

Department of Public Health Sciences

MPH RESIDENTIAL STUDENT HANDBOOK



ACADEMIC YEAR
2025-2026

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Guiding Statements

Medical University of South Carolina Master of Public Health Program

Vision

We envision cultivating a healthier tomorrow through academic excellence, health innovation and practice for the advancement of health equity in South Carolina and beyond.

Mission

We educate a diverse public health workforce that is competent to conduct innovative research, provide leadership and advocate for improved and equitable population and community health across South Carolina and beyond.

Values

Collaboration- We cultivate relationships with local and global communities built on trust and respect through engagement in interprofessional education, research, service, and public health practice.

Innovation- We encourage and support innovation, ingenuity, and resourcefulness to improve education, research, and public health practice.

Diversity- We create an environment that is welcoming to all and that provides equal opportunities and services to all individuals by recognizing the value of different perspectives and backgrounds and fostering cultural awareness and empathy.

Excellence- We achieve the highest standards of performance and outcomes in education, research, service, and public health practice.

Integrity- We promote the highest standards of accountability, transparency and respectful practices to foster an environment of trust and integrity.

Program Goals

Research Goal: To demonstrate leadership in the field of public health through faculty and student research.

Education Goal: To prepare leaders with an education that meets the needs of a changing environment using state of the art and interprofessional pedagogy.

Outreach Goal: To collaborate with community and governmental organizations to enhance public health in disadvantaged communities.

Workforce Development Goal: To prepare the public health workforce and students with professional development skills needed to effectively serve as public health leaders and professionals.

Program Competencies

The curriculum for the MPH program is competency-based. These Foundational Competencies (Table 1) as set forth by the Council on Education for Public Health (CEPH) and the Concentration-specific Competencies (Table 2) set by our MPH Program are the knowledge, skills and abilities that will prepare students for work in the public health sector.

Table 1: Foundational Competencies
Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice
21. Perform effectively on interprofessional teams
Systems Thinking
22. Apply systems thinking tools to a public health issue

Concentration-Specific Competencies for the MPH Degree

Table 2: Concentration-Specific Competencies
Biostatistics
<ol style="list-style-type: none"> 1. Apply common probability distributions, univariate and multivariate statistical methods for inference in public health data. 2. Apply data management skills to prepare data for analyses using statistical software (e.g., SAS, R, SPSS). 3. Develop data science skills to extract important patterns and information from biomedical data. 4. Apply longitudinal and mixed effects methods for categorical and continuous data. 5. Communicate commonly used statistical ideas, methods and analyses results in non-technical terms to public health professionals
Epidemiology
<ol style="list-style-type: none"> 1. Evaluate rigor and appropriateness of common epidemiologic data sources for use in public health practice. 2. Use appropriate analytic techniques to model quantitative data for use in public health practice. 3. Draw appropriate inferences and assess causality from exposure, medical, and health data. 4. Evaluate and design surveillance systems to identify and characterize public health problems. 5. Design epidemiological studies and appraise the methodologic rigor of studies. 6. Communicate and explain epidemiologic findings to health care professionals, public health workers and the lay public.
Health Behavior & Health Promotion
<ol style="list-style-type: none"> 1. Apply theory to planning, implementation, and evaluation of health promotion programs. 2. Demonstrate processes to build, engage and support diverse teams in the needs assessment, planning and evaluation phases of public health interventions. 3. Develop a theory-based conceptual model of change targeting change in a public health problem at multiple levels. 4. Evaluate strengths, weaknesses, and opportunities for improvements for program evaluation using peer-reviewed literature. 5. Develop a comprehensive health promotion evaluation plan including design, measures, and implementation.

MPH Program Requirements

The MPH degree requires completion of at least 45 credit hours, of which 36 credit hours are didactic coursework. The degree completion plan will include the Applied Practice Experience (APE; internship) and the culminating Integrative Learning Experience (ILE) ‘capstone’ (formal presentation) as detailed below. See **Appendix A** for a sample curriculum grid outlining the plan of study for each concentration.

Foundational Courses	Course Title	Credits
PHGEN 706	Introduction to Public Health	2
PHGEN 708	Environmental Health Sciences	3
PHGEN 710	Intro to Health Systems & Policy	3
PHHBP 700	Social & Behavioral Sciences	3
PHBIO 700	Biostatistics Methods I	4
PHEPI 736	Introduction to Epidemiology	3
	Total Hours	18
Concentration Courses	Total Hours	
		Variable by concentration
APE Internship & ILE Capstone		
PHGEN 770	ILE Planning	1
PHGEN 780	Applied Practice Experience (Internship)	6
PHGEN 970	Capstone	3
	Total Hours	10
Interprofessional Courses		
IP 711	IP Foundations & Team STEPPS	1
PHGEN 750	MPH Seminar	1
	Total Hours	2
Elective Courses	Total Hours	7
	TOTAL PROGRAM HOURS	45

Concentration-Specific Courses

Core courses and electives vary by concentration. Below are concentration specific courses organized by concentration. See next section for course descriptions.

Biostatistics

Courses	Credit
PHBIO 701 Biostatistics Methods II	4
PHBIO 784 Biostatistics Methods III	3
PHEPI 747 Foundations of Epidemiology II	3
PHBIO 785 Probability and Statistical Inference	3

Epidemiology

Courses	Credit
PHBIO 701 Biostatistics Methods II	4
PHEPI 747 Foundations of Epidemiology II	3
PHEPI 738 Field Epidemiology	3
PHEPI 759 Health Disparities: Sociological and Epidemiological Perspectives	3

Health Behavior Health Promotion

Courses	Credit
PHHBP 714 Health Promotion Research Methods	3
PHHBP 704 Intro to Health Behavior Theory	3
PHHBP 712 Health Promotion Intervention Planning	3

Course Descriptions

PHBIO 700 Biostatistics Methods I: Introduction to Clinical Biostatistics (4 credits)

This course introduces basic applied descriptive and inferential statistics. Topics include elementary probability concepts, an introduction to statistical distributions, point and interval estimation, hypothesis testing, and simple linear regression and correlation. Prerequisites: College Algebra. **(Required for all MPH Students)**

PHGEN 708 Principles in Environmental Health Sciences (3 credits)

This course is designed for public health students interested in studying the relationships between people and their environment and how it affects their wellbeing. This course offers a general introduction to environmental health, addressing fundamental topics and current debates. The first part of the course covers core topics intended to prepare students to understand and address environmental health issues: environmental epidemiology; toxicology; and environmental policy and regulation more fully. The second part of the course presents agents of environmental disease and applications of environmental health. Emphasis will be placed on air quality and environmental exposure assessment. **(Required for all MPH Students)**

PHEPI 736 Foundations of Epidemiology (Epidemiology I) (3 credits)

This course provides an introduction to basic epidemiologic principles including measurements of disease occurrence, study designs (cohort, case-control, randomized clinical trials) and calculation of risk. Lecture material is supplemented with exercises and discussion of examples from epidemiologic literature and presentations of epidemiologic studies by guest speakers. Prerequisites: None. **(Required for all MPH Students)**

PHHBP 700 Social and Behavioral Health Sciences (3 credits)

This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health. The overall goal of the course is to provide a broad overview of social and behavioral science principles that can be used to guide the process of identifying, characterizing and resolving public health problems to improve the health of individuals and populations. Students will examine the role of behavioral and social factors as determinants of health outcomes and introduce key individual, organizational and community factors to consider when planning social and behavioral science interventions. This course provides a broad introduction to the basic theories, concepts and models from the social and behavioral sciences that are used in public health research and practice. **(Required for all MPH Students)**

PHGEN 710 Introduction to Health Systems and Policy (3 credits)

This course aims to identify the main components and issues of the organization, financing and delivery of health services within the various domains of public health in the US, describe the legal and ethical bases for public health and health services, identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US, discuss the policy processes for improving the health of populations as well as how to evaluate and describe the performance of the U.S. health systems in terms of cost, quality, effectiveness, and access. The course includes evaluation of several case studies of public health policy decisions and their implications. **(Required for all MPH Students)**

PHGEN 706 Introduction to Public Health (2 credits)

The overall purpose of this course is to introduce students to the principles and core functions of public health in keeping with the 2002 recommendation of the Institute of Medicine. Materials presented in the course will enable students to understand the role of public health and its core functions to better understand patterns of diseases, global threats to health, and factors contributing to disparate health outcomes in population groups. **(Required for all MPH Students)**

PHGEN 750 MPH Seminar (1 credit)

MPH Seminar is a 1 credit hour course for Master of Public Health students in the Department of Public Health Sciences (DPHS) offered in the first semester of the program. This course will include presentations from representatives of public health organizations to discuss potential internship opportunities. Also, this course will cover public health leadership skills. **(Required for all MPH Students)**

IP 711 IP Foundations and TeamSTEPPS (1 credit)

This course provides the foundation for beginning health professions students to develop competency in interprofessional collaborative practice. The goal of the course is to help prepare future health professionals for enhanced team-based care of patients and improved patient and population health outcomes through evidence-based team strategies and understanding of professional roles and responsibilities **(Required for all MPH Students)**

PHGEN 770 ILE Planning (1 credit)

This course is designed to help students and faculty jointly prepare for the Integrative Learning Experience (ILE) and Applied Practice Experience (APE). The ILE (Capstone) is the culminating experience of the MPH program, requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply it to analyzing and addressing a public health practice and/or research challenge. The APE (internship) is a 180-

hour practicum which requires students to gain professional work experience in the public health workforce. This planning course is a required 1-hour course available to all MPH students. It is designed to help students understand ILE and APE requirements, gain skills necessary for successful completion of these requirements, and develop a proposal for their ILE and APE experiences with faculty and other mentors. At the end of the course, students will have developed a finalized ILE and APE plan and gained skills to assure completion. **(Required for all MPH Students)**

PHBIO 701 Biostatistics Methods II: Regression Methods in Biology and Medicine (4 credits)

The objective of this course is to provide basic and intermediate skills necessary to apply regression methods to clinical and basic science research data. Topics include regression issues such as least squares estimation, hypothesis testing, diagnostics, model building and variable selection, and indicator variables. Simple and multiple linear regression, logistic regression, Poisson regression, and modeling of time-to-event (survival) data will be covered. The course uses a problem-based approach and applications to clinical and basic science problems are provided. Prerequisites: BMTRY 700. **(Required BIOS, EPID; Elective HBHP)**

PHBIO 784 Biostatistics Methods III (3 credits)

This course is intended for biostatistics MPH and Epidemiology PhD and MS students interested in applied statistical methods for analysis of categorical and correlated data. The categorical data analysis sessions include methods for stratified 2x2 and $r \times c$ contingency table data, ordinal data, matched pair dichotomous data, and count data. The correlated data analysis section covers random and mixed effects models and generalized linear mixed models. The didactic classes are augmented by SAS and R sessions led by the TA's. At the completion of this course, students will have the tools to analyze these data using SAS and R and make appropriate inferences from the analyses. Prerequisites: BMTRY 700, BMTRY 701 and Probability and Statistical Inference. **(Required BIOS; Elective EPID, HBHP)**

PHBIO 785 Probability and Statistical Inference (3 credits)

This one-semester course provides an introduction to fundamental principles of probability and inference including: laws of probability, discrete and continuous random variables and their probability distributions, select multivariate probability distributions, sampling distributions and the central limit theorem, point and interval estimation including maximum likelihood, an overview of the hypothesis testing framework, and common hypothesis tests including the likelihood ratio, Wald, and score tests. Prerequisites: At least one semester of Calculus. **(Required BIOS; Elective EPID, HBHP)**

PHEPI 738 Design and Conduct of Epidemiologic Studies (3 credits)

An emphasis will be placed on procedures used in the implementation of epidemiological research studies. Prerequisites: BMTRY 736 or permission of instructor. **(Required EPID; Elective BIOS, HBHP)**

PHEPI 747 Foundations of Epidemiology II (3 credits)

This course will provide a comprehensive and quantitative view of the design, conduct, analysis, and interpretation of epidemiological studies and use of EGRET software. There is a more in-depth coverage of topics than in Epi I. Prerequisites: BMTRY 700, concurrent registration with BMTRY 701, and BMTRY 736. **(Required EPID; Elective BIOS, HBHP)**

PHHBP 704 Application of Health Behavior Theory (3 credits)

Successful completion of this course will enable the student to describe the role of social and community factors in both the onset and solution of public health problems; identify the causes of social and behavioral factors that affect health of individuals and populations; identify basic theories, concepts and models; apply ethical principles to public health program planning, implementation and evaluation; specify multiple targets and levels of intervention; identify individual, organizational and community concerns, assets, resources and deficits; apply evidence-based approaches in the development and evaluation of interventions; describe the merits of social and behavioral science interventions and policies; describe steps and procedures for the planning, implementation and evaluation of public health programs; and identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. Prerequisites: PHHBP 700. **(Required for HBHP)**

PHHBP 714 Health Promotion Research Methods (3 credits)

This course introduces students to research methods in health promotion and allows them to understand and evaluate common research methods used in health promotion research. Students learn techniques related to data collection by observation, interview and questionnaire, and adapt research techniques to vulnerable and medically underserved populations. Prerequisites: PHHBP 700. **(Required for HBHP)**

PHHBP 712 Health Promotion Intervention Planning (3 credits)

In this course, students will critically examine models and processes for the systematic planning of public health interventions in a variety of settings (e.g., medical, community). Students will gain skills in needs assessment, the identification of behavioral and environmental determinants of public health problems and using theory to guide the selection of public health intervention strategies. Students will apply evidence-based approaches in the development of social and behavioral science interventions and become familiar with practical and ethical principles

underlying public health program planning, implementation and evaluation. Prerequisites: PHHBP 700, PHHBP 704, PHHBP 714. **(Required for HBHP)**

PHEPI 759 Health Disparities Epidemiology (3 credits)

The need for a public health workforce trained in equity-based approaches to social determinants of health has increased and is driven by a significant body of literature. In this course, students will learn principles and concepts of health equity and social determinants of health and relevant models and methodological issues in social epidemiologic research. **(Required for EPI; elective for HBHP)**

PHHBP 718 Health Psychology (3 credits)

This course introduces MPH students to the principles and practices of Health Psychology. The first half of the class is focused on learning theories of behavior change, discussing the case formulation process in single unrelated cases, and an introduction to the fundamental aspects of health psychology treatments. The second half of the class will center on related and increasingly complicated cases and students will be urged to see connections between symptom classes and complementary treatment models and techniques. By the end of this class students will be able to have a health psychology patient case presented and be able to describe the case in terms of a theory of health behavior or psychological intervention model and to describe how to intervene with an appropriate psychological treatment. Prerequisites: None. **(Elective for BIOS, EPID, and HBHP)**

PHGEN 780 Applied Practice Experience (Internship) (6 credits)

MPH students complete a 180-hour field placement in an appropriate public health setting, graded P/F. Sites include, but are not limited to, hospitals, not for profit organizations, governmental agencies, and worksite/for profit companies. The site is chosen based on student interest and competencies that students need to achieve. Each site must have a mentor who is credentialed or who has experience in public health. The site must have a major project that addresses the educational needs of the student, and the amount of work available for the student must fill at least 180 contact hours. If affiliation agreements are needed, students must work with MPH Program Manager to execute agreements. **(Required for all MPH Students)**

PHGEN 970 Integrative Learning Experience (Capstone) (3 credits)

All MPH students will participate in a culminating experience which is required for graduation from the program. It is completed in the final semester in the MPH program and is graded P/F. The capstone project will reflect the student's assimilation of theories and skills from didactic and experiential learning courses. Under the supervision of a faculty Capstone Advisor, the student executes a research plan and produces a final document for the capstone project, and also

participates in the MPH Capstone Symposium- presenting their capstone project research in a formal presentation session. **(Required for all MPH students)**

Academic Standing

Academic Probation and Dismissal Policy

To maintain good academic standing, at the end of each semester students must:

- Receive a **minimum grade of 2.5** in all Foundational courses (listed in curriculum grid)
- Receive a **minimum grade of 3.0** in all Concentration courses (listed below)

MPH Biostatistics students

- PHBIO 700 Biostatistics Methods I
- PHBIO 701 Biostatistics Methods II
- PHBIO 784 Biostatistics Methods III
- PHBIO 785 Probability and Statistical Inference

MPH Epidemiology students

- PHEPI 736 Epidemiology I
- PHEPI 747 Epidemiology II
- PHEPI 738 Field Epidemiology
- PHEPI 759 Health Disparities Epidemiology

MPH Health Behavior and Health Promotion students

- PHHBP 700 Social and Behavioral Sciences
- PHHBP 704 Health Behavior Theory
- PHHBP 714 Health Behavior Research Methods
- PHHBP 712 Health Behavior Intervention Planning

- Maintain a minimum 3.0 cumulative grade point average (GPA) based on the combined performance in all merit-graded courses.

