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. 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.

The Graduate Studies Bulletin and this handbook are for information purposes only and do not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Carolina Community Student Handbook and Policy Guide

Please refer to the USC Policies and Procedures Manual (see section for Student Affairs and Academic Support) for policies on the student code of conduct, student grievance, sexual harassment and other areas.

Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASPH</td>
<td>Arnold School of Public Health</td>
</tr>
<tr>
<td>BIOS</td>
<td>Biostatistics (part of the Department of Epidemiology and Biostatistics)</td>
</tr>
<tr>
<td>COMD</td>
<td>Department of Communication Sciences and Disorders</td>
</tr>
<tr>
<td>ENHS</td>
<td>Department of Environmental Health Sciences</td>
</tr>
<tr>
<td>EPID</td>
<td>Epidemiology (part of the Department of Epidemiology and Biostatistics)</td>
</tr>
<tr>
<td>EXSC</td>
<td>Department of Exercise Science</td>
</tr>
<tr>
<td>GA</td>
<td>Graduate Assistant; Graduate Assistantship</td>
</tr>
<tr>
<td>GRE</td>
<td>Graduate Record Examination</td>
</tr>
<tr>
<td>HPEB</td>
<td>Department of Health Promotion, Education, and Behavior; or &quot;Department&quot;</td>
</tr>
<tr>
<td>HSPM</td>
<td>Department of Health Services, Policy and Management</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>USC</td>
<td>University of South Carolina</td>
</tr>
</tbody>
</table>
# Table of Contents

**Preface**

**Introduction**
- Overview of the USC Arnold School of Public Health
- Overview of the Department of Health Promotion, Education, and Behavior
- Faculty and Areas of Specialization
- Staff

**Guidelines and Regulations**
- Graduate Academic Bulletin
- Graduate School
- Roles and Responsibilities
- Academic Integrity
- Disabilities
- Financial Aid
- Advising and Course Registration

**Definitions of Terms Used**

**Frequently Asked Questions**

**Graduate Assistantships**

**Degree Requirements**
- Graduate Certificate in Health Communication
- Doctoral Degrees
- Doctor of Philosophy (PhD)
- Doctor of Public Health (DrPH)

**Stages and Milestones for Doctoral Degrees**

**Timelines for Program Progression**

**Qualifying Examination**
Guidelines for DrPH Practicum  45

Dissertation
  Committee  52
  Program of Study  52
  Dissertation Proposal  52
  Dissertation Format and Defense  56

Resources and Information  60

Appendices
  Who to contact  63
  Forms  64
Introduction

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 became 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.

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.
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 8 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 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, policy change and applied communication strategies to promote healthy behaviors by influencing knowledge, attitudes, social support systems, patient/provider relationships, access and barriers to health care, and the environments in which people live, work, and play. 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.
Faculty and Areas of Specialization

**Christine Blake**, PhD, RD, Cornell University (2006)
Associate Professor
Factors that influence food choice; dietary patterns and situational eating; food meanings, schema, and scripts in context; eating identity; maternal and child nutrition; obesity and chronic disease; qualitative research and mixed methods

**Heather M. Brandt**, PhD, University of South Carolina (2003)
Graduate School Associate Dean for Professional Development, and Associate Professor
Cancer prevention and control; cancer disparities among underserved populations; social and behavioral aspects of human papillomavirus (HPV), cervical cancer, and colorectal cancer; community-based participatory research strategies; health literacy influences on health, behavior, and research participation; women's health

**Donaldson F. Conserve**, PhD, MS, The Pennsylvania State University (2013)
Clinical Assistant Professor
HIV/AIDS prevention; HIV self-testing; intervention development, implementation, and evaluation; men's social networks; global health

**Rachel Davis**, PhD, University of Michigan (2008)
Assistant Professor
The role of culture in tailored and narrative based health communication interventions; measurement error due to cultural influences on health survey methodology; interventions to address racial and ethnic disparities related to nutrition behaviors, childhood obesity, and Type 2 diabetes

**Daniela B. Friedman**, MSc, PhD, University of Waterloo (2006)
Department Chair and Associate Professor
Health and cancer communications with diverse populations; role of social context, media, and technology in health communication interventions; health literacy measurement; healthy aging and gerontology; cognitive health promotion

Professor
Growth, development, and feeding of infants and young children; family stress and parenting; measurement and consequences of food insecurity for children, adults, elders, and people living with HIV; policy and programs for improving nutrition and development; advancing consensus, commitment, and capacity for nutrition in poor countries; design and analysis of longitudinal studies

Instructor and Academic Programs Coordinator
First Aid/CPR; First Year Experience (college students); adult education; international education (TESOL, F-1/J-1)
Sayward Harrison, PhD, East Carolina University (2011)
Research Assistant Professor
Child/adolescent health and mental health; prevention, intervention, and treatment of pediatric health conditions in school settings; HIV.

