



PhD in
Health & Rehabilitation Sciences
Student Policies and Procedures

2020 - 2021

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Program Description and Objective

The Ph.D. in Health and Rehabilitation Science (Ph.D. HRS) is an interdisciplinary doctoral degree program with concentrations in Pathology and Impairment, Functional Limitations, and Health Services. The concentration areas encourage interdisciplinary collaboration between students and faculty and train team scientists to approach complex disorders and conditions from a cross-discipline and cross-system perspective. The minimum semester hours is determined by the students entry point into the program. Students with a masters level or higher academic degree will apply through the HRS Post-masters application and the program will require a minimum of 53 semester hours. Students entering the program with a bacheloriare degree will do so through the HRS Post-Baccalaureate application and will be required to complete a minimum of 90 semester hours. Courses will fall into the following core areas of study: the Professional Development Core and the Research Core are required, ensuring that all students receive a thorough grounding in Health and Rehabilitation Science, a teaching practicum, and a critical overview of key issues in the profession. All students acquire the research skills (design, methodology, and analyses) and training necessary to position them to become leading researchers. It is our objective that graduates of the Ph.D. HRS degree will become the scholars, researchers, program directors and educators who advance the body of knowledge about health and rehabilitation sciences.

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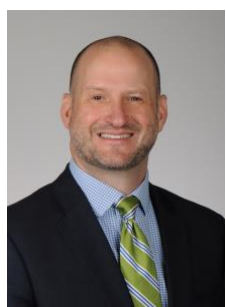
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Core Program Leadership

HRS Program Co-Directors – Heather Bonilha, PhD, CCC-SLP & Annie Simpson, PhD

- Overall Program Administration (Program Planning, Assessment and Development)
- Budgeting
- Student Recruitment, Admissions, Funding and Retention
- Policies and Procedures/Student Handbook
- Qualifying Examination and Dissertation Process/Procedures
- Curriculum
- Student and Faculty Meetings
- Orientation and Graduation
- Student Management
- Program Representation at the College and University levels

HRS Steering Committee – Jesse Dean, PhD and Kit Simspon, DrPH

- Program Direction
- Program Growth and Advancement
- Curriculum
- Program Policies

Administrative Standing Committees

PhD Advisory Committee

The Advisory Committee is an interdisciplinary group of senior and junior scientists that represent the broad spectrum of translational research across the MUSC campus. The role of the committee is to provide the PhD HRS program director and faculty input and advisement regarding program matters that relate to: curriculum, programs of study and policy, mentorship, and intra- and extramural funding. The committee meets as convened as issues arise that require committee attention and advisement.

Advisory Committee Members:

Narendra Banik, PhD	Professor; Neurology
Marc Chimowitz, MB, ChB	Associate Dean for Faculty Development; Professor; Neurosciences
Judy Dubno, PhD	Professor; Otolaryngology – Head & Neck Surgery
Perry Halushka, PhD, MD	Distinguished University Professor, College of Graduate Studies
Steven Kautz, PhD	Professor & Chair, Department of Health Sciences & Research
James Krause, PhD	Professor & Associate Dean for Research; Dept. of Health Sciences & Research
Rita Young, PhD	Professor; Otolaryngology; Associate Chief of Staff for Research & Development, Ralph H. Johnson VA Medical Center

Curriculum Committee

The Curriculum Committee is charged with continued evaluation, revision, and evolution of the PhD HRS Curriculum in the Department of Health Sciences and Research. The committee will meet two times each year. Two weeks prior to a scheduled meeting, the chair will solicit agenda items from committee members and the HSR faculty. The transactions of the Curriculum

Committee will be reported to the PhD HRS course directors and faculty. The chair of the committee schedules and directs the meetings. The Director is an ex officio member of the committee.

Admissions Committee

The Admissions Committee is charged with the admission of the best and brightest students to the HRS PhD Program. The committee works in concert with the core faculty to select an incoming cohort of students. The committee is charged with selecting high quality students who are most likely to be successful in the program, who can be matched with a faculty mentor, and whose interests are in line with the objectives of the HRS program.

Admissions

Admission Criteria

Students admitted to the PhD HRS program must hold at least a bachelor's degree that provides a background and preparation in the following areas: Functional Limitations, Pathology and Impairment, and Health Services. It is expected however that most applicants will have a professional/clinical degree with experience in a rehabilitation related area. Applicants must also meet the following criteria:

- Commitment (from faculty and student) to pairing with a faculty mentor and mentorship team conducting research in the student's area of interest.
- Demonstrate through previous academic work and relevant professional experience the likelihood of success in the Ph.D. HRS program and research career. To determine the likelihood of success, the admissions committee will interview the candidates and review:
 - Personal Statement
 - Professional experiences in the discipline
 - Scores on the Graduate Record Exam (GRE)
 - Grade-point average of 3.0 (minimum) in prior academic work
 - Baccalaureate or graduate degree in a relevant discipline or first professional degree
 - Professional letters of reference

Application Procedures

The application for the PhD HRS program can be found [online](#). Applicants are expected to submit all requested documents by the deadline posted. In addition to the application itself, the applicant must provide three (3) letters of reference from professionals or academics. At least two of these letters must come from doctorally prepared faculty who have taught or mentored the applicant in relevant coursework and/or research experiences and can speak to the applicant's research aptitude and the likelihood of the applicant's academic and research success in a PhD program. Applicant must also provide a mentor commitment form, signed by the paired mentor faculty member.

Academics / Curriculum

Curriculum

The minimum semester hours required varies depending on the prior degree held upon admission to the PhD HRS program. The professional development and research core courses ensure that all students receive a thorough grounding in Health and Rehabilitation Science. As part of these requirements students will participate in a teaching practicum during which they will apply their acquired philosophy of teaching and innovative methods of instruction. Through the research core courses, students will acquire research skills (design, methodology, and analyses) to position them to become leading research scholars in the field. The concentration core will be specifically tailored to the research interests of the student and based upon advisement by a content mentor. Each student's concentration core area will be designed and overseen by the primary mentor and doctoral committee based upon the student's previous preparation and experience, area of specialization, and research interests. Students should anticipate curriculum updates and modifications. These should be confirmed via the [HRS program website](#), [MUSC Bulletin](#), an academic advisor or student services coordinator.

The **PhD HRS Post Baccalaureate Curriculum** requires completion of a minimum of 90 semester hours for student entering the program with a prior undergraduate degree organized as follows:

Curriculum Cores	Semester Hours
Professional Development Core (PC)	14
Research Core (RC)	19
Concentration Core (CC)	31 in Pathology & Impairment, Functional Limitations, or Health Services
Electives (E)	14
Dissertation (D)	12
Total	90 semester hours

PhD Health Sciences & Rehabilitation Post Baccalaureate Plan of Study Example		
Fall, First Year		
HRS 810	Health and Rehabilitation Models	3 PC
BMTRY 700	Introduction to Biostatistics	4 RC
HRS 801	Applied Research	3 RC
Spring, First Year		
HRS 805	Evidence-Based Practice for Researchers	3 PC
HRS 814	Basic Academic Teaching Skills	2 PC
HRS 820	Statistical Methods for Rehabilitation	3 RC
	Concentration Core Courses	1-4 CC
Summer, Second Year		
BMTRY 724	Design & Conduct of Clinical Trials	3 RC
HRS 819	Teaching Practicum	1-4 PC
DHA 870	Advanced Techniques in Applied Research	3 RC
	Concentration Core Courses	1-2 CC
Fall, Second Year		
ETH 738	Seminar in Clinical & Translational Research Ethics	1 PC
HRS 834	Diversity & Inclusion in Science	1 PC
HRS 811	Fundamentals of Grant Writing	3 RC
HRS 800	Translational Research	3 PC
	Concentration Core Courses	3 CC
Spring, Second Year		
	Concentration Core Courses	9 CC
Summer, Second Year		
	Concentration Core Courses	5 CC
	Elective Courses	4 E
Fall, Third Year		
	Concentration Core Courses	5 CC
	Elective Courses	4 E
Spring, Third Year		
	Concentration Core Courses	3 CC
	Elective Courses	6 E
Summer, Third Year		
HRS 990	Dissertation	4
Fall, Fourth Year		
HRS 990	Dissertation	4
Spring, Fourth Year		
HRS 990	Dissertation	4

The **PhD in Health and Rehabilitation Science Post-Masters Curriculum** requires a minimum of 53 semester hours for students entering with a prior graduate degree organized as follows:

Curriculum Cores	Minimum Semester Hours Required
Professional Development Core (PC)	14
Research Core (RC)	19
Concentration Core (CC)	8 in Pathology & Impairment, Functional Limitations, or Health Services
Dissertation (D)	12
Total	53

PhD Health Sciences & Rehabilitation Post Masters Example Plan of Study		
Fall, First Year		
HRS 810	Health and Rehabilitation Models	3 PC
BMTRY 700	Introduction to Biostatistics	4 RC
HRS 801	Applied Research	3 RC
Spring, First Year		
HRS 805	Evidence-Based Practice for Researchers	3 PC
HRS 814	Basic Academic Teaching Skills	2 PC
HRS 820	Statistical Methods for Rehabilitation	3 RC
	Concentration Core Courses	1 CC
Summer, First Year		
BMTRY 724	Design and Conduct of Clinical Trials	3 RC
HRS 819	Teaching Practicum	1 PC
DHA 870	Advanced Techniques in Applied Research	3 RC
	Concentration Core Courses	2 CC
Fall, Second Year		
ETH 738	Seminar in Clinical & Translational Research Ethics	1 PC
HRS 834	Diversity & Inclusion in Science	1 PC
HRS 811	Fundamentals of Grant Writing	3 RC
	Concentration Core Courses	1 CC
HRS 800	Translational Research	3 PC
Spring, Second Year		
	Concentration Core Courses	9 CC
Summer, Second Year		
	Concentration Core Courses	5 CC
Fall, Third Year		
HRS 990	Dissertation	3 D
Spring, Third Year		
HRS 990	Dissertation	3 D
Summer, Third Year		
HRS 990	Dissertation	3 D
Fall, Fourth Year		
HRS 990	Dissertation	3 D
Spring, Fourth Year		
HRS 990	Dissertation	3 D

Course Descriptions

HRS-720. Independent Study in Health Services. This course provides the student with the opportunity to engage in a mentored, individualized, in-depth study/experience in a focused area of health services as it relates to health and rehabilitation sciences. 1-4 s.h.

HRS-725. Independent Study in Functional Limitations. This course provides the student with the opportunity to engage in a mentored, individualized, in-depth study/experience in a focused area of functional limitations as it relates to health and rehabilitation sciences. 1-4 s.h.

HRS-730. Independent Study in Pathology and Impairment. This course provides the student with the opportunity to engage in a mentored, individualized, in-depth study/experience in a focused area of pathology and impairment as they related to health and rehabilitation sciences. 1-4 s.h.

HRS-735. Special Topics in Health Services. This course provides the student with the opportunity to explore a specialized area of interest in health services related to health and rehabilitation sciences. 1-4 s.h.

HRS-740. Special Topics in Functional Limitations. This course provides the student with the opportunity to explore a specialized area of interest in functional limitations related to health and rehabilitation sciences. 1-4 s.h.

HRS-745. Special Topics in Pathology and Impairment. This course provides the student with the opportunity to explore a specialized area of interest in pathology and impairment related to health and rehabilitation sciences. 1-4 s.h.

HRS-800. Introduction to Translational Research. Students will critically evaluate the relevant literature to broaden their perspective on translational research and funding opportunities. Invited guest speakers, MUSC faculty, postdoctoral fellows and students will present recently published papers and develop research proposals related to translational research. 3 s.h.

HRS-801. Applied Research. This course provides students with an introduction to qualitative and survey research methodologies that are used in health service/health care research and program evaluation. The course uses recently published research papers to teach students the key elements of study designs and data analysis, group discussion to enhance students' critical thinking skills in evaluating published research studies, and the content of the papers to teach current issues in research. The course assignments enable each student to begin developing skills in identifying research topics in their area of interest. Assignments include identifying a qualitative or survey research problem, choosing design features, describing study strengths and

weaknesses and writing a plan for data collection and analysis. 3 s.h. – online with occasional face-to-face sessions.

HRS-805. Evidence-Based Practice for Researchers. Students preparing for a research career will gain an understanding of the facilitators and barriers to applying research evidence to clinical and health practice. Students will be exposed to the article critique and peer review process to allow them to examine the current literature that provides the foundation for evidence-based clinical practices. Students will learn about the research synthesis publications and how to contribute to them in their fields. 3 s.h.

HRS-810. Introduction to Health & Rehabilitation Models. Students will explore and review models of health and rehabilitation science. Students will learn how to develop conceptual models and use these models as a foundation for research questions. 3 s.h.

HRS-811. Fundamentals of Grant Writing. The main objective of this seminar course is to train students to develop a research idea in their area of interest and transform it into a complete NIH R21 grant application. The R21 application is unique in that it affords the opportunity to conduct a high risk study as long as it has a corresponding high reward potential. The course will be administered by the primary instructor but will take advantage of the unique knowledge base and skill sets of a few invited guest speakers (MUSC faculty and/or postdoctoral fellows). 3 s.h.

HRS-814. Basic Academic Teaching Skills. This course provides an overview of the principles of adult learning; instructional design; instructional methods, skills, media, and evaluation; and instructional technology for use in health and rehabilitation sciences. Emphasis will be on the design, delivery and evaluation of selected units of instruction. Under guided conditions, graduate students will hone teaching skill for use in a wide variety of contexts. 2 s.h.

HRS-815. Health and Rehabilitation Lab Rotation. Through rotations through applied laboratories, students will be exposed to diverse research arenas, scientific approaches, technologies and experiences. 1-6 s.h. (variable)

HRS-819. Teaching Practicum in Health & Rehabilitation Science Under faculty supervision, students will engage in teaching-learning contexts that allow for the application of instructional design, delivery, and evaluation principles, and further hone their teaching skills to meet the needs of a variety of learners; students, peers, patients, community members. Prerequisite: HRS 814 Basic Academic Teaching Skills 1-4 s.h. (variable)

HRS-820. Statistical Methods for Rehabilitation Science. This course provides a working knowledge of approaches to the analysis of archival data in rehabilitation research. The course is intended for PhD students in the College of Health Professions, but would also be of interest to

graduate students in other professional programs. Topics include 1) data set and variable description; 2) issues of ascertainment bias associated with retrospective data; 3) criteria for the selection of descriptive statistics; 4) visual presentation of parameters; 4) formulation of hypotheses appropriate for the data; 5) multivariable analysis for continuous dependent variables; 6) log transformation; 7) logistic regression; 8) Kaplan Meier curves; 9) controls for selection bias; 10) use of factor and cluster analysis for data reduction; 11) interpretation of outputs from SAS and SPSS statistical software; 12) presentation and discussion of results. Students will use SAS or SPSS software to perform analyses of observational data to answer rehabilitation questions and interpret results in terms of both clinical and statistical conclusions. Minimum pre-requisites include basic statistics preparation and a minimum of 6 hours completed in the doctoral curriculum, or permission of the instructor. 3 s.h.

HRS-825. Human Anatomy for Doctoral Students. Human Anatomy provides students with a detailed examination of all structural aspects of all regions of the human today. Doctoral students will have opportunity for special emphasis on regions and systems that relate to their research interests through papers or projects as agreed upon between student, content advisor and instructor. 6 s.h.

HRS-834. Diversity & Inclusion in Sci. In HRS-834, students will explore the concepts of diversity and inclusion in general and as they apply to science. Students will learn about the impact of disparities in disease distribution and health outcome, inclusion of diverse populations in scientific studies, and scientific workforce diversity. 1 s.h.

HRS-990. Doctoral Dissertation. Dissertation work includes original investigation that gives evidence of mature scholarship and critical judgment, indicates knowledge of research methods and techniques, and demonstrates the ability to carry out independent investigation. Students must have completed their qualifying examination prior to enrolling in dissertation credit. Preparation of the dissertation may comply with the regulations contained in A Guide to the Preparation of Theses and Dissertations, which is available from the program student services coordinator. 1-12 s.h.

Plan of Study

The PhD HRS offers a pathway for students interested the areas of basic science, clinical, translational, and health services research. The first year curriculum provides an introduction to their concentration core curriculum while focusing on foundational Professional and Research Core courses. Students will choose one of three concentration areas of study: 1) Functional Limitations; 2) Pathology & Impairment; 3) Health Services. It is anticipated that there will be overlap of some concentration areas because of the interdisciplinary nature of the program. The Curriculum is composed of five major areas: Professional Development Core, Research Core, Concentration Core, Electives, and Dissertation. Additional didactic courses will be determined by the student, their Academic Advisor, and when applicable, the Content Mentor. A detailed curriculum can be found above and in the [MUSC Bulletin](#). A detailed Plan of Study document to update with specific course selections can be found in the Appendix and in the HRS Harbor Page.