- Earn a passing grade in all required pass/fail graded courses.

An MPH student who earns **less than 2.5 in Foundational courses or **less than 3.0** in Concentration courses will be required to retake the course at the first available opportunity and achieve a passing grade. **Courses may only be retaken once.**

Progress Evaluation

The MPH Program Committee will evaluate students on the basis of performance in the above criteria after final grades are posted each semester. If, in the opinion of the MPH Program Committee, a student is not making normal progress toward his or her degree, the student may be placed on Academic Probation. Students who unsuccessfully transition off of probationary status will be dismissed from the program. Students may request review of a dismissal decision by appealing in writing to the MPH Program Committee and, if desired, to the Chair of the Department of Public Health Sciences.

MUSC Student Honor Code

All MUSC students are expected to abide by the Student Honor Code. The full document can be viewed at MUSC Student Code or in **Appendix C**.

Violations of the Honor Code include, but are not limited to: Plagiarism, Cheating, Unauthorized Group Work, Multiple Submission, Tampering with Academic Records or Materials, Deceit, Attempt, Failure to Report. See definitions for each below.

1. **Plagiarism**, defined as presenting the words, work, processes, or ideas of another as one's own in academic work, without proper acknowledgement of the source. Examples include doing the following without proper acknowledgement of the source: copying or closely paraphrasing text or distinctive nomenclature; using facts, figures, graphs, charts or other information or presentations of information; submission of academic work prepared in whole or in part by someone else (including a commercial vendor).
2. **Cheating**, defined as the giving or receiving of unauthorized aid in academic work, and any attempt to gain an unfair advantage in academic work. Examples include copying another student's work; unauthorized use of notes or devices; unauthorized possession, dissemination, or use of examination questions or similar materials such as prior examinations; soliciting, giving, or receiving unauthorized aid.
3. **Unauthorized Group Work**, defined as collaboration with any other person on academic work, where such collaboration is not permitted.
4. **Multiple Submission**, defined as submitting the same academic work for credit more than once, without authorization.
5. **Tampering with Academic Records or Materials**, defined as making pertinent academic materials unavailable to others; altering or tampering with grades, academic or attendance records, or examinations; and/or altering, damaging, or interfering with notes or laboratory or similar experiments or projects.

6. **Deceit**, defined as making untrue or deceitful statements to obtain an advantage in academic work. Examples include misleading others in order to obtain unauthorized answers or materials for academic work, and untruth concerning attendance at classes or other course-related events. “Deceit” also includes any untrue statement in connection with an Honor Code investigation or proceeding.
7. **Attempt**, defined as an attempt to commit an act that would violate the Honor Code.
8. **Failure to Report**, defined as failing to report a known violation of the Honor Code.

It is the responsibility of all students to review and sign the MUSC Honor Code each semester. If determined there is a violation of the MUSC Honor Code, students will be reported to the College of Medicine Honor Council. See **Appendix C** regarding the Honor Council.

5. Administrative Policies & Procedures

Academic Calendar

See **Appendix D** with the MUSC Academic Calendar for 2025-2026 academic year.

Tuition and Fees

The tuition and fee schedule for full and part-time students is published annually [MUSC Tuition and Fees](#) and the policy regarding the number of credit hours considered full-time status is published to the Office of Enrollment Management. The schedule is posted on the University website. It is also available from the Office of Enrollment Services. Visiting students also pay any applicable university, health, or student activity fees. Full-time are eligible to apply for student loans through the MUSC Office of Financial Aid. The Financial Aid contact for MPH students is Ms. Katie Owens at (843) 792-9737 or owenkati@musc.edu.

Academic Advisor

Upon entrance to the program, each student is appointed an Academic Advisor by the program-specific Graduate Training Director, selected from the student’s chosen area of emphasis. Selections are made with consideration of student and faculty interests, specialized fellowship support, and faculty commitments. Any request for change of the initially assigned advisor should be directed to the program-specific Graduate Training Director.

The primary responsibilities of the Academic Advisor are to provide guidance in the academic program, especially with respect to course work, and to carry out selected academic functions related to completion of academic program requirements. Students must confer with their advisors when selecting courses (after automatic enrollment in the first semester) and should meet with their advisors for approval of the course plans before online registration in subsequent semesters. Additionally, students are required to consult with their advisors and obtain necessary signatures prior to adding or dropping courses once the semester has started.

Curriculum Grid

The Curriculum Grid (**see Appendix A**) is a list of courses and other requirements that the student must complete to satisfy requirements for the MPH degree. Decisions to remove, substitute, or add courses to the Curriculum Grid must be approved by the student's Academic Advisor with concurrence from the program-specific Graduate Training Director.

Criteria for Changing MPH Degree Program

Changing MPH concentrations are only rarely considered if the student has a compelling rationale that relates to their short and long-term career goals. Students may request a change in MPH degree program by ****no later than the end of the first semester****. This change request must be done by:

1. A formal written petition to the Graduate Training Director of the program to which the change is requested. Students must be in good academic standing at the time of the request.
2. The written petition must be prepared as an updated Personal Statement that includes a strong rationale for changing disciplines and a statement of how the program change will match the student's short- and long-term career objectives and interests.
3. In addition to the student's written petition, the student must submit letters of support from both the Associate Vice Chair as well as the Graduate Training Director of the program in which the student currently resides.
4. The Graduate Training Director to whom the petition is directed will forward all materials to the appropriate MPH Program Committee for review and final decision.
5. The updated personal statement will be reviewed by the review committee of the new concentration along with the initial application submitted for the MPH program.
6. Students will not be charged an additional fee for applying to a different MPH program. Students who change to a new degree program may take longer to complete the program to complete all required courses.

Work Study/Graduate Assistantship Opportunities

As a student of the MPH Program, there are a few paid opportunities available to students, including Federal Work Study, Graduate Assistantship, Field Placement with the Region IV Public Health Training Center, or an internship.

As a student of the MPH Program, there are a few paid opportunities available to students, including Federal Work Study, Graduate Assistantship, Field Placement with the Region IV Public Health Training Center, or an internship.

1. **Federal Work Study**- is financial assistance which is made available to qualified students. The program is designed to provide students the opportunity to meet their cost of education while enrolled at MUSC. For work study, students will assist with research, TA duties, or daily operations of the MPH program and will be supervised by MPH faculty.

- a. Work study opportunities are available beginning the 2nd semester of the MPH program.
 - b. If interested, students should contact Associate Vice Chair to identify faculty-led project and coordinate the application process.
 - c. Students who are already employees of MUSC **are not eligible** for work study opportunities.
2. **Graduate Assistantship-** is an opportunity to work with a faculty member to conduct research. Student(s) will be paid directly from the research grant of the faculty member. Students are eligible to seek graduate assistantships outside the department.
3. **Region IV Field Placement-** provides an opportunity for current public health students to gain practical experience working with seasoned public health practitioners (mentors) serving or working on behalf of underserved communities or populations. All field placements are intended to enhance a student's professional skills and knowledge while giving them the opportunity to use skills learned in the classroom. Broad areas that might be addressed by a field placement experience are epidemiology or biostatistics, health policy, health management, health promotion and education, global health, health communications, environmental health, or refugee health. A limited number of awarded student scholars will be placed in organizations in the Region IV Public Health Training Center's eight states, which are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.
 - a. The MPH program awards 1-2 students the field placement each semester.
 - b. Students must be in good academic standing to be eligible.
 - c. If interested, contact Dr. Cobbs, cobbsj@musc.edu

Students are not allowed to work more than 20 hours per week and students with full-time employment are **not eligible** for any of the above opportunities.

Non-Departmental Courses

MPH students may take course work outside the Department with the approval of their Academic Advisor and Graduate Training Director. Non-Departmental courses must be at a graduate level that corresponds to the MUSC courses at or above the 600 level.

Semester Course Registration

All first-year students will be registered for first semester courses by the Program Manager. Starting the second semester, all MPH students are required to register for courses within the Anthology Student Portal. All students are required to meet with academic advisors before registering for courses to discuss curriculum grid, class schedule, and courses that will be taken the following semester.

Incomplete Coursework

The incomplete grade should be finalized by the end of the following semester. The instructor can choose to defer beyond that date if agreeable under special circumstances.

Withdrawal from a Course Process

To withdraw from a course the student must:

1. Schedule a meeting with the instructor of the course and MPH Faculty Advisor to discuss the need to withdraw from the course
2. Once approved by the instructor and faculty advisor, a notice from the student should be sent to the MPH Program Manager to submit a withdraw form to the Registrar Office
3. Students should not withdraw from a course without the consultation of the program (i.e. instructor, faculty advisor, Graduate Training Director, etc)
4. The final grade will be entered following the grading policy below

Withdrawal from a Course Final Grade

MUSC Enrollment Services records the following grades on a student's transcript to indicate a withdrawal from a course.

WD: indicates the student withdrew from course after the drop/add period but before the end of the first third of the course. This requires prior approval of the dean upon recommendation of the instructor. There is no academic impact on the grade point average, but the student's progress may be affected.

WP: indicates the student withdrew from a course, for reasons beyond his/her control, after the first third of the course was completed. The student was performing at a satisfactory level. This requires prior approval of the dean upon recommendation of the instructor. There is no academic impact on the grade point average, but the student's progress may be affected.

WF: indicates the student withdrew from a course after the first third of the course was completed. The student was performing at an unsatisfactory level. This requires prior approval of the dean upon recommendation of the instructor. There is no academic impact on the grade point average, but the student's progress may be affected.

WR: indicates the student withdrew after the drop/add period from all courses at the University with permission to take a leave of absence. This requires the prior approval of the dean and may result in dismissal if the terms of the leave of absence are not met.

The Department of Public Health Sciences will award these withdrawal grades according to the following criteria.

If the student requests a withdrawal from a course:

- **Before the published MUSC drop/add period deadline**, no grade is required from the instructor. The course will not be recorded in the student's permanent record.
- **After the published MUSC drop/add deadline**, but before one third of the course is completed, the instructor will record a grade of WD on the drop/add form.
- **After the first third of the course is completed**, before two thirds of the course is completed, the instructor will record a grade WP or WF on the drop/add form. Students must have at least a 2.0 average in the course to receive the WP grade. WR is recorded only after verification that the student has completed the necessary paperwork to take a leave of absence from the program.
- **After two thirds of the course is completed**, the student will not be permitted to withdraw from a course. WR may be recorded only after verification that the student has completed the necessary paperwork to take a leave of absence from the program.

It is the student's responsibility to acquire, complete and file a Request for Add and/or Drop form when he/she wants to request permission to withdrawal from a course. These forms are available from the MPH Student Services Manager. No withdrawal, other than one prior to the drop/add date, is automatic. A withdrawal from a course requires the permission of the instructor and the approval of the Graduate Training Committee. Failure to submit properly completed and approved forms could result in a 0.0 grade.

Leave of Absence

After the completion of the first semester, any student in good academic standing may elect to take a leave of absence for **no longer than one year**, provided the Associate Vice Chair is notified in writing. Such a student shall be automatically entitled to register for the semester immediately following the leave of absence. The student must complete and file the necessary paperwork with the Office of Enrollment Management. If a student is not in good academic standing and wishes to request a leave of absence, he/she must obtain approval from the Associate Vice Chair. Additional information regarding the College of Medicine policy for leave of absence can be found at [College of Medicine Leave of Absence Policy](#).

Withdrawal from the MPH Program

Upon meeting with the faculty advisor, Graduate Training Director, or the Associate Vice Chair, a petition for withdrawal shall contain the following:

1. The reason(s) the student wishes to withdraw. If the withdrawal is sought because of medical reasons, the student should be prepared to present documentation of the medical problem upon request of the Associate Vice Chair.
2. A statement of when the student would like to return to the program if the student intends to do so.

3. Completion of the University's Withdrawal form by the MPH Program Manager.

Re-admission after Withdrawal from the Program

A petition for re-admission after withdrawal shall contain an explanation by the student of how the circumstances that led to the student's withdrawal have changed. Petitions for re-admission after withdrawal shall be granted if the Associate Vice Chair finds that the circumstances leading to withdrawal have been alleviated so that the student's education can continue.

Professionalism

See **Appendix B Section 4** All MPH students must dress professionally (business casual; no shorts, tank tops, t-shirts, or gym clothing) and conduct themselves professionally.

Responding to Concerns of Mistreatment

- Every effort is made to respond to concerns of mistreatment in a timely and professional manner to minimize the risk of harm including retaliation.
- All complaints will be fully investigated, and measures will be taken to reach an appropriate resolution.
- Except in cases of an anonymous complaint, students will be provided with clear and timely feedback concerning the status and resolution of their complaint.
- Notification should be directed to Eden Mekonnen, mekonnen@musc.edu as soon as possible after the event of mistreatment.
- The student will be notified when a report of unprofessional conduct is filed.
- If an incident is determined to be egregious, the Chair of the Department of Public Health Sciences should be informed immediately; at which point the Associate Vice Chair will meet with the student and/or conduct a review of the incident. The severity of the infraction will be determined by the Chair and Associate Vice Chair and may result in a referral to the MPH Program Committee.
- The MPH Program Committee will discuss the issue and will determine the most appropriate course of action. Potential consequences include, but are not limited to, no action, supportive intervention, or adverse actions (i.e., professionalism probation, suspension, or dismissal).
- Alcohol and drug misuse and abuse can be detrimental to one's overall physical and emotional health, as well as academic and/or professional performance.
- The College of Medicine complies with and upholds all federal, state, and local laws that regulate or prohibit the possession, use or distribution of alcoholic beverages or illicit drugs.
- College of Medicine students are expected to act as professionals at all times (both on and off campus). Students are seen by the public as not only representatives of themselves but MUSC as well.

Substance Abuse

The Department of Public Health Sciences uses the following standard process for dealing with issues related to substance use, abuse, or dependence.

- The student will meet with the MPH Graduate Training Committee.
- A Behavioral Monitoring plan will be established during the meeting.
- Behavioral Monitoring plans may include, but are not limited to:
 - Mandated treatment at Counseling and Psychological Services
 - Required random drug and alcohol screening.
 - Other required treatments as stipulated by clinicians caring for the student.
- The student will not be able to participate in the Applied Practice Experience (internship) coursework until his/her drug and alcohol screens are negative.

Reporting of Criminal Charges and Arrest

Upon matriculation and thereafter, any student who is charged with a crime, arrested or convicted must report the occurrence to the Associate Vice Chair within 72 hours. Such matters may have implications for placement in internship sites and or professional licensure. Failure to report the criminal charge, arrest or conviction may result in a referral to the MPH Graduate Training Committee regardless of if the process is ongoing or finalized in the legal system.

Photo/Video/Audio Consent

When a signed consent form is not necessary:

- Consent is implied for faculty and employees of the Medical University. If faculty and staff wish not to appear in photos/videos/audio, it is that person's responsibility to inform the appropriate faculty or staff member at the time of the recording or photography that they wish not to appear.
- Any event to which the public is welcome (i.e., graduation, most fund raisers).
- Anyone appearing in any outdoor spaces on campus or places in which permission is not needed to enter.
- Non-subjects appearing unintentionally in the background or any person whose identity is unclear or obscured.
- When a signed consent form is necessary:
- In general, signed consent forms are required if a student can be identified in publicly accessible photos/videos/audio, including photos/videos/audio shown or displayed in educational settings in which the student did not participate.
- During college orientation, all COM students are given the opportunity to sign the "Photograph/Video consent/Waiver form". It is explained to students during this time the purposes for which COM requests their permission to produce photos/videos/audio (e.g., educational purposes, promotion of program, recruitment, annual report, college newsletters). Students may choose at this time to opt out of signing the form.

- Students are informed that, if he/she opts out of signing a photos/videos/audio consent form, it is the student's responsibility to inform faculty or staff at the time of video-recordings or photography that they do not consent to be recorded or photographed.
- If a student has signed a consent form and later opts to withhold the public release of directory information as defined by FERPA, it is the student's responsibility to inform the appropriate faculty or staff member at the time of the recording or photography that they wish not to appear.
- Hard copies of signed consent forms or a record of the student's opting out of signing the consent form are held in the student's file and retained according to program needs/processes.

