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Program Description and Objective

The Ph.D. in Health and Rehabilitation Science (Ph.D. HRS) is an interdisciplinary post baccalaureate 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 Ph.D. HRS requires a minimum of 90 semester hours organized as follows. 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.

College of Health Professions
Administrative Officers

James S Zoller, MHA, PhD, Interim Dean
James S. Krause, PhD, Associate Dean of Research
Karen Wager, DBA, Associate Dean of Student Affairs
Nancy Carson, PhD, OTR/L, Assistant Dean for Academic and Faculty Affairs

HRS Program Faculty & Staff

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Email: woodbuml@musc.edu
Core Program Leadership

**HRS Program Director – Heather Bonilha, PhD, CCC-SLP**
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 Ph.D. 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 is 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
Leonard Egede, MD  Professor; General Internal Medicine/ Geriatrics
Perry Halushka, PhD, MD  Dean, College of Graduate Studies; Professor; Pharmacology & Medicine
Steven Kautz, PhD  Professor & Chair, Department of Health Sciences & Research
James Krause, PhD  Professor & Associate Dean for Research; Dept. of Health Sciences & Research
JoAnne Sullivan, PhD  Professor & Director of the Office of Research Development
Dr. Rita Young, PhD  Professor; Otolaryngology- Head & Neck Surgery

Curriculum Committee
The Curriculum Committee is charged with continued evaluation, revision, and evolution of the Ph.D. 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 HS&R faculty. The transactions of the Curriculum Committee will be reported to the Ph.D. 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 Ph.D. 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:

- Demonstrate potential for successful 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 Ph.D. HRS program can be found online. Applicants are expected to submit all requested documents by the deadlines 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.
Academics / Curriculum

Curriculum

The PhD HRS requires completion of a minimum of 90 semester hours. 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.

<table>
<thead>
<tr>
<th>Curriculum Cores</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Core (PC)</td>
<td>14</td>
</tr>
<tr>
<td>Research Core (RC)</td>
<td>20</td>
</tr>
<tr>
<td>Concentration Core (CC)</td>
<td>30 in Pathology &amp; Impairment, Functional Limitations, or Health Services</td>
</tr>
<tr>
<td>Electives (E)</td>
<td>14</td>
</tr>
<tr>
<td>Dissertation (D)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90 semester hours</strong></td>
</tr>
</tbody>
</table>

PhD Health Sciences & Rehabilitation Plan of Study

**Fall, First Year**
- HRS 810 Health and Rehabilitation Models 3 PC
- HRS 830 Introduction to Biostatistics 3 RC
- HRS 830L Introduction to Biostatistics – Lab 2 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
- CGS 711 Diversity in Science 1 PC
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS 811</td>
<td>Fundamentals of Grant Writing</td>
<td>3 RC</td>
</tr>
<tr>
<td></td>
<td>Concentration Core Courses</td>
<td>4 CC</td>
</tr>
<tr>
<td><strong>Spring, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRS 800</td>
<td>Translational Research</td>
<td>3 PC</td>
</tr>
<tr>
<td></td>
<td>Concentration Core Courses</td>
<td>6 CC</td>
</tr>
<tr>
<td><strong>Summer, Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Core Courses</td>
<td>5 CC</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>4 E</td>
</tr>
<tr>
<td><strong>Fall, Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Core Courses</td>
<td>5 CC</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>4 E</td>
</tr>
<tr>
<td><strong>Spring, Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration Core Courses</td>
<td>4 CC</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>3 E</td>
</tr>
<tr>
<td><strong>Summer, Third Year</strong></td>
<td></td>
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<tr>
<td></td>
<td>Concentration Core Courses</td>
<td>4 CC</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>3 E</td>
</tr>
<tr>
<td><strong>Fall, Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRS 990</td>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td><strong>Spring, Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRS 990</td>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td><strong>Summer, Fourth Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRS 990</td>
<td>Dissertation</td>
<td>4</td>
</tr>
</tbody>
</table>

**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-802. Comparative Effectiveness Research. The Congressional Budget Office (2007) defined CER as: rigorous evaluation of the impact of different options that are available for treating a given medical condition for a particular set of patients” (CBO, 2007 p.3). A recent Institute of Medicine (IOM, 2009) list of CER topics for priority funding identifies 4 types of designs: 1) Systematic Review, 2) Decision analysis models, 3) Observational Study; and 4) Large Pragmatic Clinical Trials. This course will introduce students to the concepts and methods of ECR and provide an understanding of how CER may contribute to improvements in health care. 3 s.h.