Lucy Ingram, MPH, PhD, University of Alabama at Birmingham (2003)
Associate Professor and Director of HPEB MPH Professional Online program
Women’s reproductive health; sexually transmitted infection (STI) prevention; racial health disparities; community-based participatory research

Sonya Jones, PhD, University of North Carolina, Chapel Hill (2002)
Associate Professor
Nutrition; social and policy determinants of health; youth empowerment and development

Andrew Kaczynski, PhD, University of Waterloo (2007)
Associate Professor
Built environment and physical activity; parks and recreation management and community health; environmental and policy approaches to active transportation; research methods, program planning and evaluation in public health; youth advocacy for obesity prevention

Xiaoming Li, Ph.D., University of Minnesota, Minneapolis (1992).
Professor and Endowed Chair; Director of South Carolina SmartState Center for HealthCare Quality.
Research methodology; psychological measurement; program evaluation; migration; social stigma; mental health; parenting and family function; resilience among children; health risk behaviors and perceptions among minority adolescents and other vulnerable or at-risk populations; behavioral HIV prevention intervention; HIV disclosure; global health; implementation sciences.

Mark Macauda, Ph.D., University of Connecticut (2007).
Research Assistant Professor
Core for Applied Research and Evaluation
Program evaluation, applied medical anthropology, mixed methods research, adolescent reproductive health, vector-borne disease.

Emily Mann, PhD, University of Maryland, College Park (2010)
Assistant Professor
Latino health disparities; social determinants of health; community-based participatory research; teenage sexuality; reproductive health; social justice.

Edena Meetze, DrPH, MPH, CHES; University of South Carolina (2011)
Clinical Assistant Professor
HIV and STD prevention among Latinos/as; utilization of community health worker (promotora) model; health disparities in vulnerable populations; health promotion program planning, implementation, and evaluation; community health problems and health disparities.

Courtney M. Monroe, PhD, EP-C, University of Tennessee, Knoxville (2014)
Assistant Professor
Technologies for health behavior changes; mHealth and eHealth; physical activity promotion and assessment; obesity prevention and treatment; approaches for facilitating social support for enhanced improvements in health-related behaviors and outcomes.
Spencer Moore, PhD, University of Virginia (2000)
Associate Professor
Social environments, social networks, and health; global inequalities in health; inter-organizational networks and public health systems.

Lee Pearson, MS, DrPH, University of South Carolina (2004)
Clinical Associate Professor
Policy, systems and environmental change; collective impact initiatives; aging issues.

Shan Qiao, PhD, Johns Hopkins University (2012)
Assistant Professor
Health education and health promotion, program implementation and evaluation; adolescent drug use; female sex workers; HIV/AIDS in children and other populations; HIV disclosure and stigma; social relationships and HIV cure; and, implementation science.

Alyssa Robillard, PhD, University of Alabama, Birmingham (2000)
Associate Professor
HIV prevention; sexual health; racial/ethnic health disparities; incarcerated populations (youth and adults); media and youth risk behavior

David Simmons, PhD, Michigan State University (2002)
Associate Professor (joint appointment with Anthropology)
International health; social justice; social and health disparities; health and healing in the African diaspora; community-based participatory research; community-university partnerships

Mindi Spencer, PhD, West Virginia University (2006)
Associate Professor (joint appointment with Institute for Southern Studies)
Gerontological health; health disparities in older adulthood; cultural meanings of health and disability; African American and American Indian elders; health in the American South; caregiving in diverse populations; functional limitations in late-life

Jim F. Thrasher, PhD, University of North Carolina, Chapel Hill (2005)
Associate Professor
Cancer prevention and control; tobacco; health policy; mass media and health communication; social and cultural determinants of health; globalization and global health; mixed methods (i.e., combining qualitative and quantitative methods); measurement development

