, the faculty member has the prerogative to assess the penalty at a later date, if there are extenuating circumstances. The faculty member assigns a sanction, up to and including giving the student a failing grade for the class.
 - d. Sample sanctions include but are not limited to:
 1. Repeat the assignment or complete another assignment.
 2. Failure of the assignment with no opportunity to repeat it. No points will be earned for the assignment (that is, an F will equal a "0").
 3. Failure of the class.
 - e. In cases of egregious violations of the AIP, the faculty member may request that the Academic Integrity Board consider more severe sanctions for the student(s) involved, including suspension or expulsion from the University. In this case, the faculty member should file the form for a hearing request with the Dean of Students Office. The form may be obtained from the Dean of Students Office or www.eastfalls.jefferson.edu/successcenter/advisingforms.html. Once the form is filed, the student(s) shall remain enrolled in the course, unless the faculty member requests immediate removal of the student(s) from the course. Such requests for immediate removal are forwarded to the Office of the Provost.
- 3) **Recording of Violations with the Dean of Students Office:** The faculty member has the prerogative—and is strongly encouraged—to document all violations of the AIP. To document the violation, the faculty member should send written documentation (paper or electronic) to the Dean of Students Office, which serves as the repository for reported violations of the AIP. The description sent to the Dean of Students should detail the violation, the discussions between faculty member and student, and the penalty imposed for the violation. It is anticipated that a vast majority of such violations will end with resolution at the course level and with the recording of the violation and resolution with the Dean of Students Office, requiring no further action by the faculty member or the Dean of Students.

The Dean of Students Office is obliged to keep the record of AIP violations confidential, as mandated by the University Student Records policy. In cases of repeat violations of the AIP by the student or in cases in which further adjudication is being considered, the Academic Integrity Board will be informed and will maintain confidentiality. The Dean of Students Office may also initiate proceedings with the Academic Integrity Board if a student has received a citation for

more than one violation of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Academic Success Center, etc.).

- 4) **Referral to the Academic Integrity Board:** There are three possible scenarios in which an alleged violation of the AIP proceeds to the Academic Integrity Board for adjudication:
 - a. In perceived egregious violations of the AIP, the faculty member may request a full hearing as a means to determine an appropriate penalty, in cases where the faculty member deems that the student's actions warrant suspension or expulsion from the University. In these cases, the faculty member files a form for a hearing request with the Dean of Students Office.
 - b. The student(s) involved has the right to appeal the finding and/or sanctions leveled by the faculty member. In this case, the student(s) files the form for a hearing request with the Dean of Students Office.
 - c. The Dean of Students also may request a judgment by the Academic Integrity Board in cases of repeat violations of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Academic Success Center, etc.).
The form can be obtained from the Dean of Students Office or www.eastfalls.jefferson.edu/successcenter/advisingforms.html. The form for a hearing request should be filed with the Dean of Students Office within 7 days of the faculty member's imposition of a sanction (unless there are extenuating circumstances that require additional time), to allow for scheduling of a hearing as soon as possible. At this time, the Dean of Students Office will also inform the student's academic advisor and the Dean of the student's degree-granting college of the proceedings against a student.

- 5) **Convocation and Composition of the Academic Integrity Board:** The Dean of Students Office will set up and convene the hearing within two weeks of the filed request (unless extenuating circumstances require a delay). The Academic Integrity Board will comprise three voting faculty members (including the Chair of the Student Experience Committee, who chairs the Board proceedings, and two other faculty members from the Student Experience Committee), and two voting student members (drawn from a pool of students from the Student Experience Committee or those nominated by the Dean of Students Office). One administrative representative from the Dean of Students Office will be present in a non-voting capacity, to record the proceedings and to insure the proper administration of the hearing and recording of the finding.

- 6) **Proceedings of the Academic Integrity Board:** The faculty member who made the initial finding or referral to Academic Integrity Board may submit a written statement and supporting evidence, as they deem appropriate, and should be prepared to appear at the hearing to present evidence. The student(s) involved in the adjudication may submit a written statement and supporting evidence, and must appear before the Board to address the finding of the faculty member. For students enrolled in online or other distance-learning formats, the Academic Integrity Board may include the student by means of internet-based visual and verbal participation or, in cases where visual interaction is technology not possible, by phone. The student's academic advisor, Advising Advocate, and Dean are permitted—but are not required—to attend the hearing, though not in a voting capacity. The Chair of the Academic Integrity Board will determine whether any witnesses may offer testimony. The five voting members of

the Board will make a judgment that shall uphold, amend, or retract the sanction(s) imposed by the faculty member. In cases of egregious violations of the AIP or recurrent violations of the AIP, the Academic Integrity Board has the authority to suspend or expel the student from the University.

- 7) **Documentation of the Academic Integrity Board Hearings:** All documentation of the hearing process will be kept on file in the Dean of Students Office. The student will be told of the outcome of the hearing immediately after deliberation, and will receive a written summary of the finding of the Academic Integrity Board within 3 working days of the hearing. The student's Dean and Academic Advisor will also be informed of the conclusion of the Academic Integrity Board.
- 8) **Appeal of the Academic Integrity Board Decision:** Students have the right to appeal a decision by the Academic Integrity Board in accordance with the guidelines governing a "University Committee" published in the University Catalog: "In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal."

ACADEMIC INTERNSHIPS-GRADUATE

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in the professional fields they are considering for career paths. Academic internships at Thomas Jefferson University aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship (visit www.eastfalls.jefferson.edu/careerservices/Internships/index for details).

Academic internships are offered during the fall, spring and 12-week summer term. Multiple graduate-level internship options exist in 0.5 credit, 1 credit, and 3 credit increments. Students may only enroll in an internship course during the semester of the internship experience; credit is not issued retroactively or for future experiences.

All internships for credit are completed as academic courses based in a course syllabus focused on professional skill-building and written assignments. While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and a student's overall career and professional development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategies prior to the internship.

At the conclusion of the internship semester, all students are evaluated by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. Graduate internships (when administered by the Career Services Center) require a minimum of 12 weeks in length

and a minimum of 144 hours per semester on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Internship course registration may only occur once an offer has been received and accepted from the employer. Several steps are required in order to register, and the Registrar's Office ultimately enrolls each student in the internship course once all required paperwork is completed and submitted. The deadline to register for academic internships is the last day to add class for the semester of intended participation as established by the Registrar's Office. (Refer to the academic calendar for specific dates.) Students are strongly encouraged to apply early and to contact Career Services for assistance, which provides the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about the registration process, visit www.eastfalls.jefferson.edu/careerservices/Internships/InternshipsForCredit/index. All full-time and part-time students are encouraged to participate in academic internships.

Minimum Requirements for Participation:

- Good academic standing within one's academic program
- Maintain full-time status during the regular academic year

International Students:

- Meet criteria above as relevant to program enrollment
- Must be eligible for Curricular Practical Training (CPT) – contact the Office of International Student Programs and visit www.eastfalls.jefferson.edu/careerservices/Internships/index.html for details

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal. Contact Career Services for additional information.

To learn more about academic internships at Thomas Jefferson University, visit www.eastfalls.jefferson.edu/careerservices/Internships/index or contact Career Services at intern@philau.edu or 215-951-2930.

~~Implementation Date: Summer 2018~~

ACADEMIC STANDING

Students' academic records are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The program director or coordinator will notify the student when problems in academic performance may jeopardize a student's good standing. Official notification of probation or dismissal will be in writing and sent directly to the student by the program director. Poor academic performance leading to probation or dismissal is listed below.

Probation

Students whose academic records include one or more of the following will be placed on academic probation by their respective program directors:

- Semester grade point average below 3.0 (including all courses taken)
- Cumulative grade point average below 3.0
- A grade below “B-” in one or more courses (including foundation courses and undergraduate prerequisite courses)

Students on academic probation will be required to improve their academic performance their next semester enrolled in order to be removed from academic probation. These details will be provided in writing to the student upon notification of placement on probation.

Dismissal/Terminal Probation

If the student is placed on probation and remains on probation at the end of the following semester, the student will be dismissed from the University. In addition, students whose academic record includes one or any combination of the following will be dismissed from the University.