Additional Resources

CampusLabs is MUSC's online survey application for setting up and receiving confidential student evaluations of courses and instructors. Students will complete course evaluations at the end of every semester to provide feedback regarding course, instructor, academic advising, and overall experience within the MPH program. For support, contact evals@musc.edu.

Housing

The University does not provide on-campus dormitory housing. However, the University is in downtown Charleston and private housing facilities are readily available, with cost varying according to individual needs. The Off-Campus Housing Office at MUSC assists students in finding suitable housing in the Charleston area.

Further information is available [Housing](#) or by contacting the Student Programs office at **843-792-2693**.

Personal Problems

Various offices on campus are available to assist students with personal problems that may arise during their stay at MUSC. The Interschool Council publishes a Student Guide which can be helpful in areas of housing, financial assistance, personal counseling, and student activities. A copy is mailed to each entering student. More information is available from the Student Activities Office located in the MUSC Wellness Center. The CAPS (Counseling and Psychological Services) Office is available to support current students at their location next to student health. Their number is 843-792-4930.

Services for Students with Disabilities

The university is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 and its amendments (the "ADA") and the Rehabilitation Act of 1973 ("Section 504") and to providing equal educational opportunities to otherwise qualified students with disabilities. Disability support services are available to otherwise qualified students with disabilities to ensure equal access to the University's programs and services. Services may

include making academic and/or non-academic accommodation for students. For more information, contact Stephanie Price at pricstep@musc.edu or 843-792-5733, or visit [ADA Resources](#)

Academic Problems

Students may consult their Academic Advisor, the Graduate Training Director, or any member of the faculty for advice concerning academic problems. The Departmental Student Grievances Committee (see Section VII.G) can be called into session by contacting the Graduate Training Director in writing, stating the nature, circumstances, and principals involved in the problem. All efforts will be made to resolve the grievance within the Department. The formal academic review process for graduate students in the Department comes under the purview of guidelines stated in the Bulletin of the Medical University of South Carolina at the following site: [MUSC Academic Standards](#)

Additional Resources

Course Evaluations

CampusLabs is MUSC's online survey application for setting up and receiving confidential student evaluations of courses and instructors. Students will complete course evaluations at the end of every semester to provide feedback regarding course, instructor, academic advising, and overall experience within the MPH program. For support, contact evals@musc.edu.

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Computing Facilities

Research and teaching activities in the Department of Public Health Sciences are supported by an array of computer systems including high-end PC’s, Unix-based workstations, and departmental file/application server. Further computational facilities are provided through a cluster of computers (high-end Silicon Graphics workstations) maintained at the University’s Data Center by the Office of the Chief Information Officer (OCIO). Various application software packages and a comprehensive program development environment offer users easy access and means to analyze large scientific databases. The Department is fully networked through its own LAN and the university communication backbone. Future and current innovations include advanced virtualization of servers and desktops for rapid deployment. These technologies will allow the user universal access to resources; single user login to systems managed by the Department and centralized administration of all hardware, software and peripherals.

Students are required to have a laptop that meets the specifications of the Department for use during their course of study. For current specifications, please contact the Information Technology staff of the Department of Public Health Sciences. Students may purchase systems at a discounted rate through the Medical University of South Carolina recommended list of vendors.

Copying Facilities

Students will have access to a printer in the department for reasonable use, as determined by the Department IT staff. A four-digit copy code is assigned upon matriculation for copying and scanning purposes.

Laptop Standards

The Department of Public Health Sciences (DPHS) requires that all incoming students purchase a portable or laptop computer. Our buildings are all wireless-enabled, and you will be able to access your campus email, student-related information, course materials, and other important web-based resources at any time using your laptop. To ensure compatibility with the existing campus technology infrastructure, DPHS has identified hardware and software standards for student laptops (see below). Students must bring to campus a laptop that meets or exceeds these standards. Students with laptops that do not meet the minimum standards will receive limited software support by DPHS. IT will not be able to offer hardware support or repair for any student-owned laptops.

Please note that the Department of Public Health Sciences laptop hardware and software standards are different from university standards.

It is imperative that you adhere to the Department of Public Health Sciences standards, as you will be required to complete complex statistical modeling in the MPH program.

Student Laptop Minimum Hardware and Software Requirements

Laptop: Any PC-based laptop (No Macs are allowed) which meets the following hardware standards:

Processor: Minimum of an Intel Core i7

Memory: Minimum of 16GB RAM

Hard Drive: Minimum of 256 GB (a solid-state drive is recommended for faster read and write speeds)

Operating System: Windows 11 Professional (No Home Editions). This provides BitLocker Drive Encryption which meets the MUSC policy and State of South Carolina requirements.

Antivirus Software: The Department of Public Health Sciences will provide antivirus software protection.

Warranty: Due to the critical nature of system availability, the department recommends purchasing an extended hardware warranty. The Department of Public Health Sciences does not maintain an inventory of hardware.

As Apple Mac Laptops are not supported, I.T. will not be able to install software or printer drivers on the devices.

Department Contact Information

MPH Leadership		
Hermes Florez, MD, PhD, MPH	Department Chair	florez@musc.edu
JacKetta R. Cobbs, PhD, MPH	Associate Vice Chair, Graduate Training Director, Generalist	cobbsj@musc.edu
Naomi Brownstein, PhD	Graduate Training Director, Biostatistics	brownstn@musc.edu
Kelly Hunt, PhD	Graduate Training Director, Epidemiology	huntke@musc.edu
Alana Rojewski, PhD	Graduate Training Director, Health Behavior & Health Promotion	rojewski@musc.edu
Katherine Sterba, PhD, MPH	Graduate Training Director, Health Behavior & Health Promotion	sterba@musc.edu
MPH Coordination		
Eden Mekonnen, CHES, MPH	MPH Program Manager	mekonnen@musc.edu
Caylin Rymph	MPH Digital Learning & Marketing Coordinator	rymph@musc.edu
Clifton Duffy	MPH IT Personnel	duffycl@musc.edu
MUSC Writing Center		
Michelle Cohen	Associate professor	cohenmi@musc.edu
MUSC Library		
Rena Lubker	Professor	lubker@musc.edu
MUSC Financial Aid		
		finaid@musc.edu
MUSC Student Accounting		
		studacct@musc.edu
MUSC Office of Enrollment Management		
		oesadmis@musc.edu

Appendix A: Curriculum Grid

Biostatistics Curriculum Grid

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall I		Spring I		Summer I	
Biostatistics Methods I** (PHBIO 700)	3	Biostatistics Methods II* (PHBIO 701)	4	Intro to Health Systems and Policy** (PHGEN 710)	3
Introduction to Public Health* (PHGEN 706)	2	Environmental Health Sciences** (PHGEN 708)	3	ILE Planning ** (PHGEN 770)	1
MPH Seminar* (PHGEN 750)	1	Foundations of Epidemiology* II (PHEPI 747)	3	Biostatistics Methods III* (PHBIO 784)	3
Foundations of Epidemiology I** (PHEPI 736)	3	IP Foundations & Team STEPPS* (IP 711)	1	Probability and Statistical Inference (PHBIO 785)	3
Social & Behavioral Sciences** (PHHBP 700)	3			Elective Coursework	2
Total Semester Hours	13	Total Semester Hours	11	Total Semester Hours	12
Year 2					
Fall II					
Applied Practice Experience (internship) (PHGEN 780)	6				
ILE Integrated Learning Experience (Capstone) (PHGEN 970)	3				
Total Semester Hours	9				

*Required Courses for MPH in Biostatistics

** Core Courses for All MPH Students

Epidemiology Curriculum Grid

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall I		Spring I		Summer I	
Biostatistics Methods I** (PHBIO 700)	4	Biostatistics Methods II* (PHBIO 701)	4	Intro to Health Systems and Policy** (PHGEN 710)	3
Introduction to Public Health* (PHGEN 706)	2	Environmental Health Sciences** (PHGEN 708)	3	ILE Planning ** (PHGEN 770)	1
MPH Seminar* (PHGEN 750)	1	Foundations of Epidemiology* II (PHEPI 747)	3	Field Epidemiology* (PHEPI 738)	3
Foundations of Epidemiology I** (PHEPI 736)	3	IP Foundations & Team STEPPS* (IP 711)	1	Health Disparities: Sociological and Epidemiological Perspectives * (PHEPI 759)	3
Social & Behavioral Sciences** (PHHBP 700)	3	Elective Coursework	2		
Total Semester Hours	13	Total Semester Hours	13	Total Semester Hours	10
Year 2					
Fall II					
Internship (PHGEN 780)	6				
Capstone (PHGEN 970)	3				
Total Semester Hours	9				

*Required Courses for MPH in Epidemiology

** Core Courses for All MPH Students

Health Behavior Health Promotion Grid

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall I		Spring I		Summer I	
Social & Behavioral Sciences** (PHHBP 700)	3	Health Promotion Research Methods (PHHBP 714)	3	Intro to Health Systems and Policy** (PHGEN 710)	3
Introduction to Public Health* (PHGEN 706)	2	Intro to Health Behavior Theory (PHHBP 704)	3	ILE Planning (PHGEN 770)	1
MPH Seminar* (PHGEN 750)	1	Environmental Health (PHGEN 708)	3	Health Promotion Intervention Planning (PHHBP 712)	3
Foundations of Epidemiology I** (PHEPI 736)	3	IP Foundations & Team STEPPS* (IP 711)	1	Elective Coursework	3
Biostatistics Methods I** (PHBIO 700)	4	Elective	3		
Total Semester Hours	13	Total Semester Hours	13	Total Semester Hours	10
Year 2					
Fall II					
Internship (PHGEN 780)	6				
Capstone (PHGEN 970)	3				
Total Semester Hours	9				

*Required Courses for MPH in Health Behavior Health Promotion

** Core Courses for All MPH Students

Appendix B: MUSC Student Policy

1. DPHS Student Responsibility Policy

I. Policy Statement/Purpose

As part the MUSC community, the Department of Public Health Sciences (DPHS) students are responsible for fulfilling certain required, professional expectations that contribute to creating and preserving the best academic and learning environments for all members of the community. This policy outlines professional responsibilities for all DPHS students.

II. Scope

This policy applies to all students enrolled in DPHS graduate programs.

III. Policy

A. Policies and Laws

- a. Students are responsible for knowing the policies and laws that govern the institution. To ensure that students are always informed, each student must complete annual web-based training modules that address important policies, procedures, and laws through the following:
 - i. MUSC Mandatory Annual Training that addresses university rules, policies, procedures, and laws.

B. Evaluations

- a. Student's evaluations and feedback are essential to maintaining and improving the quality of the education provided by DPHS. Students are encouraged to be honest, forthright, and professional in their evaluations.
- b. Learning how to give and receive feedback is an essential part of a student's professional growth.
- c. It is the professional responsibility of all students to complete the **assigned, mandatory** evaluations for course and teacher evaluations through the anonymous web-based evaluation system.
- d. Students will receive email notifications to complete evaluations about courses and preceptors.
 - i. Students **will have fourteen (14) calendar days** to complete evaluations.
- e. Evaluations and comments provided by students in the web-based system **are anonymous**, and the information provided on any evaluation cannot be linked to your identity by MUSC faculty or staff.
 - i. Evaluation data for courses are shared with the instructing faculty for the courses and the department chair.
 - ii. Student identity can only be obtained from the evaluation system in the case of concerns regarding threats of harm to self or others.

- f. The system produces a compliance report which permits the Office of Assessment, Evaluation and Quality Improvement to **know which students have completed** the evaluations, **without disclosing any of the evaluation content**.
 - g. DPHS enforces a strict no retaliation position regarding the evaluation process.
- C. Timely responses by requested deadlines.
- a. Students are responsible for fulfilling requests from university or college entities including but not limited to the following: Student Health, Bursar’s Office, Office of Enrollment Management.
 - b. Students are responsible for checking their email daily so that they can receive important notifications and respond in a timely manner to program evaluations.
 - c. All students must use their MUSC email account when communicating with faculty, staff, and administration.
- D. Student requests for absences and schedule changes must be submitted in a timely way according to relevant policies.

IV. Definitions

- A. The Office of Assessment, Evaluation, and Quality Improvement (OAEQI) oversees this evaluation system for the College of Medicine.

V. Related Policies

- A. MUSC Mandatory Annual Training Policy (# U-STU-004)
- B. DPHS Student Professionalism Policy

VI. Applicable Laws and/or Regulations

NA

VII. References (Internal and External) and Citations

N/A

VIII. Distribution and Communication Plan

The policy is communicated to DPHS students during orientation to incoming students. When the language of the policy is revised, an email update is sent to faculty and to students. The policy is posted on the DPHS website policy page.

IX. Appendices

NA

2. DPHS Student Professionalism Policy

I. Policy Statement/Purpose

The Department of Public Health Sciences (DPHS) has primary responsibility for ensuring an environment that nurtures the professional development of future public health professionals and for effectively assessing the professionalism competency of the learners. In addition to acquiring foundational scientific knowledge, students must attain competency in professionalism. DPHS clearly define these expectations for the Master of Public Health (MPH), PhD, and MS degree programs. Effort is made to foster students' professional growth and development throughout their enrollment. The department maintains a process for identifying and addressing unprofessional behavior.

This policy describes the professionalism competencies in the graduate degree programs, and establishes the procedures for reporting, tracking and addressing unprofessional behavior. Enrolled students should contact the Associate Vice Chair for specific questions related to this policy.

II. Scope

This policy applies to all DPHS students enrolled in the MPH, PhD, and MS programs. DPHS faculty and staff should be knowledgeable about the Policy.

III. Policy

DPHS Competencies for Professionalism and Personal and Professional Development

Professionalism: Students must demonstrate a commitment to professional and personal excellence in all settings, including adherence to ethical principles and sensitivity to a diverse patient population.

PR 1 Demonstrate honesty, integrity, respect, and compassion in all interactions with patients, peers, faculty, staff, and other health care professionals in all settings.

PR 2 Demonstrate ethical, patient-centered decision-making, informed consent, and respect for autonomy and confidentiality of patient information in all settings (i.e., , academic, electronic or web-based.)

PR 3 Demonstrate sensitivity and responsiveness to the personhood of the patient inclusive of culture, race, ethnicity, spirituality, gender, sexual orientation, age, physical characteristics, medical condition, disabilities, socioeconomic status, family-context and other aspects of personal and health beliefs, practices and decisions.

PR 4 Demonstrate accountability for academic, patient care and professional responsibilities including concern for societal needs.

PR 5 Demonstrate responsiveness to patient needs that supersedes self-interest.

Personal and Professional Development: Students must demonstrate the qualities required to sustain lifelong personal and professional growth.

PD 1 Acknowledge personal limitations and mistakes openly and honestly, seek and respond to feedback in a positive way, and demonstrate flexibility and maturity in adjusting one's behavior.

PD 2 Demonstrate strategies for analyzing, identifying and improving personal deficiencies in knowledge and skills by setting learning and improvement goals.

PD 3 Demonstrate a commitment to personal health and well-being, and recognize and address personal attributes, attitudes, and behaviors that may adversely influence one's effectiveness as a public health professional.

PD 4

PD 5 Use self-awareness and assessment data of one's knowledge, skills and attributes to identify appropriate career options.

Students' Professional Behavior

As professionalism is fundamental to the field of public health, DPHS students are expected to demonstrate exceptional professionalism and always exhibit the highest standards of moral and ethical behavior, in all settings and in all interactions.

Examples of Unprofessional Behavior

Unprofessional behavior, including but not limited to the following examples, should be documented, and reported by the observer of the behavior.

- Engages in inappropriate relationships with fellow classmates, patients, teachers, residents, or faculty, thereby disrupting the learning environment.
- Engages in disruptive behavior in the learning environment.
- Engages in illegal behavior including, but not limited to, violation of patient confidentiality laws.
- Disrespectful or inappropriate verbal or written communication.
- Disrespectful behavior toward students, faculty, staff, internship preceptors, or community partners.
- Irresponsible behavior or disregard for college, university or health system policies or public health directives about COVID-19.
- Absent without approval, missed deadlines, or late for mandatory activities, internships, or submitting assignments.
- Inappropriate use of cell phone and/or social media.
- Does not function adequately as a part of the cohort or department.
- Insensitive to the needs, feelings, and wishes of others.
- Defensive in the face of constructive criticism or resists making changes in their professional behavior.

Procedure for the Documentation, Tracking, and Reporting of Unprofessional Conduct

An incident that raises significant concerns about a DPHS student's behavior should be reported to the Associate Vice Chair (cobbsj@musc.edu) for review of the incident.

