

Doctoral Student Handbook

Department of Health Promotion, Education, and Behavior

Arnold School of Public Health
University of South Carolina



2011-2012

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HPEB Doctoral Handbook (2011 - 2012)

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Preface

The Graduate Studies Bulletin

The *Graduate Studies Bulletin* is the official manual of regulations and guidelines for graduate study at the University of South Carolina. It is available on the University website at <http://www.sc.edu/bulletin/>. Graduate students are expected to read and adhere to the regulations of this publication throughout their matriculation at the University. Students are bound by the bulletin in effect at the time they begin or renew their enrollment in The Graduate School. If they wish to make a change to a subsequent bulletin, they must obtain permission of The Graduate School to do so.

Carolina Community Student Handbook and Policy Guide

Please refer to the Carolina Community Student Handbook and Policy Guide for policies on the student code of conduct, student grievance, sexual harassment and other areas. The Carolina Community Student Handbook and Policy Guide is available online at <http://www.sa.sc.edu/carolinacommunity/>.

Disability Services

Students with disabilities are assisted through the Office of Disability Services). Students with disabilities should contact the Office of Disability Services at 803-777-6744 (TDD) or 803-777-6142 for specific information about services. When students receive the Graduate School's offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s). More information can be found online at: <http://www.sa.sc.edu/sds/>.

Acronyms Used Throughout This Handbook

ASPH	Arnold School of Public Health
BIOS	Department of Biostatistics
COMD	Department of Communication Sciences and Disorders
ENHS	Department of Environmental Health Sciences
EPID	Department of Epidemiology
EXSC	Department of Exercise Science
GA	Graduate Assistant; Graduate Assistantship
GRE	Graduate Record Examination
HPEB	Department of Health Promotion, Education, and Behavior; also called "Department"
HSPM	Department of Health Services, Policy and Management
TOEFL	Test of English as a Foreign Language
USC	University of South Carolina

Section 1

Overview of the USC Arnold School of Public Health

The Arnold School of Public Health was established by legislative action in 1974 and was fully accredited by the Council on Education for Public Health (CEPH) in 1979, 1984, 1990, 1996, 2001, and 2010. The mission of the Arnold School of Public Health is to expand, disseminate and apply the body of knowledge regarding prevention of disease, disability, and environmental degradation; promote health and well being in diverse populations; and provide effective, efficient and equitable health services. An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.

In November 2000, the University of South Carolina announced that the School of Public Health would be named in honor of a longtime Columbia business leader and philanthropist, Norman J. Arnold. The Arnold School of Public Health is in recognition of a gift from Mr. Arnold to the school and for his longtime commitment to improving the health of South Carolinians.

The Arnold School of Public Health becomes only the third school of public health in the United States to be named for an individual. The others are the Rollins School of Public Health at Emory University and the Joseph L. Mailman School of Public Health at Columbia University.

The school contains the Prevention Research Center, the Center for Research on Nutrition and Health Disparities, the Center for Health Services Policy and Research, the Center for Public Health Preparedness, the Cancer Prevention and Control Program, the South Carolina Public Health Institute, the Rural Health Research Center, the Consortium for the Latino Immigration Studies, the Office for the Study of Aging and the Speech and Hearing Center, and actively partners with the Institute for Partnerships to Eliminate Health Disparities .

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Overview of the Department of Health Promotion, Education, and Behavior

The Department of Health Promotion, Education, and Behavior (HPEB) at the University of South Carolina's Arnold School of Public Health has as its focus understanding how policy, environmental, institutional, and individual actions can improve the public's health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe.

The department is committed to a three-part mission of:

- Conducting timely interdisciplinary research that attracts extramural funding and generates knowledge leading to improvements in public health practice and outcomes
- Attracting and training talented and motivated students who will work to improve public health
- Providing research-linked service to professionals and communities to advance practice, support the profession, and improve public health

An important motivation for our work is that, in many cases, scientists and practitioners have identified which actions should and can be taken to improve public health, but these actions are often either carried out ineffectively or at too small a scale. For example, at least half of the worldwide annual deaths of 11 million children under five years old can be prevented by proven actions, but we lack sufficient understanding of how to effectively mobilize sociopolitical processes, program design and implementation, and community partnerships to enact these actions. Behavioral and social research, training, and outreach aimed at acquiring, sharing, and applying knowledge about effective mobilization and coordination processes can therefore have large public health impacts.

Programs in HPEB

Programs leading to degrees in health promotion, education, and behavior center on changing health practices. Health education promotion is an activist discipline and employs community development, organizational behavior and applied communication strategies to influence knowledge, attitudes, social support systems, patient/provider relationships, change behavior, and the alteration of access and availability barriers to care in promoting positive health practices. Health promotion is an important focus of the department. Courses emphasizing principles of organizational and individual learning, motivation, behavior change, program planning and evaluation constitute the basis of professional preparation.

The department supports the idea that health promotion, education, and behavior subsume a set of activities which:

- Inform people about health, illness, disability, and ways in which they can protect and improve their health, including more efficient use of the health care delivery system;
- Influence individuals to adopt or maintain healthy practices through skill building;
- Foster teaching and communication skills in those engaged in health education;
- Advocate changes in health care systems and the environment which will facilitate healthy practices;
- Develop effective health education programs aimed at promoting good health;
- Enhance the health promoter's role as a model, advocate and leader in health; and,
- Create knowledge through systematic research.

The Department of Health Promotion, Education, and Behavior offers the following degrees and certificates: Master of Public Health (MPH), Master of Science in Public Health (MSPH), Master of Social Work/Master of

Public Health (MSW/MPH) (a dual degree with the college of Social Work) Certificate of Graduate Study in Health Communication, Doctor of Philosophy (PhD), and Doctor of Public Health (DrPH).

The Department of Health Promotion, Education, and Behavior is located on the second and third floors, north wing of the Arnold School of Public Health at the corner of Greene and Sumter streets. The address is: 800 Sumter Street, Columbia SC 29208.

Faculty and Areas of Specialization:

FACULTY	AREA OF SPECIALIZATION
<p>Lucy Annang, PhD, MPH, 2003 University of Alabama at Birmingham Assistant Professor</p>	<p>Women’s reproductive health; sexually transmitted infection (STI) prevention; racial health disparities; community-based participatory research</p>
<p>Deborah L. Billings, PhD, 1995 University of Michigan Assistant Professor <i>(Joint appointment with Women’s and Gender Studies Program)</i></p>	<p>Latino health disparities, community-based participatory research, women’s health issues</p>
<p>Christine E. Blake, PhD, RD, 2006 Cornell University Assistant Professor</p>	<p>Factors that influence food choice, dietary patterns and situational eating, food meanings, schema and scripts in context, maternal and child nutrition, obesity and chronic disease</p>
<p>Heather M. Brandt, PhD, 2003 University of South Carolina Assistant Professor</p>	<p>Cancer prevention and control; cancer disparities among underserved populations; social and behavioral aspects of human papillomavirus (HPV) and cervical cancer; community-based participatory research strategies; health literacy influences on health, behavior, and research participation; women's health</p>
<p>Sara J. Corwin, PhD, MPH, 1996 University of South Carolina Clinical Associate Professor Undergraduate Program Director, Public Health</p>	<p>Program evaluation, qualitative research methods; adolescent pregnancy prevention, healthy aging; stress management, teaching methods</p>
<p>Daniela B. Friedman, PhD, MSc, 2006 University of Waterloo Assistant Professor</p>	<p>Health communication, health literacy and the Internet, gerontology</p>
<p>Edward A. Frongillo, Jr., PhD, 1991 Cornell University Department Chair and Professor</p>	<p>Growth, development, and feeding of infants and young children,; family stress and parenting; household food insecurity; policy and programs for improving nutrition and development; advancing consensus, commitment, and capacity for nutrition in poor countries; design and analysis of longitudinal studies</p>
<p>Casey Goldston Giraudy, EdD, MEd, 2004 University of South Carolina Instructor Academic Programs Coordinator</p>	<p>First Aid/CPR, adult education, international education</p>
<p>Sonya Jones, PhD, 2002 University of North Carolina at Chapel Hill Assistant Professor</p>	<p>Nutrition, social and policy determinants of health, youth empowerment and development</p>

FACULTY	AREA OF SPECIALIZATION
<p>Andrew T. Kaczynski, PhD, 2007 University of Waterloo Assistant Professor</p>	<p>Relationships between built environments and physical activity; parks and active living; recreation and leisure studies; social marketing and planning</p>
<p>Kara M. Montgomery, DrPH, MEd, 2004 University of South Carolina Clinical Assistant Professor</p>	<p>Nutrition, obesity/eating disorders; college student health issues; maternal and child/adolescent health</p>
<p>Justin Moore, PhD, MS, FACSM, 2003 University of Texas, Austin Assistant Professor</p>	<p>Prevention and non-clinical treatment for pediatric obesity; environmental influences on physical activity; determinants of physical activity in pediatric populations; research methods, program planning and evaluation in public health; policy approaches to promote physical activity; geographic Information Science; structural equation modeling</p>
<p>Donna L. Richter, EdD, FAAHB, 1982 University of South Carolina Professor</p>	<p>HIV/AIDS prevention and research; public health practice; public health leadership; women's health issues; gerontology</p>
<p>Ruth P. Saunders, PhD, 1986 University of South Carolina Associate Professor</p>	<p>Physical activity in children and adults, organizational change for health promotion, intervention implementation monitoring</p>
<p>David S. Simmons, PhD, 2002 Michigan State University Assistant Professor <i>(Joint appointment with Anthropology)</i></p>	<p>International health, health disparities, medical anthropology</p>
<p>Lillian Smith, DrPH, MPH, CHES, 2004 University of South Carolina Clinical Assistant Professor Director, Office of Public Health Practice and SC Public Health Consortium</p>	<p>Worksite development, inter-disciplinary/organizational training, distance education</p>
<p>Mindi Spencer, PhD, MA, 2006 West Virginia University Assistant Professor <i>(Joint appointment with Institute for Southern Studies)</i></p>	<p>Gerontological health, health disparities, health in the American South, care giving in diverse populations</p>
<p>Jim Thrasher, PhD, MA, MS, 2005 University of North Carolina at Chapel Hill Assistant Professor</p>	<p>Cancer prevention/control, tobacco, mass media and health communication, socio-cultural determinants of health, global health</p>
<p>Gabrielle (Brie) Turner-McGrievy, PhD, MS, RD, 2009 University of North Carolina at Chapel Hill Assistant Professor</p>	<p>Emerging technologies to create health behavior changes; plant-based dietary approaches in the prevention and treatment of chronic diseases; diet quality; obesity prevention and treatment</p>

Robert F. Valois, PhD, MPH, MS, FAAHB, 1984 University of Illinois, Urbana-Champaign Professor	Child and adolescent health, health risk behaviors, smoking cessation, program evaluation
Katrina Walsemann, PhD, MPH, 2005 University of Michigan Assistant Professor	Lifespan development, early life experiences and health aging, environmental influences on population health
Ken Watkins, PhD, 1999 University of Michigan Clinical Associate Professor Associate Chair & Graduate Director	Aging and health, diabetes self-management, quality of life, faith and health, self-regulation theory

Distinguished Professor Emeritus

Roger G. Sargent, PhD, 1971 University of South Carolina	Applied nutrition, weight management; maternal and child nutrition
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Staff*

Memory Bacon, BS Administrative Assistant
Ann Cassidy Department Business Manager

*Please see Appendix A for Contact List

Section 2

Overview of Graduate Assistantships

Who Exactly is a Graduate Assistant?

A graduate assistant is a fully admitted graduate student who receives a stipend and some educational benefits in exchange for specific services that the student provides. A graduate assistant usually works directly with one or more faculty members, in a university office, or with a specific state agency. For more information, see: <http://www.gradschool.sc.edu/gradassist/>.