- Cumulative grade point average below 3.0 for any two terms
- Probation for any three terms
- A standing grade below “B-” in two or more courses (including foundation courses and undergraduate prerequisite courses)
- Failure to repeat specified courses as stipulated in the probation notice, including outstanding grades of “F” in courses in the student’s program
- Failure to earn a B or higher grade in a repeated course
- A standing grade of “F” or “NC” in more than one course within the student’s program
- Unprofessional behavior and/or conduct that violates the University’s Code of Conduct www.eastfalls.jefferson.edu/studenthandbook) or other behavioral guidelines as communicated directly to the student by the program director or coordinator. Conduct guidelines that are specific to a program or profession are published on the program’s website.
- Students will receive written notification of academic dismissal and may appeal for reinstatement by submitting a written request for reinstatement to the chair and sub-committee chair of the Student Experience Committee by the date listed in the letter. The petition for reinstatement should include:
 1. An explanation of the poor academic performance that led to the dismissal, i.e. insufficient credits earned and/or low GPA.
 2. An explanation of whether the student worked with his/her program director, sought tutoring assistance or accessed other support services to address academic performance.
 3. Documentation concerning any mitigating circumstances that may have contributed to poor performance. This includes but is not limited to medical or psychological documentation.
 4. A plan for preventing recurrence of these academic difficulties and for raising credits and/or the GPA above the minimum standard for continued enrollment.
 5. Letters of support from the program director, professors or other support staff (optional).

Members of the Student Experience Committee will review petitions for academic reinstatement. Written notification will be made as soon as practical, no later than one business day prior to the beginning of the enrollment period for which the student is seeking reinstatement.

Programs may have program specific criteria in addition to the university criteria. See the following program sections regarding program specific information on academic standards:

- Combined B.S. in Health Sciences/M.S. in Athletic Training
- Combined B.S. in Health Sciences/M.S. in Community and Trauma Counseling
- Combined B.S. in Psychology/M.S. in Community and Trauma Counseling
- Combined B.S. in Health Sciences/M.S. in Occupational Therapy
- Combined B.S. in Psychology/M.S. in Occupational Therapy
- Combined B.S. in Health Sciences/M.S. in Physician Assistant Studies
- M.S. in Athletic Training
- M.S. in Community and Trauma Counseling
- M.S. in Midwifery
- M.S. in Occupational Therapy
- M.S. in Physician Assistant Studies

ADDRESS OR NAME CHANGES

It is the student's responsibility to see that a valid permanent address and current name is on file in the office of the University Registrar. Any change of name or permanent or local address must be reported to the office of the university registrar when it occurs. Students may also change their address on WebAdvisor. A forwarding address should also be given to the U.S. postal service.

International students must also contact the director of International Student Programs when changing their name or address.

See "Preferred Name"

APPEAL OF ADVERSE DECISIONS

Students have the right to appeal decisions that are made regarding them by any faculty, official or committee of the University. The Dean or Program Director can advise students on the appeals process.

Students should first discuss the decision with the individual who made the adverse decision. If a satisfactory resolution of the problem cannot be reached at that level, students may file a subsequent appeal with the dean or the person to whom that faculty or staff member reports. In the event a satisfactory resolution cannot be reached at that level, or if there is no intermediary, an appeal may be submitted to the Dean of the College or School, or the Executive Director in the School of Continuing and Professional Studies. The Dean or Executive Director (SCPS) is the final appeal.

In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal.

For additional information see www.eastfalls.jefferson.edu/studentgrievances/index.html.

Appeal Procedures		
	Appeal	Process
1a	Dismissal from University - Undergraduate Students	Appeal the dismissal from the University to the Student Experience Committee. The Committee will only review a second appeal based on relevant new information.
1b	Dismissal from University - Graduate Students	Appeal the dismissal from the University in KC-DEC: Dean; CHP: Dean; C-ABE – Associate Dean
2	Permission to Take Classes at Another Institution	If the permission form is denied, appeal to Associate or Academic Dean. However, there is no appeal if the course is not approved. Students must still meet residency, majors and other requirements as stated in the most current catalog.
3	Course Substitution/ Waiver	Advisors review for ‘fit’ to program; designated faculty approve the course as substitution; Program Director or Associate Dean approve appeal.
4a	Late Course Withdraw - Undergraduate Students (see 4b if withdrawing from all classes).	Appeal to Director of the Academic Success Center.
4b	Withdrawing/Dropping All Courses After the Withdraw Period – Undergraduate Students	Appeal to Dean of Students. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student’s status changes from FT to PT, or vice versa.
4c	Late Course Withdraw - Graduate Students	Appeal to Program Directors. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student’s status changes from FT to PT or vice versa.
4d	Withdrawing/Dropping All Courses After the Withdraw Period/Leave of Absence – Graduate Students	For permission in KC-DEC: Dean; CHP: Dean; C-ABE: Associate Dean.
4e	Late Course Withdraw/Late Course Add – Continuing & Professional Studies Students	Appeal to SCPS Director of Academic Services. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account offices). The financial impact is likely to be significant when a student’s status changes from FT to PT or vice versa.
5	Late Course Add (after drop/add date)	Appeal to the Director of the Academic Success Center. Prior to filing the appeal, the student must obtain approval from their college’s Manager of Academic Operations (MAO), and the student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student’s status changes from FT to PT or vice versa.
6	Late Course Drop (after drop/add date)	Appeal to the Director of Academic Success Center.
7	Course Appeal of a Grade/Grade Change	Appeal to course instructor, then reviewed by Associate Dean.
8	Course Appeal to Change Course to Credit/No Credit Grade After Deadline	Appeal to the Director of the Academic Success Center.
9	University Residency Requirements	Appeal to the Director of the Academic Success Center.

10	Withdraw/LOA and Refund of Tuition, Room and Board	Appeal to the Tuition Appeal Committee – Business Office, Student Life, Financial Aid and other Office representatives as needed.
11	Placement into Fundamentals Courses	Appeal to the Director of the Academic Success Center.
12	Permission to Walk (in Graduation)	Appeal to the Registrar
13	Consideration of AP Scores for Credit when Submitted After the Second Semester in Residence	Appeal to the Director of the Academic Success Center.

ATTENDANCE

All students are responsible for, and grades may be determined by, all requirements outlined by the instructor’s syllabus. This may include class attendance and participation, as well as the completion of all assignments, the reading of all required materials, the completion of laboratory assignments and/or field trips, and the taking of the required examinations.

Any students with absences due to extended illness should contact the Dean of Students office. This will not, however, override an instructor’s attendance policy. Students are required to speak with their instructors about all extended absences to learn of their academic standing in class. Students with excessive absences due to personal circumstances should contact the Dean of Students and are encouraged to contact the Counseling Center.

For additional information, see Absences for Medical Reasons.

AUDITING A COURSE

A student who wishes to attend a course regularly but does not wish to receive credit for the course may request permission to audit from the Manager of Academic Operations of the college in which the course is offered. The Manager of Academic Operations will, in turn, obtain permission from the faculty member.

Students are expected to meet the requirements for auditors, which are established by the faculty member teaching the course. Following the completion of the course, the faculty member will determine whether these requirements have been satisfied, and, if so, the notation of “AU” will be posted on the transcript. Students who have been academically dismissed from the University, who have not been accepted for re-entry, may not audit courses.

Tuition and fees to audit the course are the same as those when taking the course for credit.

Students must register for an audit course the same way they would for any other. In addition, they must complete the “Request for Permission to Audit a Course” form requesting permission to audit, and submit the signed form to the Registrar before the “last day to add” (see Academic Calendar). At that time, the decision becomes final. Form available on the Registrar’s website: www.eastfalls.jefferson.edu/registrar/.

Audit courses cannot be applied toward degree requirements.

CANCELLATION OF CLASSES

Cancellation is automatic upon failure of the instructor to appear 15 minutes after the normal starting time of that class, unless notice is sent prior to that time that the instructor will be late.

CHALLENGE EXAMINATIONS

Students who desire credit for courses taken at non-accredited institutions, for industrial/work experience or for other appropriate life experience may arrange for a challenge examination. If the subject is not covered by the national testing agencies (see National Testing Agencies), a student may receive credit for courses offered by the University by making arrangements for an examination to be given by the college offering the course. Satisfactory evidence of adequate and appropriate preparation must be presented before the examination is prepared. If it appears that the student has adequate preparation, the student pays a fee (sum of 1 credit), presents the receipt to the college manager of academic operations, and takes an examination. The college will send the Office of the University Registrar the receipt for the examination fee along with written notification of a passing grade for the examination. Only one examination will be allowed for any one course. Students are ineligible for a challenge examination if they have previously enrolled in or audited the same course at Thomas Jefferson University.

See "Financial Information."

CHANGING CATALOG YEAR

In connection with changes in University curricula, there may be rare occasions in which students are requested to change their catalog year to gain the learning advantages offered by the new curricula. Changes in Catalog Year are only progressive, meaning that catalog year changes may only advance to the latest or most recent year's curricula. No students or programs may request that a catalog year be changed regressively, i.e. moving back to the curricula of previous year or years.

CHILDREN IN INSTRUCTIONAL SETTINGS

The University teaching and learning environment is not an appropriate setting for children.