Tracking and Referral to the Student Progress Committee

- The student will be notified when a report of unprofessional conduct is filed; the student may be required to meet with the Associate Vice Chair who will conduct a review of the incident.
- The MPH Program Committee will discuss a summary of the unprofessional behavior to determine if referral is appropriate.
- If a student receives three professionalism concerns the student may be placed on Academic Probation.
- If the unprofessional behavior constitutes a breach of the MUSC Honor Code, the issue will be referred to the MUSC Honor Council (*See MUSC Honor Code*) for adjudication of the specific behavior that is a breach of the Honor Code, in place of the process described above. Some breaches of professionalism can result in separate referral to the Student Progress Committee and the MUSC Honor Council for separate concerns.

IV. Definitions

NA

V. Related Policies

1. [MUSC Honor Code](#)
2. [HIPAA Policy \(Privacy Policy of Individually Identifiable Health Information\)](#)
3. [MUSC Prohibited Discrimination, Harassment, and Sexual Misconduct](#)
4. [MUSC Policy on Professionalism and Standards of Conduct for Students](#)
5. [MUSC Policy on Professionalism and Standards of Conduct for Student Organization](#)
6. [MUSC Student Arrest /Charged Policy](#)
7. [MUSC Alcohol and Other Drugs Policy](#)
8. [MUSC Human Resources Drug-Free Workplace Policy \(NetID required\)](#)
9. [MUSC Alcohol Service Policy \(Student Policy\)](#)
- 10.

[Drugs of Abuse – A DEA Resource Guide](#) (2025). This comprehensive guide provides important information about the harms and consequences of drug use by describing a drug's effects on the body and mind, overdose potential, origin, legal status, and other key facts. Drugs of Abuse also offers a list of additional drug education and prevention resources.

VI. Applicable Laws and/or Regulations

NA

VII. References (Internal and External) and Citations

NA

VIII. Distribution and Communication Plan

The policy is communicated to DPHS students during orientation to incoming students. When the language of the policy is revised, an email update is sent to faculty and to students. The policy is posted on the DPHS website policy page.

Related policies can be found in the MUSC website

[College of Medicine Policies, Procedures, & Guidelines | MUSC College of Medicine](#)

IX. Appendices – see forms attached.

NA

3. Student Fulltime Enrollment Status

I. Policy Statement/Purpose

The full-time enrollment policy specifies the minimum number of credit hours a student in a specific academic program must be enrolled in each semester to be classified as a full-time student. Full-time enrollment status affects a wide range of university functions and activities, including administration of financial aid, billing, registration, fiscal forecasting, support services, and reports provided to state and federal agencies.

II. Scope

The full-time enrollment status table affects all MUSC students, colleges, and the academic programs comprising each college.

III. Policy

The values in the tables designate the minimum number of credit hours a student must be enrolled in to qualify as a full-time student. A student qualifies as a part-time student if the student is enrolled in at least half but less than all the published credit hours.

Full-time enrollment status for MUSC students is defined as follows:

All Semesters				
College	Certificate	Undergraduate	Graduate	Professional
Dental Medicine	N/A	N/A	1 credit hour	1 credit hour
Graduate Studies	9 credit hours	N/A	9 credit hours	N/A
Health Professions*	N/A	12 credit hours	9 credit hours	N/A
Medicine	N/A	N/A	9 credit hours	1 credit hour
Nursing	8 credit hours	12 credit hours	8 credit hours	N/A
Pharmacy	N/A	N/A	N/A	8 credit hours

I. Definitions for the purposes of this policy**
NA

II. Related Policies **

[Awarding Academic Credit](#)

[Calculating Credit Hours](#)

[Leaving the University](#)

III. Applicable Laws and/or Regulations (not intended to be all inclusive) **
This policy is intended to promote the University's compliance with these and other

federal and state laws.

NA

IV. References (Internal and External) and Citations **
NA

V. Distribution and Communication Plan
The policy will be published in The Bulletin.

VI. Appendices (e.g. forms, procedures, i.e., the “who, when, how” the policy will be implemented, FAQs) **

N/A

Policies become effective on the date of publication

** If not applicable, enter

4. DPHS Student Dress Code Policy

Policy Statement/Purpose

The Medical University of South Carolina (MUSC) is a professional university, and as such, students are expected to display an appropriate level of judgment regarding personal hygiene, grooming and dress. This policy outlines expectations regarding dress and grooming for DPHS students during their matriculation.

Scope

This policy applies to all DPHS students, and DPHS faculty and staff should be familiar with the policy.

Policy

A. Minimum Standards for Campus Dress

1. Student ID badges should be always visible.

2. The following attire or style is never acceptable during class, internships, or other professional settings.
 - Sunglasses, hats, caps, or other headwear worn inside buildings unless approved for health or religious reasons.
 - Revealing clothing including fish-net stockings/hosiery and other sheer or see-through clothing; short shorts, crop tops and other bare midriff tops; spaghetti strap blouses
 - Athletic-type, wide-armhole tank tops that expose chest, back or midsection.
 - Tight or ill-fitting clothing; Pants worn below the waistline and/or dragging the floor.
 - Any clothing with holes, cuts, or rips (i.e., jeans, shirts, tops, etc.)
 - Bare feet, thongs, or flip flops (i.e., beach shoes)
 - Clothing with inappropriate writing, advertisement, artwork, or slogans
 - Wrinkled, stained, dirty or unsafe attire.
 - Extreme personal presentation of any type (e.g., body piercing, hair style, tattoos)

Definitions

NA

Related Policies

NA

Applicable Laws and/or Regulations

NA

References (Internal and External) and Citations

NA

Distribution and Communication Plan

The policy will be posted to the DPHS website and included in all student handbooks. Students will be informed of the policy during New Student Orientation.

Appendices

NA

5. MUSC Plagiarism and Artificial Intelligence Guidelines

Plagiarism statement

According to the National Institutes of Health (2023), “Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.” In line with this NIH definition, the MUSC Honor Code defines plagiarism as “presenting the words, work, processes, or ideas of another as one’s own in academic work, without proper acknowledgement of the source.”

Words, processes, and ideas requiring acknowledgement may originate from a variety of sources, including printed works, speeches, presentations, recordings, machine generated (e.g. artificial intelligence), and/or Internet websites and documents. Citing the sources of words and ideas obtained from others is a requirement for ALL coursework. If a source is anonymous, as may be the case with some Internet documents, the source of the content must be cited using the conventions of the stated citation style. Prior to submitting an assignment, it is recommended to check your assignment with Turnitin. After receiving a Turnitin report on your writing, you should feel free to address issues raised by that report in a written message to your instructor.

Artificial Intelligence statement

Artificial Intelligence (AI) tools can be useful for learning and may be permitted or encouraged, with acknowledgement, in some cases, as described by the course instructor. Your course faculty will let you know whether and how AI resources can be utilized for each assignment. It is the student’s responsibility to cite all sources used in coursework and to ensure the information is accurate and credible. Use of AI, if allowed, should be acknowledged according to the expressed expectations of the course instructor and/or the citation style guide. AI is a fast-changing area

being navigated by each user, discipline, and information scientists. Whenever in doubt, consult MUSC Librarians, who are our trained campus experts in this area.

Open discussion about any use of AI is an act of academic integrity entirely consistent with MUSC's culture of academic integrity and Code, as long as it is done with honesty, openness, and a forthright attempt to communicate how the student used sources. Agreeing to an Honor Code means MUSC faculty and students can engage openly in discussions of academic integrity generally, and any Turnitin report on the student's writing. Doing so during the drafting process, instead of after a due

date, is the best practice. If the instructor has concern that a student's written work evidences any sign of plagiarism or inappropriate use of AI, the instructor will ask to meet with the student in order to discuss the student's writing process.

Definition

Source – authors that are human or machine generated

Note: We view writing as a process and encourage students to utilize the Center for Academic Excellence and Writing Center and allow time for several revisions before submission for grading.

Reference

NIH. (2023, May 16). Research Misconduct – Definitions. Retrieved from: https://grants.nih.gov/policy/research_integrity/definitions.htm#:~:text=Plagiarism%3A%20The%20appropriation%20of%20another,words%20without%20giving%20appropriate%20credit

6. Learning Analytics Data Policy

Policy Statement/Purpose

The purpose of this policy is to provide transparency to the MUSC community regarding the use of student data collected through the academic software technologies. The policy identifies how the data are generated and used through various systems, including, but not limited to, the learning management system (e.g., Brightspace), recording and video content management software (e.g., Panopto), plagiarism detection software (e.g., Turnitin), and

testing applications (e.g., ExamSoft).

MUSC collects and analyzes these system-generated data to provide information related to student support and retention, testing integrity, and ongoing quality improvement in how courses are taught. Using raw and analyzed data can maximize student success in learning by being supportive to the individual and/or class cohort.

II. Scope

This policy applies to all MUSC students, faculty, and staff.

III. Policy

Learning analytics is the process of collecting and analyzing data generated during the learning process. Learning analytics are the “digital footprints” left when students use the university systems. Using the “digital footprints” provide an additional way to support student learning goals and success. In addition, learning analytics are commonly used both to improve the quality of learning and teaching and to better ensure integrity of assessment of learning.

This policy reviews the tenets of learning analytics at MUSC.

Tenets of learning analytics at MUSC

1. The primary purpose of learning analytics is to identify ways to effectively support class cohorts and individual students to achieve their learning goals and reach their full academic potential.
2. Student data are also used for regulatory reporting to higher education organizations, and may be used (de-identified and in aggregate) for IRB-approved research on teaching/education.
3. Course faculty and Education Technology staff have access to aggregate LMS data to assist in the evaluation of learning and course evaluation.
4. Supportive learning interventions (e.g. meeting with course instructor, suggestions for

testing success, referrals to specific resources for learning support) for student(s) should be based on analysis of data that are reliable and free from bias.

5. A process, including best practice principles, for learning analytics enabling periodic review must be established (e.g. course evaluations, curriculum committees).

6. MUSC educators who work with students can extract meaning from student data for the benefit of students or courses where feasible.

7. Learning analytics is just one data point within assessments and is not the sole basis for student learning interventions.

a. There may not be full access to the data set leading to an incomplete view of the student and experience.

b. Students are not wholly defined by their visible data or faculty/staff's interpretation of those data.

c. Data are used responsibly and will not be shared with students unless there are sound pedagogical reasons to do otherwise. For example, course evaluations with deidentified data.

d. In addition to targeted learning interventions, students will be informed of available student services and resources that also support learning outcomes.

8. Students will be engaged with faculty/staff in the use of learning analytics and interventions.

a. Students are involved in helping the University and colleges design and shape learning interventions through participation on curriculum committees, student course evaluations, student surveys, etc.

b. Students receive information at orientation and by other means (e.g., College Student Handbook, MUSC Education website, Bulletin, Student Broadcast messages, etc.) that communicates student services resources to support learning.

Student responsibilities

1. Ensure all student personal data is current and accurate, including local address, cell phone number(s), and emergency contact information.

2. Read information and follow instructions provided during orientation and through other sources (e.g., College Student Handbook, MUSC Education website, Bulletin, Student Broadcast messages, etc.) that communicate student services resources to support learning and honor code and professionalism expectations.

3. Collaborate with professors/instructors regarding the use of learning analytics and interventions in coursework.
4. Assist the University and colleges with designing and shaping learning interventions through participation on curriculum committees, student course evaluations, student surveys, etc.
5. Maintain technology recommended by the college EdTech staff and keep software applications up to date.

Questions regarding this policy should be directed to the college specific EdTech staff and/or associate dean for academics.

5. Definitions for the purposes of this policy**

University – related to academic operations and student resources.

Software technologies, applications, and services – computer programs or a group of computer programs and related data that operate on or interact with the University systems and information technology resources. These include, but are not limited to, system software, application software, programming software, software as a service delivery model, servers and utilities.

Learning analytics – the collection and analysis of data generated during the learning process and may improve the quality of learning and teaching.

Data – captured at registration or later points secondary to a student supplying information to the University. Data are generated when a student engages with the University systems as a result of ongoing enrollment in a plan of study. (e.g. registering for courses, confirming course attendance, participating in coursework, log-ins, use of the LMS, etc.)

Student – currently enrolled at MUSC.

Cohort – all students in a particular course.

6. Related Policies ** Copyright - Policy # U-STU-016 Professionalism and Standards of Conduct for Students - Policy # U-STU-002

UEIC Technology Software Policy

Academics & Information Technology Policy Family Educational Rights and Privacy Act

7. Applicable Laws and/or Regulations (not intended to be all inclusive) **

This policy is intended to promote the University's compliance with these and other federal and state laws.

FERPA

HIPAA

Freedom of Information Act (FOIA)

8. References (Internal and External) and Citations **

Kurzweil, M. & Stevens, M. (2018, May 7). Setting the table: Responsible use of student data in higher education. Educause Review. Retrieved on June 22, 2021 from <https://er.educause.edu/articles/2018/5/setting-the-table-responsible-use-of-student-data-in-higher-education>

Sima, C-S. (2023). Learning assessment in the age of big data: Learning analytics in higher education. Cogent Education. Retrieved on October 26, 2023 from <https://www.tandfonline.com/doi/epdf/10.1080/2331186X.2022.2162697?needAccess=true>

Slade, S. & Prinsloo, P. (2013). Learning analytics: Ethical issues and dilemmas. American Behavioral Scientist, 57(10), 1510-1529.

9. Distribution and Communication Plan

The policy will be published in The Bulletin.

10. Appendices (e.g. forms, procedures, i.e., the “who, when, how” the policy will be implemented, FAQs) **

NA

* Policies become effective on the date of publication

** If not applicable, enter NA

Here are useful links on the [use of Public Generative AI- Based Tools](#) and contacts list for [AI policy management system](#).

7. Student Academic Records Policy

Policy Statement/Purpose

Student academic records are established and maintained in total compliance with University, State, and Federal regulations governing enrollment, completion, and permanent archiving.

Scope

Academic records considered to be official are maintained by the Office of

Enrollment Management for all students at the Medical University, with the exception of copies made for internal University use. No copies of a student's record will be released without the student's written consent. The Office of Enrollment Management is the central authority over student information and processes as they relate to FERPA compliance for the University. Access to student academic records is governed by federal and university policy intended to protect the privacy of students.

Policy

Student Information System

This authority holds for student data in the Student Information System under the direct custodial care of OEM, as well as any other system or repository of FERPA-covered information in the University. Any such repository outside the Student Information System must be approved by OEM prior to implementation.

Access to electronic computer student files is further guarded by a University-assigned MUSC Network Account (NETID) in combination with a personal password. Web-based information is fully encrypted.

Admission Records

For persons in the status of applicant, privacy of information is guarded carefully by the University even though State and Federal law do not apply in the same manner as for enrolled students.

All admission materials for persons not matriculating will be destroyed one (1) year after the

close of the applicant's filing cycle, except for the quantifiable data stored in the OEM computer database (such as prerequisite analysis, entering GPA's, test scores, interview ratings, state/county of legal residence, gender, prior colleges attended, prior degrees earned, licensure, birth date/place, ethnicity, social security number, term/year/program for which admission was sought).

All admission materials for matriculated students become part of the academic student record.

Student Academic Records

It is the policy of the University to retain permanently in hard copy, on microfilm, or electronic form an academic record of each student which reflects the unabridged chronological academic history of that student.

The only permanently archived student academic documents retained at MUSC are under the custodial care of the Office of Enrollment Management (OEM) and will include the following:

MUSC transcript of academic record

Final grades

Academic Dismissals

College of Medicine Dean's Letters

Quantifiable data stored in the University Student Information System

All Student Academic enrollment information other than those defined above will be destroyed six (6) years after graduation or last date of attendance. Once filmed or electronically stored, all hard copy documents will be destroyed in a manner that ensures confidentiality of information.

Access to Student Information

The federal Family Educational Rights and Privacy Act of (FERPA) governs release of and access to Student education records. Please refer to the FERPA policy for additional information.

Social Security Numbers

In the interest of preserving student privacy to the fullest extent, the University minimizes the use of social security number and will substitute another nine-digit number if social security number is not provided. However, students receiving government financial loans and grants and/or wishing to claim tuition credit for federal income tax purposes must disclose their social security number to the University to ensure accurate reporting.

Transcripts

Official paper transcripts are provided at no additional cost to enrolled students; others are charged the published fee. Transcripts contain all academic coursework completed in all programs at MUSC, including degree and non-degree programs, as well as programs a student may have not completed.

Transcripts are not available in any partial format (e.g., showing only courses completed in a single program omitting all others). Transcripts for students in various colleges may include, whenever appropriate, notation about leave of absence, academic suspension, and dismissal. Grades to appear on a student's transcript are available directly to students each semester in the student portal following the end of the semester.