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 828. Introduction to Scientific Writing.** This course is an introduction to scientific writing and publishing. Students will be introduced to the critical aspects of the scientific writing process and mechanisms of publishing and dissemination of information to their respective clinical and research disciplines as well as the wider community of scientists. 1 s.h.

**HRS-830. Introduction to Biostatistics.** This course is designed to give students the skills to use data sets and conduct quantitative analysis to address research questions. The course will use actual public-use secondary data sets, as well as small experimental rehabilitation data to provide experience with data management and applied statistical analysis of real data. The course will also provide presentation of introductory level statistical principles and methods most commonly used in research. 3 s.h.

**HRS-830L. Introduction to Biostatistics - Lab.** This course will prepare students in the use of SAS and/or SPSS statistical analysis software. It is designed to give students the skills to use data sets and conduct quantitative analysis to address research questions. The course will use actual public-use secondary data sets, as well as, small experimental rehabilitation data to provide students experience with data management and applied statistical analysis of real data. 2 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.

Program of Study

The Ph.D. HRS offers a common entry pathway for Ph.D. 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 (14sh), Research Core (20sh), Concentration Core (30sh), Electives (14sh), and Dissertation (12 sh). 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 Course Requirement Plan can be found in the Appendix.

The curriculum for the Ph.D. 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.

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

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 keep in your student file, as well as, online in MUSC’s secure document sharing site (musc.box.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 programs place of record for tracking achievements and extra-curricular progress.

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

https://redcap.musc.edu/surveys/?s=cRbSMIXzdK

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 (except required HRS Courses: 800, 801, 805, 810, 811, 814, 817, 820, 823, 830, 830L). 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.
Transfer Credit/Course Exemptions

Transfer credit and course exemptions will be considered if previous courses and levels of performance meet the criteria set forth by the HRS Program. Course exemptions/transfer credit cannot exceed 30 total semester hours. Courses considered for exemption or transfer credit must have been completed at the graduate level and a grade of 3.0 or higher must have been achieved. A general set of guidelines will facilitate the decisions transfer credit as outlined below:

a. A minimum of 15 Research Core credit hours must be completed at MUSC
b. A minimum of 15 Concentration Core credit hours must be completed at MUSC
c. All 14 Elective credits can be transferred
d. All Professional Core credit hours & Dissertation credits must be completed at MUSC
e. 33% of program coursework must be completed at MUSC
f. Course exemption / transfer credits cannot exceed 30 credit hours.

There are two methods by which course work from a previous graduate program may be applied (exemption or transfer) to a HRS student’s plan of study:

1. Transfer of Credit Hours
Transfer credit can be applied to the Concentration Core or Electives. Early in the student’s program, the student and his/her advisor should identify courses/credit hours completed in a previous master’s or doctoral level program that may be eligible to be applied to either the Concentration Core or Electives. Transfer credit hours can be applied to the HRS program of study up to 30 hours. No specific course name(s)/number(s) will be applied to the students MUSC transcript, rather a total number of transfer credits identified as “Transfer Credit”. Courses may be exempt as transfer credit at the discretion of the Academic Advisor, and when applicable, the Content Mentor.

2. Exemption of Specific Coursework
Exemption credit can be applied to the Professional or Research Cores. Early in the student’s program, the student and his/her advisor should identify courses/credit hours completed in a previous master’s or doctoral level program that may be eligible to be applied to either the Professional Core or Research Core as an exemption. The student and his or her Academic Advisor, and when applicable, the Content Mentor should contact the HRS instructor of record for the Professional Core or Research Core course that will be considered for exemption along with the HRS program director to evaluate the previous completed course and to seek approval for course exemption. It is the student’s responsibility to provide evidence that the previously completed course is equivalent in content and course credit in the form or a detailed course description, course syllabus or similar evidence. The instructor of record of the HRS course that the student is requesting exemption will make the final decision about granting a course exemption. Course exemptions in the Professional Core or Research Core are rare and will be considered on a case by case basis.