Faculty and students shall refrain from bringing children to classrooms, studios, laboratories and other instructional settings except in the event of unanticipated emergencies and in those instances, only with appropriate approval. When unanticipated emergencies do arise and an exception is being sought, the procedure for seeking approval is as follows:

- A student seeking permission must contact the course instructor prior to the beginning of class to discuss potential alternate solutions, and if there are none, to request the instructor's permission to bring his/her child to that instructional setting on the designated day.
- Full-time and adjunct faculty members seeking permission must contact either the program director/section coordinator, as appropriate, or the manager of academic operations, in accordance with the College/School procedures, to discuss the circumstances, and whether the director/section coordinator or manager will grant permission to bring his/her child to that instructional setting on the designated day.

While this is a general University policy about children in instructional settings, individual Colleges or Schools may adopt more restrictive policies which do not allow for any exceptions for certain settings, such as workshops, laboratories, and studios, for which the protection of faculty, students, their children

as well as the University's facilities.

COMPLIANCE WITH UNIVERSITY REGULATIONS

By accepting registration, students agree to accept responsibility for compliance with academic requirements and conduct regulations.

It is recognized that, once registered, students have basic rights, but the University reserves the right to require students to withdraw at any time if they fail to live up to their responsibilities to maintain the standards of conduct and scholarship.

Due-process procedures will be followed in all violations that could result in the dismissal of a student from the University.

COMPUTER RESOURCES

The Office of Information Resources (OIR) is responsible for management, operation, security and support of the information-technology environment at Thomas Jefferson University. In accordance with established policies, all members of the Thomas Jefferson University community are responsible for effective, efficient, ethical and acceptable use of information resources. The complete text of the University's "Information Technology Policy" is published in the University's *Student Handbook* and is available online at www.eastfalls.jefferson.edu/studenthandbook.

CONDUCT

The University tries to minimize the number of specific regulations governing conduct, assuming that students are adults and mature enough to establish a code of conduct that will reflect well on themselves and the University. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected to conduct their affairs in a manner reflecting credit on the University.

The University does have regulations governing certain types of conduct. These are stated in detail in the Student Handbook, which is available online at www.eastfalls.jefferson.edu/studenthandbook. A Student Conduct Committee reviews serious cases involving violations of conduct standards and regulations, including academic dishonesty. The operation of this committee is outlined in the Student Handbook.

For additional information, see www.eastfalls.jefferson.edu/studentgrievances/.

COURSE DESCRIPTIONS

Descriptions for courses offered at the East Falls campus can be found online at <http://www.eastfalls.jefferson.edu/catalog/CourseDescriptions>.

COURSE-BY-APPOINTMENT (CBA)

The intended course-by-appointment must currently exist in the University catalog, i.e. course number and course name already have been created by the Registrar. All prerequisites for the existing course must have been met prior to the CBA.

A written proposal detailing how the existing syllabus will be modified to allow equivalent classroom experiences during the term must be attached to the required approval form. This form is obtained online at the University Registrar's website at www.eastfalls.jefferson.edu/registrar and, if approved, the student must submit the form to the Registrar before the "last day to add" deadline (see Academic Calendar). Further details are provided on the form.

Students may also be permitted to take CBA for an existing catalog course that anticipates low enrollment. In such cases the University Registrar lists such courses on the master schedule without indicating days or times. The assigned faculty member subsequently contacts all students who register, and a mutually convenient day and time is established. The completed form, with the required signatures, will be submitted to the manager of academic operations of the college in which the course is given, or the School of Continuing and Professional Studies if appropriate, and must be presented to the Registrar before the "last day to add" deadline.

The University reserves the right to identify courses that may not be taken by appointment regardless of scheduling conflict or anticipated date of graduation.
See "Independent Study."

CREDIT HOUR

Definition of a "Credit Hour" – Semester Credits

The calculation for credit hour for all courses at Thomas Jefferson University is consistent with the U.S. department of Education and the Pennsylvania Department of Education credit hour definition as defined below.

U.S. Department of Education:

The Code of Federal Regulations, Title 34: Education, Part 600. Institutional eligibility under the Higher Education Act of 1965, as amended. Subpart A-General Section 600.2 states the following:

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) *One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

(2) *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Pennsylvania Department of Education (PDE): 22 Pa. Code, Chapter 31, 31.21-31.22.

"A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as

determined by the faculty”.

Thomas Jefferson University’s formats and modes of instruction appear below based on the calculation of these modes of delivery for one credit hour per week:

Lecture: A credit hour is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks.

Laboratory/Studio: The conventional suggestion is two hours of instruction and at least four hours of work outside of class in the semester.

Independent Study: In addition to earning credits through formal courses, students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. An independent study provides students a unique opportunity to work closely with a faculty mentor, while studying a subject of their own choice. This learning experience, however, *should not duplicate the content of an existing catalog course*. The meeting time established by student and faculty must meet the minimum instructional time and out of class student work per week as in the established time for lectures, labs or studios. *Additional requirements are detailed in the current catalog, and each School/Program may have requirements beyond those at the University level.*

Internship: An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. Academic internships at Thomas Jefferson University aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship. Details can be found at: eastfalls.jefferson.edu/careerservices/students/internships. When administered by the Career Services Center, internships require a minimum of 12 weeks in length and a minimum of 144 hours on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Course by Appointment: Students may be permitted to take a “course-by-appointment” for an *existing catalog course*. The assigned faculty member subsequently contacts all students who register, and a mutually convenient day and time is established. The course follows the normal syllabus, assignments, and examinations. *Additional requirements are detailed in the current catalog and each School/Program may have requirements beyond those at the University level.*

Clinicals/Rotations/Fieldwork/Preceptorship: These learning experiences occur outside of a class setting with directed activity and a faculty member in contact with the student to ensure student outcomes are reached. Typically, the learning experience occurs outside of a lecture setting with directed activity. The experience may involve a site supervisor or a preceptor. Student activities may include experiences where the student is directly involved with the evaluation and management of patients/clients displaying the level of knowledge and skills learned during instruction, hours in a clinical/office setting, attending to patients/clients and partaking in continuing medical/education seminars, demonstrating the connection between academic learning and real world application in a clinical/office setting and documenting, reflecting and chronicling their learning and accomplishments.

Due to the wide variety of programs the actual activities students participate in may differ, but all activities must meet at least the minimum credit hour requirement for lab/studios. (The majority usually go well beyond this requirement).

Online: Thomas Jefferson University follows the definition of Distance Education/Distance Learning consistent with HEOA, PDE and Middle States standards and guidelines for all distance learning degree or certificate programs.

Online education is an alternate format to onsite based instruction using various technologies to deliver faculty directed instruction to students who are not physically present in an onsite setting. These methods could be synchronously or asynchronously and technologies may include but are not limited to the internet; one-way and two-way transmissions through open broadcast, discussion boards, satellite, wireless communications devices; audio conferencing; or Video cassettes, DVDs, and CD-ROMs, when used in a course in conjunction with any of the technologies listed.

All our online courses satisfy the PDE guidelines for “equivalent instruction”. See below for PDE parameters for curricular content that that are equivalent to classroom-based instruction. (PA Code 31.21)

According to PDE clarification, equivalent content:

- should be related directly to the objectives of the course/program,
- should be measurable for grading purposes.
- should have the direct oversight or supervision of the faculty member teaching the course
- should in some form be equivalent of an activity conducted in the classroom.

PDE states that equivalent content may not be:

- homework assignments
- focused on “time spent,” that is, the amount of time the student spends accomplishing the task

Hybrid: Hybrid courses are a combination of onsite (face-to-face) and online formats. The instruction hours must reflect the total of both methods and comparable time to out of class requirements as in traditional onsite courses.

Accelerated Courses: Thomas Jefferson University offers courses that are outside of the standard 15-week semester. Courses in the College of Continuing and Professional Studies are offered in 8-week terms. These courses go through the same curriculum governance as courses in the standard semesters and are subject to the same standards. All accelerated courses must meet the required instruction time and out of class work time as defined for their traditional counterparts.

Short Courses: These are Faculty-led short courses away or abroad. These courses provide students with appreciation and understanding of the global or national environments. Short away courses help students value intercultural/diversity experiences as they develop an ethical & professional awareness of their discipline within the global/national community. Students also gain insight into the historical, cultural, social, political and geographic contexts of the site of study while applying their resourcefulness, flexibility, interdependence and the ability to collaborate and work in a group. All short courses whether away or abroad, must meet the required instruction time as traditional onsite courses.

Academic Year: It is important to note that regardless of terms, format or mode of delivery, all

programs in all terms follow the established credit hour definition.