The USC Graduate School offers training and evaluation activities for graduate teaching and instructional assistants [GTAs and GIAs). Our department requires all doctoral students to attend the training for GTAs and GIAs. Information regarding TA training can be found at: <http://gradschool.sc.edu/TATRAN/index.asp> . In addition, all international doctoral students must attend the international teaching assistant working for training and evaluation of oral English skills. If a doctoral student does not attend this training, the department has the right to withdraw any offer of financial support for that student.

Who is Eligible to Receive a Graduate Assistantship?

Any fully admitted student taking six to twelve graduate hours is eligible. There is generally no special consideration given for financial need or level of education. Employment is usually made on specific qualifications and skills of the individual. Sometimes the degree program in which a student is enrolled is a consideration. A student receiving other financial assistance in the form of work-study, stipend, or grant from another agency may not qualify to receive a graduate assistantship; but, some scholarships and fellowships may be received at the same time.

Graduate assistants are expected to devote full-time effort to their studies and their assistantship responsibilities. They are, therefore, discouraged from having additional employment on or off campus, during the term(s) for which they are appointed. In addition, regular University employees are not eligible for assistantships.

How do I apply for a Graduate Assistantship?

There are no specific graduate assistantship applications available for Health Promotion, Education, and Behavior. To be considered for a position, an applicant must indicate an interest in being a graduate assistant on the admissions application form. The student will then be considered for any available graduate assistantships that match their qualifications and skills. Contact the HPEB Academic Programs Coordinator (Dr. Casey Goldston Giraudy) for more information.

What Types of Work do Graduate Assistants Perform?

The work responsibility of a graduate assistant depends entirely on the skills and work experiences he/she has and the project that they would be working on. Some teach undergraduate courses, grade papers, or proctor testing; others do research, assist with administration of programs. If you have any research skills/experience, be sure to include them on your resume. The assignment/tasks depend on the professional needs of the faculty members/supervisors with whom you work.

How are Graduate Assistants Selected?

Faculty members who have positions for graduate assistants review the student applications on file and make selections. Consequently, students are strongly advised to inform the faculty members in their individual program of their interest in an assistantship.

What Benefits do Graduate Assistants Receive?

Graduate students from out of state who hold qualifying assistantships are given an automatic tuition reduction to the in-state tuition level. Graduate assistantship paperwork must be completed no later than 25 calendar days from the first day of class in order to qualify for this reduction. In addition, graduate students who hold assistantships in the spring semester and pre-register for the upcoming fall semester automatically are accorded the reduced in-state tuition rates during the summer sessions (Maymester, Summer I, and Summer II).

GA Work Assignments & Course Load Limits:

Work Assignments	Minimum	10 hours per week (Half-time)
	Maximum	20 hours per week (Full-time)

Graduate assistants working more than the required hours per week must have approval of the Dean of Graduate School prior to the beginning date of their graduate assistantship appointment.

Course Load Limits	Minimum	6 semester hours (1 hr summer)
	Maximum	15 semester hours

Academic Fees (Same for all GAs) Per credit hour amount

Graduate Assistantship tuition may increase when the University's tuition increases.

NOTE: Graduate assistants **DO NOT** receive any of the following benefits: free parking stickers; paid activity/technology fees; sick leave or paid holidays; insurance; or reduced textbook rates at either bookstore. Graduate assistants are **NOT** entitled to faculty benefits or privileges. Graduate assistants may pay separately for health services/activities fees by paying the University fee at the time of registration.

Do I Have to Make Up Time Missed for Holidays?

You are not required to work when classes are not in session; but, two weeks notification and the permission of the supervisor are required for not working during USC-recognized holidays. Two weeks notification and the permission of the supervisor are also recommended for any/all vacation days you wish to request.

While USC students are not required to work during days when classes are not in session, the student may be asked to make up the hours if they received pay from the agency for a workday falling on a USC holiday. We advise each student to check with the agency and the supervisor on the agency's policy, as different agencies have different vacation policies.

Note: Fall break and Spring break are not considered official USC holidays.

When Will I Know if I Have an Assistantship?

Assistantships are awarded on a semester basis beginning in late August and/or January. If you receive an assistantship, an offer letter will be mailed to you prior to the opening of the semester. Usually assistantships last for two semesters; but, money is allotted for one semester at a time and there is occasionally a turnover of assistantships after one semester period. In this instance, assistantship offers may be extended as openings occur throughout the semester.

What Should I Do if I Hear about a Possible Position?

The Department has several recurring assistantships from year to year. Students who identify potential positions for graduate assistantships outside of the recurring positions may contact the Department's Academic Programs Coordinator for guidance to establish a new assistantship in an area of interest.

Do I Have to Reapply for an Assistantship Each Semester that I am in School?

It is a good idea to verify with your supervisor that your position will be funded for each upcoming semester. Paperwork may need to be completed on acquiring a new assistantship position.

What other Types of Financial Aid are Available?

In addition to graduate assistantships, financial aid is available in the form of part-time jobs, work/study opportunities, veterans benefits, and loans. For information on grants, loans and other financial assistance contact the USC Student Financial Aid Office at 803.777.8134 or online at: <http://www.sc.edu/financialaid/>.

Section 3

Important Guidelines and Regulations

Students are responsible for information in the University's Graduate Studies Academic Bulletin, as well as information in this handbook. Also, please see the HPEB departmental webpage for current students (<http://www.sph.sc.edu/hpeb/current.htm>) for updated information and links to HPEB and Graduate School forms.

Valid Period of Admission

Students are admitted to the Graduate School for the study specific degree granting program indicated on the application and defined in the letter of acceptance from The Graduate School. An offer of admission to The Graduate School is effective for the term applied. Admission may be deferred for up to four successive terms without reapplication, but a student who fails to enroll within four successive terms must submit a new application and pay a \$50 application fee. In order to defer enrollment, a Change of Status ([COS](#)) form must be submitted and approved by the program. In addition, the student becomes subject to the regulations of the Graduate Studies Bulletin in effect when the student begins course work.

After enrollment, students are expected to make satisfactory and timely progress toward degree. Following three years of nonenrollment, the graduate admission of students admitted to degree programs becomes invalid. Degree-seeking students must reapply and meet current admission requirements. Upon readmission, students are subject to regulations of the Graduate Studies Bulletin in effect at the time of reenrollment.

The University reserves the right to decline admission to applicants, to suspend students, or to require the withdrawal of students when, for any reason, such action is deemed to be in the interest of the University.

Maximum Period for Completing Doctoral Degree

All work toward a doctoral degree must be completed within eight years of initial enrollment. Some out-of-date courses may be revalidated (see "out of date courses"); transfer credit courses or courses from another institution may not be revalidated.

Out of Date Courses

Students enrolled in a doctoral program at the University of South Carolina may, with permission of the academic program, request revalidation of USC graduate courses over eight years old for inclusion on the doctoral program of study. Each academic unit will determine whether a course is appropriate for revalidation. All instructions for revalidation must be followed and the Permit for Revalidation Examination ([PRE](#)) form must be completed and submitted to the dean of the Graduate School for approval prior to revalidation. Proof of payment of revalidation fees must be submitted with the Permit for Revalidation Examination form.

Note: Coursework taken at other institutions may not be revalidated.

Course Loads

A graduate student may enroll for a semester load not to exceed 15 graduate hours. A student with a load of 9 or more hours during a fall or spring term is classified as full-time for academic purposes. The maximum course load in each of the two summer sessions is 6 hours. May Session enrollment is part of the 6-hour limit for Summer I.

Graduate assistants carrying 6 or more hours for graduate credit are classified as full-time students. Graduate assistants are required to carry a minimum of 6 hours of graduate credit during the fall and spring terms and if employed during summer session are required to carry a minimum of 1 credit per session.

A student must be enrolled for at least 1 credit during any semester in which thesis or dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used.

Students requesting an overload exception must submit the required Course Overload Enrollment Authorization ([CEO](#)) Form to the dean of the Graduate School for approval prior to the beginning of the term for which the exception is requested.

Students seeking enrollment exceptions, such as underenrollment (Z-status), should contact the Graduate Director for processing.

Residency

The intent of a residency requirement is to ensure that doctoral students benefit from and contribute to the full spectrum of educational and professional opportunities provided by the graduate faculty of a research university. When establishing residency, the student should interact with faculty and peers by regularly attending courses, conferences, and seminars and using the library, library services, and other resources that support excellence in graduate education.

After admission to the doctoral program, the doctoral residency requirement is satisfied with 18 hours of course work taken in 3 consecutive major semesters. Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms (including May Session) will count toward the 18 hours required for residency.

The student's advisory committee certifies on the doctoral program of study ([D-POS](#)) form the term dates and the courses that satisfy the student's residency requirement.

Degree Requirements

The Doctor of Philosophy and Doctor of Public Health degrees are research-based degrees designed to foster critical inquiry and expand and advance the knowledge of a discipline. Study for a specified time and accumulation of graduate credit hours are not by themselves sufficient to earn the doctoral degree. The student must demonstrate scholarly distinction and the ability to advance knowledge through independent research by achieving admission to candidacy and writing a dissertation.

The doctoral degree requires a minimum of 60 graduate credit hours, including 12-30 hours of dissertation preparation (899), beyond the baccalaureate degree or a minimum of 30 graduate hours, including 12-30 hours of dissertation preparation (899), beyond the Master's degree. A student may use no more than 30 hours combined of thesis preparation (799) and dissertation preparation (899) on the doctoral program of study. Doctoral degree students must complete at least half of the hours on the Program of Study ([D-POS](#)) in courses numbered 700 or higher. A dissertation of original research is required. A period of residency, research methods proficiency, a comprehensive examination, and a dissertation defense or examination are also required. The

specific curricula for the doctoral degrees vary with the programs, and are described in this handbook. Students enrolled in a doctoral program have eight years from the first term of enrollment in which to complete the degree. Students must be enrolled for at least one credit hour during the term of graduation.

Information about specific requirements of our doctoral degree programs is available from the faculty contact person or the graduate director.

Program of Study

Every doctoral degree student must file a doctoral program of study ([D-POS](#)) in The Graduate School for approval by the dean of The Graduate School. A program of study is a list of courses that satisfy degree requirements and is one of the degree audit documents. It allows the student and the advisor to engage in early planning of course work, explore research interests, and discuss requirements for progress toward degree; facilitates subsequent advisement; and protects the student in the event of unexpected curriculum or faculty changes. The doctoral student must file a completed Program of Study (D-POS) form within the first 24 months of course work, but earlier if possible. The D-POS must be signed by the chair of the student's Advisory Committee, the graduate director of the program, and the dean of The Graduate School. If necessary, an approved program of study can be modified with a Request for Program Adjustment form.

All doctoral candidates are required to successfully complete a minimum of 12 hours of dissertation preparation (899), but up to 30 hours of dissertation preparation (899) or 30 hours of a combination of dissertation (899) and thesis (799) preparation are allowed on a doctoral program of study. At least half of the hours on the Doctoral Program of Study (D-POS) must be in courses numbered 700 or higher.

Transfer of coursework

Contingent upon the student's program advisory committee and Graduate Director approval, students may transfer up to nine (9) hours from an existing masters program **excluding MPH and SPH core courses or equivalent** (i.e., HPEB 700, HPEB 701, HPEB 702, HPEB 707, HPEB 748, HPEB 710, BIOS 700, BIOS 701, EPID 700, EPID 701, ENHS 660, and HSPM 700). (Per university policy, a limited number of other courses not previously part of a degree program can be included in a program of study contingent on program advisory committee approval.)

This policy applies to courses taken prior to entering the HPEB doctoral program. Current HPEB doctoral students may take courses elsewhere as long as they are approved by their program advisory committee and do not exceed 50% of the program of study.