Process for Transfer Credit/Course Exemption

1. The student should meet with his/her Academic Advisor, and when applicable, their Content Mentor to discuss transfer credit or course exemptions
2. For transfer credits, the student and his/her advisor should decide/agree upon the total number of credits hours that can be transferred up to 30 hours and determine the core in which they will apply.
3. For course exemptions, the student and his/advisor should identify courses that may be exempt and contact the HRS course instructor of record for approval.
4. The student should complete the Recommendation for (OEM) Course Exemption Form (used for transfer credits and course exemptions) and obtain the signatures of the content area faculty, the faculty advisor and the program director.
5. The signed form should be submitted to the HRS Student Services Coordinator.
6. The HRS Student Services Coordinator copies the form for the student folder, updates the plan of study, and sends original to OEM.
7. OEM adds transfer/exemption information to the student’s transcript.
8. The Student Services Coordinator will print the updated, unofficial transcript for the student file at the end of the semester.
9. Updated hours will be reflected in student records visible in WebAdvisor to include transfer and/or exempted course work.

**Deadlines and Turn-around Times**
Transfer Credit – Students seeking transfer credit are encouraged to submit Course Exemption Form as outlined above prior to completing their qualifying examinations. Minimally the process must be completed prior to the student’s graduation date. The HRS program recommends students complete this process within their first year in the program.

Course Exemptions - Students requesting course exemption must initiate the process outlined above. Students should submit the Course Exemption Form 6 weeks prior to the start of classes for the HRS course to be exempt. The HRS program recommends students complete this process within their first year in the program.

**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 responsibility 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 Option
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 **three 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**

Submission to MUSC’s digital repository, MEDICA, is required of all PhD students prior to receipt of the diploma. A final PDF version of the dissertation must be provided to the student services coordinator who will provide you the link to upload to MEDICA.

In addition, two original printed copies of the final dissertation manuscript must be submitted to the program. Each is required to be submitted within two weeks following the final defense. The original copy of the dissertation must be submitted on 100% rag or cotton paper and be ready for binding. These copies will be bound and kept in the dissertation collections of the department & of the MUSC Library.

**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, and Content Mentor if applicable, and HRS program Director.

- **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.
  - 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 University requirements on pg. 28.
  - 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
  o Submit the Dissertation Defense Approval form to reflect success.
  o The student will submit final digital & print manuscripts to coordinator.
  o Participate in an exit interview, submit CV & Final Submission Info From.

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 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**

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. To read more about FERPA, please visit this site: [http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

**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](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) 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 below). 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.

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Alphabetic equivalents to this continuous scale are as follows:

A = 95 and above
B = 85 - 94
C = 75 - 84
D = 70 - 74
F = 69 and below

The following symbols are used to indicate the student’s academic status; none carries merit points. When grading options are offered (i.e., H, P, or NP instead of merit grades), students must declare the option before the end of the drop/add period and cannot subsequently reverse their choice.

WD  Withdrew from a course after the drop/add period but before the end of the sixth week (or before 33% of the length of the course); requires prior approval of the dean upon recommendation of the instructor; no academic impact on grade point average although progress may be affected. Withdrawals not approved result in a merit grade of 0.0.

WP  For reasons beyond the control of the student, withdrew from a course after the sixth week (or after 33% of the length of the course) while performing at a satisfactory level; requires prior approval of the dean upon recommendation of the instructor; no academic impact on grade point average although progress may be affected. Withdrawals not approved result in a merit grade of 0.0.

WF  Withdrew from a course after the sixth week (or after 33% of the length of the course) while performing at a unsatisfactory level; requires prior approval of the dean upon recommendation of the instructor; no academic impact on grade point average although progress may be affected. Withdrawals not approved result in a merit grade of 0.0.

WR  Withdrew after the drop/add period from all courses at the University with permission to return after a leave of absence when specified time has elapsed and when specified conditions have been met; requires prior approval of the dean; may result in dismissal if terms of the leave are not met.

EX  Exemption allowed by equivalent transfer work or by CLEP.

XC  Credit awarded by examination.

NR  No grade reported by instructor. A NR is not given in lieu of an IN.

IN  Incomplete; grade awarded for circumstances beyond student’s control; incompletes are not calculated in the grade point average. If the student fails to remove the IN in the college’s specified time, the IN will be converted to a merit grade of 0.0. The time specified by the college may not extend beyond the next formal grading period (i.e., fall, spring, or
summer). An extension of this time period must be approved by the college’s progress committee or its equivalent.

**IP**  In progress (not applicable to research courses); awarded in courses that are approved in advance to extend over more than one term (student does not re-enroll in the course in order to complete the work); or awarded in courses offered in a series where all series courses must be completed before any course in the series is assigned a final grade (student does enroll in each course); IP grades are removed by the grade earned.