The curriculum for the PhD HRS is designed to provide focused study in professional and research core areas but with sufficient flexibility to meet individual academic and research goals. The curriculum combines courses in the College of Health Professions, Department of Health and Rehabilitation Science, Department of Health Professions, Department of Health Administration & Leadership, and College of Graduate Studies. Students may take courses outside the department, such as in other Colleges (Medicine, Dental, Nursing), but only with written permission by course instructor and their Academic Advisor.

NOTE: The following scale will be used to determine number of credit hours and equivalent, expected effort when registering for the Independent Study, Special Topics and Lab Rotation courses:

Academic Credit Calculations

The University Curriculum Planning and Coordinating Committee approved the following guide for calculating credit hours.

Type of Course	Credit/Contact Hours
Lecture	1 credit hour for 15 contact hours
Laboratory	1 credit hour for 30 contact hours
Seminar	1 credit hour for 15 contact hours
Conferences	1 credit hour for 22.5 contact hours
Small Group Instruction	1 credit hour for 15 contact hours
Independent Study (<i>HRS 720,725,730</i>)	1 credit hour for 15 contact hours
Clinical	1 credit hour of 30 contact hours
Practicum (<i>HRS 819</i>)	1 credit hour for 30 contact hours
Clerkship	1 credit hour for 40 contact hours

More about Academic Credit Guidelines is available in the [MUSC Bulletin](#).

Plan of Study Development

A plan of study will be individualized according to the student's research area(s) of interest, and should be completed and signed/approved by an academic advisor by the end of the second semester of program enrollment. Documented plans will be turned into the HRS student services coordinator and will be kept in your student file, as well as, online in MUSC's secure document sharing site (muscdropbox.com).

Students must be registered for a minimum of 9 semester hours (full time) for first 5 semesters and a minimum of 3 semester hours during their dissertation. A student may register for only 1 semester hour if their only remaining responsibility is to defend their dissertation. Students who drop below 5 semester hours will not be eligible for financial aid, student health insurance, or student health services. In most cases, any prior loan repayment deferrals will cease when a student drops below 5 semester hours. It is recommended that students communicate with the Office of Student Financial Aid before reducing their credit hour load to less than full time (i.e. below 9 semester hours) to ensure their student aid or loan deferrals will not be in jeopardy.

Individual Development Plan (IDP)

All students in the PhD in Health & Rehabilitation Science Program are required to complete an [Individual Development Plan](#). These are to be updated annually and used to aid in academic and career planning. In addition, this will be the program's place of record for tracking achievements and extra-curricular progress.

The IDP has been developed in an online survey, which can be completed & saved as a PDF to share with your advisor and mentor(s) once complete.

Course Registration

A registration request form is to be completed prior to enrollment each semester after your first. It is the student's responsibility to meet with their Academic Advisor or Dissertation Committee Chair, if taking dissertation credits, and complete the form, see appendix. A faculty signature is required for any non-required courses. Courses included in HRS requirements will not need faculty signatures. Students may also enroll in courses in other academic programs in College of Health Professions, as well as, other MUSC Colleges (Graduate Studies, Medicine, etc.), but only with written permission from the course instructor of record, their HRS advisor and the HRS program director. Students enrolled in Independent Study or Laboratory Rotations must submit their faculty/student contract to the *Student Services Coordinator* within 2 weeks of beginning the independent study or laboratory experience to be included in their student file.

Academic Advising / Mentoring

Academic Advisor: Each student admitted to the program will be assigned an Academic Advisor who must be a faculty member within CHP and a member of the Graduate School faculty. Students will meet regularly with their Academic Advisor, not less than twice a semester, to ensure that the student is achieving program goals and objectives. The Academic Advisor serves as the student's primary point person until the student passes the qualifying examination. The Academic Advisor will also serve as Chair of the Qualifying Examination Committee. The Academic Advisor will assist the student with the selection of qualifying examination and dissertation committee members. It is the responsibility of the Academic Advisor to administer the qualifying examination.

In the case that the Content Mentor (see below) is not a faculty member within CHP, the Academic Advisor will be different from the Content Mentor. The Academic Advisor will collaborate with the Content Mentor in guiding the student with the development of their program of study. It is the student's responsibility to facilitate face-to-face communication between their Academic Advisor and Content Mentor.

Content Mentor(s): The Content Mentor(s) oversees all learning and research experiences in the student's focused area of research. The student will participate in formal and informal research experiences with the Content Mentor. The Content Mentor must be a member of the Graduate Faculty but does not need to be a faculty member in CHP/HSR.

Qualifying Examination

The Qualifying Examination will be taken during the final semester of coursework in the student's plan of study. A Qualifying Examination Committee will prepare the qualifying examination. The student's Academic Advisor, in consultation with Content Mentor if applicable, will have the responsibility of determining when the student is prepared to take the qualifying examination. The qualifying examination committee will consist of at least three faculty members and include the student's: Academic Advisor and Content Mentor(s) if applicable. Once the committee is selected each member must be listed & sign the students Qualifying Examination Committee form. Once all committee members have signed, and the HRS Program Director's signature has been obtained, submit the form to the HRS student services coordinator. (Appendix)

The student's Academic Advisor will chair the committee and be responsible for administration of the qualifying examination. The student will be responsible for coordinating and scheduling the examination with their committee members. The student will meet with each committee member well in advance of the examination to facilitate their preparedness.

The qualifying examination will include both written and oral components. This is a Capstone measure of knowledge reflected in student performance on three essay questions and an oral examination: 1. Rehabilitation Science, 2. Research Design/Statistical Methods and 3. Concentration area of science: Pathology and Impairment, Functional Limitations, or Health Services. The student is allotted an 8-hour time period to compose their response to each question. The exam is open-book, but clearly students must be highly familiar with the literature in order to organize their responses and include a literature-cited page. The preferred order of questions is determined through consensus by the student and qualifying examination committee. Students will generally write on Monday, Wednesday and Friday. Provided the student passes all portions of the written examination, an oral examination proceeds in approximately two weeks following the written examination. Taken together the written and oral examinations provide an opportunity for the doctoral student to summarize their current knowledge, synthesize the literature, and formulate a strategy for placing their proposed research interests toward advancement of the current body of knowledge.

An alternative written exam format for the concentration area may be recommended by the Content Mentor. In this case, the student will receive the content/concentration area question 1 month prior to the other two questions and the student will prepare a detailed written response to the question over the ensuing month. The content, scope and literature review for this written response will be held to standards commensurate with the longer period of time allocated for its completion. The response to the content/concentration area question will be due the Monday of the week the student is scheduled to complete the two remaining questions (rehabilitation science models, statistical methods/research design). The format for completing the remaining questions will be the same as format 1 above (i.e., the student will have one day (8 hours) to complete a response to each of the questions). Generally, the questions will be administered on a Tuesday and a Thursday.

Each member of the qualifying examination committee is responsible for developing and grading their exam question(s). The rehabilitation science question will be written by core HRS

faculty while the research design/statistical methods and the concentration area questions will be written by other qualifying committee members with expertise in those areas. Grading will be conducted using a standardized rubric that will result in a final Pass/Fail grade (Qualifying Examination Grading Rubric, Appendix). While flexibility is permitted in question design, all committee members will ensure that the level and detail of the question will provide in-depth assessment of the student's competency in the specific area. Specific guidelines for the responses to the exam questions and acceptable reference sources will be determined by the faculty member writing the question and communicated to the student prior to the examination. Consistent with doctoral research education, the faculty member who composes the written examination will have a high level of knowledge in one of the three areas. If the student's responses are deemed unsatisfactory, the student will be given the appropriate feedback for improvement. The faculty member will determine whether a partial revision of the written examination should be completed within a specified time frame or whether a complete revision of the written examination should be conducted. In cases of a partial revision, the student will be allowed to revise their responses in a time frame deemed appropriate by the committee. Similarly, a complete re-examination will also be completed in a timeframe deemed appropriate by the committee. If the student does not pass the re-examination the student will meet with the qualifying examination committee and Program Director to determine an appropriate plan of action that may include dismissal from the program.