Definitions**

N/A

Related Policies **

N/A

Applicable Laws and/or Regulations **

<https://scdah.sc.gov/records-management/schedules>

References (Internal and External) and Citations **

N/A

Distribution and Communication Plan

The policy will be published in The Bulletin.

Appendices (e.g. forms, procedures, i.e., the “who, when, how” the policy will be implemented, FAQs) **

N/A

* Policies become effective on the date of publication

** If not applicable, enter NA

8. Course Grading Policy

Policy Statement/Purpose

This policy explains how MUSC faculty calculate and submit course grades for students; how those grades are reflected on the student's transcript; and how MUSC calculates GPA each semester and cumulative GPA.

Scope

This policy is relevant to all MUSC faculty, staff, and students engaged in the education mission of MUSC.

Policy Course Registration

If approval from a course director or student service coordinator is required for a student to register for a course, the director or coordinator should approve or deny the student's request as soon as possible and must provide approval or denial prior to the drop/add date. Courses that are eligible for variable course credit must have the credit hour value established prior to registration and approved by the Program or Dean of the student's college.

All courses, except those dropped during the drop/add period, are recorded on the student's transcript. To exclude a course from the transcript, or to have it included on the transcript, the course must be dropped or added, respectively, by the published drop/add date in the University Bulletin.

Course Grades

Course grades are assigned on a continuous scale ranging from 0 to 4 points. This excludes courses taken via a non-merit grading option (e.g., pass/no pass). It is the responsibility of each course director to disclose on the syllabus the grading procedures and performance requirements for a student to earn a specific course grade. Each faculty member submitting student course grades converts a student's overall course performance to 0.0 - 4.0 merit scale for course grades following the university-wide scale below.

For all graduating students engaged in the final semester of their program, all final grades are due 48 hours following the last day of the term to facilitate all graduation procedures. For all progressing students, final course grades are due within 7 calendar days following the last day of the term as shown in the student information system.

After grades have been verified by the Registrar's Office, an instructor may submit a grade change at any time during a student's enrollment. A Grade Change Request must be submitted

by the instructor. Grades cannot be changed after a student has graduated or withdrawn from a program unless the Associate Vice Chair or Dean can demonstrate that the final grade was calculated in error by the instructor.

Percentage of total possible points earned in the course	Merit grade for the course that is recorded on the transcript
≥ 90%	4.0
89%	3.9
88%	3.8
87%	3.7
86%	3.6
85%	3.5
84%	3.4
83%	3.3
82%	3.2
81%	3.1
80%	3.0
79%	2.9
78%	2.8
77%	2.7
76%	2.6
75%	2.5
74%	2.4
73%	2.3
72%	2.2
71%	2.1
70%	2.0
69%	1.9
68%	1.8
67%	1.7
66%	1.6

Appendix C: MUSC Honor Code

Preamble

The Honor Code Policy is the foundation and bulwark of academic integrity at the Medical University of South Carolina (“MUSC”).

Students enter MUSC to become part of a noble profession. An important part of that development is a commitment to the integrity and ethical standards of that profession.

The central purpose of the Honor Code Policy is to sustain and protect an environment of mutual respect and trust in which students can enjoy the freedom to develop their intellectual and personal potential. The Honor Code Policy depends upon the willingness of every individual to adhere to the basic principles of academic integrity and agree never to behave unfairly or dishonestly in academic work, or tolerate those who do. Only through a mutual commitment to maintaining this high standard can students at MUSC enjoy the benefits of a community that is marked by honesty and integrity.

The Honor Code Policy both promotes and requires an atmosphere of trust in which students tell the truth, live honestly, advance on individual merit, and demonstrate deep respect for others in the academic, clinical, and research communities. The Honor Code Policy is administered by and for the members of the MUSC community, and it depends on cooperation and support from each community member.

II. Applicability and Dissemination of the Honor Code Policy

Every student at MUSC is bound by the Honor Code Policy, upon acceptance for admission.

Each student will be required by the University to sign on their offer of admission form that they know as an enrolled student "I will be held accountable for all aspects of the current student Honor Code Policy; and prior to being allowed to register, I will have read and will abide by the Honor Code Policy."

At the beginning of the academic year, the entering class will hold a meeting at which one or more Honor Council Representatives will review the Honor Code Policy. It is the responsibility of the Honor Council to ensure that this presentation is thorough and useful to the MUSC community, and to provide a mechanism for answering questions concerning the Honor Code Policy.

The current Honor Code Policy, Honor Council, and Honor Code Policy Violations are available in The Bulletin at www.musc.edu/honorcode.

III. Honor Code Policy Scope; Interaction with Other Codes and Rules

A. Scope and Application

The Honor Code Policy applies to all aspects of academic integrity at MUSC. Any conduct that adversely affects the integrity of any academic work at MUSC may be found to be a violation of the Honor Code Policy. For purposes of the Honor Code Policy, “academic work” refers to all work or activity that may have a bearing on a student’s grade or progress toward a degree, including all academic assignments, all examinations, all clinical work, and any other aspect of instruction, evaluation, or testing.

B. Coordination with Other Rules and Proceedings

Students at MUSC are also subject to other rules and regulations, including but not limited to codes of conduct and standards of professionalism adopted by the University or the student’s College; copyright policies and other standards concerning use of intellectual property; and applicable law. On occasion, the same conduct may be a violation of both the Honor Code Policy and of one or more of these other standards. Honor Council proceedings will not normally be delayed pending other proceedings concerning the same conduct, including external criminal proceedings, although the MUSC Provost may determine in exceptional circumstances that such a delay is appropriate. Determinations made or sanctions imposed under the Honor Code Policy will not be subject to change because of the outcome of any other proceeding.

If a report relates to research integrity, MUSC’s policy on research integrity must be followed. Whenever research integrity (e.g., fabrication, falsification or plagiarism in proposing, performing, or reviewing research or reporting research results) may be involved in a report, the University faculty advisor shall notify MUSC’s Research Integrity Officer. Research integrity policies may in certain circumstances (in compliance with federal law) require sequestering of the data before any notification to the Student in Question takes place. In such cases the Office of Research Integrity will investigate and determine if the matter should be handled by their office. Any matters determined by the Office of Research Integrity that involve research integrity will not be handled by the Honor Council. If the Office of Research Integrity does not deem the report to be research integrity related then the matter will be referred back to the Honor Council.

C. Reporting by Faculty

Faculty members who suspect that conduct constituting a violation of the Honor Code Policy occurred in academic work overseen by them are required to report the violation to the Honor Council within seven days of discovery. The matter will be handled in accordance with MUSC’s Honor Code Policy, rather than direct action by the faculty

member. The faculty will honor the decision and sanction imposed by the Honor Council related to the suspected violation. The faculty retain the responsibility for assessing the quality of the academic work using an objective assessment. If the Honor Council determines no violation occurred, the objective grade for the assignment will be upheld.

IV. Violations of the Honor Code Policy

Conduct adversely affecting the integrity of any academic work at or for MUSC violates the Honor Code Policy. While this Honor Code Policy cannot spell out every possible offense, the following examples are intended to describe the primary categories of Honor Code Policy violations and to assist in interpreting the standard of “adversely affecting the integrity of academic work.”

A. Plagiarism, defined as presenting the words, work, processes, or ideas of another as one’s own in academic work, without proper acknowledgement of the source. Examples include doing the following without proper acknowledgement of the source: copying or closely paraphrasing text or distinctive nomenclature; using facts, figures, graphs, charts or other information or presentations of information; submission of academic work prepared in whole or in part by someone else (including a commercial vendor).

B. Cheating, defined as the giving or receiving of unauthorized aid in academic work, and any attempt to gain an unfair advantage in academic work. Examples include copying another student’s work; unauthorized use of notes or devices; unauthorized possession, dissemination, or use of examination questions or similar materials such as prior examinations; soliciting, giving, or receiving unauthorized aid.

C. Unauthorized Group Work, defined as collaboration with any other person on academic work, where such collaboration is not permitted.

D. Multiple Submission, defined as submitting the same academic work for credit more than once, without authorization.

E. Tampering with Academic Records or Materials, defined as making pertinent academic materials unavailable to others; altering or tampering with grades, academic or attendance records, or examinations; and/or altering, damaging, or interfering with notes or laboratory or similar experiments or projects.

F. Lying, defined as deliberately making untrue or deceitful statements to obtain an advantage in academic work.

G. Attempt, defined as an attempt to commit an act that would violate the Honor Code Policy.

H. Failure to Report, defined as failing to report a known violation of the Honor Code Policy.

V. The Honor Council at MUSC

A. Purpose and Organization

The goal of the Honor Council is to instill and maintain a culture of honor and academic integrity at MUSC. The Honor Council is responsible for educating members of the MUSC community on the meaning and importance of the Honor Code Policy, and for promoting and exhibiting high standards of character and professional ethics. Creation and maintenance of a culture of honor

requires the personal involvement and commitment of all members of the MUSC community – students, faculty, administrators, and others who participate in the life of the University.

The Honor Council is also responsible for administering the process for determining responsibility for alleged violations of the Honor Code Policy, as set forth in this document. This includes investigating reported violations and conducting hearings. The proceedings associated with the Honor Code Policy are confidential. Students and faculty on the Honor Council sign an “Oath of Understanding and Confidentiality” in which each member promises to safeguard the confidentiality of Honor Council proceedings. A member (students and faculty) of the Honor Council who is suspected of violating the confidentiality requirements will be suspended from the Honor Council pending review. Upon receipt an allegation that a member has failed to safeguard the confidentiality of an Honor Council proceeding, the University Co-Advisors of the Honor Council will refer student members suspected of violating the confidentiality requirements to their college’s professionalism committee. If the student member is found to have violated this rule of confidentiality, they will be dismissed from the Honor Council and may be subject to additional disciplinary action as determined by the applicable professionalism committee. Faculty members who are suspected of violating the confidentiality requirements will be referred to the dean of their college for further investigation in accordance with the Faculty Handbook. If a faculty member is found to have violated this rule of confidentiality, they will be dismissed from the Honor Council.

In addition, the Honor Council is responsible for ensuring that the Honor process remains vital and responsive. The Honor Council is responsible for identifying issues and trends surrounding the Honor Code Policy and the hearing process, for facilitating the sharing of ideas and insights concerning the Honor process gained from experiences throughout MUSC, and for taking the lead in proposing needed changes to the Honor Code Policy. The Honor Council shall develop and periodically update training materials concerning the Honor Process for Honor Council Representatives and for the entire MUSC community.

B. Composition

The Honor Council shall be composed of Student Representatives and Faculty Representatives (together, the “Representatives”), each of whom shall be eligible to

vote in all Honor Council meetings and to sit as voting members of Hearing Panels selected for resolution of reported violations. The Honor Council shall also have Faculty Advisors, who will have voice and vote in Honor Council meetings, and who act as neutral advisors in proceedings for the resolution of reported violations.

Each College within the University shall select the following to serve on the Honor Council for a given academic year: (i) at least six but not more than twelve Student Representatives; (ii) at least two but not more than four Faculty Representatives; and (iii) one Faculty Advisor. At least two but no more than four Faculty Representatives will be appointed from among the Academic Affairs faculty.

In addition, MUSC's Provost or the Provost's designee may appoint one or more University Advisors who will have voice but no vote in Honor Council meetings and in Appeal Panel meetings.

C. Selection and Terms of Service

Student Representatives: Each College will develop and administer specific guidelines, consistent with the provisions of this Honor Code Policy, for the election by that College's students of that College's Student Representatives to the Honor Council. A College may determine whether to allocate one or more Student Representative positions to specific programs within the College. The election guidelines shall include specification of the term of office. It is permissible, but not required, for Student Representatives to be elected near the beginning of their first academic term at MUSC, for a term equal to their entire expected enrollment. The guidelines shall also specify a procedure, in the event a Student Representative does not complete his or her term, for selection of a successor Student Representative to complete the remainder of the term.

Faculty Representatives: The Dean of each College and Chair of the Academic Affairs Faculty appoint Faculty Representatives to the Honor Council. Such appointments shall occur in or around April, to select Faculty Representatives for the coming academic year. Faculty Representatives must be full-time faculty members of the College in question. Faculty Representatives serve a three-year term, except that the Dean or AAF Chair may make shorter appointments to create staggered terms, and Faculty Representatives may serve multiple consecutive terms. In the event a Faculty Representative does not complete his or her term, the Dean or Chair of AAF shall appoint a replacement to serve the remainder of the term.

Faculty Advisors: The Dean of each College appoints one Faculty Advisor to the Honor Council. Such appointments shall occur in or around April of the academic year preceding the academic year when the appointment in question shall commence. Faculty Advisors must be full-time faculty members of the College in question. Faculty Advisors serve a three-year term and may serve multiple consecutive terms. In the event a Faculty Advisor does not complete his or her term, the Dean shall appoint a replacement to serve the remainder of the term.

University Advisors: The Provost or the Provost's designee appoints one or more University Advisors. Such appointments shall occur in or around April of the academic year preceding the academic year when the appointment in question shall commence. University Advisors must be either full-time faculty members or full-time members of MUSC's administration. University Advisors serve a three-year term and may serve multiple consecutive terms.

Removal of Representatives and Advisors: A Student Representative who leaves MUSC for any reason, misses two or more meetings or assigned hearings in an academic year without an appropriate excuse (as determined by the President), fails to undergo Honor Council training, is placed on professional or academic probation, or is found to have violated the Honor Code Policy will be automatically removed from the Honor Council. Further, Student Representatives can be removed from the Honor Council by a two-thirds majority vote of the Honor Council.

The Dean of the College in question or Chair of AAF may remove any Faculty Representative or Faculty Advisor from the Honor Council.

The Provost, or the Provost's designee charged with appointing University Advisors, may remove any University Advisor to the Honor Council.

D. Officers

The Honor Council officers are a President, an Executive Vice President, and six Vice Presidents (one Vice President from each College). These officers, all of whom serve on the Executive Committee of the Honor Council, are elected from among the Student Representatives by a simple majority of the current Student Representatives present and voting at a meeting called for that purpose. The College Vice Presidents are elected from among the Student Representatives by a simple majority. All of these officers shall have at least one year of experience on the Honor Council before taking office.

President: The President presides at all meetings of the Honor Council and performs all duties common to this office. The President is responsible for overseeing all Honor Council activities and ensuring that all required steps of the process have been delegated to a member of the Honor Council and carried out. The President may appoint committees from among the Representatives and Faculty Advisors as appropriate.

The President administers the following oath to new Student and Faculty Representatives, Faculty Advisors, and University Advisors:

I do solemnly promise to uphold the MUSC Honor Code Policy and the policies of the Honor Council, to safeguard the confidentiality of Honor Council proceedings, and to perform the duties of my office to the best of my ability.

Executive Vice President: The Executive Vice President assumes the duties of the President in the event of the President's absence or incapacity.

Vice Presidents: The Honor Council shall elect one Vice President from each College of MUSC.

Executive Committee: The Executive Committee consists of the President, the Executive Vice President, and the Vice Presidents. The members of the Executive Committee shall serve as advisors and resources to all members of the Honor Council concerning the Honor Code Policy and Honor Code Policy processes. The Chair of each Formal Hearing Panel shall be appointed by the President from among the members of the Executive Committee, except that the President shall not Chair a Formal Hearing Panel. The appointed Chair shall be a student in the College of the Student in Question, unless all students on the Executive Committee from that College are unavailable, or prevented from serving by a conflict of interest, bias, or some other extraordinary circumstance. The Executive Committee, after obtaining advice from the Faculty Advisors, shall make a formal recommendation to the Honor Council on any proposed amendments to this Honor Code Policy.

The term of each student officer position is one academic year. Officers may serve two or more consecutive terms, if elected.

E. Role of Faculty Representatives

The primary role of Faculty Representatives is service as voting members on Reasonable Cause Conference Panels and Formal Hearing Panels.

Faculty Representatives may also attend all meetings of the Honor Council and may vote in such meetings on all matters other than election of officers. However, Faculty Representatives are not required to attend Honor Council meetings and Faculty Representatives are not considered for purposes of determining a quorum at Honor Council meetings.

F. Role of Faculty Advisors

Faculty Advisors occupy a unique role within the Honor system. They are expected to remain neutral and to offer unbiased advice and sound judgment and wisdom to all participants in the system, with the goal of promoting and protecting the core aim of academic integrity at MUSC. For this reason, those selected to serve as Faculty Advisors should normally have previous experience with the Honor system, as well as a firm commitment to MUSC and to the Honor Code Policy.