**AU**  Audit (course attended but not registered for credit); subject to instructor approval; not all courses offer this option. Audit status must be confirmed before the University deadline to drop/add courses and cannot be subsequently changed.

**CD**  Conditional (specific conditions must be met before a final grade can be given)

**S**  Satisfactory (applies to graduate research only)

**U**  Unsatisfactory (applies to graduate research only)

**H**  Honors; outstanding in a pass/fail course

**P**  Pass

**NP**  No pass (fail); no academic impact on grade point average, although progress may be affected.

**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.

**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 published online at [http://academicdepartments.musc.edu/esl/bulletin/Honor-Code/index.html](http://academicdepartments.musc.edu/esl/bulletin/Honor-Code/index.html)

4. A student who wishes to submit a complaint regarding any form of sexual harassment or gender inequity issue should follow the procedures published online at [http://academicdepartments.musc.edu/genderequity/student_policy.htm](http://academicdepartments.musc.edu/genderequity/student_policy.htm)

**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](http://academicdepartments.musc.edu/uco/rcor.htm) 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](http://academicdepartments.musc.edu/uco/rcor.htm).

**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 as outline below and available at: [http://academicdepartments.musc.edu/uco/rcor.htm](http://academicdepartments.musc.edu/uco/rcor.htm).

**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 AND 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 identifies first & second 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.
# PhD Course of Study
## Registration Request Form

### Student Name:

### Advisor Name:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Section</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Faculty Teaching</th>
<th>Faculty signature for approval*</th>
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*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 Signature:

Completed forms with all signatures 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.

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Credit / Contact Hours</th>
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<tbody>
<tr>
<td>Independent Study (HRS 720, 725, 730)</td>
<td>1 credit hour for 15 contact hours</td>
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<tr>
<td>Practicum (HRS 819)</td>
<td>1 credit hour for 30 contact hours</td>
</tr>
<tr>
<td>Clinical (HRS 815)</td>
<td>1 credit hour for 30 contact hours</td>
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PhD Program in Health and Rehabilitation Sciences

Plan of Study

**Track:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Advisor:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Number</th>
<th>Semester Hours</th>
<th>Semester</th>
<th>Grade</th>
<th>Exempt/Transfer Course Name and Number</th>
<th>Exempt/Transfer Source</th>
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<td>Health and Rehabilitation Models (3)</td>
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<td>Intro to Translational Research (3)</td>
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<td>Seminar Series in Clinical &amp; Translational Research Ethics (1)</td>
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<td><strong>Research Core (20 Hours Required)</strong> 0</td>
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<td>Statistical Methods for Rehabilitation Sci (3)</td>
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<td>SU Year 4</td>
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<tr>
<td>Course Name</td>
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<td>Semester Hours</td>
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<td>Concentration (30 Hours Required)</td>
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| Electives (14 Hours Required) | 0 | | | | | |

Qualifying Exam Completion Date:

<table>
<thead>
<tr>
<th>Academic Advisor Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Program Director Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

33% of coursework must be completed at MUSC
Transfer credit cannot exceed 30 semester hours
Professional - all required at MUSC
Research - min 15 sh @ MUSC required
Concentration - min 15 sh @ MUSC required
Electives - all can be transfer credit

Audited:
Qualifying Examination Committee Form

Student Name ___________________________ MUSC email ______________________________
Mailing Address __________________________ Student ID ______________________________
Local Telephone __________________________ Academic Advisor _________________________

Concentration Area ______________________ 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 Graduate Studies - CGS
  College of Medicine - COM
  College of Pharmacy - COP
  College of Dental Medicine - CDM
  College of Nursing - CON

<table>
<thead>
<tr>
<th>Committee Members</th>
<th>College</th>
<th>Signature</th>
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<tbody>
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<td>Chair</td>
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HRS Doctoral Program Director
# HRS Written Qualifying Exam Rubric