The oral portion will be scheduled approximately two weeks after the written portion has been graded as passing. The oral examination will consist of questions to clarify the written portion and open-topic questions. Questions will be asked by each of the three members of the qualifying examination committee. At the end of questioning, the student will be excused and the qualifying examination committee will discuss and vote on the student's performance. If all portions are deemed satisfactory the committee members will sign the Qualifying Examination Approval Form and provide it to the student to obtain the HRS Program Director's signature and submit to their student services coordinator. (Appendix)

Dissertation

Dissertation Committee

The Dissertation Committee will serve to guide and direct the student's dissertation project. Each student will establish a dissertation committee within the first semester after passing the qualifying examination. The dissertation committee will consist of at least three members. The student will select a committee chair and in consultation with a committee chair will select at least two additional members to serve on the committee. The chair of the dissertation committee must be a faculty member of the College of Health Professions and have Graduate Faculty status in the College of Graduate Studies. Students should select a committee that offers them a balance between research expertise and experience directing student dissertation research projects. Students are strongly encouraged to select at least two members with previous dissertation committee experience. Students are also encouraged to have an expert in research design and statistics as a member of their committee. The Dissertation Committee Form should be completed once all members have agreed to participate, the HRS Program Director's signature should be obtained and the form should be submitted by the end of the first semester following the qualifying examination. (Appendix)

Prospectus

The Prospectus document will include the first three chapters of the dissertation:

- Chapter 1: An *Introduction* to the problem that the student will study.
- Chapter 2: A comprehensive *Review of the Literature* relevant to the problem and the research design and methods proposed.
- Chapter 3: Statement of the research *Hypothesis or Research Question(s)*, *Specific Aims* and a detailed discussion of the *Method(s)* (research design(s), measurement, and statistical approaches proposed).

The student will work with each committee member to review and revise the writing of these sections. When all members agree, the student will disseminate the written Prospectus to the committee and conduct a formal presentation of the Prospectus. The format of the Prospectus defense will be decided by the committee, but most will involve a PowerPoint presentation and question/answer. After the Dissertation Committee has accepted and approved the prospectus the committee members and HRS Program Director will sign the Dissertation Prospectus Approval Form indicating their acceptance of the research plan and approval to move forward with the proposed research (Appendix). The student will submit the signed form to the HRS student services coordinator.

The program recognizes that student's research may deviate from the originally proposed plan; however the Dissertation Committee, as a group, must approve major changes in the direction of the student's research, determined by the committee Chair. The candidate is responsible for maintaining communication and disseminating information regarding the progress of the dissertation project. The candidate should meet at least twice each year with the Dissertation Committee, as a group, and once each semester with the Chair of the Dissertation Committee, in person.

Admission to Candidacy

Upon successful completion of the Program of Study, Qualifying Examination, and approved Prospectus, the Dissertation Committee will recommend that the student be admitted to Candidacy.

Dissertation Content

Traditional / Manuscript Style

A dissertation, based on original investigation, is required for completion of the program. The dissertation offers evidence of mature scholarship and critical judgment in addition to knowledge of research methods and techniques. The dissertation also demonstrates the student's ability to carry out independent investigation.

Traditional Dissertation Content:

The content of the chapters will be as follows:

- Chapter 1: An *Introduction* to the problem that the student studied.
- Chapter 2: A comprehensive *Review of the Literature* relevant to the problem and the research design and methods used.
- Chapter 3: Statement of the research *Hypothesis or Research Question(s)*, *Specific Aims* and a detailed discussion of the *Method(s)* (research design(s), measurement, and statistical approaches used).
- Chapter 4: Detailed description of the study *Results* of the experiment as they relate to the problem of study
- Chapter 5: *Summary and Discussion* that integrates the findings of the study. This chapter will include discussion of the limitations of the study and of future research directions needed.

Three Manuscript Dissertation

Description: Students have the option of developing a dissertation in the form of three publishable-ready manuscripts. The three-manuscript option has the benefit of allowing the student to present the findings of their research in a format that facilitates early publication of their dissertation findings. However, it is important to realize that this option usually requires more effort that is required for writing a traditional dissertation. Furthermore, not all research topics will fit well with a three-paper dissertation. Therefore, the choice to use the three-paper option must be made jointly by the student and the student's Dissertation Chair.

Dissertation Process: The dissertation process for students who chose a conventional dissertation and those selecting the three-paper option is identical until the time of the Prospectus defense. The prospectus should be convened earlier in the process. At the time of the prospectus defense, a student who wishes to use the three-paper option will outline the objectives of each of the three papers. These objectives must be approved by the student's doctoral committee at the time of the proposal defense. As students further develop their research they may decide that the three-paper option is not practical.

Three Manuscript Dissertation Content: The final three-paper dissertation will have five chapters. The content of the chapters will be as follows:

- Chapter 1: An introduction to the problem that the student studied.
- Chapter 2: A comprehensive review of the literature relevant to the problem and the research design and methods used.
- Chapter 3: The hypotheses tested and a detailed discussion of research design(s), measurement, and statistical approaches used.
- Chapter 4: Will have three sections. Each section will constitute a paper of a length and format appropriate for submission to a pre-specified peer-reviewed journal. Thus, this chapter will consist of the three papers to be submitted (or that have been submitted with the approval of the Dissertation committee). The student and his/her dissertation committee should address issues of post-dissertation publication and authorship at the time of writing the three manuscripts. Additional details regarding authorship of such works are outlined under the authorship section of the student handbook.
- Chapter 5: Will contain a discussion that integrates the findings presented in the three papers. This chapter will include discussion of the limitations of the study and of future research directions needed.

Defense

Three Manuscript Dissertation Defense: The defense of a three-paper dissertation will be similar to that of a traditional dissertation. At the defense the student will indicate the target journals for the papers. A successful defense requires that each committee member indicates that the papers are ready to be submitted for peer review after any final suggestions by the committee are incorporated.

Traditional Dissertation Defense: Each candidate is required to successfully defend their dissertation. The defense is conducted by the Dissertation Committee. Each member of the Dissertation Committee will be responsible for evaluating the student's research, including the written dissertation and the formal oral presentation. The Oral Defense will be evaluated by a standardized grading rubric (*Oral Dissertation Defense Grading Rubric*; Appendix). The oral presentation will be announced prior to the defended date and will be open to the public.

The Dissertation Committee will have a major responsibility to ensure that the student is ready to submit a well-written dissertation and to defend that dissertation orally. All committee members must sign the *Dissertation Defense Notification* form (Appendix) and it must be received by the Program Director and the Student Services Coordinator **four (4) weeks** prior to the scheduled defense date. Completion of this form indicates that the committee members have read your dissertation and believe that in its current form, the student is ready to defend the work. Completion of this form does not mean that revisions will not be needed or that the student will pass the Defense, however, it does establish that each committee member is satisfied that the body of work is appropriate for Defense and that the dissertation is written in a manner to be worthy of Defense. Thus, the written Dissertation must be submitted to the Dissertation Committee early enough to provide them sufficient time to read and review it prior to being asked to sign the *Dissertation Defense Notification*. It is the student's responsibility to meet the aforementioned deadlines, contact committee members, and arrange a schedule that allows the committee members ample opportunity to examine the dissertation. In addition, it is the student's

responsibility to assure that the timing of this review of the dissertation and the defense itself is such that the committee members will be available for both the reading of the dissertation and attending the defense.

After the committee members have read the dissertation, they will provide written feedback to the candidate that may require revisions to the document. When the dissertation is submitted, the date and location of the defense should be carefully scheduled in order to ensure attendance by all members of the committee and enable broad participation by the faculty and admittance to the public. The oral defense shall begin with a formal presentation with appropriate slides. Following the oral defense, the attendees will be invited to question the candidate. At the end of the general questioning, the initial phase of the dissertation will end. All faculty and attendees who are not members of the Dissertation Committee will be asked to leave. The Dissertation Committee will then be provided an opportunity to ask the candidate additional questions as needed or address other concerns that emerged during the defense. The candidate will then be excused and the Dissertation Committee will discuss and vote on the candidate's performance. Approval of the Dissertation Committee, with no more than one dissenting vote, will be required for recommendation of awarding the degree. The decision of the Committee will be forwarded to the Program Director. If successful the Committee will sign the *Dissertation Defense Approval Form* (Appendix) and obtain the HRS Program Directors signature. The completed form should be submitted to the student services coordinator immediately.