Faculty Advisors attend all meetings of the Honor Council and may speak and vote in such meetings on all matters other than election of officers. Faculty Advisors are included for purposes of determining a quorum at Honor Council meetings.

One Faculty Advisor will be appointed as the Faculty Advisor for the matter whenever there is a report of a possible violation. The Faculty Advisor appointed for the matter will be from the College of the Student in Question, unless unavailable, or prevented

from serving by a conflict of interest or some other extraordinary circumstance. Additionally, Faculty Advisors can serve the role of Faculty Members, serving on Reasonable Cause Conference and Formal Hearing panels, when needed, as long as they do not come from the college of the Student in Question.

Faculty Advisors serve generally as a resource for Honor Council Representatives, including Investigators, who may consult with the Faculty Advisors concerning Honor Council duties and procedures. The Faculty Advisor appointed for the matter will preside over the Reasonable Cause Conference for that matter, unless unavailable. The Faculty Advisor appointed for the matter will be available to all parties for consultation and will attend the Formal Hearing in an advisory capacity. The Faculty Advisor at the Formal Hearing does not have a vote, but may provide advice on procedure, including during deliberations. The Faculty Advisor will not provide advice or express opinions on whether the Student in Question violated the Honor Code Policy, nor on the appropriate sanction.

Faculty Advisors are expected to serve as liaisons between the Deans of the Colleges and the Honor Council, to ensure clear communications.

Faculty Advisors shall also be available and identified as a resource for students with questions or concerns about the Honor Code Policy. This includes students who are considering reporting a possible Honor Code Policy violation, as well as students who have been reported for a suspected violation. Faculty Advisors shall be available to such students at any time during the process, but a Faculty Advisor consulted by a Student in Question shall not serve as an advocate for the student and should caution the Student in Question that the Faculty Advisor is neutral and impartial, and so may also be consulted by Investigators or Hearing Panel members on the matter. While Faculty Advisors should exercise discretion in conveying information they receive during the Honor Process, communications to a Faculty Advisor are not confidential.

G. Role of University Advisors

University Advisors attend all meetings of the Honor Council, with voice but no vote. However, University Advisors are not considered for purposes of determining a quorum at Honor Council meetings.

University Advisors attend meetings of Appeal Panels, with voice but no vote. University Advisors are responsible for retention and custody of documents of the Honor Council.

H. Role of MUSC's General Counsel

The General Counsel of MUSC or the General Counsel's designee is available to the Honor Council for consultation, including interpretation of this Honor Code Policy and provision of relevant legal advice. The General Counsel or designee may attend any meeting or hearing provided for in this Honor Code Policy to provide appropriate legal advice.

I. Meetings

The provisions of this subsection relate to all meetings of the Honor Council as a body. They do not apply to the procedures for resolution of reported violations of the Honor Code Policy, which are addressed in the following section.

1. Each April, the sitting Honor Council President shall call a meeting to elect Honor Council officers (President, Executive Vice President, Vice Presidents) for the coming academic year, and to conduct such other business as may be before the Honor Council.

2. At the beginning of each of the fall term and the spring term, soon after each College has completed Student Representative elections, the President shall call a meeting of the Honor Council to (i) induct the new Student and Faculty Representatives and Faculty Advisors and familiarize them with the functions of the Honor Council; (ii) to receive and discuss the report on reported violations during the previous semester, as described hereinafter; and (iii) to conduct such other business as may be before the Honor Council. New Representatives and Faculty

Advisors may be inducted before they undergo training but may not participate in a Reasonable Cause Panel or a Formal Hearing Panel until they have been trained.

3. For each term, the Executive Vice President during that term shall provide to the Honor Council a written report of all final dispositions during that semester of reported violations of the Honor Code Policy, for discussion at a meeting at the beginning of the following term. The report shall describe the reported violation, identify the College of the Student in Question, state whether the matter went to a Formal Hearing, and describe the determination and sanction. All names are to be redacted from this report. This report shall be maintained by or within the University Provost's office, or in such other appropriate location as may be determined from time to time by the University Advisors, for use in training, analysis, and establishing guidelines for panels in selecting sanctions.

4. After the Honor Council has reviewed this report, the Executive Vice President shall prepare a summary that provides in aggregate the number of reported violations, the number of hearings, and the number of violations found. This aggregate report shall not contain names and shall not identify the College in which each reported violation occurred. The Executive Vice President shall post this aggregate report to an appropriately secure site accessible to the MUSC community.

5. Additional meetings may be called, with ten days' notice, by the President, by any three members of the Executive Committee, or by any five Representatives.

6. A quorum is present if the aggregate number of Student Representatives and Faculty Advisors present at the meeting equals one-half or more of the total aggregate number of Student Representatives and Faculty Advisors serving on

the Honor Council. Honor Council meetings are closed to all persons other than Representatives, Faculty Advisors, University Advisors, and MUSC's General Counsel as appropriate.

7. From time to time as appropriate, the Honor Council shall discuss and make recommendations concerning training of Honor Council Representatives and Faculty Advisors, education of the University community concerning the Honor system, creation of training materials and forms for Honor Council use, and changes to Honor Council procedures or this Honor Code Policy. The President may appoint committees from among the Representatives and Faculty Advisors to study and make recommendations regarding any such matters. The Executive Committee, with the advice of the Faculty Advisors, shall make a formal recommendation to the Honor Council regarding any proposed amendment to the Honor Code Policy.

8. Minutes of each Honor Council meeting shall be taken by a staff member or independent contractor provided by MUSC for that purpose and shall be maintained by the University Advisors in accordance with the provisions of this Honor Code Policy.

J. Training

The Honor Council shall provide training as needed for new Representatives. Confidentiality requirements of the Honor Council will be stressed during training and an Oath of Understanding and Confidentiality will be reviewed. Representatives must complete a training session before serving on a Reasonable Cause Panel or a Formal Hearing Panel. Training will normally be provided once or twice per academic year, preferably near the beginning of an academic term. See V. Honor Council at MUSC, A. Purpose & Organization, p. 4.

K. Document Retention and Custody

The University Advisors are responsible for the retention and custody of documents relevant to the Honor process, including any documents specified for retention in this Honor Code Policy, and other relevant documents as determined by the University Advisors. The University Advisors shall have discretion to select a location and medium for storage of such documents and, in consultation with MUSC's General Counsel, shall determine retention periods and destruction protocols. Documents related to resolution of reported violations shall be retained for the longest of (i) three years; (ii) the duration of the student's enrollment at MUSC; or (iii) any retention period imposed by MUSC or the Provost. Records related to reported violations shall be treated as confidential and shall be shredded or otherwise rendered inaccessible when the retention period is over. Examples of documents to be retained by the University Advisors for the Honor Council include meeting minutes, reports on handling of reported violations, records of amendments to this Honor Code Policy, training materials and other guides for students and/or Honor Council Representatives and Advisors, and records of resolution of reported violations.

Procedures for Resolving Reported Violations of the Honor Code Policy

A. General Principles Governing the Resolution of Reported Violations

1. Proceedings are not adversarial and shall be conducted in a manner that preserves the educational tone of the proceedings and furthers the purposes of the Honor Code Policy.
2. Reports of suspected Honor Code violations are submitted via Maxient. via Maxient located here at Report an Honor Code Violation | MUSC. The report is promptly assessed by the Honor Council University Co-advisors under the criteria set forth in the Honor Code Policy. Reports that do not meet the criteria of the Honor Code Policy will be referred to the respective dean or dean's designee.
3. The Student in Question is presumed not to have committed a violation, unless the preponderance of the evidence presented at the hearing makes it appear more probable than not that the student violated the Honor Code Policy.
4. Reports of violations of the Honor Code Policy should be resolved promptly. All parties shall use their best efforts to meet the timeframes set forth herein for resolution of a reported violation. However, with the exception of the deadlines for filing an appeal of a determination by a Hearing Panel and for petitioning the Select Panel to review the determination of an Appeal Panel, the time requirements are guidelines only. Due to the nature of MUSC's environment, some delays may be unavoidable. The Honor Council President or the Chair of the Hearing Panel

shall allow reasonable extensions in light of this environment, with the goal of promoting both fairness, consideration to all participants, and prompt resolution. Delays will not normally provide grounds for dismissal of the report of the violation. Only gross and inexcusable delays, which are solely the fault of the Honor Council, may serve as grounds for dismissal. A request for dismissal on such grounds must be made in writing to the Dean of the College of the Student in Question, who shall have the sole authority to grant such a dismissal. Similarly, the failure of the Student in Question to meet a reasonable schedule set by the Honor Council President may provide grounds to proceed to the next step of the process, with or without that student's participation.

5. Whenever a time period is given in "working days," calculation of the time period shall exclude weekends and holidays recognized by MUSC. However, absent extraordinary circumstances as determined by the President of the Honor Council, non-holiday weekdays after the end of the term shall count as working days, so that a matter commenced during a given academic term should not normally be stayed until the beginning of the following term.

6. In making appointments at every stage of the proceedings (including appointing the Chair, Faculty Advisor, Investigators, Reasonable Cause Panel, Hearing Panel, and Appeal Panel), the President shall take reasonable steps to avoid any conflict of interest or appearance of bias or impropriety, and to ensure that such roles are rotated equitably among the Honor Council.

7. All participants in the Honor Code Policy process shall maintain confidentiality to the maximum extent possible. Absolute confidentiality is not possible, as witnesses must be identified and interviewed, and others in the MUSC community may have a legitimate need to know about a matter. All aspects of the written record received or maintained by the Honor Council shall be treated as confidential, except for documents that are otherwise generally available. All proceedings of the Honor Council, including the Reasonable Cause Conference, the Formal Hearing, and any hearing on appeal, are closed to persons other than those specified in the Honor Code Policy, unless the President of the Honor Council or the Chair of the particular proceeding makes an exception for good cause. Other than recordings specified in this Honor Code Policy, no person may make an audio or video recording of any Honor Council proceeding. Witnesses and other participants are not to discuss the proceeding or their testimony. Representatives of the Honor Council shall not discuss pending or resolved cases with persons outside the Honor Code Policy process who have no legitimate need to know about a matter. It is also recognized that some participants in, and some aspects of, the Honor Code Policy process may be subject to laws concerning disclosure or confidentiality, such as the Family Educational Rights and Privacy Act ("FERPA") and the South Carolina Freedom of Information Act ("FOIA").

8. All notices and communications provided for herein may be delivered either electronically or on paper.

B. Reporting an Alleged Violation

The Honor Council will not act on an alleged violation without a formal report. Such a formal report must be submitted through the official online reporting portal. See XIII. References:

Report an Honor Code Violation | MUSC. Reports of Honor Code Policy violations will be delivered to the Honor Council the President of the Honor Council. The report shall contain at least the following information:

1. Name of the person believed to have violated the Honor Code Policy (herein, the “Student in Question”).
2. Description of the alleged violation, including time, date, location, and other objective information
3. Description of the reporting person’s understanding of the alleged violation.
4. Identification of other witnesses and potential evidence.

The Honor Council will take reasonable steps to maintain the confidentiality of the report, recognizing that investigation will inevitably require some disclosure of the reported violation, including disclosure in some form to the Student in Question.

The reporting person should refrain from discussing any aspect of the report with persons not connected with the Honor Council proceeding.

If a possible violation of the Honor Code Policy is reported to the Honor Council after the Student in Question has been awarded a degree, the President of the Honor Council shall inform the University Provost of the report.

C. Appointment of Chair and Faculty Advisor

Within one working day of receipt of a report of a possible violation, the President shall appoint a Chair of the Hearing Panel (the “Chair”) for the matter from among the Executive Vice President and the Vice Presidents. The President shall also designate a Faculty Advisor for the matter; the Chair and the Faculty Advisor will be from the College of the Student in Question (or one of the student’s Colleges if the student is pursuing a joint degree), unless one or both is unavailable or has a conflict of interest, or there is some other extraordinary circumstance making such appointments impracticable.

If the Faculty Advisor for the matter is not the Faculty Advisor from the College of the Student in Question, the President shall also notify the Faculty Advisor for the College or Colleges (if the student is pursuing a joint degree) of the Student in Question.

The Faculty Advisor for the matter will notify the Dean of the affected College or Colleges of the report, without including any details of the case other than the reported student’s name, to allow coordination of any other relevant proceedings.

D. Notification of Student in Question

Within two working days of his or her appointment as Chair, the Chair shall notify the Student in Question, in writing, of the substance of the alleged violation. This notification shall inform the Student in Question that a Reasonable Cause Conference will be set after completion of the investigation. The notification shall refer the Student in Question to this Honor Code Policy for a full statement of procedures and shall provide the online address of this Honor Code Policy. The notification shall state that only the President, the Chair, or the Faculty Advisor appointed to the matter is authorized to respond on behalf of the Honor Council to questions from the Student in Question about the process. If the Student in Question voluntarily acknowledges violating the Honor Code Policy in the manner specified, the Honor Council will proceed directly to the Sanctions Phase of the Formal Hearing. Investigators will investigate and present these findings during the Sanctions Phase.

E. Investigation

Upon receipt of a report of a possible violation, the President shall appoint two Investigators from among the Student Representatives of the Honor Council.

The Investigators are responsible for collecting available evidence, interviewing witnesses, obtaining signed witness statements from witnesses unavailable to appear at a hearing, and interviewing the Student in Question. (As noted below, absent extraordinary circumstances evidence at a Formal Hearing should come either from witnesses or in the form of signed witness statements, plus any documents, recordings, or other exhibits.) Investigators will remind all interviewed witnesses to maintain confidentiality regarding the matter. Investigators should also remind witnesses that the Student in Question will be informed of the investigation and of the evidence discovered, including any written witness statements. The Student in Question is not required to discuss the matter with the Investigators, and the Student in Question's decision not to respond to Investigators will not be considered evidence of a violation.

The Investigators will be responsible for presenting all pertinent findings, including evidence of additional Honor Code Policy violations found during the investigation that were not previously reported to the Honor Council, during the Reasonable Cause Conference and presenting all evidence and witnesses at any Formal Hearing. The goal of the Investigators shall be to uncover the truth and to protect MUSC's Honor Code Policy. The Investigators are not prosecutors, but advocates for the Honor System.

If, at any point in the process, an Investigator is determined to have a bias or conflict of interest, the President shall remove that Investigator and appoint a replacement.

F. Procedure upon Student's Withdrawal

Proceedings under the Honor Code Policy will normally proceed to resolution if the Student in Question has withdrawn from the University. However, the President of the Honor Council may terminate proceedings before resolution if the President determines there is no reason to complete the process. Withdrawal from the course in which the reported conduct occurred will not be grounds to halt proceedings.

G. Reasonable Cause Conference

After completion of the investigation, the Chair shall set a Reasonable Cause Conference and notify the Student in Question. Normally, the Reasonable Cause Conference will take place within seven working days of appointment of the Investigators. The Chair may extend this period. The purpose of the Reasonable Cause Conference is to determine whether the investigation indicates that a reasonable person could conclude that the Student in Question engaged in conduct constituting a violation of the Honor Code Policy, thus warranting a Formal Hearing before a Hearing Panel of the Honor Council.

The President shall appoint a Reasonable Cause Panel, consisting of three voting Representatives, plus the Faculty Advisor previously appointed to the matter (or a substitute Faculty Advisor, if the appointed Faculty Advisor is unavailable). The Faculty advisor shall preside over the Reasonable Cause Conference but shall not vote or express an opinion on the merits of the matter. The three voting Representatives shall be one Faculty Representative and two Student Representatives, who shall not include (i) the Chair previously appointed by the President for the entire matter; (ii) the Investigators; (iii) the Student in Question, if a Representative of the Honor Council; or (iv), any Representative who is a witness in the proceeding.

If a reported violation involves two or more students and some of the same facts or conduct, the President, Chair and Faculty Advisor assigned to the case will decide whether the matters will be referred to a single Reasonable Cause Panel or to multiple panels.

At the Reasonable Cause Conference, the Investigators will present a balanced summary of the results of their investigation, including any evidence suggesting no violation occurred. The Reasonable Cause Conference is not a full hearing, and it will normally proceed on the basis of the Investigators' report of the investigation; neither the Accuser nor witnesses will appear. No record or recording of the Reasonable Cause Conference shall be made or retained.

The Student in Question may be present at the Reasonable Cause Conference. The Student in Question is allowed to make a statement in the Reasonable Cause Conference after the Investigators' presentation but is not required to do so. The Student in Question does not have the right to bring an advisor to the Reasonable Cause Conference, as the purpose of the Reasonable Cause Conference is not to establish responsibility, but simply to determine whether sufficient evidence exists to proceed to a Formal Hearing.