Traditional Programs – All traditional programs at Thomas Jefferson University follow the standard semester format with Fall and Spring semesters totaling a minimum of 30 weeks of instructional time. (DOE CFR Title 34 668.3 #1i) These weeks do not include reading days or final exams. The traditional programs also utilize the 12-week summer term or the two 6-week summer terms.

The resident Continuing and Professional Studies programs have five eight-week terms which consist of two eight-week Fall terms, two 8-week Spring terms and one eight-week summer term.

The Online Continuing and Professional Studies programs has six eight-week terms which consist of two eight-week Fall terms, two eight-week Spring terms and two eight-week summer terms.

The Disaster Medicine and Management program as approved by the state has four twelve-week terms (Fall, Winter, Spring and Summer).

Determining and Monitoring Amount and Level of Credits: Credit hours are determined by the faculty and the college deans in collaboration with the University Registrar's Office which enforces the credit hour policies listed above. All curriculum proposals go through the Thomas Jefferson University Academic Opportunities and Oversight committee and are approved by their College Education Committees. These committees guide, review, evaluate, and coordinate curriculum proposals for all curriculum in the university. All undergraduate courses indicate the number of credits proposed and the number of hours for lecture, lab etc. per week for the course e.g., 3-2-3, which indicates that this 3-credit course will have 3 hours of lecture and 2 hours of Lab/Studio instruction per week. The graduate courses specify the number of credits for the proposed course and the syllabi show the weekly task/instruction. Furthermore, at the submission of the semester course schedule the Registrar's office reviews all submissions to ensure they are meeting the credit hour requirement.

Program Review and Content Specialty Accreditation: Through the regular process of Program Review as well as individual program accreditation, credit hour assignment is monitored by the colleges themselves and visiting accrediting teams. The majority of programs in both the college of Architecture and the Built Environment are reaccredited every 5-7 years, as are some of our design programs, engineering and health sciences programs.

Credit by Exam (Waiver Examinations)

Students may request to take a waiver examination instead of taking a course. The student must have experience in the field covered by the course or must have studied it elsewhere. Students may take waiver examinations for up to two courses in their degree programs. Credits earned by a waiver examination are not considered transfer credits. The cost of taking a waiver examination is equivalent to one credit hour of the current graduate tuition. Consult with your program director for specific details.

Credit/No Credit—Graduate

Some graduate courses are graded on a "credit/no credit" (cr/nc) basis. To obtain credit for these courses, students must earn the equivalent of a "B-" or better in the course. The grade point average will not be affected whether credit is received for the course or not.

Cross Level Course

A cross level course is a course offered at both the undergraduate and graduate levels. Graduate expectations are to be commensurate with the level of graduate course listed. Requirements for the graduate course must clearly delineate greater expectations in quantity and/or quality for the graduate students appropriate to the field of study as determined by the program director. The expectations may be differentiated through any of the following methods:

- additional or higher-level learning objectives
- assessment methods
- adjusted grading rubrics
- additional or alternate topical work, assignments, readings and/or activities

Cross-Listed Course

A cross-listed course is a course offered by more than one department/program at the same level, i.e. undergraduate/undergraduate or graduate/graduate. The cross listed course will have the identical catalog descriptions in each listing and the same learning objectives.

DEGREE OPTIONS

The following are degree options outside of the standard graduate degree programs. Offerings for these types of degree programs may be found at eastfalls.jefferson.edu/catalog/Introduction/GradABList.

- “2+” Option

A “2+” undergraduate pathway is for students completing pre-professional requirements on the East Falls campus in preparation for admission to professional programs on the Center City campus.

- Combined Degree program

A Combined Degree program is reserved for fields in which the master’s degree is the required credential for a professional license. Students are admitted as freshmen to a Combined Degree program (BS/MS). This pathway may shorten the time to the graduate degree. Undergraduate students must maintain the program’s academic progression criteria to remain in the Combined Degree program and to retain admission to the graduate program.

- “4 +” Option “sub-matriculation”

A “4+” Option is an accelerated pathway to a graduate degree. Undergraduate students may apply to a designated graduate program and begin graduate coursework, i.e., sub matriculate into the graduate program. The graduate degree is completed after the baccalaureate, in additional semesters depending upon the graduate curriculum.

- Dual Degree program

A Dual Degree program is designed to offer an accelerated pathway to the two degrees at the same level. The two degrees may be completed concurrently or consecutively.

- 1+1 Option (GRAD+GRAD)

This is an efficient option, which may reduce the credits that would have been required to pursue both degrees separately.

ACCESSIBILITY SERVICES

Thomas Jefferson University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University provides accommodations for students with disabilities, who are eligible for accommodations and who seek accommodations. All students interested in receiving accommodations must contact the Office of Disability Services by email at AccessibilityServices@philau.edu, phone at (215.951.6830) or by visiting our office (Kanbar 102D). Information on services may also be obtained by visiting our website: eastfalls.jefferson.edu/accessibilityservices/. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Accessibility Services to the instructor before accommodations may be provided. Thomas Jefferson University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact Disability Services.

DROPPING COURSES, ADDING COURSES AND SCHEDULE CHANGES

Schedule changes, such as adding a course, changing a section, replacing a course or section, etc., must be made by the “last day to add” in the Academic Calendar. See Academic Calendar online. Students may drop a course with no notation on the transcript if the drop is completed before “last day to drop without ‘W’ grade” deadline on the Academic Calendar.

After the “last day to drop without W grade,” a student may withdraw from a course prior to or on the “last day to withdraw from a course” (see Academic Calendar). When a student withdraws from a course, a “W” will appear on the transcript for that course and this will affect the student’s Academic Standing. To withdraw from a course, all students must submit a signed Course Withdrawal form to the University Registrar. Forms may be found online at the Registrar’s website: www.eastfalls.jefferson.edu/registrar.

If the student officially withdraws after the “last day to withdraw from a course,” a “WF” will appear in the transcript and affect the GPA calculations and Academic Standing. If the student fails to officially withdraw from a course before the “last day to withdraw from a course,” a grade of “F” will appear on his/her transcript and affect the student’s GPA calculations and Academic Standing.

Specific deadlines for dropping special accelerated courses or summer session courses are published by the University Registrar. These deadlines will determine the drop period for summer terms. In exceptional cases a student may request special permission from the Director of the Academic Success Center to drop a course after the “last day to withdraw from a course” deadline. In such cases a grade of “W” will appear on the transcript for that course and this will affect Academic Standing. Students may not drop or withdraw from fundamentals courses.

See “Schedule Changes,” “Leave of Absence/Withdrawal Policy” and “Refund Policy.”

FINAL EXAMINATIONS

Final examinations are scheduled during a one-week period at the end of each semester. Examination periods are two hours in length.

The University has a policy prohibiting the administration of any final examinations during the last “instructional” week of the semester in place of an examination during the scheduled final exam week. No student is required to take more than three final examinations during a given day. If, because of this policy, it is necessary for a student to have any examinations rescheduled, arrangements must be made with the University Registrar no later than a week in advance of the start of exam week.

GRADE APPEAL

To appeal a grade for a course, the student should first discuss the grade with the faculty for the course. If the student is not satisfied with the outcome of this discussion, the student may file a subsequent appeal with the Dean or Associate Dean of the College or School, or the Executive Director of the School of Continuing and Professional Studies (SCPS). In the event that the student is not satisfied with the outcome at that level, or if there is not an intermediary, an appeal may be submitted to the Dean of the College or School, or the Executive Director of SCPS. The Dean or SCPS Executive Director is the final appeal.

For additional information, see www.eastfalls.jefferson.edu/studentgrievances.

GRADE CHANGES

All grades become part of the permanent records of the University at the end of the semester. Following this, no grades may be changed without the written approval of the faculty and associate dean of the college offering the course. Forms for change of grades may be found online on the University Registrar’s website, www.eastfalls.jefferson.edu/registrar.

This in no way affects the institutional policy regarding the grade of “Incomplete.”

GRADE REPORTS

Current students can access and print their grade reports using WebAdvisor. Grade reports are not mailed to students.

GRADING—GRADUATE

The University uses a plus/minus grading system. The passing grades for graduate courses are “CR,” “A,” “B” and “C.” A grade of “F” signifies that the course has been failed. The grade of “C” is the minimum passing grade but is considered unsatisfactory performance. The grade of “C-” is not considered a passing grade.

A cumulative grade point average of 3.0 for all courses in the student’s graduate program is required for graduation; this does not include foundation courses or undergraduate prerequisite courses. The unit of credit is the semester hour. A quality point average is used to determine scholastic standing.