In the event of disapproval, the candidate may be permitted to re-defend their dissertation within a minimum of three months but no more than two years from the time of disapproval if this option is agreed upon by the Dissertation Committee and the Program Director. In such cases, the candidate will be allowed only one opportunity to re-defend the proposal. Candidates granted a re-defense privilege shall retain the status and obligations of a graduate student until the time of such re-examination. An unsuccessful re-defense of the dissertation will result in dismissal from the PhD HRS program.

Manuscript Submission

The final submission is to be uploaded to MEDICA: the MUSC Electronic Documents Initiative and Collected Archives - <http://medica.library.musc.edu/submit/> prior to confirmation of your graduation. Ideally two (2) weeks after your successful defense but no later than the posted deadline in the HRS academic calendar. You are **required** to include "CHP HRS" & "Health and Rehabilitation Science" in the keywords in the MEDICA submission form. If you have any MEDICA questions contact Tabitha Samuel (samuel@musc.edu). Forward the email confirmation from MEDICA to Becca (barry@musc.edu) by the submission deadline for proof of submission.

In addition, each HRS graduate should submit a Graduate Survey to the Department that included an upload of the final manuscript and an up-to-date CV.

NOTE: Students may complete degree requirements and receive their diplomas at the end of the spring semester (May), the summer semester (Aug), or the fall semester (Dec), although the University conducts only one graduation ceremony held in the morning on the third Friday in May. Students graduating in August and December are encouraged to participate in the following

May commencement ceremony. Students completing their requirements in May are expected to participate in the May ceremony. A program recognition “hooding” ceremony will be held prior to graduation, as well, and all graduates from the previous year are expected to participate.

Residence & Time Limitations

Residence

At least one year of residency at the Medical University is required before receiving the PhD degree. A graduate student who has completed the requirements for a degree and plans to write the dissertation either in absentia or in residence, must register and pay tuition for a minimum of 3 hours each semester until completion of a successful defense of the dissertation. A student may register for only 1 semester hour if their only remaining responsibility is to defend their dissertation. In such cases, approval must be obtained from the HRS program director.

Time Limit Mandate

In the event that all work is not completed within four years following the qualifying examination, a second qualifying examination will be required. All work for the PhD degree must be completed within seven years. This time limit may be extended only upon approval by the Program Director.

Overall Timeline from Entry to Graduation

- Enter Program
 - The student will be matched with a faculty member who will be a mentor in their content area of interest and who will be their Academic Advisor. If the Content Mentor is outside of CHP, a CHP faculty member will be assigned as the Academic Advisor.
- First year
 - The student will meet with their Academic Advisor, and Content Mentor if applicable, twice during each semester. Reviewing the IDP early in the first year.
 - The student and Academic Advisor, and Content Mentor if applicable, will identify potential members for the qualifying examination committee to ensure that the student has learning experiences with each of these faculty.
 - A *Plan of Study* will be approved by the Academic Advisor, Content Mentor (if applicable), and HRS program Director. Share approved version with the HRS Student Service Coordinator.
- In the semester prior to your last semester of coursework
 - The student will meet with their Academic Advisor, and Content Mentor (if applicable), and request that the Qualifying Examination Committee form be submitted to the HRS program director indicating a potential timeframe for taking qualifying examinations and the proposed qualifying examination committee members.
- At the end of formal coursework
 - The student will schedule and participate in their qualifying examination.
- After completion of Qualifying Examination

- The student will submit the Qualifying Examination Approval form. Including their selection of a program concentration if not previously identified.
- The student and Academic Advisor, and Content Mentor (if applicable), will formulate a dissertation committee and confirm the dissertation committee chair.
- The student will convene the dissertation committee.
- A Defense Committee form will be submitted.
- Next the student will schedule and present a prospectus.
- After successful defense of prospectus
 - Submit the Dissertation Prospectus Approval form to reflect successful completion & to apply for Candidacy.
- During Dissertation Work
 - The student will meet regularly with the Chair of their Dissertation Committee.
 - The student will communicate each semester with the entire Dissertation Committee until completion of the dissertation.
- Upon completion of Dissertation work
 - Submit online degree application; see Enrollment Management Website.
 - The student will distribute the completed Dissertation to the Dissertation Committee.
 - The student will schedule a defense of the Dissertation and submit a Defense Notification.
- Upon successful Dissertation defense
 - Submit the Dissertation Defense Approval form to reflect success.
 - The student will submit final digital manuscript to coordinator.
 - Participate in an exit interview, submit CV & HRS graduate survey.

Building Access & Work Space

All students enrolled in the PhD HRS program will be provided a workspace in the CHP Department of Health Sciences and Research (HSR) located on the 3rd floor for of the CHP Research Building (77 President Street) or within the CHP Building B if appropriate. The Department of HSR student workstations will offer students access to computers with the following features: Microsoft Office, SAS, Adobe, and other programs. Student workstations will also be equipped with locked cabinets for students to store books and other materials. Student ID badges will be required for access. Student ID badges will be issued by public safety. Following issuance of the ID badge, the student should contact the Department of Health Sciences and Research Business Administrator (BA) to obtain after-hours building access. After-hours access can be obtained by providing the badge number to the BA. Specific questions about security and access should be directed to the BA for the building in which access is needed. See HRS coordinator to identify those individuals.

College of Health Professions Student Policies

College of Health Professions Policies and Procedures Manual

Professional Conduct

The College has adopted a code of professional conduct, which all students are expected to follow. Each student's professional conduct will be observed by the faculty, both full time and clinical, and will be evaluated each semester

Under the code of professional conduct, a student enrolled in the College of Health Professions is expected to

- appear and conduct himself/herself in a professionally acceptable manner
- be cognizant of and adhere to the channels of authority.
- show respect for and be mutually supportive of fellow students, faculty, and staff regardless of race, religion, sex, nationality, or economic status.
- identify truthfully and accurately his/her credentials and professional status.
- refrain from performing any professional service which requires competence that he/she does not possess or which is prohibited by law, unless the situation morally dictates otherwise.
- accept responsibility for relating incompetence and unethical conduct to the proper authorities.
- regard as strictly confidential all information concerning each patient and refrain from discussing this information with any unauthorized individual, including the patient.
- show respect and consideration for the patient, regardless of race, religion, sex, nationality, or economic status.
- be guided at all times by concern for the welfare of patients entrusted to his/her care.
- adhere to College and Division specific policies and procedures including but not limited to attendance, dress code etc.

A student will be notified in writing upon receiving an unsatisfactory professional conduct evaluation and will be counseled by the appropriate faculty. Upon recommendation of the PhD Program Director, a student who receives an unsatisfactory evaluation on professional development for one or more semesters will be dismissed from the College of Health Professions. The College of Health Professions reserves the right to discipline, suspend, and/or dismiss any student who appears physically, morally, psychologically, or academically unsuited to continue studies necessary to complete the requirements for the degree for which he or she is enrolled. The student has the right to appeal a disciplinary action or dismissal; refer to the [Academic Review Policy](#).

Social Media

While social networking has the potential to enhance a student's educational experience, serious ramifications may arise—unprofessional behavior, overstepping boundaries, and confidentiality breaches. Any student wishing to create an MUSC-related Facebook page, blog, etc. must abide by the [Social Media Use Guidelines](#) (netid required for access).

Please be aware that protected confidential student and/or patient information may not be shared or posted on social media platforms. All comments, photos, or other information shared should remain appropriate and professional and should in no way infringe upon regulations as stated in [FERPA, the Family Educational Rights and Privacy Act](#).

International Travel

The Medical University of South Carolina is engaged around the world through education activities, research and service of its faculty, staff, trainees and students. The University supports and encourages international travel and collaborations and recognizes that a global perspective is essential to its academic mission. In January 2014, the University implemented an [international travel policy](#) intended to promote the health, safety and security of all members of the MUSC community while traveling abroad. Colleges or business units may have additional procedures and requirements that support this overall policy.

This [International Travel Policy](#) applies to faculty, staff, trainees and students traveling outside of the United States for University-related purposes. This policy sets forth the requirements that faculty, staff, trainees and students must meet before and during university-related travel. **For the full version of the policy, please refer to [MUSC International Travel Policy \(PDF\)](#). [Click this link to view MUSC International Travel Policy Memorandum from the Office of the Provost](#).*

Grading System

All courses, except those dropped during the drop/add period, are recorded on the student's permanent record. Variable course credit must be established prior to registration and approved by the dean of the student's college. When a student is required to repeat a course, the computation of his/her overall grade point average includes each grade earned. However, credit hours will be counted only once to determine eligibility for the degree. Rank in class is calculated according to the overall grade point average within the college of the student's enrollment.