All transfer courses must meet Graduate School requirements regarding the eight-year period of viability, taken from an accredited institution recognized by USC, carrying graduate credit with a grade of "B" or better, and number of reduced tuition rate hours allowed (six), as described in the Graduate Studies Bulletin.

Admission to Doctoral Candidacy

Upon nomination from the doctoral program, the dean of The Graduate School considers students for admission to doctoral candidacy only after 1) the student is fully admitted to the doctoral degree program by the academic unit, 2) passes the qualifying examination, and 3) submits an approved doctoral program of study to the dean of The Graduate School. No student is admitted to candidacy by the dean of The Graduate School until after completion of all three conditions and written nomination is received from the academic program. The Graduate

School will notify the student and the graduate director of the student's program when the student has been admitted to candidacy.

Note: Admission to candidacy must be granted at least one full academic year before the awarding of the degree.

Academic Regulations

All graduate students are subject to the academic policies, regulations, and academic standards of both The Graduate School and the department, school and/or college in which enrolled. Graduate programs may have more stringent standards and additional regulations and requirements than that of The Graduate School. Program academic policies, regulations, and standards are available from the graduate director of the program. Contact information for academic programs is available on the website of The Graduate School.

It is the responsibility of all students to be aware of USC academic standards and their own academic record. At the very least, students should check their Record of Academic Work in [VIP](#) at the conclusion of each semester. The academic record will list any academic or registration issues or probationary status that requires attention by the student.

Graduate students are bound by the academic policies, regulations, standards, and degree requirements found in the *Graduate Studies Bulletin* in effect at the term of enrollment. With approval of the academic program in which enrolled and the dean of The Graduate School, a student may elect during the course of a program of study to change to standards, regulations, and requirements found in a subsequent Graduate Studies Bulletin. However, the student may not pick and chose from different Bulletins, but must select one *Graduate Studies Bulletin* during the period of the student's graduate enrollment and conform to all policies, regulations, and degree requirements of the selected Bulletin.

Doctoral students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific *Graduate Studies Bulletin*. Any student whose admission lapses for three years loses the right to claim a previous Bulletin and becomes bound to the Bulletin in force when readmitted.

The cumulative grade point average (GPA) is defined as the GPA of all graduate credit courses recorded on the official USC transcript. In-date courses are eight or less years old for doctoral students. Revalidated courses are also included in the cumulative GPA calculation. Grades earned for graduate credits transferred from other colleges or universities are not included in the cumulative GPA.

At the time of graduation, the student's graduate cumulative grade point average (GPA) must be at least 3.00 (B) on a 4.00 scale. Additionally, the student's average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00.

Comprehensive Examination

Candidates must pass a written and oral comprehensive examination conducted by the student's academic program under the direction of the Written and Oral Comprehensive Examination Committee. This Committee must be comprised of no fewer than four members, at least one of whom must be from outside the candidate's major department. Normally, the comprehensive examination is given after the candidate has completed all course work on the program of study except for courses in which the student may be currently registered. The comprehensive examination may not be given less than 60 days before the student receives the degree.

Note: Certification of the comprehensive examination for doctoral students remains valid for five years from the academic term taken, after which it must be revalidated.

For the DrPH and PhD in HPEB, the written dissertation proposal and the oral defense of the proposal meet the Graduate School requirements for the written and oral comprehensive examination respectively.

Dissertation Defense and Submission of Final Dissertation

No later than five years after passing the comprehensive examination, the student must present a dissertation that has been approved by the student's Dissertation and Dissertation Defense Committee.

Any student who uses University facilities or confers with faculty on dissertation work in any semester must be officially enrolled for at least one hour of graduate credit. It is recommended that the one hour of credit be in dissertation preparation (899).

A dissertation must be successfully defended before the Dissertation and Dissertation Defense Committee. The dissertation defense should be no fewer than 30 days before the date of graduation.

Please consult the graduate director for departmental, school, or college specific defense requirements, including scheduling procedures. The Graduate School requires that the dissertation defense be publicly announced. The Dissertation Defense Announcement ([G-DDA](#)) form must be submitted at least 14 days prior to the defense.

When the defense has been approved by the Dissertation and Dissertation Defense Committee, the signatures of the committee members must be obtained on the Dissertation Signature and Approval ([G-DSF](#)) form. The electronic submission of the dissertation will not have title page signatures; this is to prevent theft and unauthorized use of signatures that otherwise might occur. The graduate director of the academic program will also be asked to sign the G-DSF form to affirm that the dissertation follows The Chicago Manual of Style or another style manual endorsed by the program.

Students should follow Graduate School guidelines for dissertation submission, and submit the dissertation for Graduate School format review after the dissertation has been reviewed by the dissertation committee and HPEB Graduate Director.

In addition, the student must complete the Survey of Earned Doctorates ([SED](#)) available on the website of The Graduate School. The G-DSF with signatures and the SED must be delivered to The Graduate School program coordinator who oversees the degree program. The G-DSF is to be submitted to the program coordinator in an envelope marked "Confidential." The student may hand-deliver the completed SED and G-DSF to The Graduate School program coordinator or may send it through the mail.

Note: The G-DSF and SED must be received by the final submission deadline in order for the student to be cleared for graduation (see instructions on the Graduate School website).

Examination/Defense Location

Combined oral and written examinations are held in HPEB for three purposes: 1) comprehensive examination for doctoral students, 2) dissertation defense for doctoral students, and 3) thesis defense for MSPH students. These examinations should be conducted on campus, and all committee members should be physically present with the student. Under exceptional circumstances, some committee members (but not the chair) may be located off-campus for the examination, connected via telephone or video-conferencing to the student, chair, and other committee members who are on campus. Also under exceptional circumstances, the

student, the chair, and perhaps other committee members may be located off-campus for the examination, connected via telephone or video-conferencing to other committee members who are on campus. Regardless of circumstances, the chair must be physically located with the student for the examination.

Enrollment in Graduating Semester

The Graduate School requires that each graduating student be enrolled for a minimum of one graduate credit in the graduating semester. For example, if a student is planning to graduate in May at the conclusion of the Spring semester, the student must be enrolled for at least one credit during the Spring semester.

This is the only instance in which the Graduate School considers Summer I and Summer II to be the same semester. Therefore, a student who plans to graduate in August at the conclusion of the Summer sessions, need only be registered for one credit hour over Maymester, Summer I, or Summer II. The Graduate School can make an exception to this policy if a student has successfully completed all degree requirements, including submission of his or her dissertation, before the first day of classes for the graduating semester. In this instance, the Graduate School can waive the mandatory enrollment requirement for the graduating semester.

Applications for Graduation

All students enrolled in a doctoral degree program must file the application for degree/graduation available on the website of the Office of the University Registrar with The Graduate School within the first 15 class days of the fall or spring semester in which the degree is to be awarded, or within the first 10 class days of Summer Session I if the degree is to be awarded at the end of the summer (even if the student does not plan to take courses until the second summer session). The Graduate School recommends that students provide a copy to the academic program to facilitate assessment of degree requirements. Applicants are encouraged to consult with the academic program to confirm that all requirements for graduation have been met.

Academic Integrity

All students are expected to adhere to the university's policies regarding academic integrity. Students should consult our website (<http://www.sph.sc.edu/hpeb/current.htm>) for policy concerning issues related to academic dishonesty. Any student caught violating any of these regulations will be subject to penalties associated with such acts.

Appeals for Reinstatement

Appeals for reinstatement from students who have been suspended should be reviewed first by the academic unit and then forwarded to the dean of The Graduate School for review by the Graduate Council. See the University's Graduate Academic Bulletin for more information.

Roles and Responsibilities of Graduate Students

Your responsibilities include but are not limited to:

- Guidelines - be aware of and follow Graduate School requirements as stated in the Graduate Bulletin and guidelines provided in the HPEB Doctoral Handbook.
- Advisement - student is responsible for knowing program requirements, taking an active role through all steps of their program and keeping copies of all important records and documents.
- Keeping the advisor (and committee members, as appropriate) apprised of your progress and barriers you are experiencing.
- Working with your committee - understand the roles of your doctoral committee and of the members of the committees.
- Deadlines - be aware of and meet graduate school and university deadlines.
- Transfer credit - inform your advisor of your intention to apply for transfer credit immediately during advisement. Transfer credit must be approved as part of your program of study and is subject to faculty approval.
- Qualifying examination – with your advisor, determine the appropriate time for you to take the qualifying examination; take appropriate steps to prepare for the exam.
- Dissertation - although the formal dissertation process begins after course work is complete, think about your research interests and possible dissertation topics as you go through your course work; discuss your ideas with faculty and students to develop them.
- Formatting dissertation - obtain guidelines for formatting the dissertation from the Graduate School early and format the dissertation accordingly. This is easiest if these guidelines are used in the early drafts of the dissertation proposal, as well as the final dissertation. Also, ask for additional guidelines specific to HPEB.
- Forms – Ensure all HPEB and Graduate School forms are submitted through Casey Goldston Giraudy at the appropriate times. Forms may be found at <http://www.sph.sc.edu/hpeb/current.htm>.

Section 4

Stages and Milestones for Doctoral Degrees in HPEB

This section provides information on stages, milestones, and other degree requirements.

Attainment of a doctoral degree entails successful completion of a series of tasks that fulfill the requirements for the doctoral degree.

This sequence of stages is similar to general requirements of the University of South Carolina for doctoral programs, with some variation by department. As each stage is passed, there is typically some written or formal notice taken, usually initiated by the student's advisor. Remember, you are accountable for your progress. Make and retain copies of all important records. **See Appendix B for information about required forms.**

Overview of Doctoral Program Requirements

There are two doctoral level programs offered by the HPEB department: The Doctor of Philosophy (PhD) and The Doctor of Public Health (DrPH).

Both doctoral programs require:

- 60 hours of graduate credit, including a 12-hour dissertation;
- completing a series of steps: course work, qualifying exam, program of study, advancement to candidacy, dissertation proposal, conducting and defending a dissertation; and
- completing required course work in at least three areas: health education/health behavior core, research methods, and a cognate area.

There are some distinctions between the programs, based on different emphases in the course work and purposes of the degrees.

Certificate of Graduate Study

Graduate Certificate in Health Communication

The Certificate of Graduate Study in Health Communication is an interdisciplinary certificate administered by the Department of Health Promotion, Education, and Behavior; the School of Journalism and Mass Communications; and the School of Library and Information Science. This is an 18-hour post-bachelor's program which provides students with opportunities to strengthen their knowledge in health communication content, research methods, and application. Students will select Health Promotion, Education, and Behavior; Journalism and Mass Communications; or Library and Information Science as an interest area.

An applicant for admission to the Certificate of Graduate Study in Health Communication will be evaluated on a combination of factors: undergraduate grades; performance on the GRE; resume describing previous professional experience, especially if that experience is in health communication-related positions; three letters of recommendation; and a written statement of intent, in which the applicant outlines reasons for seeking a graduate-level Certificate in Health Communication. Qualified individuals who are not currently enrolled in a graduate degree can also take the certificate as a stand-alone program.

To earn the certificate, students must complete:

1. The certificate core (9 hours):

HPEB 711	Applied Health Communication
SLIS 749	Health Sciences Information Resources
JOUR 702/803	Communication Theory/Seminar in Mass Communication Theory and Theory Construction
OR	
JOUR 772	Seminar in Health, Science, and the Media

2. Six (6) directed elective hours from an approved list, depending on the student's interests as approved by the student's faculty advisor. Some potential elective courses include: Concepts and Methods in Health Promotion (HPEB 700), Theoretical Foundations of Health Promotion (HPEB 701), Planning Health Promotion Programs (HPEB 702), Seminar in Health, Science, and the Media (JOUR 772), Risk Communication (JOUR 773), Health Information Retrieval in Electronic Environments (SLIS 743), and Consumer Health Resources and Information Services (SLIS 758).