Following presentations and statements, the Student in Question and the investigators will leave the Conference and the Reasonable Cause Panel will deliberate and vote. If any one of the three Representatives votes in favor of proceeding, the matter will proceed to a Formal Hearing. If there are multiple violations, the panel members will vote on each separately, and only those violations voted in favor of proceeding will be presented at the formal hearing.

The Faculty Advisor for the Reasonable Cause Conference will promptly notify the Chair, the President of the Honor Council, and the Dean of the College or Colleges in question of the

outcome of the vote. The Chair shall inform the Student in Question of the outcome of the vote, in writing, within three working days of the Reasonable Cause Conference.

If the matter was dismissed by the Reasonable Cause Conference, the Faculty Advisor shall gather all materials related to the investigation and forward them to the University Advisors for retention in accordance with the provisions of this Honor Code Policy.

If the matter was not dismissed by the Reasonable Cause Conference, the Faculty Advisor shall retain all materials related to the investigation, and the matter shall proceed as set forth hereinafter.

H. Acceptance of Responsibility by the Student

If the Student in Question voluntarily acknowledges violating the Honor Code Policy in the manner specified, the matter shall proceed to a hearing for the purpose of determining a sanction only.

I. Prehearing Procedures

1. Notice to Student in Question. The Chair's written notice to the Student in Question that the matter will proceed to a Formal Hearing shall include the date of the Formal Hearing, which shall normally be within ten working days of this notice, the location of the Formal Hearing, a concise summary of the charges, and a reminder that the Formal Hearing will proceed even if the Student in Question does not appear. The notification shall also provide the Student in Question with a list of Honor Council Representatives, to give the student the opportunity to identify potential conflicts of interest or bias.

2. Appointment of Hearing Panel. Promptly after the President is notified that the Reasonable Cause Conference resulted in reference for a Formal Hearing, the President shall appoint and identify to the Chair six additional Representatives of the Honor Council, to serve with the Chair as the Hearing Panel to conduct the Formal Hearing. The Hearing Panel shall consist of five Student Representatives (including the Chair), with at least two from the College of the Student in Question (counting the Chair if from that College), and two Faculty Representatives, with at least one from the College of the Student in Question. The requirement of Representatives from the College of the Student in Question is waived to the extent that unavailability, conflicts, bias, or other extraordinary circumstances prevent satisfaction of that requirement. If the Student in Question is pursuing a joint degree, the two Student Representatives and one Faculty Representative to be selected from the student's College may be selected from either or both of the Colleges of the joint degree. The Hearing Panel shall not include (i) any Representative who served as an Investigator in the matter; (ii) any Representative who served on the Reasonable Cause Panel; (iii) the Student in Question, if a Representative of the Honor Council; or (iv) any Representative who is a witness in the proceeding.

A Representative who is appointed to a Hearing Panel shall promptly notify the President if that Representative concludes for any reason that they cannot provide a fair hearing of the matter, so that the President may appoint a replacement.

3. Reported Violations Involving Two or More Students. If it is determined there is Reasonable Cause for two or more students to go to Formal Hearings for

reported violations that involve some of the same facts or conduct, the President, Chair and Faculty Advisor assigned to the case will decide whether the matters will be referred to a single Hearing Panel or to multiple Hearing Panels. If such a matter is referred to a single Hearing Panel, the President, Chair and Faculty Advisor assigned to the case will decide whether the matters will be resolved in a single Formal Hearing, or in multiple Formal Hearings.

4. Option to Be Excused from Academic Work. If a matter is sent to a Formal Hearing, the Student in Question shall have the option to request being excused from any tests, assignments, clinical work, or examinations from receipt of such notice through conclusion of the Formal Hearing. While reasonable efforts will be made to avoid having exercise of this option affect the Student in Question's progress, the academic progress committee (or program level director in the absence of an academic progress committee) of the student's College shall have full and absolute discretion to determine whether and to what extent any such decision not to participate in academic work will delay the Student in Question's academic progress.

5. Removal from Certain Activities. At the discretion of the Dean or Deans of the College of the Student in Question, that student may be removed from some or all classes and/or clinical work for a period commencing at any time after the report of the suspected violation until 48 hours following notification of the decision of the Formal Hearing Panel (or the decision of the Reasonable Cause Panel if the matter does not proceed to a Formal Hearing) if the Dean determines that such participation creates a reasonable risk of danger to patients, faculty, other students, or the University. In making such a removal decision, the Dean shall inform the Student in Question of the reasons for the planned action and shall give the Student in Question an opportunity to provide a response. In cases in which the Dean determines that health or safety concerns make this exchange impracticable before the removal decision is implemented, the Dean shall inform the Student in Question of the reasons and allow the Student in Question to respond as soon after removal as is practicable.

6. Adequate Time to Prepare. The Student in Question will be given reasonable and adequate time to prepare for the Formal Hearing. If the Student in Question wishes additional time to prepare, the student shall make such request in writing to the Chair of the Hearing Panel, who shall rule upon it promptly.

7. Materials. The Chair shall coordinate with the Investigators on the matter to provide the Student in Question with the following materials at least 72 hours prior to commencement of the Formal Hearing: (i) copies of all documents, including witness statements, that may be presented at the Formal Hearing; (ii) identification of all witnesses who may be called by the Investigators, with a reasonable summary of the expected testimony of each; (iii) access to any documents or non-documentary evidence that may be presented at the Formal Hearing. Any documents that constitute the "education records" (as that term is

defined under FERPA) of a student other than the Student in Question shall be redacted to remove such students' names and other identifying information before being provided to the

Student in Question, while ensuring that the Student in Question is not unfairly disadvantaged by the removal of names of witnesses. The Chair and the Investigators should consult with the General Counsel of

MUSC as needed to make such determinations. The Student in Question shall treat all information provided under this paragraph as confidential, disclosing it only to advisors and witnesses, after directing such persons to keep the materials confidential.

If the Student in Question is a distance student or engaged in a learning experience outside the Charleston area and cannot meet with the faculty advisor to review materials before the formal hearing, the faculty advisor may release the confidential materials electronically to the student for them to view. The student must sign the confidentiality release form just as they would if they came in person before access is granted to materials.

8. Witnesses. Both the Student in Question and the Investigators may call witnesses to the Formal Hearing. Members of the MUSC community are expected to cooperate with such requests, as part of their obligations under the Honor Code Policy; the Chair or the President will remind such witnesses of this obligation if required.

Signed witness statements may be presented in the Formal Hearing in lieu of live testimony.

The person calling a witness (the Student in Question or the Investigators) is responsible for notifying their witnesses of the time and location of the Formal Hearing. The Student in Question will provide a written list of all witnesses they will call to the Chair at least 48 hours prior to the Formal Hearing.

Absent a showing of extraordinary circumstances, the Student in Question will be limited to four character witnesses (that is, witnesses whose testimony does not relate to whether the Student in Question violated the Honor Code Policy).

9. Potential Bias. At least 48 hours prior to the Formal Hearing, the Student in Question shall identify in writing to the President of the Honor Council any members of the Honor Council whom the Student in Question believes are biased, have a conflict of interest, or are otherwise unable to provide a fair hearing. This statement shall include the reasons that the disqualification of each such Representative is sought. The President shall review this statement and shall remove from the Hearing Panel, and appoint a replacement for, any Representatives whom the President concludes cannot provide a fair hearing.

10. Determination by Faculty Advisor of Prior Violations and Sanctions. Before the Formal Hearing, the Faculty Advisor appointed to the matter shall determine whether the Student in Question had previously been determined to have

violated the Honor Code Policy. The Faculty Advisor shall not provide that information to the Hearing Panel before the Sanctions Phase of the Formal Hearing.

J. Formal Hearing

1. Timing. The Formal Hearing by the Hearing Panel will normally take place within ten working days of notification of the Student in Question of the results of the Reasonable Cause Conference. This time limit may be extended by the Chair of the Panel for good cause.

2. Participation of Panel and Quorum. All members of the Hearing Panel are expected to participate in the Formal Hearing.

A quorum, consisting of at least four Student Representatives (including the Chair) and one Faculty Representative, is required in order to begin a Formal Hearing. Once present, Hearing Panel members shall remain present for the entire Formal Hearing, and must do so in order to vote.

A Faculty Advisor must also be present. If the appointed Faculty Advisor is not able to participate in the Formal Hearing, the President may designate a replacement from among the Faculty Advisors to the Honor Council.

3. Participation by Video Conference.

All Reasonable Cause Conferences, Formal Hearings, and Appeals Hearings may be conducted by technology authorized by MUSC Information Solutions and the Honor Council. Individuals participating virtually must be able to communicate concurrently with one another and each participant must be able to hear and be heard. In normal circumstances, it is expected that electronic means should include live video and that participants' cameras should be turned on during proceedings.

MUSC provides each community member with authorized telecommunications software. Individuals are responsible for obtaining a satisfactory internet connection when participating from off campus.

4. Recording. An audio recording and transcription of all portions of the Formal Hearing other than the Hearing Panel's deliberation shall be made. All hearings will be transcribed by a stenographer present during the hearing at the cost of the College of the Student in Question. The official case file will have one transcribed copy of the hearing. The recording and transcription shall be delivered to the University Advisors for retention as provided herein, along with other documentation related to the matter. No other person may record any portion of the Formal Hearing, or any other proceeding hereunder. The recording will be destroyed upon receipt of the official stenographer's transcription of the hearing and after the time for appeal is over. If no violation is found by the Honor

Council, the recording will be destroyed, and no transcript will be made and retained of the hearing.

5. Presence of the Student in Question; Advisors. The Student in Question is not required to participate in the Formal Hearing or to testify or present evidence. The decision of the Student in Question not to participate, or not to testify, will not be construed as an admission of a violation. However, such a decision shall not prevent the Formal Hearing from proceeding. In that event, a

plea of “no violation” is entered for the Student in Question, and the Formal Hearing shall proceed.

Once present, the Student in Question is expected to remain present throughout the hearing. But that student’s decision to leave will not prevent completion of the Formal Hearing.

The Student in Question has the right to be accompanied by one support person of their choice who will serve as a consultant for the students. The support person is a current member of the MUSC community (for example a faculty member, currently enrolled student, or administrator). Honor Council hearings are student-driven proceedings and, as such, students are encouraged to advocate for themselves. The student in question may confer with their support person during the Formal Hearing, but the Student in Question’s support person may not address the Hearing Panel or pose questions to witnesses. The Chair may instruct the Student in Question to consult with the support person only during certain times, or may otherwise restrict consultation, if consultation with the support person is unduly delaying the proceedings. As this is an academic and not an adversarial process, attorneys in almost all instances are not permitted in the hearing to represent or advise the Student in Question at Hearing. However, attorneys will be permitted to participate in hearings in cases where the Student in Question’s alleged Honor Code violation arises from a criminal charge. Any costs associated with legal representation will be the responsibility of the Student in Question.

6. Role of the Chair. The Chair of the Hearing Panel presides over the Formal Hearing, rules on issues of admissibility of evidence, decides appropriateness of questioning, and otherwise controls the proceeding.

In presiding over the Formal Hearing, the Chair shall ensure decorum, and the opportunity for the Student in Question to present a reasonable defense. Formal rules of evidence do not apply to the Formal Hearing, but the Chair may exclude evidence or argument that is not likely to be trustworthy, that is cumulative, or that is unduly abusive or disruptive without probative impact. Signed witness statements may be considered.

When the Chair convenes the Formal Hearing, the Chair shall instruct all participants in their respective roles and charge all participants to maintain strict confidentiality concerning the matter.

The Chair administers the following pledge to each person presenting testimony during the Formal Hearing, immediately prior to his or her testimony:

“I, _____, will tell the truth in relation to the inquiry about which I am to give testimony. I further affirm that all matters relative to this hearing shall be held in strictest confidence.”

7. Two Phases of the Hearing. The Formal Hearing shall be divided into two phases: a Determination Phase, focused on whether the Student in Question violated the Honor Code Policy, and a Sanction Phase, focused on the appropriate sanction.

8. The Determination Phase

a. Reading of Charges. The Hearing Panel Chair commences the Formal Hearing by reading aloud a statement of the violations alleged to have been committed by the Student in Question.

b. Plea. The Student in Question replies to the statement by acknowledging the violations or by pleading “no violation.”

If the Student in Question acknowledges all of the alleged violations, the hearing shall proceed directly to the Sanctions Phase.

Otherwise, the Determination Phase shall proceed.

c. Opening Statements. The Investigators will present an opening statement outlining the information gathered and conclusions drawn in their investigation. The Student in Question may then make an opening statement.

d. Presentation of Evidence. After opening statements are concluded, the Investigators will present evidence concerning the reported violation. Normally, evidence shall consist of live witnesses, signed witness statements (including electronic signatures), and other documentary or non-documentary evidence that the Chair determines is reasonably reliable. Normally, Investigator summaries of the investigation will not constitute evidence, except as to background or undisputed points. However, the Formal Hearing is not bound by rules of evidence, and the Chair may make exceptions and admit other forms of evidence, offered by Investigators or by the Student in Question, when the Chair determines such evidence is reasonably reliable and the exception is appropriate. The Student in Question will have the right to ask questions of all witnesses presented.

After the Investigators have presented all of their evidence, the Student in Question may present evidence, including live witnesses, signed witness statements, and other documentary and non-documentary evidence. The Student in Question may testify.

Witnesses will normally be admitted to the hearing only to testify and will leave after testifying. Members of the Hearing Panel may question witnesses and may direct questions to the Investigators.

Evidence that the Student in Question has been found responsible in the past for a separate violation of the Honor Code Policy or any similar rule or regulation, provided that the violation is not relevant to the alleged violation at issue, shall not be admitted during the Determination Phase. Similarly, character witnesses, penalties imposed by a professor, and other evidence not related to whether a violation occurred should not be presented during the Determination Phase.

e. Closing Statements. The Investigators will make a closing statement, after which the Student in Question may make a closing statement.

f. Deliberations and Vote. After closing statements, the Hearing Panel will retire to discuss and decide the case. These discussions will not be recorded. The Faculty Advisor may be present during deliberations to provide procedural advice but will not express opinions on the merits of

the decision and will not vote. The Investigators are not to be present for or participate in deliberations, nor do they vote. If during deliberations the Hearing Panel has a question for the Investigators or the Student in Question, that communication shall take place in the presence of both the Investigators and the Student in Question.

The Hearing Panel will vote by secret ballot upon whether the Student in Question violated the Honor Code Policy in the manner charged. Ballots shall be tabulated by the Chair (or the Chair's designee if the Chair is participating remotely) and shall not be retained. Any Representative participating remotely shall convey his or her vote privately to the Chair or the Chair's designee. If multiple possible violations were presented at the Formal Hearing, each shall be voted on separately. A vote that the student violated the Honor Code Policy indicates that the Representative voting concludes that the evidence presented at the hearing makes it appear more probable than not that the student violated the Honor Code Policy.

Seventy-five percent or more of the Representatives on the Hearing Panel participating in the Formal Hearing and eligible to vote must vote to find a violation in order to render a determination that a violation occurred. Any smaller number voting to find responsibility will result in a determination of no violation.

Bearing in mind the event that the university is closed, and Formal Hearings are conducted by electronic means, it is recommended that the Hearing Panel discuss and decide the case using the voice feature rather than using a chat feature. The chat feature cannot be used to disclose confidential information, including deliberations.

When votes are held by electronic means, each member of the Hearing Panel for the Formal Hearing will email the faculty advisor their vote when voting upon whether the Student in Question violated the Honor Code Policy in the manner charged.

g. Reading of the Decision. The Chair will reconvene all participants in the Formal Hearing (excluding witnesses) and will read aloud the decision concerning responsibility to the Student in Question. If no violation is found, the Formal Hearing shall be concluded, and the Chair will adjourn the hearing. If a violation is found, the Formal Hearing shall continue to the Sanction Phase. The Chair may consider a recess (not to exceed 30 minutes) before the Sanction Phase, if appropriate.