Merit grades are assigned on a continuous scale ranging from 0 to 4 points ([see MUSC Bulletin](#)). Faculty use either the raw score (the percentage of correct answers) or the T-score (a normalized score) to grade examinations. The grade average is calculated by multiplying the credit value of the course by the merit points earned in that course, summing the resultant total merit point value for the semester (or for the cumulative record) and then by dividing the total merit point value by the total credit hours carried. This calculation can be performed for either a specific semester or for the entire record of enrollment.

Academic Progress

A student's academic standing is reviewed by faculty within their respective programs of study at the end of each semester. Students, who do not meet minimum standards for academic performance as defined within their academic program's student policies, will be notified in writing within one week of the end of the academic semester. Copies of these communications will be kept on file within the students' respective division office. The student has the right to appeal a disciplinary action or dismissal; refer to the [College of Health Professions Policies and Procedures Manual](#).

Academic Standing

1. A student who passes all courses and maintains both an academic semester and cumulative GPA of 3.0 or higher is considered to be in satisfactory academic standing.
2. A student, who is currently in good academic standing, who earns an academic semester and/or cumulative GPA less than 3.0 will be placed on academic probation, and the student will remain on academic probation until the academic semester and cumulative GPA are elevated to 3.0 or higher.
 - a. Students who achieve the stipulated academic semester and cumulative GPA of 3.0 or higher will be reinstated to good academic standing.
 - b. Students who remain on academic probation for two consecutive academic semesters will undergo review by an academic progress committee, who will recommend either remediation or dismissal from their program of study.
3. Students who earn failing grades (2.0 or below) in any two courses in a single academic semester will be dismissed from his or her program of study.
4. If a student, who is currently on academic probation, earns a failing grade (2.0 or below) in any course, the student will be dismissed from his or her program of study.
5. Any failed course (2.0 or below) should be retaken at MUSC, or with the approval of the program or division director, a substitute course may be taken from another accredited institution. Students who earn less than a 3.0 in a repeated course will be dismissed from their program of study.
6. Upon satisfactory completion of repeated coursework and attainment of the previously stated GPA of 3.0 or higher, a student will be reinstated to the established curriculum in good academic standing at the point of interruption or the equivalent.
7. The Program Director determines the conditions of probation. In addition to specifying the grade point average, the Program Director may require completion of specific courses or remediation activities, may limit the number of hours for which the student registers, and may exclude the student from taking certain courses while on probation.

ADA Policies & Procedures

The College of Health Professions is dedicated to providing equal opportunity and access for every student. Accommodations will be made in response to the specific disability and on a case by case basis. Students are highly encouraged to make requests for accommodations before the beginning of the first semester. This gives your professors the time needed to plan and ensure you receive the accommodations needed. [Details regarding services for students with disabilities can be found online.](#)

Student Complaints

The College of Health Professions places value on the right of every student to submit a complaint regarding his or her academic experience. If a student has a complaint, the following procedures should be followed.

1. A student who wishes to make a complaint that is specific to a course should direct their concern to the Course Instructor or Course Director.
 - a. If the matter is not resolved to the satisfaction of the student, he or she is encouraged to make an appointment to discuss the problem further with the appropriate Division/Program Director.
 - b. If the matter is still not resolved to the satisfaction of the student, he or she is encouraged to make an appointment with the Department Chair to discuss the matter further.
 - c. A student, who wishes to make a formal appeal of any decision arising from an action at the division/program level, should follow the MUSC Academic Review Policy outlined below.
2. A student who wishes to make a complaint which does not involve a specific course, such as issues involving student life or the behavior of a faculty member or fellow student should make an appointment with his or her Academic Advisor to discuss the matter.
 - a. If the matter is not resolved to the satisfaction of the student, he or she is encouraged to make an appointment to discuss the problem further with the appropriate Division/Program Director.
 - b. If the matter is still not resolved to the satisfaction of the student, he or she is encouraged to make an appointment with the Department Chair and/or the Associate Dean for Student Affairs to discuss the matter further.
3. A student who wishes to submit a complaint regarding an alleged violation of academic integrity by a fellow student should follow the procedures defined by the [University Honor Council](#).
4. A student who wishes to submit a complaint regarding any form of sexual harassment or gender inequity issue should follow the procedures outlined by the [Department of Diversity, Equity & Inclusion](#).

Graduation Requirements

Candidates for graduation from any graduate program in the College of Health Professions must have:

- satisfied all requirements in the specified curriculum and be in satisfactory academic standing with a cumulative GPA of 3.0 or above;
- been enrolled in the curriculum for the time period specified by the professional accrediting body, if applicable;
- been recommended for graduation by the faculty of the specific curriculum.
- satisfied all financial obligations to the Medical University of South Carolina.
- successfully completed and presented a research project or thesis, if applicable.

Students are expected to follow all Office of Enrollment Management guidelines and deadlines for graduation and participation in the MUSC commencement ceremony.

OEM requires student's to submit an online [degree / commencement application](#) during the semester prior to completion, the earlier the better. This notify's OEM of your progress and begins the arrangement for participation in Commencement. Degrees are conferred in August, December and May, however there is only one Commencement ceremony in May of each year. Find more information regarding [Commencement on OEM's website](#).

Responsible Conduct of Research

Students and faculty engaged in research as part of the PhD HRS Program will adhere to the MUSC guidelines for Responsible Conduct of Research.

SECTION I. INTRODUCTION

The Medical University of South Carolina is committed to the highest standards of professional conduct. Therefore, all members of the University community are expected to adhere to the highest ethical standards of professional conduct and integrity. The values we hold among ourselves to be essential to responsible professional behavior include: honesty, trustworthiness, respect and fairness in dealing with other people, a sense of responsibility toward others and loyalty toward the ethical principles espoused by the institution. It is important that these values and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

SECTION II. DEFINITIONS

Members of the University Community or “Members” mean faculty, staff, fellows, residents and students or any individual employed by the University using University research resources or facilities, or receiving research funds administered by the University and those engaged in oversight of research facilities or funds.

SECTION III. RESPONSIBILITIES

1. **Fairness.** Members of the University community have the obligation to respect and to be fair to other members, students and persons they supervise, and to foster their intellectual and professional growth. Members must not engage in, nor permit, harassment and illegal discrimination. Members must not abuse the authority they have been given and care must be taken to ensure that any personal relationships do not result in situations that might interfere with objective judgment.
2. **Professional Conduct.** Work place and educational experiences must impart ethical standards of professional conduct through instruction and example. Members of the University community are expected to conscientiously fulfill their obligations toward students, advisees, colleagues and perform their duties as part of the University community. Members must support intellectual freedom.
3. **Compliance.** Members of the University community are expected to understand and comply with laws and regulations related to their duties. Members are responsible for adherence to University policies and procedures and are expected to comply with State and Federal laws. The University has the obligation to provide the opportunities necessary to assure awareness. Members are expected to see that those who report to them are informed about, understand and comply with regulations such as those for health and safety in the workplace, including the procedures to assure the ethical treatment of human subjects and animals and the use of hazardous materials. Members also have an obligation to report any noncompliance of regulations that are observed.
4. **Authorship.** In an academic environment we continually seek after knowledge and understanding and must transmit our findings faithfully. Members of the University community who create scholarly products or works of art must guarantee the originality of their work and provide credit for the ideas of others upon which their work is built. All authors on a published work are responsible for the accuracy and fairness of the presented information.

It is expected that members of the University community consider individuals for inclusion as authors on work submitted for publication if they have contributed substantially intellectually to the work. Special care must be taken to clarify authorship with entry level professional persons such as graduate students, postdoctoral fellows and trainees, preferably before the work is begun. It is inappropriate for members to include individuals as authors if they contributed only peripherally to the work. Issues of authorship pertain to works completed while a student in the doctoral program and extend to works that might emerge after graduation related to the completion of the dissertation or works not completed at the time of graduation.

5. Peer Review. Any material received by members of the University community to review for funding or publication is confidential and the ideas contained therein must not be used in any other manner by the reviewer unless specifically permitted.

6. Data Collection and Management. Falsification, fabrication and unacknowledged appropriation of the data of others by members of the University community are unethical and prohibited. At the outset of any research project, all participants are expected to discuss and agree upon data management and access and retention procedures including procedures for having participants join or leave the project. Privacy of collected data and rights to intellectual property must be protected.