3. A three credit-hour practicum or project in the student's home department.

Examples of practica/internships include appointments with local agencies involved with health communication, or work on an active research project. Faculty members work closely with students to help them secure the practicum.

Doctoral Degrees and Requirements

The Doctor of Philosophy (PhD)

The PhD program prepares graduates for leadership and skills in research, teaching, and professional service. The PhD prepares graduates to assume leadership roles that emphasize research and teaching activities; these positions are often located in academic or other research settings.

Degree Requirements:

Health Promotion, Education, and Behavior Core (12 hours)

HPEB 771 – Socio-Cultural Perspectives on Population Health (or equivalent)

HPEB 824 – Social and Physical Environment Interventions in Health Promotion (or equivalent)

HPEB 818 - Advanced Evaluation of Health Promotion Programs (or equivalent)

HPEB 704 – Health Education Research Seminar (three 1-hour seminars)

Research Methods (18-24 hours)

Qualitative methods (e.g., HPEB 715, ANTH 719)

Quantitative methods (e.g., BIOS 757, EDRM 711, or equivalent)

Measurement (HPEB 810 or equivalent)

Three to five additional classes

Cognate (12-18 hours)

Four to six classes reflecting defined content or topical areas.

Dissertation (12 hours)

In addition, the following are required: a written qualifying examination, a written and oral comprehensive examination, and an oral defense of the dissertation. Experience as a member of a research team is also part of the program requirements.

The Doctor of Public Health (DrPH)

The DrPH program prepares graduates for leadership and skills in public health practice, research (with an emphasis on applied research), and professional service. The DrPH prepares graduates to assume leadership roles that emphasize management and advocacy activities within organizations or other systems; these positions are often located in agency or practice settings.

Degree Requirements:

Doctor of Public Health Core (18 hours):

HPEB 820 Public Health Advocacy and Policy (3 hours)
HSPM 820 Public Health Leadership (3 hours)
Advanced Evaluation (HPEB 818 or HSPM 818, 3 hours)
Research Methods (BIOS 765, HPEB 802, or HSPM 719, 3 hours)
Public Health Practicum (BIOS 898, HPEB 898, or HSPM 898, 6 hours)

Health Promotion, Education, and Behavior Core (9 hours)

HPEB 771 – Socio-Cultural Perspectives on Population Health (or equivalent)
HPEB 824 – Social and Physical Environment Interventions in Health Promotion (or equivalent)
HPEB 704 – Health Education Research Seminar (three 1-hour seminars)

Research Methods (15 hours)

Qualitative methods (e.g., HPEB 715, ANTH 719)
Quantitative methods (e.g., BIOS 757, EDRM 711, or equivalent)
Measurement (HPEB 810 or equivalent)
Two additional classes

Cognate (6 hours)

Dissertation (12 hours)

In addition, the following are required: a written qualifying examination, a written and oral comprehensive examination, and an oral defense of the dissertation. A structured, practice-based practicum is part of the program requirements.

Overview of Stages and Milestones for Doctoral Degrees

Note: Students admitted prior to Fall 2010 may choose to follow the guidelines of either this handbook or the student handbook in force at their time of matriculation into the program. For previous handbook information, go to: <http://www.sph.sc.edu/hpeb/current.htm>

This next section provides a broad overview of various stages and milestones for the doctoral degree programs. The typical time it takes a student to complete the PhD or DrPH degree is usually between four - six years. In this section, stages and milestones of the PhD and DrPH degrees are presented. “Typical” time frame is provided for each stage as information only and is not intended to indicate expected or preferred progress. Many factors influence this time frame including part-time or full-time enrollment, employment, family responsibilities, and personal issues.

In each spring semester, students submit an annual report of program progression to their advisor.

A more detailed description of the stages and milestones is provided below:

Milestones Toward Degree

Milestone to be achieved	Criteria	Assesses:	Program goals	HPEB procedures and responsibilities	Student responsibilities
Admission to HPEB	GRE GPA Letters of Recommendation Resume or Curriculum Vitae Letter of Intent TOEFL or IELTS Intl. Academic Type 2 exam (if native language not English)	<ol style="list-style-type: none"> 1. Academic capability 2. Research interests 3. Potential fit with <i>an available</i> faculty mentor. 	HPEB faculty: to admit qualified students interested in becoming researchers or research-based practitioners and who have a good fit with faculty research interests.	HPEB faculty should: <ul style="list-style-type: none"> • identify applicants who have a clear research focus • identify applicants who are capable of succeeding in a doctoral program • assign an initial advisor based on good fit of interests 	Applicants should: <ul style="list-style-type: none"> • accurately present professional goals and research interests in application • arrange pre-admission discussion/s with faculty members concerning research interests • should be supported by at least two HPEB faculty members willing to serve as mentors in order to be admitted into the program. • attend HPEB/ASPH Orientations
Admission to candidacy	Full admission Pass qualifying examination File approved Program of Study (POS)	<ol style="list-style-type: none"> 1. Breadth of knowledge regarding basic principles of health promotion, education, and behavior; 2. Ability to apply this knowledge in assessing the strengths and weaknesses of health promotion research and programs; 3. Ability to apply this 	HPEB faculty: to advocate advancement to candidacy for students who have demonstrated mastery of basic HPEB principles and ability to think critically (through successful completion of Qualifying Examination). Committee: to approve Program of Study designed to develop advanced knowledge and skills in HPEB, research/statistics or planning/	Faculty mentors should: <ul style="list-style-type: none"> • provide initial advisement and guidance, including preparation for qualifying exam • provide research mentoring as appropriate • facilitate early formation of advisory committee • facilitate selection of optimal dissertation chair and committee members • in conjunction with the program advisory committee, advise student on and approve the POS • conduct “annual review” with each doctoral student 	Students should: <ul style="list-style-type: none"> • join both the department’s general and doctoral listservs • take HPEB 704 (doctoral seminar) in each of their first two semesters • choose chair by end of first semester of enrollment • form advisory committee during second semester (committee will continue with the student throughout the student’s program) • take and pass the qualifying exam at the first administration (January or August) following the end of the second semester of full-time study

Milestone to be achieved	Criteria	Assesses:	Program goals	HPEB procedures and responsibilities	Student responsibilities
		<p>knowledge in designing and evaluating health promotion research and programs.</p>	<p>evaluation, and selected cognate area (HPEB faculty approve transfer credit).</p>		<p>(about 12-18 hours)</p> <ul style="list-style-type: none"> • develop and present to chair of committee an annual report describing progress for duration of program (see guidelines); signed report (electronic and hard copy) due to Dr. Goldston Giraudy by April 20 each year • meet with committee to propose program of study to achieve professional goals • at least once per year duration of doctoral program meet with full committee to review progress (based on annual report) and to plan for future; there should be at least two full committee meetings prior to the dissertation proposal defense
<p>Doctoral comprehensive examination</p>	<p>Coursework completed</p> <p>Assure comprehensive mastery of literature</p> <p>Approval of written dissertation proposal</p> <p>Pass oral defense of proposal</p>	<ol style="list-style-type: none"> 1. Academic progress: As and Bs on courses; 2. Advanced knowledge of profession and selected specialty; 3. Sound research plan and ability to carry out research plan presented in a proposal format similar to NIH (see guidelines). 	<p>Committee:</p> <p>to approve moving forward to dissertation research students who have demonstrated advanced knowledge, developed an appropriate dissertation plan, and demonstrated ability to carry out research.</p>	<p>Faculty mentors should provide mentoring and guidance to facilitate development of:</p> <ul style="list-style-type: none"> • comprehensive mastery of literature guided by dissertation focus • sound dissertation research proposal and professional skills 	<p>Students should:</p> <ul style="list-style-type: none"> • attend Graduate School TA training in the semester the student is a teaching assistant • develop and demonstrate to committee comprehensive mastery of relevant literature (e.g., literature review and synthesis document, independent study report, oral exam as determined by the committee); • develop a high quality proposal in research proposal format for dissertation research, working in collaboration with chair and committee • take 3rd semester of HPEB704

Milestone to be achieved	Criteria	Assesses:	Program goals	HPEB procedures and responsibilities	Student responsibilities
Completion of dissertation	Approval of dissertation document Pass oral defense of dissertation	<ol style="list-style-type: none"> 1. Dissertation research carried out appropriately; 2. Well-written dissertation document, including two manuscripts (see guidelines); 3. Presentation <i>and successful defense</i> of dissertation results. 	Committee: to recommend awarding doctoral degree for students who have carried out research, developed well-written dissertation, and presented results.	Faculty mentors should: <ul style="list-style-type: none"> • provide dissertation guidance, research mentoring, and professional mentoring 	Students should: <ul style="list-style-type: none"> • develop high quality dissertation document and presentation, working in collaboration with chair and committee • conduct public seminar on dissertation research in existing forum (e.g., HPEB, Nutrition, EXSC seminars) about time of and preferably prior to formal dissertation defense

Timeline for doctoral progression for full-time HPEB doctoral students (See Graduate School website for exact deadlines)

(Part-time doctoral students work with primary advisor to adjust timeline as appropriate)

PhD Students with Fall Admission

Year	Year 1			Year 2			Year 3			Year 4		
Semester	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Courses	HPEB 704 HPEB 771 HPEB 810 Research* [10 hours]	HPEB 704 HPEB 824 HPEB 818 Research* [10 hours]	optional	Research Cognate [9 hours]	HPEB 704 Research Cognate [10 hours]	optional	Research Cognate [9 hours]	Dissertation [Variable credits/semester totaling 12 or more hours]				
Events and Milestones	<ul style="list-style-type: none"> Admission (Aug) Take coursework Form advisory committee Submit 1st annual report (April) <p>Milestone: Select committee chair (Fall) and form advisory committee (Spring)</p>			<ul style="list-style-type: none"> Pass qualifying exam (Aug) Propose program of study Take coursework Early stages of work toward comprehensive literature review and dissertation proposal Submit 2nd annual report (April) <p>Milestone: Advance to candidacy</p>			<ul style="list-style-type: none"> Develop and defend literature review and dissertation proposal Submit 3rd annual report (April) <p>Milestone: Doctoral comprehensive examination</p>			<ul style="list-style-type: none"> Conduct dissertation research Draft dissertation document Public seminar on dissertation research in existing forum Defend dissertation study (schedule for defense subject to chair/committee approval) Submit 4th annual report (April) <p>Milestone: Completion of dissertation & graduation</p>		
Other	Research team experience			Research team experience Preparing Future Faculty (PFF)** Teaching experience**			Research team experience Preparing Future Faculty (PFF)** Teaching experience**			Research team experience Preparing Future Faculty (PFF)** Teaching experience**		

* Statistics courses to the level of multiple regression or qualitative methods courses

**Timing can be variable. Teaching experiences include, but are not limited to: guest lectures, graduate teaching assistantships, instructor of record, and development of course materials. Students should take Graduate School TA training during the first semester employed as a teaching assistant.

PhD Students with Spring Admission

Year	Year 1			Year 2			Year 3			Year 4		
Semester	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Courses	HPEB 704 HPEB 824 HPEB 818 Research* [10 hours]	optional	HPEB 704 HPEB 771 HPEB 810 Research* [10 hours]	Research Cognate [10 hours]	optional	HPEB 704 Research Cognate [9 hours]	Research Cognate [9 hours]	Dissertation [Variable credits/semester totaling 12 or more hours]				
Events and Milestones	<ul style="list-style-type: none"> Admission (Jan) Take coursework Form advisory committee Submit 1st annual report (April) <p>Milestone: Select committee chair (Spring) and form advisory committee (Fall)</p>			<ul style="list-style-type: none"> Pass qualifying exam (Jan) Propose program of study Take coursework Early stages of work toward comprehensive literature review and dissertation proposal Submit 2nd annual report (April) <p>Milestone: Advance to candidacy</p>			<ul style="list-style-type: none"> Develop and defend literature review and dissertation proposal Submit 3rd annual report (April) <p>Milestone: Doctoral comprehensive examination</p>			<ul style="list-style-type: none"> Conduct dissertation research Draft dissertation document Public seminar on dissertation research in existing forum Defend dissertation study (schedule for defense subject to chair/committee approval) Submit 4th annual report (April) <p>Milestone: Completion of dissertation & graduation</p>		
Other	Research team experience			Research team experience Preparing Future Faculty (PFF)** Teaching experience**			Research team experience Preparing Future Faculty (PFF)** Teaching experience**			Research team experience Preparing Future Faculty (PFF)** Teaching experience**		

* Statistics courses to the level of multiple regression or qualitative methods courses

**Timing can be variable. Teaching experiences include, but are not limited to: guest lectures, graduate teaching assistantships, instructor of record, and development of course materials. Students should take Graduate School TA training during the first semester employed as a teaching assistant.