Quality points are assigned according to the following scale:

A	(4.0)	C+	(2.33)
A-	(3.67)	C	(2.0)
B+	(3.33)	C-	(1.67)
B	(3.0)	F	(0.0)
B-	(2.67)		

To calculate the grade point average for a given semester, divide the number of grade points awarded by the number of GPA credits. To calculate the cumulative grade point average, the total number of grade points awarded is divided by the total number of GPA credits.

The “I” (Incomplete) grade is used to indicate that a student has missed some portion of the required work because of illness or other emergencies beyond his/her control. It indicates that the student will most probably complete the missing requirements within the prescribed time limit and, when they do, will probably receive a passing grade.* If there is no possibility of passing the course, then it is inappropriate to assign an “I” grade. Both the student and faculty member assigning the grade must sign the “Agreement for the Completion of Work Outstanding.” Copies of this form are available online on the Registrar’s website, www.eastfalls.jefferson.edu/registrar. An “I” grade automatically becomes an “F” (failure) unless changed by the end of the 4th week counting from the last day of the end of the semester in which the course was taken.

** In most cases, a passing grade for graduate courses is “C,” but there are courses and programmatic requirements that exceed this. Please refer to the appropriate graduate program and course descriptions in the Academic Catalog.*

Graduate Status

Thomas Jefferson University defines graduate credit hours in the following way:

- 6 & > Credits is equal to full-time
- 3 to 5.999 credits are equal to half-time, and
- 0.5 to 2.999 is equal to less than half-time.

See also financial aid guidelines.

Graduation Application Procedures

Students nearing graduation must review graduation requirements with their advisor or their program’s graduation certification officer at least two semesters before they plan to graduate. Students then must apply online for graduation and submit a preliminary certification form to the Office of the University Registrar. Deadlines are April 15 for a candidate for August, December or February graduation, and October 15 for a candidate for May graduation. An August graduate may seek permission to walk at the May Commencement event. Instructions can be found on the Registrar’s website: www.eastfalls.jefferson.edu/registrar.

Degrees are awarded at the end of the semester in which all requirements are met. The University has four graduation terms (December, February, May or August). For eligibility to walk in the

commencement ceremony in May, please refer to the Registrar's office web site, eastfalls.jefferson.edu/registrar/graduation.

GRADUATION REQUIREMENTS-GRADUATE

To graduate, students must fulfill the credit-hour requirements and complete the required courses for their specific graduate program.

To be certified for graduation, a candidate must have:

- a minimum 3.0 cumulative grade point average (excluding foundation courses and undergraduate prerequisite courses),
- no more than two grades below "B-" (including fundamental and undergraduate prerequisite courses),
- no "F" grades in courses within the student's program.

Students must also complete all requirements for the doctoral dissertation or the master's thesis in programs that require them. See "Guide for the Preparation of Doctoral Dissertations and Master's Theses" for further information online: www.eastfalls.jefferson.edu/gradstudent/.

Students must complete an Application for Graduation prior to the semester in which they plan to graduate. This form is available online on the Registrar's website at www.eastfalls.jefferson.edu/registrar. Students will be billed for graduation fees.

HUMAN SUBJECTS POLICY

Faculty, staff and students at Thomas Jefferson University are occasionally involved in the conduct of research involving human subjects. Any research conducted under the auspices of Thomas Jefferson University must protect the rights of human subjects and requires approval from the University's Institutional Review Board (IRB). An IRB is a committee of peers that examines human-subjects research proposed by Thomas Jefferson University faculty or students for ethical concerns and determines: 1) the rights and welfare of the individual or individuals involved; 2) the appropriateness of the methods used to secure informed consent; and 3) the risks and benefits of the investigation. The IRB approves, denies or recommends changes to the proposed research to assure the protection of the rights of human subjects.

The policies and procedures associated with the review and approval of research involving human subjects at Thomas Jefferson University are established to be consistent with current federal guidelines.

The complete text of the "Human Subjects Policy" can be found as a resource on the Office of the Provost website, see www.eastfalls.jefferson.edu/provost/irb.

INCLEMENT WEATHER

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of Thomas Jefferson University not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class through synchronous online means.
3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

INDEPENDENT STUDY (IS)

Students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. IS provides students a unique opportunity to work closely with a faculty mentor while studying a subject of their own choice. This learning experience, however, should not duplicate material delivered within an existing course catalog. Only students who are prepared to devote considerable time and effort should undertake IS. Planning of the scope and structure of this learning experience should begin in the semester preceding enrollment, not during the term of the IS.

Before registering for the IS, students must secure the written approval of a faculty member who has agreed to supervise the work. Approval of IS can be expected if the faculty member has the time and the interest to supervise the student's work, and if the supervisor and the student can agree in advance on a suitable subject for independent study. Faculty members may choose which applicants they wish to supervise. The decision will be determined by the faculty member's time available, professional interests and his/her estimate of an applicant's prospects for doing suitable work.

The student plans specific activities and goals with the help of the cooperating faculty member. S/he must then receive approval for the plans and complete the Independent Study agreement form, which is available online at the Registrar's website: www.eastfalls.jefferson.edu/registrar/. The student is responsible for bringing the completed and signed form to the University Registrar for official enrollment purposes.

Requirements for an Independent Study

(Additional requirements may exist for each college.)

- Registration must be completed before the "last day to add" deadline in the current Academic Calendar. (See Academic Calendar.)
- A student may select no more than one course by independent study during a single term.
- A maximum of four courses may be taken by independent study in a degree program.
- A student may not select more than two IS courses under the sponsorship of the same faculty member.
- At the end of the term, students are required to present their work to faculty and student representatives of the University.

See "Course by Appointment."

INFORMATION LITERACY

Mission: To help students become “wise information consumers” and lifelong learners by developing in them the abilities to effectively find, evaluate and apply information.

Information literacy is embedded in the curricula of each college. Students are exposed to information literacy concepts in the context of their program. Students learn how to use the information resources and technologies relevant to their lives as scholars on campus and as professionals in the field.

Throughout their academic careers, students gain practical experience in the critical application of data and information to various information needs and problems.

The 21st-century workplace recognizes the value of information-literate employees. Today’s technology- and knowledge-driven economy demands highly skilled workers who are adaptable, resourceful, intrinsically motivated and able to learn. Through the University’s efforts to create information-literate graduates, students engage in the same process of information problem-solving that will continue for the rest of their lives.

Information Literacy at Thomas Jefferson University is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and University administrators. Faculty, administrators, and librarians work together to incorporate Information Literacy into programs, courses and assignments, and to assess Information Literacy Learning Outcomes. Librarians also support students, faculty and staff as they seek to become information-literate, lifelong learners

For more information see “Information Literacy” in Academic Programs section of the Academic Catalog and libguides.philau.edu/il.

INTELLECTUAL PROPERTY AND SPONSORED RESEARCH

In the interest of advancing the scholarly activity of the University, promoting academic integrity and supporting both individual and institutional interests, the University has established certain intellectual property policies that cover the recognition, disclosure, publication and ownership of discoveries made in connection with the academic/research activities of the University. Students, staff and faculty are both protected and bound by these policies.

With respect to research that is sponsored by a governmental authority or other third party, the rights of students in any intellectual property that they may discover or create is governed by the terms of the specific agreement between the University and such third party.

Students must comply with all laws and the University policies applicable to intellectual property. Intellectual property includes copyrights, patents and trademarks which are further described in the University’s intellectual property policy. The complete text of the “Intellectual Property Policy” can be found as a resource on the Office of the Provost website, visit www.eastfalls.jefferson.edu/provost/resources.

INTERNATIONAL STUDENTS

International students should consult with the director of International Student Programs concerning specific policies applicable to them. The director of International Student Programs offers assistance to

these students in many areas, such as providing orientation assistance, academic advising assistance, referral to language classes as a result of placement testing, and administrative liaison with governmental agencies.

All international students, including transfer students, must report to the International Student Programs office, located in the Kanbar Student Center, to certify their registration and to provide a local address. The office is open on a walk-in basis and by appointment.

LEAVE OF ABSENCE POLICY

A leave of absence is a leave from the University with the intention of returning within two full academic semesters or a calendar year to complete coursework.

The deadline to take a leave of absence from the University without any record of courses or grades of the current semester is the same as the “last day to drop without a W grade.” (See Academic Calendar) If a student takes a leave of absence from the University before the “last day to withdraw from a course,” all LOA grades will be a “W” and will affect the student’s Academic Standing. If a student takes a leave of absence after the “last day to withdraw from a course” all LOA grades will be a “WF” and will affect the student’s GPA calculations and Academic Standing.