Student rights to data are expected to be clearly specified. All documentation necessary to reconstruct investigations is expected to be available and data are to be recorded in a timely and consistent manner.

7. Fiscal Responsibilities. Members of the University community must not accept money or gifts for research on behalf of the University or as part of their University activities except as prescribed by University policy. All funds provided for research must be spent in ways consistent with the funding documents and in compliance with the guidelines on allowable costs. Members in charge of budgets have an obligation to monitor records of expenditures for compliance with University policies and procedures and to allow these records to be viewed by appropriate parties. Departmental files are the property of the University. The University has the obligation to provide up-to-date records of financial transactions.

Honors & Awards

The Dean's Award

The PhD graduates who have achieved the highest academic record at the end of the curriculum will be nominated for a College of Health Professions Dean's Award. Recipients are presented at the Division's Hooding Ceremony.

Honors Students

Each year the Division may identify honors graduates who possess outstanding individual attributes along with a strong academic performance. HRS faculty choose the recipients at the end of the program prior to each year's graduation. Recipients are recognized at the Division's Hooding Ceremony & Commencement. (Only graduating class sizes of five (5) individuals or more can award honors designations)

APPENDIX

All forms provided are downloadable in the
[Health & Rehabilitation Science PhD Student Information
Course in Harbor](#)

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Registration Request Form

_____ Semester

Student Name: _____

Advisor / Mentor Name: _____

Course Number	Course Section	Course Name	Credit Hours	Faculty Teaching	*Faculty initial for approval

**Faculty Signature is required for all courses, except HRS Courses: 800, 801, 805, 810, 811, 814, 817, 820, 830, 830L. Students may also take courses in other Health Profession Programs and MUSC Colleges (Graduate Studies, Medicine, Nursing, etc.), but only with written permission from the course instructor and their advisor.*

Students enrolled in independent study or laboratory rotations must submit their faculty / student contract within 2 weeks of the beginning of the semester start date.

Advisor / Mentor Signature: _____

Completed forms are to be returned to the HRS Student Services Coordinator by established deadline.

Note:

Use the following guidelines to determine number of credit hours when signing up for Independent Study, Special Topics & Lab Rotation Courses.

Type of Course	Credit / Contact Hours
Independent Study (HRS 720, 725, 730)	1 credit hour for 15 contact hours
Practicum (HRS 819)	1 credit hour for 30 contact hours
Clinical (HRS 815)	1 credit hour for 30 contact hours

Independent Study, Lab Rotation, or Special Topics Courses

Semester	Course Number & Name	Section Number	Credit Hours
	HRS 720: Independent Study/Health Services		
	HRS 725: Independent Study/Functional Limitations		
	HRS 730: Independent Study/Pathology and Impairment		
	HRS 735: Special Topics/Health Services		
	HRS 740: Special Topics/Functional Limitations		
	HRS 745: Special Topics/Pathology and Impairment		
	HRS 815: Lab Rotation		

Instructor: _____

Print Name Signature Date

Note: Use the following guidelines to determine number of credit hours when signing up for Independent Study, Special Topics & Lab Rotation Courses.

Type of Course	Credit / Contact Hours
Independent Study (HRS 720, 725, 730)	1 credit hour for 15 contact hours
Practicum (HRS 819)	1 credit hour for 30 contact hours
Clinical (HRS 815)	1 credit hour for 30 contact hours

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Learning Contract Template

Due to HRS Student Services Coordinator within 2 weeks of the start of the enrolled semester

Date _____

I, (STUDENT NAME) , agree to complete:

_____ HRS 720 – Health Services: Independent Study (1 credit hour per 15 contact hours)
_____ HRS 725 – Functional Limitations: Independent Study (1 credit hour per 15 contact hours)
_____ HRS 730 – Pathology & Impairment: Independent Study (1 credit hour per 15 contact hours)
_____ HRS 815 – Lab Rotation (1 credit hour per 30 contact hours)

for (ININSERT #) credit hour(s) with (ININSERT FACULTY NAME) during (ININSERT TERM/YEAR) .

Overview:

Objectives:

Deliverables:

I agree to the above activities that are necessary to complete objectives of the independent study experience. The tasks outlined above are due _____.
(the final day of classes is the latest date possible).

Student Signature _____

Faculty Signature _____

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

HRS 819 Teaching Practicum Individualized Learning Contract

Name _____
Semester/Year _____
Number of credits _____
Name of supervisor _____

Purpose of teaching practicum (brief description)					
Intended Learning Outcomes What are you going to accomplish in this teaching practicum experience	Methods How are you going to accomplish the intended learning outcomes?	Resources What/who will you need by way of support to accomplish the intended learning outcomes?	Timeline When will you complete your work?	Evidence How will you know if you have met your intended learning outcomes?	Evaluation How will your teaching practicum supervisor judge your work?
1.					
2.					
3.					
Etc					

Student signature/date _____

Faculty signature/date _____

PhD Program In Health & Rehabilitation Science

Plan of Study **Post-Bac**

Student: _____

Mentor: _____

Advisor: _____

Track: _____

Course Name	Course#	Hours	Semester	Grade	Notes
Professional Core (14 Hours required)		0			
Health and Rehabilitation Models (3)	HRS 810		FA Year 2		
Evidence-Based Practice for Researchers (3)	HRS 805		SP Year 1		
Basic Academic Teaching Skills (2)	HRS 814		SP Year 1		
Teaching Practicum (1)	HRS 819		SU Year 1		
Intro to Translational Research (3)	HRS 800		FA Year 1		
Diversity in Science (1)	HRS 824		FA Year 1		
Clinical & Translational Research Ethics (1)	ETH 738		FA Year 2		
Research Core (19 Hours Required)		0			
Intro to Clinical Biostatistics (4)	BMTRY 700		FA Year 1		
Applied Research (3)	HRS 801		FA Year 1		
Statistical Methods for Rehabilitation Sci (3)	HRS 820		SP Year 1		
Adv. Techniques in Applied Research (3)	DHA 870		SP Year 1		
Design and Conduct of Clinical Trials (3)	BMTRY724		SU Year 1		
Fundamentals of Grant Writing (3)	HRS 811		FA Year 2		or SP Year 2
Dissertation (12 Hours Required)		0			
Dissertation research	HRS 990		FA Year 4		
Dissertation research	HRS 990		SP Year 4		
Dissertation research	HRS 990		SU Year 4		
Concentration (30 Hours Required)		0			
Electives (14 Hours Required)		0			

PhD Program In Health & Rehabilitation Science

Plan of Study **Post-Masters**

Student:

Mentor: _____

Advisor: _____

Track: _____

[illegible]

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Qualifying Examination Committee Form

Student Name _____ MUSC email _____

Mailing Address _____ Student ID _____

Local Telephone _____ Program Mentor _____

Academic Advisor _____

Concentration _____ Program Entrance Date _____

Semester & Year of Qualifying Exam _____

Specific Date(s) of Qualifying Exam _____

(If available at this time)

- Committee must consist of at least 3 members
- Committee chair (i.e. Academic Advisor) must be a faculty member in the College of Health Professions and have graduate faculty status in the College of Graduate Studies

- Colleges:

College of Health Professions	- CHP	College of Pharmacy	- COP
College of Graduate Studies	- CGS	College of Dental Medicine	- CDM
College of Medicine	- COM	College of Nursing	- CON

	Committee Members	College	Signature
Chair			
Member			
Member			
Member			
Member			
Member			

HRS Doctoral Program Director

Qualifying Exam Rubric

HRS Written Qualifying Exam Rubric										Candidate Name:		Date:		Question: Attempt #:	
General Attribute	Specific Element	Does not meet expectations (No Pass)			Meets expectations (Pass)				Exceeds Expectations (High Pass)						
		9	8	7	6	5	4	3	2	1					
		Poor	Marginal	Fair	Satisfactory	Good	Very Good	Excellent	Outstanding	Exceptional					
Quality of Answer	Arguments: Provides correct, coherent and clear arguments														
	Critical Thinking: Application of reasoning and logic to idea development, demonstrating command of foundational concepts														
	Mastery of Literature: Reflects understanding of subject matter and associated literature														
	Originality: Demonstrates insight and ability to generate unique ideas														
	Depth of Knowledge: Demonstration of conceptual and factual knowledge and synthesis of appropriate literature.														
Writing Skills	Breadth of Knowledge: Demonstrates an understanding of a wide range of relevant information and how it interrelates														
	Writing Style: Quality writing skills, proper development, effective transition of details in support of the main idea.														
	Technical Issues: Reflected by the quality of grammatical & spelling issues.														
Overall assessment	Organization / Flow: effectively designed with a meaningful order and outline. Shown by the use of the appropriate amount of information, & the ability of the reader to follow.														
Comments															

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Qualifying Examination Approval Form

Student Name: _____	MUSC Email: _____
Mailing Address: _____	Student ID: _____
_____	_____
Phone: _____	Program Mentor: _____
Concentration/ Track: _____	Academic Advisor: _____

We, the qualifying examination committee, agree that _____ (name)
has passed their qualifying examination on _____ (date).