DrPH Students with Fall Admission

Year	Year 1			Year 2			Year 3			Year 4		
Semester	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Courses	HPEB 704 HPEB 771 HPEB 810 Research* [10 hours]	HPEB 704 HPEB 824 HPEB 818 Research* [10 hours]	optional	HPEB 802 HSPM 820 Research [9 hours]	HPEB 704 HPEB 820 Research Cognate [10 hours]	optional	Practicum (6 hours) Cognate Research [9 hours]	Dissertation [Variable credits/semester totaling 12 or more hours]				
Events and Milestones	<ul style="list-style-type: none"> Admission (Aug) Take coursework Form advisory committee Submit 1st annual report (April) <p>Milestone: Select committee chair (Fall) and form advisory committee (Spring)</p>			<ul style="list-style-type: none"> Pass qualifying exam (Aug) Propose program of study Take coursework Early stages of work toward comprehensive literature review and dissertation proposal Submit 2nd annual report (April) <p>Milestone: Advance to candidacy</p>			<ul style="list-style-type: none"> Develop and defend literature review and dissertation proposal Submit 3rd annual report (April) <p>Milestone: Doctoral comprehensive examination</p>			<ul style="list-style-type: none"> Conduct dissertation research Draft dissertation document Public seminar on dissertation research in existing forum Defend dissertation study (schedule for defense subject to chair/committee approval) Submit 4th annual report (April) <p>Milestone: Completion of dissertation & graduation</p>		
Other				Preparing Future Faculty (PFF)** Teaching experience**			Preparing Future Faculty (PFF)** Teaching experience**			Preparing Future Faculty (PFF)** Teaching experience**		

* Statistics courses to the level of multiple regression or qualitative methods courses

**Timing can be variable. Teaching experiences include, but are not limited to: guest lectures, graduate teaching assistantships, instructor of record, and development of course materials. Students should take Graduate School TA training during the first semester employed as a teaching assistant.

DrPH Students with Spring Admission

Year	Year 1			Year 2			Year 3			Year 4		
Semester	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
Courses	HPEB 704 HPEB 824 HPEB 818 Research* [10 hours]	optional	HPEB 704 HPEB 771 HPEB 810 Research* [10 hours]	HPEB 820 Research Cognate [10 hours]	optional	HPEB 704 HSPM 820 Research Cognate [9 hours]	Practicum (6 hours) Cognate Research [9 hours]	Dissertation [Variable credits/semester totaling 12 or more hours]				
Events and Milestones	<ul style="list-style-type: none"> Admission (Jan) Take coursework Form advisory committee Submit 1st annual report (April) <p>Milestone: Select committee chair (Spring) and form advisory committee (Fall)</p>			<ul style="list-style-type: none"> Pass qualifying exam (Jan) Propose program of study Take coursework Early stages of work toward comprehensive literature review and dissertation proposal Submit 2nd annual report (April) <p>Milestone: Advance to candidacy</p>			<ul style="list-style-type: none"> Develop and defend literature review and dissertation proposal Submit 3rd annual report (April) <p>Milestone: Doctoral comprehensive examination</p>			<ul style="list-style-type: none"> Conduct dissertation research Draft dissertation document Public seminar on dissertation research in existing forum Defend dissertation study (schedule for defense subject to chair/committee approval) Submit 4th annual report (April) <p>Milestone: Completion of dissertation & graduation</p>		
Other				Preparing Future Faculty (PFF)** Teaching experience**			Preparing Future Faculty (PFF)** Teaching experience**			Preparing Future Faculty (PFF)** Teaching experience**		

* Statistics courses to the level of multiple regression or qualitative methods courses

**Timing can be variable. Teaching experiences include, but are not limited to: guest lectures, graduate teaching assistantships, instructor of record, and development of course materials. Students should take Graduate School TA training during the first semester employed as a teaching assistant.

Section 5

Definitions and Explanations of Terminology

Advisor

The initial academic advisor is assigned and based on a match between student and faculty research interests, with information available in student application. When the student selects the chair of the Program Advisory and Dissertation Committees, this person becomes the academic advisor.

Candidacy

The Graduate School considers doctoral students to be candidates for their respective degrees when they have 1) passed a qualifying examination; 2) been fully admitted to the doctoral degree program; and 3) filed an approved doctoral program of study with The Graduate School. While the qualifying examination is often taken early in a doctoral program, a graduate student does not become a candidate for the doctoral degree until granted admission to candidacy by the dean of The Graduate School.

The Dean of The Graduate School admits the student to doctoral candidacy after completion of all three conditions. The Graduate School will notify the student and graduate director of the admission to candidacy. Completion of all three components of the admission to candidacy procedure should be at least one full academic year before granting of the degree.

Committee Chair

The student selects a committee chair for the Program Advisory and Dissertation Committees. This is the person with whom the student will work most directly and should be selected on the basis of the area of study. Students typically discuss research interests with potential committee chairs and the final decision is made based on the “fit” of research interests, working relationship, and faculty availability.

Comprehensive Examination

Doctoral Comprehensive Examinations are required by the Graduate School near the completion of doctoral course work and prior to beginning the formal dissertation process. For the DrPH and PhD students, the written draft and oral defense of the dissertation proposal meets this requirement. The form for reporting results of the comprehensive examination can be found on the Graduate School’s website.

Dissertation

The culminating document that describes research that has been approved by a committee of faculty members in the major field. A minimum of 12 hours of dissertation credit are required for all doctoral programs. The traditional dissertation has five chapters: introduction, literature review, research methods, manuscripts and discussion plus references and appendices, as appropriate. (Students in HPEB are required to develop a minimum of two manuscripts ready for publication as Chapter 4 of the dissertation).

Dissertation Proposal

A written document that describes a research problem, develops support for examining the problem, and describes the research methodology proposed for the dissertation; the written document and oral defense of the proposal must be approved by the dissertation committee.

Dissertation Proposal Defense

The oral defense of the proposed dissertation (see above); typically, the student will prepare an oral presentation (approximately 20-30 minutes) of the proposed dissertation which will be followed by questions and discussion. The committee meets with the student for further questions and discussion after guests have left.

HPEB PhD and DrPH students are responsible for notifying the department regarding dissertation proposals. At least one week prior to the presentation, the student should provide the following information via email to both Casey Goldston Giraudy (goldston@mailbox.sc.edu) and Memory Bacon (mroyal@mailbox.sc.edu):

Dissertation proposal title
Your name, earned degree
Dissertation advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location
Street Address/Zip (if not in HESC)

This information will be published on the department's main webpage and posted in the front office.

To reserve a room and/or equipment for your presentation, please contact Memory Bacon (HESC 216, 777-7096, mroyal@mailbox.sc.edu).

Dissertation Defense

Prior to the formal dissertation defense, students must conduct a public seminar on dissertation research in an existing forum (e.g., HPEB, Nutrition, EXSC seminars). The oral presentation of the dissertation study results is presented at some point following the public seminar. The committee meets with the student for further questions and discussion after guests have left.

Defenses are open and must be posted by date, time, and location by the Graduate School (see <http://gradschool.sc.edu/thesisdissertation/announcements/gdda.asp>)

Additionally, HPEB PhD and DrPH students are responsible for notifying the department regarding dissertation defenses. At least one week prior to the presentation, the student should provide the following information via email to both Casey Goldston Giraudy (goldston@mailbox.sc.edu) and Memory Bacon (mroyal@mailbox.sc.edu):

Dissertation title
Your name, earned degree
Dissertation advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location

Street Address/Zip (if not in HESC)

This information will be published on the department's main webpage and posted in the front office.

To reserve a room and/or equipment for your presentation, please contact Memory Bacon (HESC 216, 777-7096, mroyal@mailbox.sc.edu).

Doctoral Committees

Forms for approval of doctoral committees can be found in the HPEB and Graduate School websites – both departmental and Graduate School forms must be completed. Although the composition of the different doctoral committees (described below) may be independent of each other, it is strongly recommended that all committees have the same committee members.

Program Advisory Committee

Guides the student in developing a Program of Study that is consistent with degree guidelines and student's career goals; this committee is comprised of three or more members including an outside member (also known informally as the Program of Study committee).

Oral Comprehensive Examination Committee

Oversees student's progress through the Graduate School's written and oral comprehensive examinations requirement; for PhD and DrPH students, the written draft and oral defense of the dissertation proposal meets this requirement.

Dissertation Committee and Dissertation Defense Committee

Each committee must include an outside member and at least three other members with two or more members from the student's major degree program.

HPEB Department Chairperson (“Department Chair”)

The administrative head of the Department of Health Promotion, Education, and Behavior; HPEB is one of six departments in the Arnold School of Public Health.

HPEB Department Graduate Director (“Graduate Director”)

The faculty member who oversees and signs off on paperwork pertaining to graduate admissions, programs of study, progression through the program and graduation clearance; coordinates the development and administration of the qualifying examination.

Program of Study

The Program of Study is a document that reflects degree requirements and student professional goals; it is a binding agreement between the student and the Graduate School when approved, although the student can modify under appropriate circumstances; the Program Advisory Committee approves the Program of Study. This form is available on line at:

<http://gradschool.sc.edu/DocLibrary/documents/doctoralprogramofstudy.pdf>

Adjustments to the Program of Study may be made on the Program Adjustment Form. This form is available on line at:

<http://gradschool.sc.edu/DocLibrary/documents/programadjustmentform.pdf>

Qualifying Examination

The qualifying examination for the PhD and the DrPH is a written exam taken at the first administration (January or August) following the end of the second semester of full-time study (about 12-18 hours).

Frequently Asked Questions and Answers

QUESTION: *How do I change my Program of Study?*

ANSWER: The Program of Study can be changed with the approval of your Committee Chair and the Graduate Director.

QUESTION: *What if I need to make a change on a doctoral committee?*

ANSWER: The doctoral committee can be changed with the approval of your committee chair, the Graduate Director and the Dean of the Graduate School. The “Doctoral Committee Appointment Request” form must be completed to appoint and change doctoral committee members.

QUESTION: *What if my committee chair leaves the university?*

ANSWER: Discuss the situation with your chair prior to his or her leaving the university; if you are very early in your program, it will be necessary to identify another chair. In some limited circumstances when you are very close to finishing your program, a change may not be needed.

QUESTION: *What happens if I do not pass all or part of the qualifying exam?*

ANSWER: Consult with the Graduate Director and your advisor for advice. You may need to re-take all or part of the exam. You have two chances to pass the qualifying examination.

QUESTION: *What happens if I am late on a graduate school deadline?*

ANSWER: Depending on how late and what deadline it is, it may be possible to pay a late fee and get a letter of support from your advisor. Prevention is best: pay attention to the Graduate School and University deadlines!