<table>
<thead>
<tr>
<th>General Attribute</th>
<th>Specific Element</th>
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</thead>
<tbody>
<tr>
<td>Quality of Answer</td>
<td>Arguments: Provides correct, coherent and clear arguments</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking: Application of reasoning and logic to idea development, demonstrating command of foundational concepts</td>
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<td></td>
<td>Mastery of Literature: Reflects understanding of subject matter and associated literature</td>
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<td>Originality: Demonstrates insight and ability to generate unique ideas</td>
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<td></td>
<td>Depth of Knowledge: Demonstration of conceptual and factual knowledge and synthesis of appropriate literature</td>
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<td>Breath of Knowledge: Demonstrates an understanding of a wide range of relevant information and how it interrelates</td>
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<tr>
<td>Writing Skills</td>
<td>Writing Style: Quality writing skills, proper development, effective transition of details in support of the main idea</td>
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<td>Technical Issues: Reflected by the quality of grammatical &amp; spelling issues</td>
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<td></td>
<td>Organization / Flow: Effectively designed with a meaningful order and outline. Shown by the use of the appropriate amount of information, &amp; the ability of the reader to follow</td>
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<tr>
<td>Overall assessment</td>
<td>Comments</td>
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<tr>
<th>Does not meet expectations (No Pass)</th>
<th>Meets expectations (Pass)</th>
<th>Exceeds Expectations (High Pass)</th>
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<tbody>
<tr>
<td>9 8 7 6 5 4</td>
<td>3 2 1</td>
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<tr>
<td>Poor Marginal Fair Satisfactory Good Very Good Excellent Outstanding Exceptional</td>
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</table>
Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Qualifying Examination Approval Form

Student Name ___________________________  MUSC email _______________________________
Mailing Address ___________________________  Student ID _______________________________

___________________________
Local Telephone ___________________________  Faculty Advisor _______________________________

Concentration Area ___________________________

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

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<tr>
<th>Committee Members</th>
<th>College</th>
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<td>Chair</td>
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HRS Doctoral Program Director
Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Dissertation Committee Form

Student Name ___________________________  MUSC email _______________________________
Mailing Address ___________________________  Student ID _______________________________
                                      ___________________________
Local Telephone___________________________  Faculty Advisor _______________________________

Concentration Area_________________________  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

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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 _________________________________
Local Telephone _________________________ Faculty Advisor _____________________________

Concentration Area ______________________

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.

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<th>Committee Members</th>
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HRS Doctoral Program Director
Dissertation Defense Notification

We, the members of the dissertation advisory committee for
_______________________________________________, certify that the dissertation is ready for defense:
Student’s Name

_______________________________________________
Chair, Dissertation Advisory Committee                     Signature and Date

_______________________________________________
Member                                                   Signature and Date

_______________________________________________
Member                                                   Signature and Date

_______________________________________________
Member                                                   Signature and 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 three weeks prior to the defense date.
<table>
<thead>
<tr>
<th>General Attribute</th>
<th>Specific Element</th>
<th>Does not meet expectations (No Pass)</th>
<th>Meets expectations (Pass)</th>
<th>Exceeds Expectations (High Pass)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of presentation</td>
<td>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.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td></td>
<td>Presentation Style: Appropriate level of detail, engagement and pace.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>Communication Skills: Content demonstrated with clarity and confidence.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>Visuals: Appropriate use of communication tools, such as PPT, tables, charts, &amp; handouts.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<tr>
<td>Cognitive Skills</td>
<td>Depth of Knowledge: Demonstration of conceptual and factual knowledge developed via a comprehensive literature review; use and synthesis of appropriate literature.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>Breath of Knowledge: Demonstrates an understanding of a wide range of relevant information and how it interrelates.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>Critical Thinking: Application of reasoning and logic to idea development, demonstrating command of foundational concepts.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>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.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<tr>
<td>Response to questions</td>
<td>Completeness of Responses: Thorough coverage of all aspects and expectations. Prepared, meaningful responses with doctorate level quality.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>Professionalism When Challenged: Demonstrates appropriate demeanor and qualities of high-level leadership skills; adaptable, proactive, respectful, open-minded, resourceful, etc.</td>
<td>9 Poor</td>
<td>8 Marginal</td>
<td>7 Fair</td>
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<td>Overall assessment</td>
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<td>Comments</td>
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Medical University of South Carolina
Health and Rehabilitation Science Doctoral Program

Dissertation Defense Approval Form

Student Name _____________________________ MUSC email _______________________________

Mailing Address ___________________________ Student ID _______________________________

______________________________

Local Telephone ___________________________ Faculty Advisor ______________________________

Concentration Area ___________________________

We, the dissertation committee, agree that __________________________ (student)

Has successfully passed their dissertation defense (date) ____________________.

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<thead>
<tr>
<th>Committee Members</th>
<th>College</th>
<th>Signature</th>
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<td>Chair</td>
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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.
- 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 ± (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.*