	Committee Members	College	Signature
Chair			
Member			
Member			
Member			
Member			
Member			

Colleges:

College of Health Professions
College of Graduate Studies
College of Medicine

- CHP
- CGS
- COM

College of Pharmacy
College of Dental Medicine
College of Nursing

- COP
- CDM
- CON

HRS Doctoral Program Director

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Dissertation Committee Form

Student Name: _____ Mailing Address: _____ _____ Phone: _____ Concentration/ Track: _____	MUSC Email: _____ Student ID: _____ Program _____ Mentor: _____ Academic _____ Advisor: _____ Date: _____
--	--

- Committee must consist of at least 3 members
- Committee chair must be a faculty member in the College of Health Professions and have graduate faculty status in the College of Graduate Studies
- Co-chair is optional
- Colleges:

College of Health Professions	- CHP	College of Pharmacy	- COP
College of Graduate Studies	- CGS	College of Dental Medicine	- CDM
College of Medicine	- COM	College of Nursing	- CON

	Committee Members	College	Signature
Chair			
Co-chair			
Member			
Member			
Member			
Member			

HRS Doctoral Program Director

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Dissertation Prospectus Approval and Candidacy Form

Student Name: _____	MUSC Email: _____
Mailing Address: _____	Student ID: _____
_____	Program _____
_____	Mentor: _____
Phone: _____	Academic _____
Concentration/ Track: _____	Advisor: _____

We, the dissertation committee, agree that _____ (student) has adequately defended his/her prospectus and approve the proposed plan of research on _____ (date).

Further we recommend _____ (student) for Candidacy.

	Committee Members	College	Signature
Chair			
Co-chair			
Member			
Member			
Member			
Member			

HRS Doctoral Program Director

College of Health Professions
Medical University of South Carolina
Dissertation Defense Notification

We, the members of the dissertation advisory committee for

_____ (Candidates Name),

certify that the dissertation is ready for defense:

Committee Chair (Print Name)	Signature	Date
Committee Co-chair (Print Name)	Signature	Date
Committee Member (Print Name)	Signature	Date
Committee Member (Print Name)	Signature	Date
Committee Member (Print Name)	Signature	Date

Dissertation Announcement Information

~Please type or print legibly~

Date: _____ Time: _____ Location: Bldg _____ Room _____

Title of Dissertation: _____

This announcement must be submitted to the Program Director and Student Services Coordinator **four (4) weeks** prior to the defense date.

HRS Oral Dissertation Defense Rubric			Candidate Name:				Date:			
General Attribute	Specific Element	Does not meet expectations (No Pass)			Meets expectations (Pass)			Exceeds Expectations (High Pass)		
		9	8	7	6	5	4	3	2	1
		Poor	Marginal	Fair	Satisfactory	Good	Very Good	Excellent	Outstanding	Exceptional
Overall quality of presentation	Organization: Effectively designed with a meaningful order and outline. Shown by the use of the appropriate amount of information, the ability for audience to follow.									
	Presentation Style: Appropriate level of detail, engagement and pace.									
	Communication Skills: Content demonstrated with clarity and confidence.									
	Visuals: Appropriate use of communication tools, such as PPT, tables, charts, & handouts.									
Cognitive Skills	Depth of Knowledge: Demonstration of conceptual and factual knowledge developed via a comprehensive literature review, use and synthesis of appropriate literature.									
	Breadth of Knowledge: Demonstrates an understanding of a wide range of relevant information and how it interrelates.									
	Critical Thinking: Application of reasoning and logic to idea development, demonstrating command of foundational concepts.									
	Assimilation of Knowledge: Evident by the incorporation, absorption and understanding of facts from a variety of disciplines. The interpretation of project results and outlook on future steps.									
Response to questions	Completeness of Responses: Thorough coverage of all aspects and expectations. Prepared, meaningful responses with doctorate level quality.									
	Professionalism When Challenged: Demonstrates appropriate demeanor and qualities of high-level leadership skills; adaptable, proactive, respectful, open-minded, resourceful, etc.									
Overall assessment										
Comments										

Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Dissertation Defense Approval Form

Student Name: _____	MUSC Email: _____
Mailing Address: _____	Student ID: _____
_____	Program _____
_____	Mentor: _____
Phone: _____	Academic _____
Concentration/ Track: _____	Advisor: _____

We, the dissertation committee, agree that _____ (candidate).

Has successfully passed their dissertation defense _____ (date).

	Committee Members	College	Signature
Chair			
Co-chair			
Member			
Member			
Member			
Member			

HRS Doctoral Program Director

College of Health Professions
Department of Health Sciences and Research

Essential Course Information

SYLLABUS ADDENDUM

COLLABORATION WITH FACULTY

- ❑ We want “our” learning/teaching experiences to be collaborative, enriched, and successful.
- ❑ Your feedback to faculty *during the semester* is especially useful to solving problems, and resolving miscommunications, so please make the effort to meet with your Faculty Advisor as soon as your issues and concerns arise.

CENTER FOR ACADEMIC EXCELLENCE (CAE)

- ❑ CAE is free of charge, and provides opportunities to improve your learning strategies.
- ❑ The CAE is available to assist you with time management, study skills, test-taking, writing, and tutoring.
- ❑ Using the CAE has no effect on your course grades.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

- ❑ CAPS is free of charge to all MUSC students, and provides opportunities for personal growth.
- ❑ For example, if you are troubled, worried, losing sleep, having trouble concentrating in class, getting low grades, depressed, having interpersonal difficulties at home or at school, misusing alcohol or other substances, please consult CAPS.
- ❑ Your accessing CAPS service does not affect your course grades.

ACADEMIC HONESTY

- ❑ Academic misconduct guidelines and the Honor Code are firmly upheld.
- ❑ Students are referred to the *Academic Dishonesty Guidelines* in the Student Policies and Procedures Handbook, and the *Honor Code* on the MUSC website:
<http://academicdepartments.musc.edu/esl/bulletin/Honor-Code/index.html>
- ❑ Plagiarism—involves using the ideas or words of others without attribution—merely changing a word or two in someone else’s sentence *is paraphrase plagiarism*; lifting a phrase of four words or more without using quotations and a citation is *verbatim plagiarism*. When using terms, phrases, or ideas of other writers, you are required to use quotation marks and full citations (author, year, and page number).
- ❑ A finding of academic dishonesty by the Honor Council can be grounds for probation or dismissal from the University.

HEALTH RECORDS

- ❑ If your health immunizations and other health records (e.g., CPR certification, etc.) are *not up-to-date*, a *hold* will be placed on your course registration.
- ❑ You will *not* be allowed to attend classes or other academic/clinical activities *if you are not registered*.

TUITION

- ❑ If your tuition is *not paid*, a *hold* will be placed on your registration.
- ❑ You will *not* be allowed to attend classes or other academic/clinical activities *if you are not registered*.

CLASS POLICIES

- ❑ Class attendance and participation are expected of graduate students in the health professions. Your grade may be penalized for lack of attendance, lack of participation, late arrival to class, late submission of assignments, or other unprofessional behavior up to \pm (plus or minus) 10% of the final course grade, at the discretion of the course faculty.
- ❑ Please notify respective course faculty, at least two hours prior to class, either by email or voice mail if you are ever unable to attend a class session, or cannot complete an assignment on time because of illness or other emergency. If you are absent, you may be asked to provide appropriate documentation for your absence (e.g. doctor's note, funeral notice).
- ❑ Cell phones are *not permitted* during class times.

EMAIL ETIQUETTE

- ❑ Email etiquette goes a long way to 1) get the attention of your reader, 2) convey professional courtesy, and 3) set the tone for future conversations.
- ❑ Greet the person, and sign off with your name;
- ❑ Be polite and constructive;
- ❑ Don't "vent" or argue in an email message.

CONTACT US

- ❑ Your Course Coordinator or Faculty Advisor. *This is your first step.*