QUESTION: *When should I sign up and pay for dissertation credit hours?*

ANSWER: You must take a minimum of 12 dissertation hours; these hours can be taken in almost any configuration. You are required to register for at least 1 credit hour any time you are using university resources (such as working with faculty, using the library or computer resources). You are also required to be registered in at least 1 hour the session you plan to graduate. You can take more than 12 dissertation credit hours if needed. For example, if you have already taken 12 dissertation hours and still have one more session in which to complete your dissertation, you must register for at least one more hour.

QUESTION: *How can I keep up with Graduate School deadlines and requirements?*

ANSWER: Check the Graduate School calendar at <http://www.gradschool.sc.edu/>.

Section 6

Qualifying Examination for PhD and DrPH Students

Overview of the HPEB Qualifying Examination

Admission to candidacy is a major milestone in a doctoral student's progression toward the degree. The doctoral qualifying examination is one part of a student's admission to candidacy. In HPEB, the examination occurs at the conclusion of a student's first year of full-time study. The purpose of the doctoral qualifying examination is to assess the student's potential for ongoing intellectual development, capacity for critical analysis and synthesis of ideas, and knowledge of the major theoretical concepts and current thinking in our field of study. Information about the examination is discussed during the first year doctoral research seminar (HPEB 704).

The doctoral qualifying examination is classroom-proctored, with four three-hour sections offered during two days, each section containing multiple questions covering the content area of one of the first-year doctoral core courses:

(HPEB 810): Methods for development and evaluation of measurement scales.

(HPEB 771): Application of social theoretical perspectives to specific problems, methods, and explanations.

(HPEB 818): Evaluation design, measures, variables, analysis, and threats to validity.

(HPEB 824): Conceptualizing and developing social and physical environment interventions in health promotion.

Examination results are either:

- Pass - Students who pass the examination can then form their doctoral committee and prepare their program of study for approval.
- Conditional pass – Students who conditionally pass the examination are required to revise and resubmit those particular sections within a specified time period.
- Fail – Students who fail the examination are required to retake section/s at the next examination administration.

Students have two chances to pass the qualifying examination. Questions about the examination should be directed to Ken Watkins (Graduate Director) or the student's academic advisor.

Registration for the Qualifying Examination

The qualifying examination is offered two times each year: January and August. Exact times will be arranged with the Graduate Director during the semester prior to the exam times.

Failure to Complete the Qualifying Examination

When students who register for the qualifying exam fail to arrive or fail to complete the qualifying exam at the scheduled time, for whatever reason, the matter will be referred to the Doctoral Committee. The Committee will make a determination about the student's status regarding this matter.

Evaluation of the Qualifying Examination

Each section of the qualifying examination is reviewed by faculty members assigned to that section; reviewers do not have knowledge of the examinees' identities. After the exams have been reviewed, scores are reported to the Graduate Director. HPEB faculty approves all qualifying exam results. Students who pass the examination can form their doctoral committee and prepare their program of study for approval. For examinations graded "conditional pass", students are required to revise and resubmit specified section/s within a specified time period. For examinations graded "fail", students are required to retake specified section/s of the exam at the next exam administration.

Reviewers provide the Graduate Director with written summaries of feedback for students and any suggestions that the graders have for remediation (conditional pass), retake (fail), or improvement (pass). After determination of grades by HPEB faculty, the Graduate Director notifies students of results via email; the student's academic adviser is copied on this communication. Students are instructed to confer with Graduate Director. The Graduate Director provides all students written feedback from the reviewers. In their revisions or retakes, students are required to specifically address individual comments from reviewers.

Responses should be the original work of the student, written in the student's own words, and not copied or paraphrased from some other work. *The department adheres to the University of South Carolina Honor Code. It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline, including the possibility of dismissal from the PhD/DrPH program.*

Advancement to Doctoral Candidacy

In the Department of Health Promotion, Education, and Behavior passing the qualifying exam is a prerequisite to advancement to candidacy for the PhD and DrPH degrees. The Graduate Director will notify the Dean of the Graduate School of the student's progress when the student has successfully completed the qualifying examination and has obtained committee approval of the program of study.

Section 7

Guidelines for DrPH Practicum

The HPEB DrPH practicum experience takes place over one to three semesters. Students are required to complete 300 contact hours, maintain progress reports, develop a final report, and conduct an oral practicum presentation. Useful information can be found at: <http://www.sph.sc.edu/ophp/practiceplacement.html>

Practicum Goals

The purposes of the practicum are to provide students with a meaningful and comprehensive experience that facilitates synthesis of knowledge, skills and application of DrPH core competencies and core content of the discipline. Numerous state and federal departments and agencies, as well as private hospitals, private organizations, and other health-related organizations, provide locations for practica.

At the completion of the course, students will be able to:

1. Gain mentored experiences working within an organization;
2. Participate in the ongoing planning, implementation and evaluation activities in relevant programs of the organization;
3. Become familiar with the organizations' public health mission; and,
4. Practice core DrPH competencies including advocacy, leadership, and/or management

Registration

A total of six (6) credit hours of HPEB 898 are required. Students must register for 1-6 credit hours of HPEB 898: Doctor of Public Health Practicum under their practicum faculty advisor during the semester/s that they are involved in the practicum experience. Each faculty member has a distinct HPEB 898 registration code and students must contact their Faculty Practicum Advisor to obtain this code before enrolling via VIP.

Guidelines, Practicum Requirements, and Participant Roles

Guidelines

The practicum experience is intended to be practice-oriented and applied. The student will have background readings applicable to practicum content and will utilize textbooks and materials from core courses. The majority of the instructional opportunities, however, will occur in partnership with the onsite practicum mentor and faculty practicum advisor.

Practicum Site and Mentor

Students are responsible for identifying and securing a practicum site and mentor. Students may approach potential sites and/or mentors based on their interests or on increasing their exposure to areas beyond their interest and current expertise. An eligible onsite practicum mentor is someone who is employed within an appropriate organization matched with the student's fieldwork goals and objectives. The practicum mentor should be an individual with a terminal degree in the field and/or experience in senior leadership positions. The practicum mentor should be qualified to supervise students' work and available to provide meaningful feedback on a frequent basis. The practicum can be located outside of the Columbia area, outside of the state, or outside

of the country. Both the onsite practicum mentor and the organization are subject to approval by the faculty practicum advisor. Additional resources are available through the Office of Public Health Practice (<http://www.sph.sc.edu/ophp/practiceplacement.html>).

Identify Faculty Advisor for Practicum

In most cases, the student's faculty practicum advisor will be his/her dissertation chair. In some cases, another of the student's HPEB mentors will be a better fit for overseeing the practicum experience. The primary factor in selecting a faculty practicum advisor should be the ability of the faculty member to assist in the development of the practicum experience and provide assistance throughout the practicum field placement (i.e., HPEB 898).

Develop Practicum Contract

A completed, signed, and dated Practicum Contract is necessary before a student can begin his/her fieldwork. Students are ultimately responsible for negotiating the contract with both the site mentor and their faculty practicum advisor. This contract is for the student's protection, as it will ensure that all parties agree upon the deliverables and experience within a pre-defined time frame. The contract should describe clear expectations for accomplishments in the practicum. Contact information should be provided as well. If the practicum involves collecting information from clients or use of existing data for research purposes, students are required to take the appropriate steps for human subjects (IRB) approval.

Conduct Practicum

Students will be at the practicum (field) site and have primary contact with their site mentor, who functions as an advisor and facilitator of the student's work. Students are expected to keep their faculty practicum advisor updated on a regular basis. If a problem surfaces, students are to inform their faculty practicum advisor as early as possible.

Present Results of Practicum Experience Orally

Each student is required to orally present his/her practicum experience and project publicly before the end of the semester in which the practicum work is completed. Students should arrange the specifics of the presentation with the faculty practicum advisor. Students are advised to consult with the faculty practicum advisor and the site mentor, if appropriate, concerning their availability prior to setting the date and time for the oral presentation.

HPEB DrPH students are responsible for notifying the department regarding practicum presentations. At least one week prior to the presentation, the student should provide the following information via email to both Casey Goldston Giraudy (goldston@mailbox.sc.edu) and Memory Bacon (mroyal@mailbox.sc.edu):

Practicum title
Practicum agency/location
Your name, earned degree
Practicum advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location
Street Address/Zip (if not in this building)

This information will be published on the department's main webpage and posted in the front office.

To reserve a room and/or equipment for your presentation, please contact Memory Bacon (HESC 216, 777-7096, mroyal@mailbox.sc.edu).

Complete and Submit a Practicum Report/Notebook

Each student who successfully completes a practicum must create a black 3-ring binder/notebook containing their printed practicum report and related documents. All notebooks are to be submitted to the Departmental office for cataloging and filing. Electronic copies of the report should be emailed to Memory Bacon (mroyal@mailbox.sc.edu).

Additional Information:

A student's practicum **cannot** be part of their existing job or Graduate Assistantship (GA). It is possible to carry out a practicum at an existing job or GA if it is above and beyond the job and GA requirements and results in 300 additional contact hours. This exception should be carefully negotiated with your faculty practicum advisor. Students are not generally remunerated for their practicum placements or work. The practicum is a professional position and one in which students are representatives of ASPH and USC. Students, therefore, are expected to conduct themselves in a professional manner at all times.

The student is expected to:

- Take initiative in defining competencies to be developed, selecting an appropriate setting for practice activity, developing clear work and learning objectives, and completing work and learning tasks by the dates agreed upon. A final written report of the practice experience is required and will be placed in the department files.
- Arrange appropriate meetings with faculty advisor and mentor, including the final oral presentation.

The practicum faculty advisor is expected to:

- Advise the student in developing work and learning proposals.
- Communicate with the student and practicum site mentor/supervisor as necessary.
- Provide ongoing expert advice and guidance as needed or required.
- Attend student's final oral presentation of practicum experience.

The practicum site mentor/supervisor is expected to:

- Provide a mentored experience for the student with regard to public health leadership and practice.
- Assist students in defining short-term tasks of potential use to his or her organization.
- Review student's "proposal" and practicum contract for usefulness to organization and provide on-site direction to the work component of the practice.
- Provide the student with logistical support (arranging space, equipment, use of telephones, use of computers and/or software, secretarial help, making introductions, providing date or helping gain access to it and general advice) within the organization.
- Attend student's final oral presentation of practicum experience.

**Department of Health Promotion, Education, and Behavior
PUBLIC HEALTH PRACTICE AGREEMENT
CONTRACT FOR DrPH PRACTICUM**

Student's Name _____

Phone _____ Email _____

Project Title _____

Agency/Organization _____

Location (City/State/Country) _____

Beginning Date _____ Ending Date _____

Please complete the following information on a separate sheet and attach. Student, faculty practicum advisor, and mentor sign below:

1. Specify specific learning objectives/outcomes.
2. State work to be performed by the student.
3. Specify the experiences to be undertaken (including strategy, methods, resources, settings).
4. Specify the criteria for assessment of learning results and work performance.
5. Describe in detail any special conditions, arrangements, or restrictions.
6. Give time sequence for achieving the desired results and how progress will be monitored. (Specify dates on which Student, Faculty Advisor and Mentor will consult).

Faculty Advisor:

Signed _____ Date _____

Phone _____ Email _____

Student:

Signed _____ Date _____

Mentor Statement: The above statements represent my understanding of what the student has agreed to do with the organization and I am hereby agreeing to provide the necessary supervision and support expected of a mentor in carrying out this work. I will monitor this student to ensure that policies and legal restraints of this organization, such as those governing confidentiality of records or trade secrets are not violated.