When a student takes a leave of absence during a semester, the effective date of the leave of absence will be determined when the Office of the University Registrar receives the completed leave of absence form (see University Registrar’s website for appropriate form). Students must check with the Student Accounts Office to determine their financial responsibility for tuition and other fees, such as housing and meal plans.

Any student who is in good academic standing is eligible to take a leave of absence from the University for up to one calendar year. A leave of absence allows students to re-enter the University within one calendar year from the date on which the leave was approved without the need for completing a new application.

The leave of absence also enables the student to retain degree requirements from the catalog under which they originally matriculated. Any student may, however, choose to re-enter under requirements in the current catalog. A student whose leave of absence extends beyond two full academic semesters must complete a new application to re-enter the University. Graduation requirements will be determined from the catalog in effect on the date of acceptance for re-entry by the Office of Admissions.

Students who are not in good academic standing are permitted to apply for withdrawal, but not leave of absence. Under these circumstances, the Student Experience sub-committee must approve any application for re-entry before a student registers for any additional courses at the University. (See “Withdrawal from University.”)

For information about the financial aspects of the leave of absence policy, please refer to the “Refund Policy” included in the “Financial Information” section of the catalog.

LEAVE OF ABSENCE—MEDICAL

A Medical Leave of Absence is granted to students who cannot continue enrollment due to physical or mental health problems. A Medical leave remains in force for one calendar year. If the student does not return within that time frame, s/he must re-apply to the University. The procedure for acquiring a Medical Leave of Absence is as follows:

- 1) Complete the **Medical Leave of Absence Form**. (Students can obtain this form from the Registrar's website: www.eastfalls.jefferson.edu/registrar.)
- 2) Make an appointment with the Dean of Students Office to discuss the circumstances and implications of the leave. This includes the impact of the leave on academic progress, student accounts, financial aid, tuition insurance claims and housing (if the student lives on campus).
- 3) Provide medical documentation to validate the need for the medical leave.

Students who take a medical leave before the last day to drop will not see any courses or grades on their transcript. Those students who obtain a medical leave during the semester but prior to the "last day to withdraw from a course" will receive "W's" on their transcripts. If the withdraw date is past, the Dean of Students may authorize "late W's" for documented medical leaves.

Students on medical leave must notify the Dean of Students Office 30 days prior to the beginning of the semester of their intent to return to the University. Medical documentation will be required for all students to determine if the student is healthy and ready to return to the University. Medical documentation will be on file in the Dean of Students Office.

MATRICULATION MAINTENANCE

In order to earn credit for the completion of the dissertation, thesis, capstone project or clinical experience, a student must be registered in the appropriate graduate program (either in residence or absentia) during the semester in which the course work is completed or the dissertation or theses are defended, and must be enrolled in the appropriate course.

If a student is capable of defending or presenting his/her work within the grace period (approximately four weeks into the next semester, including summer sessions*), the grade of "Incomplete" will be awarded. Following successful completion and submission of coursework (or in the case of thesis or dissertation, a final version of the thesis or dissertation), a change of grade will be submitted by the faculty of record. Students who fail to complete the requirements during the grace period must re-register for dissertation, thesis, capstone project or clinical experience until they successfully meet all requirements.

Students who are judged by the faculty, dissertation or thesis chair, or advisor to be incapable of completing the requirements during the grace period will receive the grade of "TH" (which indicates the course requirements have not been satisfactorily completed, but work is progressing). In addition to being enrolled in the appropriate program, students must re-register in the original course for dissertation, thesis, capstone project or clinical experience coursework in the subsequent fall or spring semester immediately following the semester in which they enrolled to maintain continuous enrollment and to remain in good standing**. Tuition equal to one graduate credit will be assessed for subsequent courses in dissertation, thesis, capstone project and clinical experience.

When the dissertation, thesis, capstone project or clinical experience is successfully completed, the faculty, program director or advisor will submit a final grade for course completion and the student will

earn one to nine graduate credits (depending on the major field) for the semester during which the dissertation, thesis, capstone project or clinical experience was successfully completed.

** The grace period ends on the date corresponding to when current semester "I" or incomplete grades are changed to "F" or failing in the subsequent semester; these are listed on the Academic Calendar which is available on the university website.*

*** These courses will have an identical course number with an "e" indicating a matriculation extension.*

NON-DEGREE STATUS ENROLLMENT

Students may apply for non-degree status and register for courses at Thomas Jefferson University. Students with non-degree status are permitted to register for a total of 15 earned credits and thereafter must apply for matriculating status. Credits earned under non-degree status **cannot** be used to receive a certificate, minor, specialization/concentration or any degree without matriculating.

Contact the University Registrar's office for more information on applying and registering as a non-degree student.

Credits earned under non-degree status **cannot** be used to receive a certificate, minor, specialization/concentration, or any degree without matriculating.

Registration: Students are expected to register on the published dates for registration. Fees are payable in advance or upon the registration date. Students will receive grades for all courses for which they are registered.

OFFICIAL CLASS ROSTER

A student who is not on the official class roster (signaling they are not registered for the course) cannot attend nor participate in the class, regardless if the student is taking the course for credit or auditing. Any student who is not on the class roster has until the listed deadline to add on the appropriate academic calendar to register. A student should meet with the advising advocate for their major for directions if anything is preventing registration for the course. Students cannot attend a class while attempting to resolve the issue that is preventing registration.

PREFERRED NAME

Thomas Jefferson University recognizes that some members of our community use a name, gender, and pronoun other than their legal identifiers. Students are free to elect to have their chosen first name, gender identity and chosen pronoun appear in Thomas Jefferson University's system (subject to technical capacity) where the legal identifiers are not required. Thomas Jefferson University reserves the right to deny a requested selection if the request is inappropriate. The request form can be accessed via the Registrar's Office webpage and select the "Chosen Name, Gender, and Pronoun Selection Form" under forms.

For legal name change, see "change of address, name or SSN."

REFUND POLICY—GRADUATE

Students are considered in attendance until the Registrar receives formal written notice of withdrawal.

For details and additional information on tuition refund, see <https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tuition-refund-policy.html>

REPEATING A COURSE

Students who fail a required course must repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement, or if they wish to have the failing grade replaced in GPA on the transcript. (The old grade is not removed.)

A student will be permitted to enroll in a course for a second time without conditions, regardless of the grade earned in the course previously.

A student who has failed a course twice will be permitted to re-enroll for a course for a third time when he/she presents the University Registrar with written approval from their advisor.

A student who has passed a class twice and wishes to take it a third time for any reason, will need to complete the “Repeating a Course” form and get the appropriate signatures to be allowed to enroll for the course. Appropriate forms for approval are available online on the Registrar’s webpage: www.eastfalls.jefferson.edu/registrar.

When a course is repeated, the original grade will remain on the transcript, but it will be removed from the calculation of the grade point average. The new grade will enter into the calculation of the grade point average, even if it is lower than the grade originally earned.

Grades of “NC” or “AUDIT” will not replace a former grade in a repeated course.

A course failed at Thomas Jefferson University may not be repeated at another institution without prior written approval. See the “Permission to Take Courses at Another Institution” form on Academic Success Center website: www.eastfalls.jefferson.edu/successcenter.

The most recent grade earned is also the one applied to graduation requirements, even if it is lower than the original grade. Any successfully completed course can be applied to graduation requirements only once, no matter how many times it may be taken and passed.

RESPONSIBILITY TO KEEP INFORMED

Students are ultimately responsible for their own progress toward graduation; they are expected to use the catalog as a reference handbook and to familiarize themselves with the principal policies and procedures contained therein. The Catalog website (www.eastfalls.jefferson.edu/catalog) is subject to change and will be updated. Students are responsible for monitoring the website concerning changes to policies and procedures that might affect their progress toward graduation and for regularly checking campus mailboxes and Thomas Jefferson University email as a means of keeping informed.

RETENTION OF STUDENT WORK

Thomas Jefferson University is committed to providing excellent and innovative educational opportunities to its students. To help maintain quality academic offerings and to conform to professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Thomas Jefferson University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

SCHEDULE CHANGES

Schedule changes, including changing sections, replacing courses with another course, auditing a course, independent study, course-by-appointment or changing a course from graded to credit/non-credit must be made by the “last day to add” deadline. See current Academic Calendar.

STUDENT ACCESSIBILITY SERVICES

Thomas Jefferson University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University provides accommodations for students with disabilities, who are eligible for accommodations and who seek accommodations. All students interested in receiving accommodations must contact Student Accessibility Services by email at: accessibilityservices@philau.edu or by phone at (215.951.6830) or by visiting our office (Kanbar 102D). Information on services may also be obtained by visiting our website: www.philau.edu/studentaccessibilityservices. Students requesting accommodations in the classroom must present a current accommodation letter from the Student Accessibility Services to the instructor, before accommodations may be provided. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact disability services.