9. The Sanction Phase

a. If the Student in Question voluntarily acknowledges violating the Honor Code Policy in the manner specified prior to the Reasonable Cause Conference and the case proceeds directly to the Sanctions Phase of the Formal Hearing the investigators will present all evidence collected at the beginning of the Sanctions Phase. The proceedings will then continue as outlined below.

b. Statements and Evidence in Mitigation. The Student in Question shall be given the opportunity to make any statements in mitigation or explanation to the Hearing Panel, and to present

character witnesses or similar testimony relevant to the sanction. Subject to the discretion of the Chair, no more than four character witnesses may be called by the Student in Question.

c. Statement from Investigators. The Investigators shall then have the opportunity to address the student in question's presentation concerning sanctions.

d. Information on Prior Violations. The Faculty Advisor shall then inform the Hearing Panel of any prior violation by the Student in Question of the Honor Code Policy. The Student in Question shall have the opportunity to comment to the Hearing Panel on this information.

e. Deliberations and Vote. The Hearing Panel will retire to discuss and determine a sanction or sanctions. This deliberation is subject to the same rules as the deliberation concerning responsibility and shall apply the standards set forth in the following subsection. The Chair is responsible to put the panel's proposed sanction(s) in writing and review them with the hearing panel to confirm a full understanding of the proposed sanction(s) prior to a final vote. The Faculty Advisor must confirm that sanctions are feasible within the context of the program. A simple majority vote of the members of the Hearing Panel participating in the Formal Hearing and eligible to vote is required to impose a sanction; provided, however, that dismissal must be approved by seventy-five percent or more of the members of the Hearing Panel participating in the Formal Hearing and eligible to vote.

1. Sanctions. In determining a sanction to be imposed on a student determined to have violated the Honor Code Policy, the Hearing Panel may consider (i) the severity and flagrancy of the violation; (ii) premeditation and intent, or lack thereof; (iii) whether the student was previously determined to have violated the Honor Code Policy; (iv) the student's truthfulness and contrition; (v) the student's ability to abide by the Honor Code Policy and succeed in the future; (vi) other mitigating circumstances deemed strongly relevant by the Hearing Panel.

Upon consideration of the factors set forth above, the Hearing Panel may impose an appropriate sanction, or combination of sanctions. Appropriate sanctions include, but are not limited to: formal reprimand; resubmission or repetition of the affected work; sessions at the Center for Academic Excellence; a zero or F on the affected assignment or examination; probation, to be noted on the student's transcript during the term of the probation, and which may affect severity of sanction for any future violation; failure of the affected course with a grade of "XF"; ineligibility for a period of time to hold elected or appointed positions at MUSC; suspension for one or more upcoming semesters; dismissal.

Prior formal findings of Honor Code Policy violations involving the Student in Question may be considered during the sanction phase.

In general, the existence of an Honor Code Policy violation will be noted on the transcript of the Student in Question. If the sanction required action by the Student in Question or was designed to last for a certain duration, the transcript notation would be removed upon successful completion of the action and/or elapse of the period in question. If the sanction required action by the Student in Question or was designed to last for a certain duration, the

transcript notation will be removed upon successful completion of the action and/or elapse of the period in question, and any remaining grade of XF will be changed to NP or 0.0. A student will not be allowed to graduate while sanctions are still in place.

2. Reading of the Sanction Decision. The Hearing Panel Chair will reconvene all participants in the Formal Hearing (excluding witnesses) and will read aloud the sanction to the Student in Question. The Chair will also inform the Student in Question of the option to appeal in accordance with this Honor Code Policy. The Chair will then adjourn the hearing.

K. Procedures After the Formal Hearing; Record Retention and Reporting

1. Notification to President. Promptly after the Formal Hearing, the Chair of the Hearing Panel shall inform the President of the Honor Council of the determination and sanction, if any.

2. Written Notice. Within two working days of the conclusion of the Formal Hearing, the Chair will deliver to the Student in Question a written notification of the Honor Council's decision regarding each charge and the sanctions imposed, with a copy to the relevant Dean or Deans for implementation. Additionally, the Dean of that student's college or the Dean's designee is responsible for keeping all information regarding the outcome of the hearing and any imposed sanctions confidential. This information should be disseminated to relevant faculty at the discretion of the Dean, and only such information that is necessary for faculty to carry out their duties in relation to relevant sanctions should be revealed.

3. Gathering and Retention of Record. The Advisor will gather all documentary evidence, investigative reports, notes, and other records of the investigation and Formal Hearing, including the audio recording of the Formal Hearing, and forward them to the University Advisors for retention in accordance with the provisions of this Honor Code Policy.

4. Access to Records. During the period prior to the deadline for submitting an appeal, the Student in Question shall be given reasonable access to the recording of the Formal Hearing and to all materials introduced at the Formal Hearing. If the Student in Question is a distance student or engaged in a learning experience outside the Charleston area and cannot meet with the faculty advisor to review materials before the formal hearing, the faculty advisor may release the confidential materials electronically to the student for them to view. The student must sign the confidentiality release form just as they would if they came in person before access is granted to materials.

5. Preparation of Summary. The Chair shall prepare a written summary of the matter (with all names deleted). The Chair shall provide this summary to the

Executive Vice President, for use in conjunction with the Executive Vice President's written report of all final dispositions during that semester of reported violations of the Honor Code Policy. A copy of the summary shall be maintained by or within the University Provost's office, or in such other appropriate location as may be determined from time to time by the University Advisors, for future reference and other use in administering the Honor Code Policy.

6. Satisfaction of Sanctions. The Student in Question shall notify the relevant Dean in writing when the terms of the sanctions have been met. The Dean or Deans shall verify sanctions are complete and notify the Registrar (formal Dean's letter) in writing within two weeks (fourteen calendar days) of such notice if the transcript notation is to be removed.

VII. Appeal

A. Submitting the Appeal. A Student in Question determined in a Formal Hearing to have violated the Honor Code Policy may appeal the decision by submitting a written appeal to the President of the Honor Council. The written appeal must be submitted to the President of the Honor Council within one week (seven calendar days) of receipt by the Student in Question of written notice of the outcome of the Formal Hearing from the Chair. The President shall promptly notify the Faculty Advisor and Dean of the College or Colleges of the Student in Question of the appeal.

If the Student in Question does not submit a timely appeal, the decision of the Honor Council at the Formal Hearing shall be final.

B. No Appeal of Finding of No Violation. There is no appeal from a finding that the Student in Question did not violate the Honor Code Policy.

C. Stay of Sanctions. A timely appeal will have the effect of staying all sanctions pending resolution of the appeal. Accordingly, absent a determination by the Dean of extraordinary circumstances, in the event of a sanction of suspension, dismissal, or another sanction that would prevent the Student in Question from completing or participating in academic work, the Student in Question shall be allowed to continue classes and clinical work during pendency of the appeal.

If the appeal process involves the grade in a course that is a prerequisite for a course in the following term, and if the Student in Question enrolls in such a course (the "Subsequent Course") while the appeal process is still ongoing, the Student in Question will be withdrawn from the Subsequent Course if the appeal process results in a failing grade in the prerequisite course.

The time to complete a sanction that includes a deadline (such as receiving education or writing a paper) will be stayed during the appeal. Any grades potentially affected by the sanction shall be entered as "incomplete" during the appeal. Under no circumstances may the Student in Question graduate until the matter and all appeals have been resolved.

D. Grounds for Appeal. On appeal, the Student in Question bears the burden of establishing that an error has occurred. The Student in Question's written appeal must specify in detail the basis or bases for the appeal. The only recognized grounds for appeal are:

1. A procedural error occurred that significantly affected the outcome of the Formal Hearing.
2. There was demonstrable prejudice or bias on the part of an Honor Council Representative who voted in the Formal Hearing.

3. New information exists, not available at the time of the Formal Hearing, which would have significantly affected the outcome of the Formal Hearing.

4. The sanction is extraordinarily disproportionate to the violation.

5. No reasonable person could conclude, on the basis of the evidence presented, that a violation occurred.

E. The Appeal Panel. Promptly after the President receives an appeal; the President shall appoint an Appeal Panel to decide the appeal. The Appeal Panel shall consist of three Student Representatives from the Executive Committee (including either the President or the Executive Vice President) and two Faculty Advisors. The President or Executive Vice President shall chair the Appeal Panel. The Appeal Panel shall not include (i) any Representative who served as an Investigator in the matter; (ii) any Representative who conducted the Reasonable Cause Conference; (iii) the Student in Question, if a Representative of the Honor Council; (iv) any Representative who is a witness in the proceeding; (v) any Representative who was on the Hearing Panel; or (vi) any Faculty Advisor originally appointed to the matter, or who participated in the Formal Hearing or Reasonable Cause Conference.

F. Advisors to the Appeal Panel. At least one of the University Advisors shall serve as advisor to the Appeal Panel, with a right to attend any meeting of the Appeal Panel, and voice but no vote.

G. Deciding the Appeal.

1. The Appeal Panel shall normally meet to decide the appeal within one week of appointment by the President. The Chair of the Appeal Panel may distribute the Student in Question's appeal and relevant portions of the record of the Formal Hearing to members of the Appeal Panel prior to this meeting.

2. An appeal is not a rehearing, and the Appeal Panel will not, other than in exceptional circumstances as determined in the Appeal Panel's discretion, receive testimony. If the Appeal Panel does take testimony, the Student in

Question and the Investigators are permitted to be present during that testimony; the Appeal Panel may decide whether to allow questions from those parties.

3. The Student in Question has the right to be accompanied by one support person who is a current member of the MUSC community (for example, a faculty member, currently enrolled student, or administrator). The Student in Question's support person may not address the appeals panel or pose questions to student in question or investigator. As this is an academic and not an adversarial process, attorneys are not permitted in the hearing to represent or advise the Student in Question at the Appeal Hearing. However, attorneys will be permitted to participate in appeal hearings in cases where the Student in Question's alleged Honor Code violation arises from a criminal charge. Any costs associated with legal representation will be the responsibility of the Student in Question.

4. The Appeal Panel will decide the appeal on the basis of the Record of the Formal Hearing and the contents of the appeal notice of the Student in Question, along with any additional evidence the Appeal Panel elects to receive.

Appeal panels may be conducted by electronic means. All Reasonable Cause Conferences, Formal Hearings, and Appeals Hearings may be conducted by technology authorized by MUSC Information Solutions and the Honor Council. Individuals participating virtually must be able to communicate concurrently with one another and each participant must be able to hear and be heard. In normal circumstances, it is expected that electronic means should include live video and that participants' cameras should be turned on during proceedings. MUSC provides each community member with authorized telecommunications software. Individuals are responsible for obtaining a satisfactory internet connection when participating from off campus.

All decisions of the Appeal Panel shall be made by a simple majority vote of those members present and voting; provided, however, that a decision to change the sanction to dismissal must be approved by seventy-five percent or more of the members of the Appeal Panel participating in the appeal and eligible to vote. The Appeal Panel will take one of the following four actions:

5. Affirm the decision of the Hearing Panel in all respects.

6. Uphold the finding of a violation but change the sanction. The Appeal Panel may impose a more lenient sanction or a more stringent sanction.

7. Overturn the determination that a violation occurred.

8. Remand the matter to the Hearing Panel for further appropriate proceedings (such as, for example, consideration of new evidence).

H. Communication of Decision. The Appeal Panel shall provide a written decision that concisely explains the basis for its decision. This written decision shall be transmitted to

the Student in Question, to the Honor Council President, and to the Dean of the College or Colleges in question within four working days of the meeting of the Appeal Panel. The Dean, and the Honor Council President in the event of a remand, will implement the decision of the Appeal Panel, unless it is overturned by the Select Panel as described below.

I. Gathering and Retention of Record. The Chair of the Appeal Panel will gather all documentary evidence, investigative reports, notes, and other records of the appeal, and forward them to the University Advisors for retention in accordance with the provisions of this Honor Code Policy.

J. Petition to Select Panel for Review. The decision of the Appeal Panel will normally be final but the student in question may petition the Provost, to convene a Select Panel consisting of the Provost and the Deans of two of the Colleges, who have the discretion to review an Appeal Panel's decision. This written petition must be received by the Provost within one week (seven calendar days) of transmittal to the student of the decision of the Appeal Panel, and the petition must specify in detail the clear error or circumstance that warrants review.

Upon receipt of a petition, the Provost will appoint two Deans (neither of whom shall be from the College of the Student in Question) to form the Select Panel with the Provost. The Select Panel is not obligated to review the matter but has the discretion to do so if two of the three members of the Select Panel conclude that the petition presents a clear error or circumstance that may have a significant impact on the Student in Question, the Honor Code process, or MUSC. The Provost will inform the Student in Question and the relevant Deans and Faculty Advisor within a reasonable amount of time after receipt of the petition whether the matter will be reviewed.

If the Select Panel does not review the matter, then the decision of the Appeal Panel shall stand and shall not be subject to further appeal. If the Select Panel does accept the matter for review, the Select Panel shall thereafter review the record and conduct any such further inquiry as it may deem desirable.

A vote of at least two members of the Select Panel is required to reverse or alter the decision of the Appeal Panel. The Select Panel shall issue a written decision that affirms or alters the decision of the Appeal Panel. The decision of the Select Panel shall be final and is not appealable. All sanctions are stayed pending the Select Panel's decision, as described in Section VIII.C. above.

VIII. Amendment of the Honor Code Policy

Any currently enrolled student or full-time faculty member of MUSC may propose amendments to the Honor Code Policy. A proposed amendment must be submitted in writing to the President of the Honor Council. Proposed amendments shall be initially considered by the Executive Committee which, with the advice of the Faculty Advisors, shall make a formal

recommendation to the Honor Council concerning whether the proposed amendment should be adopted, either as submitted or with modifications.

To be adopted, a proposed amendment must receive each of the following approvals, in the following order. Any change to an amendment at any point in the approval process will necessitate new approval by anybody having voted on the proposal before that change was introduced.

1. The proposed amendment(s) must first be approved by majority vote of the Honor Council in a duly called meeting.
2. The proposed amendment(s) must then be approved by majority vote of the MUSC Student Government Association in a duly called meeting.
3. The proposed amendment(s) must then be approved by majority vote of the University Education Advisory Committee and Student Affairs Advisory Council.
4. The proposed amendment(s) must then be approved by majority vote of the voting members of the Provost's Council.

5. The proposed amendment(s) must finally be approved by majority vote of the MUSC Board of Trustees.

Unless an effective date is specified in the adopted amendment, the amendment shall become effective on the first day of the academic semester immediately following approval by majority vote of the MUSC Board of Trustees and shall apply to any conduct by a student occurring after the effective date.

The University Advisors shall maintain a record of all adopted amendments to the Honor Code Policy, with effective dates, and shall see that amendments are promptly reflected on the online version of the Honor Code Policy.

Amendment History: Board Approved - October 12, 2001; Revision 07/21/2016; Revision 10/26/2017; Board Approved Revision 04/13/18; Board Approved Revision 10/11/19; Board Approved Revision 08/14/2020; Board Approved Revision 02/09/2024.

Amendments to the Honor Code Policy may occur during the course of the year.

IX. Definitions for the purposes of this policy

Source – authors that are human or technology/machine generated

X. Related Policies Professionalism and Standards of Conduct for Students

Faculty Handbook

Applicable Laws and/or Regulations (not intended to be all inclusive)**

XII. References:

Honor Code website: <https://education.musc.edu/students/enrollment/bulletin/honor-code>

Reporting a violation via the Maxient website:
<https://education.musc.edu/students/enrollment/bulletin/honor-code/reporting-a-violation>

XIII. Distribution and Communication Plan

XIV. Appendices

*Policies become effective on the date of publication

**If not applicable, enter N/A

Appendix D: Academic Calendar

The Academic Calendar is approved by the Deans of the colleges within the university. Start dates, end dates, and breaks within the semester may vary by program. Certain clinical courses within some professional programs may overlap semesters. The dates shown for orientation, drop/add, state and federal holidays and commencement are valid throughout the university.

Fall 2025

Fall Semester Begins	August 25, 2025
Last Day for Drop/Add	September 9, 2025
Labor Day (campus closed)	September 1, 2025
Spring Registration Begins	October 1, 2025
Research Day (no classes or tests scheduled)	November 7, 2025
Thanksgiving Day (campus closed)	November 27-28, 2025
Fall Semester Ends	December 12, 2024
Christmas (campus closed)	December 24-26, 2025

Spring 2026

Spring Semester Begins	January 5, 2026
Interprofessional Day	January 9, 2026
Dr. Martin Luther King Day (campus closed)	January 19, 2026
Last Day for Drop Add	January 16, 2026
Summer Registration Begins	February 3, 2026
DPHS Spring Break	March 2-6, 2026
Spring Semester Ends	May 1, 2026
Commencement	May 16, 2026

Summer 2026

Summer Semester Begins	May 4, 2026
Memorial Day (campus closed)	May 25, 2026
Last Day for Drop Add	June 10, 2026
Independence Day (campus closed)	July 3, 2026
Summer Semester Ends	August 14, 2026