Signed _____ Date _____

Phone _____ Email _____

Title _____

Department of Health Promotion, Education, and Behavior
DrPH PRACTICUM PRESENTATION GUIDELINES

(Details of the practicum presentation should be discussed with
Faculty Practicum Advisor – the following are general guidelines only)

- I. Provide Overview of Project (Introduction)
 - A. Setting/Population
 - B. Health Problem/Issue
 - C. Goals/Objectives/Timeframe
 - D. Program Description
 - E. Relevant Literature

- II. Describe Process/Activities (may be organized by objectives, chronological order, etc.) (Methods)
 - A. Specific Activities Undertaken
 - B. Barriers and How Handled Barriers
 - C. Activities/Events that Worked Well

- III. Describe/Display Accomplishments, Results, or Any Other Products and Summarize Accomplishments Relative to Objectives (Results)

- IV. Discuss "Lessons Learned;" Make Recommendations or Conclusions (Discussion)

Department of Health Promotion, Education, and Behavior
PRACTICUM NOTEBOOK GUIDELINES

(Details of practicum notebook should be discussed with
Faculty Practicum Advisor – the following are general guidelines only)

The notebook generally parallels the presentation, although there is a lot of variation from project to project. Some notebooks are written as reports with full narrative; some are written in more outline form; and some are more like portfolios, with documentation of correspondence, materials created, etc.

- I. Cover Page
- II. Contract/Objectives
- III. Overview of Project (Introduction)
 - A. Setting/Population
 - B. Health Problem/Issue
 - C. Relevant Literature
 - D. Program Description
- IV. Process/Activities of Project/Practicum (may be organized by objectives, chronological order, etc.) (Methods)
 - A. Specific Activities Undertaken
 - B. Barriers and How Handled Barriers
 - C. Activities/Events that Worked Well
- V. Display Accomplishments, Results, or Any Other Products and Summarize Accomplishments Relative to Objectives (Results)

(This could include assessments developed or used; educational materials developed, results of focus groups, minutes of coalition meetings, etc.)
- VI. "Lessons Learned", Recommendations or Conclusions (Discussion)
- VII. Other Documentation, Relevant Materials, Reference List, etc.

Department of Health Promotion, Education, and Behavior
PRACTICUM NOTEBOOK CHECKLIST

(Details of practicum notebook should be discussed with
Faculty Practicum Advisor – the following are general guidelines only)

- ___ Cover Page

- ___ Contract/Objectives

- ___ Overview of Project (Introduction)
 - ___ Setting/Population
 - ___ Health Problem/Issue
 - ___ Relevant Literature
 - ___ Program Description

- ___ Process/Activities of Project/Practicum (may be organized by objectives, chronological order, etc.) (Methods)
 - ___ Specific Activities Undertaken
 - ___ Barriers and How Handled Barriers
 - ___ Activities/Events that Worked Well

- ___ Display Accomplishments, Results, or Any Other Products and Summarize Accomplishments Relative to Objectives (Results)

(This could include assessments developed or used; educational materials developed, results of focus groups, minutes of coalition meetings, etc.)

- ___ "Lessons Learned", Recommendations or Conclusions (Discussion)

- ___ Other Documentation, Relevant Materials, Reference List, etc.

Section 8

Dissertation Proposal Guidelines

The following outline guides the development of the dissertation proposal for doctoral students in HPEB. A more detailed description of the research plan, adapted from NIH, follows this outline. Note that two options are presented to cover the situations when both papers come from the same data source and when each paper comes from a different data source (e.g., one qualitative and one quantitative paper). The methodology for the dissertation may be quantitative and/or qualitative, and data for analysis may come from primary (e.g., student-collected) or secondary data sources. This document assumes that two papers are planned for the dissertation. Recommended number of pages assumes double-spacing.

Doctoral students may also demonstrate mastery of relevant literature by developing a separate, comprehensive literature review document for the committee that is intended to inform the development of the research plan. There are many possible strategies for organizing this document; one useful approach is to organize it around the key elements of the conceptual model. (Other options for demonstrating mastery of relevant literature include independent study report, oral exam as determined by the committee.)

Option 1: both papers come from same data source

- I. Introduction** (unified across papers)
- II. Specific Aims***
 - a. Paper 1— Aim 1
 - b. Paper 2— Aim 2

*Research Questions may be used in place of Aims for some studies (e.g., qualitative studies)
- III. Background and Significance** (unified)
- IV. Preliminary Studies**
 - a. Previous work done
 - b. Preparation of student
- V. Research Design and Methods**
 - a. Overview of research design
 - b. Conceptual framework (Note: sometimes this may fit better in the background section)
 - c. Sample description / sampling procedures
 - d. Measures and specification of variables, as appropriate
 - e. Data collection procedures
 - f. Analysis Plan / Analytic Approach
 - g. Potential Limitations
- VI. Logistics** (unified)
 - a. Human subjects (i.e., IRB) materials and consent forms drafted
 - b. Timeline
 - c. Budget
- VII. References**
- VIII. Appendices** (as appropriate)

Option 2: each paper comes from a different data source

- I. Introduction** (unified across papers)
- II. Specific Aims***
 - a. Paper 1
 - b. Paper 2

*Research Questions may be used in place of Aims for some studies (e.g., qualitative studies)
- III. Background and Significance** (unified)
- IV. Preliminary Studies**
 - a. Previous work done
 - b. Preparation of student
- V. Research Design and Methods**
 - a. Overview of research design for Papers 1 and 2
 - b. Conceptual framework for Papers 1 and 2 (Note: sometimes this may fit better in the background section)
 - c. Methods for Paper 1
 - i. Overview of research design
 - ii. Sample description / sampling procedures
 - iii. Measures and specification of variables, as appropriate
 - iv. Data collection procedures
 - v. Analysis Plan / Analytic Approach
 - d. Methods for Paper 2
 - i. Overview of research design
 - ii. Sample description / sampling procedures
 - iii. Measures and specification of variables, as appropriate
 - iv. Data collection procedures
 - v. Analysis Plan / Analytic Approach
 - e. Potential Limitations for Papers 1 and 2
- VI. Logistics** (unified)
 - a. Human subjects (i.e., IRB) materials and consent forms drafted
 - b. Timeline
 - c. Budget
- IX. References**
- X. Appendices** (as appropriate)

Guidelines for the Research Plan (adapted from NIH)

The Research Plan should include sufficient information needed for evaluation of the project, independent of any other document (e.g., previous proposal or appendix). The format for preparing this section is provided below. Be specific and informative, and avoid redundancies.

Page Limitations

Do not exceed 45 double-spaced pages with 1 inch margins for *Items II-V*. All tables, graphs, figures, diagrams, and charts must be included within the 45-page limit. Be succinct and remember that there is no requirement to use all 45 pages allotted to *Items II-V* of the Research Plan.

Content of Research Plan

Please use the following format and page distribution. Organize *Items II-V* of the Research Plan to answer these questions: *What do you intend to do? Why is the work important? What has already been done? How are you going to do the work?*

I. Introduction

II. Specific Aims: List the broad, long-term objectives and the goal of the specific research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology. Two pages are recommended per paper.

III. Background and Significance: Briefly sketch the background leading to the present application, critically and comprehensively evaluate existing knowledge that is specifically relevant to the proposed research, and specifically identify the gaps that the project is intended to fill. State concisely the importance and health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives. If the aims of the application are achieved, state how scientific knowledge or clinical practice will be advanced. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions that drive this field. This section will be based on comprehensive mastery of the relevant literature (see HPEB Doctoral Progression). The Background and Significance section should present a concise and well-articulated argument for conducting the proposed research with citations of selected, key articles to support the argument. A maximum of seven pages are recommended.

IV. Preliminary Studies: Use this section to provide an account of the students' or research program's preliminary studies pertinent to this application, including his/her preliminary experience with and outreach to the proposed study participants. This section can also include independent studies, pilot work, or descriptive work related to the proposed project. This information will also help to establish the experience and competence of the investigator to pursue the proposed project. A maximum of seven pages are recommended.

V. Research Design and Methods: Describe the research design, conceptual or clinical framework (which may be derived, in part, from the comprehensive literature review), procedures, and analyses to be used to accomplish the specific aims of the project. Include how the data will be collected, analyzed, and interpreted as well as the data-sharing plan as appropriate. Describe any new methodology and its advantage over existing methodologies. Describe any novel concepts, approaches, tools, or technologies for the proposed studies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to

achieve the aims. Point out any procedures, situations, or materials that may be hazardous to personnel and the precautions to be exercised. Be as succinct as possible.

HPEB Dissertation Outline

The table below provides guidance for development of the final dissertation document for doctoral students in HPEB. Note that dissertations must be formatted in accordance with Graduate School guidelines.

Chapter	Content of Dissertation	Relation to Proposal Sections
1	Introduction	Adapted from Introduction to reflect refinement of dissertation purpose and goals
2	Background and Significance	Based on Background and Significance and updated to reflect most recent literature and understanding of potential significance.
3	Research Design and Methods	Updated from Research Design and Methods to reflect methods as actually implemented
4	Paper 1	Self-contained manuscript formatted appropriately for a selected journal; Introduction adapted from Specific Aims and relevant elements of Background and Significance (note in chapter 2 it is unified)
	Paper 2	Self-contained manuscript formatted appropriately for a selected journal; Introduction adapted from Specific Aims and relevant elements of Background and Significance (note in chapter 2 it is unified)
Chapter 5	Conclusions and Implications	New but should be related to Significance
References		Include all references cited in dissertation document
Appendices		May include IRB documentation, instruments, etc.

Dissertation Requirements

Students are expected to produce a minimum of two manuscripts towards publication as part of their dissertation. For researchers, academics, and practitioners, productivity is measured by peer-reviewed publications. Manuscripts under review on the student's curriculum vitae are evidence of productivity when applying for positions.

This format differs from that of a traditional dissertation in that two publishable manuscripts are placed in Chapter 4 of the final dissertation. Students work with the committee chair and committee to develop the two manuscripts. Students may wish to write more than two manuscripts upon committee approval.

Each journal provides instructions for authors that include information on how to submit manuscripts, section headings, manuscript length, number of tables and graphs, reference style, etc. NOTE: Each journal has its own specifications, which must be followed to be considered for publication.

Doctoral candidates will be first authors of dissertation manuscripts. Students will also be responsible for obtaining agreement among the committee members on the order of authorship for each manuscript before the dissertation approval form is signed.

Dissertation Format

(Note: Also refer to the dissertation outline described in Section 3 of this handbook.)

Chapter 1 - Introduction

Problem identification: State the problem.

Problem definition: Describe the nature, background, social, and economic costs of the problem. This section should include a brief review of previous research related to the problem to support the student's points. What gaps in the literature have not been addressed?

Formal statement of problem:

- a. What are the broad objectives/aims of study?
- b. Identify the theoretical framework that will guide the research. This is the link between the problem and research design.
- c. What are the specific research questions/hypotheses the student will address?

Justification of research: How will the student's study add to the body of science? Information should be included to demonstrate why the research is being done.

Preview Provide a brief description of what will be presented in each chapter.

Chapter 2 – Background and Significance

This section synthesizes previous research to facilitate an understanding of the problem. It provides the preface for the present research problem and justifies the importance of the present dissertation project. Sources of literature include historical and recent publications, vital statistics, data from relevant agencies, communications from experts, etc. The chapter includes specific discussion of the nature of the problem, i.e. descriptions of agencies involved with the problem, research studies which have investigated the problem, summaries of reviews of the problem, and the relevance of the problem to the target population. Findings from other studies need to be discussed in past tense with conclusions and recommendations in the present tense. Also include subsections regarding theoretical background for the study. The final paragraph summarizes findings and restates the study objective. Length will vary according to topic and amount of prior research.

The following elements should be included:

- a. Introductory paragraph - State outline of the literature review and justification of literature selected.
- b. Body of the literature review - Organize by subheadings. Ensure a logical flow both between and within each subheading. Organizational options may include but are not limited to: 1) Historical to recent studies; 2) Weaker to stronger design; 3) General to specific studies, and; 4) Topic. For each reviewed study, tersely state findings, conclusions or recommendations, and methodological issues pertinent to the study. End each subsection with a few specific summary statements.

c. Summary of current status of problem - State overall and specific strengths and limitations of the literature. End with concise statements on how the proposed research project will address these and build on the literature. Restate the study aims/hypotheses. Present theoretical/conceptual model for the study.