STUDENT GRIEVANCES

For information on student grievances and to submit a grievance, see the Student Grievance page, www.eastfalls.jefferson.edu/studentGrievances.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a federal law governing privacy rights in university records for students and for dependent students' parents. FERPA was passed by Congress in 1974 to provide students the ability to access and review their records and to protect the confidentiality of their records within certain guidelines. Access to the information in a student's records (including access to grades) is generally not permitted to outsiders (third parties) without the student's written consent.

I. To Whom Does FERPA Apply?

For the purposes of this policy, Thomas Jefferson University defines “student” as any person who attends or has attended Thomas Jefferson University.

II. To Which Records Does FERPA Apply?

Thomas Jefferson University defines “education record” as any record in any medium maintained by Thomas Jefferson University that is directly related to a student, EXCEPT:

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
3. Records maintained by the office of Student Health Services if the records are used only for the treatment of a student and made available only to those persons providing treatment;
4. Alumni records that contain information about a student after s/he is no longer in attendance at Thomas Jefferson University and the records do not relate to the person as a student;
5. "Directory information." Thomas Jefferson University designates the following items as Directory Information: student name, addresses, telephone numbers, email addresses, major and minor fields of study, credits for which a student is registered (FT or PT status), participation in officially recognized activities and sports, dates of attendance, degrees and awards received, date of graduation, most recent previous school attended, and photographs. Thomas Jefferson University may disclose any of those items without prior written consent unless notified in writing on the form available from the registrar no later than the “last day to add” (see Academic Calendar) of the fall, winter, spring or summer terms. Such notice shall be effective only until the end of the academic year during which it is given. An online student directory listing each student's name, permanent address/phone number and local address/phone number is created each fall by the Office of the Dean of Students and the Office of Information Technology. The directory is password-protected and only available to individuals affiliated with the University.

III. How Are Students Informed About FERPA?

Students will be notified of their FERPA rights through the annual distribution of the University Academic Catalog and the Student Handbook.

IV. How Can Students Inspect Their Records?

Students may inspect and review their education records upon written request to the Office of University Registrar. The request must identify as precisely as possible the record or records he or she wishes to inspect.

The record custodian or an appropriate Thomas Jefferson University staff member will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records can be inspected if the inspection cannot be done at the time of request. Access will be given in 45 days or fewer from the receipt of request.

When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

V. When May the University Refuse Student Access to Records?

Thomas Jefferson University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parent(s);
2. Letters and statements of recommendation to which the student has waived his or her rights of access, or that were placed in the files before January 1, 1975;
3. Records connected with an application to attend Thomas Jefferson University or a component unit of Thomas Jefferson University if that application was denied;
4. Those records that are excluded from the FERPA definition of "education records."

VI. When May the University Refuse to Provide Copies of Records?

Thomas Jefferson University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:

1. The student is currently attending Thomas Jefferson University or is a former student who lives within a commuting distance of Thomas Jefferson University;
2. The student has an unpaid financial obligation to Thomas Jefferson University; or
3. There is an unresolved disciplinary action against the student.

However, even in the above situations, students will not be denied the right to inspect their records. Thomas Jefferson University will not normally issue copies of any document if an original or source document exists elsewhere (e.g., records from other schools).

VII. Where Are Students' Education Records Kept?

The following is a list of the types of records that Thomas Jefferson University maintains, their locations and their custodians.

Admissions Records

Location: Office of the Campus Registrar, Archer Hall, First Floor

Custodian of Records: Campus Registrar

Cumulative Academic Records

Location: Office of the Campus Registrar, Archer Hall, First Floor

Custodian of Records: Campus Registrar

Athletic Records

Location: Athletics Office, Althouse Hall

Custodian of Records: Director of Athletics

Student Conduct/Disciplinary Records

Location: Office of the Dean of Students, Kanbar Campus Center, Second Floor

Custodian of Records: Dean of Students

Financial Records

Location: Business Office Archer Hall, Second Floor

Custodian of Records: Controller

Financial Aid Records

Location: Financial Aid Office, White Corners, First Floor

Custodian of Records: Director of Financial Aid

International Student Affairs Records

Location: Office of International Education and Global Initiatives, Kanbar Campus Center, First Floor

Custodian of Records: Director of International Education and Exchange Programs

Internship Placement Records

Location: Career Services, Kanbar Campus Center

Custodian of Records: Director of Career Services

Note: Other student education records not indicated above are available upon specific request.

VIII. When May Students' Education Records Be Disclosed to Others?

Thomas Jefferson University may disclose information from a student's education records only with the written consent of the student, EXCEPT:

1. To Thomas Jefferson University officials who have a legitimate education interest in the records. Thomas Jefferson University officials include persons employed by Thomas Jefferson University in supervisory, academic, research, or support staff positions; persons employed by or under contract to Thomas Jefferson University to perform a special task, such as an attorney, auditor, or collection agent, university security unit, persons serving on the board of trustees, or a student serving on an official committee such as disciplinary or grievance committee; or students assisting another school official in performing his or her official task. A Thomas Jefferson University official has a legitimate education interest if he or she is performing a task that is part of his/her responsibilities or contract agreement, performing a task that is related to the student's education, performing a task related to the discipline of a student, or providing a service or benefit to the student such as health care, counseling, job placement, or financial aid.;
2. Upon request to officials of another school to which a student seeks or intends to enroll or has enrolled, although such information is usually transmitted only in response to a specific written request from the student;
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local education authorities in connection with certain state or federally supported education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. To organizations conducting certain studies for or on behalf of Thomas Jefferson University;
6. To accrediting organizations to carry out their functions;
7. To comply with a court order or a lawfully issued subpoena when specifically requests (student may not be notified);
8. To appropriate parties in a health or safety emergency;
9. To parents/legal guardians of an eligible student who claim the student as a dependent for income tax purposes. The University informs parents/guardians where it deems appropriate;
10. In cases of violent crime, the results of any disciplinary proceeding conducted by the University against an accused student to the alleged victim.

A log shall be maintained in each student record to document the use of that record by individuals other than University officials. The log shall indicate the date of the request, the individual or the organization using the record, and the purpose for which it was used. The student (or parent/guardian of a dependent student) may inspect and review this log.

IX. How May a Student Make Changes to Education Records?

Students have the right to request to have records corrected or amended that they believe are inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of records:

1. The student must ask the appropriate official of Thomas Jefferson University to amend a record. In doing so, the student should identify the part of the record s/he believes should be changed and specify why s/he believes it is inaccurate, misleading or in violation of his or her privacy or other rights;
2. Thomas Jefferson University may comply with the request or it may decide not to comply. If it decides not to comply, Thomas Jefferson University will notify the student of the decision and advise him/her of the right to a hearing to challenge the information believed to be inaccurate, misleading or a violation of the student's rights;
3. Upon request, Thomas Jefferson University will arrange for a hearing and notify the student of the date, place and time of the hearing reasonably in advance;
4. The hearing will be conducted by a hearing officer who is a disinterested party (although he or she may be an official of the institution). The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney;
5. Thomas Jefferson University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision;
6. If Thomas Jefferson University decides that the challenged information is not inaccurate, misleading or in violation of the student's rights of privacy, it will notify the student that s/he has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision;
7. The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If the student requests disclosure of the record that contains the contested portion, s/he may indicate that the files also contain the student's statement, which will then accompany any disclosure of the record;
8. If Thomas Jefferson University decides that the information is inaccurate, misleading or in violation of the student's rights of privacy, it will amend the record and notify the student that the record has been amended.

The provisions of this section may not be used to challenge course grades.

X. To Whom May a Student Complain if Issues Arise?

Students who believe that Thomas Jefferson University is not complying with the requirements of the Family Educational Rights and Privacy Act or the regulations issued by the Department of Education implementing that act may file complaints in writing with:

The FERPA Office

U.S. Department of Education

400 Maryland Avenue, SW
Washington, D.C. 20202

The full text of the Family Educational Rights and Privacy Act as amended and the full text of the final regulations of the U.S. Department of Education for the implementation of the Act are available for inspection at the Office of the University Registrar.

TIME RESTRICTION

The maximum time for completion of the degree program is seven years from the date of first enrollment (four years for the midwifery master's program and five years for the doctorate program). Students who have not earned the graduate degree during this period will have their academic records reviewed and may be asked to meet additional requirements in order to graduate.

TRANSCRIPTS

Process for requesting a transcript can be found on the web at www.eastfalls.jefferson.edu/registrar/forms.html.

The fee for a transcript is \$12 per copy. If express service is needed, there is an additional fee of \$25 for domestic express mail, and an additional fee of \$40 for international express mail. Walk in request for overnight service must be received by 10 a.m.