Chapter 3 - Methodology

The methodology section should include details as necessary to allow another researcher to replicate the study.

The following information should be included:

- a. Describe the study design.
- b. Identify the target population, study subjects, and sampling technique. Include information on the setting in which data collection takes place.
- c. Define the variables to be collected and analyzed. Describe measures and clearly state the questions from which these variables are derived. Define terms and variables used in the study.
- d. Describe data collection procedures (e.g., interview, survey, chart abstraction) and the instrument(s) used. Clearly identify quality control procedures used during data collection. Describe procedures used to protect human subjects (informed consent, confidentiality).
- e. Describe the overall analysis plan and specific procedures.

Chapter 4 - Manuscript/s

Doctoral students will work with committee members to plan two distinctly significant foci for manuscripts. The following provides a generic outline for manuscripts. Students must select potential journals for manuscript submittal and follow the instructions to authors provided by those journals. Describe findings as they relate to each specific research question.

Manuscript Title

Format:

- Abstract
- Introduction
- Methods
- Results
- Discussion
- References

Chapter 5 - Summary, Implications and Recommendations

Concise and comprehensive summary of the dissertation: synthesis discussion of the publications resulting from the research, findings, implications, and future research.

- Describe the overall conclusions that can be reached from the analyses.
- Discuss results from previous research that are pertinent to the findings.
- Describe the limitations and implications of the research and findings.
- Identify possible areas of future research.

References:

The references for the literature review and the manuscripts need to be consolidated into one section. However, the references for the two manuscripts must stand-alone. It is important to note that references need to meet the requirements for the graduate school. In addition, the student needs to prepare the manuscripts for submission according to journal requirements.

All dissertations must meet Graduate School requirements: <http://gradschool.sc.edu/thesisdissertation/>

Section 9

Resources and Information for Students

Thomas Cooper Library (Greene Street)

The Thomas Cooper Library has four stack levels of books, a ground floor, a main floor (where circulation and reference sections are located), and a mezzanine. (The mezzanine is the top floor; main is the main entrance floor; the ground floor and the four stack floors go down. That is, Level 4 is the fourth floor below the ground level.)

Access to the Library collections is obtained through the USCAN/NOTIS Online Card Catalog with terminals located throughout the building. CD-ROM stations are also available for users searching multiple databases. The library regularly conducts seminars and lectures on the use of USCAN/NOTIS and CD ROM stations, and staff in the Reference Library is available to provide individual help. USCAN may also be accessed on the web at <http://www.sc.edu/uscan/>. Many databases and journals may be accessed online from any computer. An online guide to the library may be found at <http://guides.library.sc.edu/content.php?pid=35899&sid=264140>.

The Thomas Cooper Library has other valuable services for graduate students, including 40 study rooms (seating up to four persons each), six seminar rooms for library-related seminars, and a classroom for the library-taught orientation and bibliographic instruction classes. Other special areas in the library include the Student Computer Labs (on Levels 3 and 5), the Science Library (on Level 4), Special Collections (on the Mezzanine Level), and the Map Library (on Level 5). The telephone number for the circulation department is (803) 777-3145.

School of Medicine Library

The School of Medicine Library at the University of South Carolina can be an excellent resource for students in Public Health. Many journals can be found at both Thomas Cooper and the Medical Library, so it is good to check with Thomas Cooper first (their listings will indicate what libraries or agencies in this area carry the health journals not available at Cooper). The Medical School Library is located on the Veteran's Administration Medical Center Grounds off Garners Ferry Road. The telephone number is (803) 733-3344 and website is <http://uscm.med.sc.edu/>.

The Richland County Public Library and other Library Resources

The Richland County Public Library is Columbia's public library and provides access to more than 650,000 books and many other materials. This new library is located on 1431 Assembly Street. In addition, there are various other branches located in neighboring communities. The telephone number for the Richland County Public Library is (803) 799-9084 and website is <http://www.richland.lib.sc.us/>. The Richland County Public Library requires residency in Richland County to check out materials and to access special services. In addition, completing the membership requirements to obtain a library card may also be necessary.

Several State government agencies have very good libraries and may be accessible to students. The South Carolina State Library (803-734-8026; <http://www.statelibrary.sc.gov/>) has a specific South Carolina, Government Publications, and Grants Research collections.

Communication

Each student has an assigned mailbox outside of the main office area (Room 216A) in the Arnold School of Public Health. These mailboxes are used to keep the students up to date with information, events, etc., going on in HPEB and the School. It is also a base for communication with other students, staff, and faculty. Check your mailbox every day! Students are also required to submit electronic mail (e-mail) addresses to the Department's administrative assistant to be included in the department's listserv. The listserv updates students to opportunities within the Department and University. A separate doctoral student listserv is maintained by the Doctoral Student Club.

Health Sciences Computing Labs

The Arnold School of Public Health is fortunate to have excellent computer facilities and an excellent staff. The facilities include personal computers in Room 204. Early in the Fall semester the staff will be giving lectures on the use of the hardware and software that is available on this of Student equipment.

Office and Alumni Services

The Office of Student and Alumni Services (in Room 112 of Arnold School of Public Health) provide many important services for students, including: course registration assistance, guidance in locating financial assistance, and services in preparation for entering your chosen career. In fact, they can help you in too many ways to list. If you need any kind of information or assistance, this is a good place to start. If they cannot help you, they can tell you who can.

Thomson Student Health Center

The Thomson Student Health Center (TSHC) is located directly behind the Russell House. TSHC, one of some 120 nationally accredited university student health centers, is staffed by board certified or board eligible physicians, certified nurse practitioners, and appropriate numbers of registered nurses, most of whom are certified in college health nursing. TSHC is open mornings and afternoons, Monday through Friday, except on University holidays. A Sunday late afternoon and evening clinic is held during Fall and Spring semesters to manage urgent conditions. No inpatient, overnight, or after-hours services are available.

Daily clinics at the TSHC include General Medicine and Women's Care. Weekly clinics in Orthopedics, Dermatology, and Sports Medicine and Minor Injuries are available. Ancillary services include pharmacy, diagnostic radiology, clinical laboratory, physical therapy, and immunization and allergy injection services. All students enrolled in Columbia campus classes are eligible for services at TSHC. A full guide to Student Health Services may be found at <http://www.sa.sc.edu/shs/images/GUIDE%20to%20SHS.pdf>. TSHC can be reached at <http://www.sa.sc.edu/shs/tshc> or (803) 777-3174.

Campus Wellness

Campus Wellness is devoted to awareness and prevention of acute and chronic health issues for students, faculty and staff at the University of South Carolina. By offering a wide range of programs and services, this office assists campus community members with making healthy choices and maintaining a healthy lifestyle. For more information, go to: <http://www.sa.sc.edu/shs/cwp/>.

Counseling and Human Development Center

The Counseling and Human Development Center (CHDC) is located on-campus in Byrnes Building (7th floor), College Street, across from The Horseshoe. CHDC, a fully accredited counseling center offers: brief outpatient psychiatric intervention; psychological services, including individual and group counseling and biofeedback and psychological testing services; and limited social work support for Columbia campus students. Students, who need inpatient care, extended outpatient services, or other clinical care that exceeds the capabilities of CHDC, are referred to community providers of the patient's choice. Professional staff clinical evaluation and management services are free to all students who have paid the Health Fee portion of the University Fee. CHDC is open daily, Monday-Friday (except on University holidays). Appointments are required except for acute or emergency situations. The Counseling and Human Development Center can be reached at (803) 777-5223 and accessed online at <http://www.sa.sc.edu/shs/chdc/>.

Off-Campus Student Services

Off-Campus Student Services, located on the 2nd Floor of the Russell House. It offers many services of interest to students who do not live on the USC campus. Among the many programs and services offered are a babysitter list, Columbia area resident assistance, a newsletter, and an off-campus housing locator service (finding roommates and/or apartments). Off-Campus Student Services can be reached at (803) 777-4874 and accessed online at <http://www.sa.sc.edu/ocss/>.

International Student Services

International Programs for Students is located in room 123 of the Byrnes Building. International student services provide a wide range of services for international students, including pre-arrival information, orientation programs, immigration advising, personal assistance, and student programs and activities. Professionals with specialized training and expertise working with international students staff the office. International Student Services can be reached at <http://www.sa.sc.edu/ips/> or (803) 777-7461.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6744 (TDD) or 803-777-6142 for specific information about services, or accessed online at <http://www.sa.sc.edu/sds/>. When students receive the Graduate School's offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s). The Office of Disability Services is located in the LeConte building at the corner of Pickens and Green Streets in Room 112A.

Appendix A

Who to Contact

Topic of Interest	Who to Contact
Admission-Related Questions	Casey Goldston Giraudy, Ken Watkins
AV Equipment and Conference Room Reservations	Memory Bacon
Copies	Work Study Student (back-up Ann Cassady)
Copier Maintenance/Issues	Memory Bacon or Ann Cassady (back-up student)
Doctoral Qualifying Exam	Ken Watkins
Graduate Assistantships	Casey Goldston Giraudy, Ken Watkins
Grant Activity	Ann Cassady
Health Communications Certificate	Daniela Friedman, Casey Goldston Giraudy, Ken Watkins
Human Resources	Ann Cassady
International Students	Casey Goldston Giraudy
Keys	Memory Bacon (back-up Ann Cassady)
Masters Comprehensive Exam (non-MPH)	Ken Watkins
Masters Comprehensive Exam	Ken Watkins
MPH Practicum	Ken Watkins
MSW/MPH Program	Ken Watkins
Organizing Event	Memory Bacon
Student Forms	HPEB and Graduate School webpages (current students)/Submit ALL student forms through Casey Goldston Giraudy
Teaching Assistantships	Ken Watkins
Undergraduate Minor	Sara Corwin, Kara Montgomery

Appendix B

Progression information and forms

All forms must be routed through the Graduate Director

Milestone	Event	HPEB information and forms (http://www.sph.sc.edu/hpeb/current.htm)	Graduate School forms (http://gradschool.sc.edu/DocLibrary/)
Admission to HPEB/First year			
	Application	http://www.sph.sc.edu/hpeb/prospective.htm	
	Teaching Assistant training (required)	Contact Graduate Director for registration	
	Change in application (deferment, change of degree)		Change of Status (COS)
	Committee formation		Doctoral Committee Appointment Request (G-DCA)
	Annual report – Year 1	Doctoral Student Annual Report	
Admission to candidacy			
	Program of study	Approval of Doctoral Program of Study (HPEB)	Doctoral Program of Study (DPOS) Program of Study Adjustment Form (POSA) Request for Transfer of Graduate Credit (GRTC)

			Qualifying Exam Verification
	Annual report – Year 2	Doctoral Student Annual Report	
Doctoral comprehensive examination			
	Dissertation proposal defense	Doctoral Dissertation Defense Notification Form	PhD Comprehensive Examination Notification
	Annual report – Year 3	Doctoral Student Annual Report	
Doctoral practicum (DrPH)			
	Practicum (DrPH students-HPEB 898)	HPEB DrPH Practicum Contract Instructions for report, presentation (see handbook)	
Completion of dissertation and graduation			
	Public seminar	Contact Memory Bacon (mroyal@mailbox.sc.edu)	
	Dissertation defense	Doctoral Dissertation Defense Notification Form Contact Memory Bacon (mroyal@mailbox.sc.edu)	Dissertation Defense Announcement Form (GDDA) Dissertation Signature and Approval Form (G-DSF) Survey of Earned Doctorates (SED)
	Annual report – Year 4	Doctoral Student Annual Report	
	Dissertation submission		Dissertation checklist http://gradschool.sc.edu/current/thesisdiss.asp
	Graduation		Application for Graduation (AS-126)