Please note that unofficial copies of the transcript are available to **currently enrolled students** through their WebAdvisor account.

See catalog "Unadjusted Indebtedness."

TRANSFER OF CREDITS-GRADUATE

Students may transfer a maximum of 30% of the total credits required in the graduate program, provided permission of the graduate program director has been obtained and the student is compliant with program residency requirements as published by the program. Transfer credit for graduate courses previously taken and awarded a grade no less than a "B" from other institutions may be accepted, in all modes of delivery. Courses completed at institutions that are neither regionally accredited nor accredited by agencies listed as accreditors by the United States Department of Education may be considered for Thomas Jefferson University transfer equivalencies. Exceptions to the policy may be made by the program director for students studying abroad in university-approved graduate programs. Please note that if a course was used to satisfy the requirements of a completed degree, the credits cannot be used to satisfy the requirements of another degree. Students wishing to transfer credits should be prepared to submit course outlines and texts used so that proper credit may be given. Students wishing to transfer credits of prior graduate work must inform the program director at the point of admission. Students already enrolled in a Thomas Jefferson University graduate degree program must have advanced permission from the respective director in order to enroll in courses with the intent to transfer credit.

TRANSFER TO A NEW DEGREE PROGRAM OR CONCENTRATION

Students who have been admitted to a master’s degree program at Thomas Jefferson University and who wish to transfer to another degree program or to change their concentration must file a Change of Graduate Program Request form. The form is found online at the Academic Success Center webpage: www.eastfalls.jefferson.edu/successcenter/. The student’s academic record will be reviewed by the director of the proposed new program. Approval or denial of the request will be sent to the student. An additional application fee is not required and, ordinarily, admissions credentials need not be resubmitted. Credits already earned in the original program may apply to the program if, in the opinion of the program director, they are appropriate to the new degree.

UNADJUSTED INDEBTEDNESS

No diploma, certificate, official grade report, transcript or recommendation will be granted to any person who has any unadjusted indebtedness to the University.

VERIFICATION OF IDENTITY FOR DISTANCE EDUCATION

	Activity for Campus Graduate and Undergraduate Courses and Programs	Responsible Position (if applicable)	Time Frame for Task (if applicable)	Approval Authority (if applicable)
1	A secure login is created for each student’s access to the learning management system (LMS) (Blackboard)	Data Programmer/Analyst from OIR	Point of Matriculation	OIR Chief Information Officer
2	Students receive their unique login to the Student Portal	OIR Chief Information Officer	Point of Matriculation	OIR Chief Information Officer
3	Students can login to the LMS		As needed	Consequence of 1 and 2 above
4	Online faculty receive training for using best practices in ensuring academic integrity in online courses	Program Directors	Throughout the year, scheduled and on-demand training.	Director of Online Programs
5	Research and implementation of student verification software	OIR Chief Information Officer	Intermittently	OIR Chief Information Officer

	Activity for Campus Graduate and Undergraduate Courses and Programs	Responsible Position (if applicable)	Time Frame for Task (if applicable)	Approval Authority (if applicable)
6	Use of third-party software (Respondus LockDown Browser and Webcam) for graduate midwifery program on-line tests	Program Director	Immediately before exam taking begins	OIR Chief Information Officer

	Activity for On-line Partnership Graduate and Undergraduate Courses and Programs	Responsible Position (if applicable)	Time Frame for Task (if applicable)	Approval Authority (if applicable)
1	A secure login is created for each student's access to the learning management system (LMS) (Blackboard)	Jeff Online Admissions Counselor & CPS Ops Coord	At registration for an 8-week module.	Director of Online Programs
2	Students receive their unique login to the Student Portal	CPS Operations Coordinator	At registration for an 8-week module	Director of Online Programs
3	Students can login to the LMS	CPS Operations Coordinator	After registration as needed	Director of Online Programs
4	Online faculty receive training for using best practices in ensuring academic integrity in online courses	Jeff Online instructional design team	Throughout the year, scheduled and on-demand training.	Director of Online Programs

These standard processes and procedures apply to all credit bearing distance learning courses and programs offered by Thomas Jefferson University, including the PhilaU On-line programs offered through the School of Continuing and Professional Studies.

They were developed to ensure that Thomas Jefferson University remains in compliance with the Federal Higher Education Opportunity Act (HEOA), concerning verification of student identity in distance learning.

In order to verify that the student registered for Thomas Jefferson University distance education courses or programs actually is the individual participating in and receiving credit for the course or program, one or more of the following methods are used to verify identity:

- a) An individual secure login and password is assigned to each matriculated and registered student
- b) Secure examinations if not open reference, provided through Respondus, LockDown and Security Cam

- c) Pedagogical and related practices that are effective in verifying student identity (faculty training, questioning students, frequent participation in the course, etc.)

Secure Login and Password

Each student is assigned a unique ID user number and password to log into the learning management system (Blackboard or Learning House). The user ID is automatically derived through data integration within the Student Information System (DATATEL Colleague) and transferred to the learning management systems. The user ID includes a combination of letters and numbers based on the student's name and unique student ID number. The password used by students is a combination of letters and numbers initially generated randomly and subsequently customized by the student according to password creation rules. At Student Orientation, students are advised to change their password after initial login, as well as change their password frequently to ensure that they are secure. All students are forced to change their passwords every ninety days by the system.

Examinations

Few students in the traditional day program undergraduate and graduate on-line learning courses and programs must take traditional closed reference source exams. For the one program on campus, the Midwifery, M.S. program that has elected to use traditional testing, Respondus LockDown and Security Cam software, in addition to secure login is required before beginning an examination.

Pedagogical and Related Practices

For the majority of courses and programs, open source, open reference testing as well as project based final grades are the norm for Thomas Jefferson University distance learning courses and programs. However, on-line instructors have a responsibility to identify changes in students' activity in on-line courses. Examples of changes could be a sudden change in academic performance, change in writing style, and odd statements by students in discussions or email. Faculty are advised to provide more than one kind of assessment type and to ask students to share important ideas learned from references.

FERPA Protection

All methods of verifying student identity in distance learning must protect the privacy of student information. Personal, identifiable information collected by the College may be used, at the discretion of the Institution, as the basis for identity verification. For instance, students requesting that their learning management system password be reset may be asked to provide two or more pieces of information for comparison with data on file.

Responsibilities

All users of the University's learning management system are responsible for maintaining the security of usernames, passwords, and any other access credentials assigned. The student ID (username) is not a secure credential and may be displayed at various areas in the learning management system. The password used to enter the system is a sequence of random numbers and letters. Access passwords may not be shared or given to anyone other than the user to whom they were assigned for any reason.

In addition, at Student Orientation students are advised to change their password after their initial login and also change them periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent University Catalog as well as the Student Handbook. Failure to read the University's guidelines and policies will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

Faculty teaching courses through distance education methods have the primary responsibility for ensuring that their courses comply with the provisions of this policy. Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity.

Training for Faculty and Students

The Program Directors and Course Coordinators provide faculty with appropriate training to use pedagogical approaches and technology to promote academic integrity. Additionally, the University provides information about the importance of maintaining academic integrity through a variety of resources. They are widely disseminated in the Student Handbook, the University Catalog, and on Blackboard. Syllabi, the University Catalog and orientations include information for students on the rigors of maintaining academic integrity.

Withdrawal from the University

It is absolutely essential that students follow the proper withdrawal procedure in order to be assured of an honorable dismissal from the University. Students are considered in attendance until this formal notification is completed and returned to the University Registrar.

The deadline to withdraw from the University without any record of courses or grades of the current semester is the same as the “last day to drop without a W grade.” (See Academic Calendar.)

If a student withdraws from the University before the “last day to withdraw from a course,” all withdrawal grades will be a “W” and will affect the student’s Academic Standing upon return to the University. If a student withdraws after the “last day to withdraw from a course,” all withdrawal grades will be a “WF” and will affect the G.P.A calculations and Academic Standing upon return to the University.

If they are withdrawing during the exam period, they will receive “WF” grades for all their courses. If an instructor has entered a grade, the grade entered by the instructor will not be changed. Please note that an “F” and “WF” grade have the same effect on the GPA and Academic Standing. The “WF” grade identifies a late withdrawal.

Students who need to leave the University after the “last day to withdraw from a course” due to serious circumstances must seek permission from the Dean of Students for late withdrawal. Students who receive permission will receive “W” grades.

Withdrawal forms are available online on the University Registrar’s webpage www.eastfalls.jefferson.edu/registrar/. To return to the University after withdrawal, see the section on “Re-entry to the University.”

See “Leave of Absence”