Gabrielle (Brie) Turner-McGrievy, PhD, RD, University of North Carolina, Chapel Hill (2009)
Associate Professor
Emerging technologies to create health behavior changes; mHealth and eHealth; vegetarian and vegan dietary approaches in the prevention and treatment of chronic diseases; diet quality and assessment; obesity prevention and treatment

Robert F. Valois, PhD, FAAHB, University of Illinois, Urbana-Champaign (1985)
Professor
Adolescent and school health; adolescent health risk behaviors and quality of life/life satisfaction; health promotion program evaluation; coordinated school health programs; smoking cessation and nicotine dependence
Katrina M. Walsemann, MPH, PhD, University of Michigan (2005)
Associate Professor and Undergraduate Director
Life course theory; social determinants of health; educational inequities in health; racial/ethnic health inequities; institutional discrimination and health; multi-level modeling; longitudinal analysis

Ken Watkins, PhD, University of Michigan (1999)
Clinical Associate Professor; Associate Chair and Graduate Director
Aging and health, diabetes self-management, quality of life, faith and health, self-regulation approaches

Emeritus Faculty

Donna L. Richter, Ed.D., University of South Carolina (1982)
HIV/AIDS prevention and research; public health practice; public health leadership; women’s health issues; gerontology

Roger S. Sargent, PhD, University of South Carolina (1971)
Applied nutrition, weight management; maternal and child nutrition

Ruth Saunders, PhD, University of South Carolina (1986)
Physical activity promotion; health promotion programs in organizational settings; social and physical environment interventions; implementation monitoring and process evaluation

Adjunct Faculty

Frances E. Ashe-Goins, RN, BSN, MPH
Adjunct Professor
U.S. Department of Health and Human Services Office on Women’s Health

Jean Elizabeth (Beth) Barry, BS, MPH
Adjunct Professor
SC Program Manager, Alliance for a Healthier Generation, Healthy Schools Program

Deborah Billings, PhD
Adjunct Assistant Professor
Director, SC Contraceptive Access Campaign - Advocates for Youth

Sandra K. Kammermann, MS, EdS
Adjunct Instructor
Director, Education and Research, John A. Martin Primary Health Care Center

John R. Ureda, DrPH
Adjunct Associate Professor
CEO and President, Insights Consulting, Inc.
Staff

Renee Kyzer
Administrative Coordinator

Pamela Metz
Administrative Assistant

Keith Painter
Department Business and Human Resources Manager

Esther Ruder
Administrative Coordinator
Guidelines and Regulations

Graduate Academic Bulletin

Frequently requested information from the Graduate Studies Academic Bulletin:

Graduate Admissions – Degree-seeking admission
- Valid Period of Admission
- Additional Coursework
- Registration Requirements
- Course Enrollment, Prerequisites, Course Loads

Degree Requirements
- Degree Programs
- Concurrent Enrollment
- Course Enrollment Load
- Special Enrollment (Z-status, GA-underenrolled, Family Leave)
- Doctoral Program Committees
- Doctoral Program of Study
- Concurrent and Dual Enrollment Programs of Study
- Transfer of coursework
  The department follows policies outlined in the USC Academic Bulletin. Courses previously used to earn a degree at USC or elsewhere may not be transferred into the doctoral program of study. Students may request to include courses from another institution on their doctoral program of study, but a minimum of 30 hours of in-date coursework must be unique to the University of South Carolina. Students complete the Request for Transfer of Graduate Credit at the Graduate School’s Forms webpage.
- Transient Enrollment Privilege
- Revalidation of Out-of-Date Courses
- Independent Study
- Professional Development Course Work
- Doctoral Candidacy
- Residency Requirement
- Written and Oral Comprehensive Examination
- Dissertation
- Application for Graduation
- Degree Conferral
**Academic Regulations**

- Academic Credit and Course Policies
- Course Enrollment Load
- Independent Study
- Dropping/Withdrawing from a Course
- Grading Policies
- Academic Standard for GPA, Progression, and Graduation
- Academic Suspension
- Student Records and Transcripts

**Frequently requested information from the [Graduate School website](#)**

- Getting Started
- Academics
- Calendar
- Campus Resources
- Forms Library
- Graduate Student Day
- Graduate Management System (GMS)
- International Students
- International Travel Policy
- Paying for Graduate School
- Ombudsman
- Professional Development
- TA Training
- Thesis & Dissertation
- Update Application/Admission
Roles and Responsibilities of Graduate Students

Your responsibilities include but are not limited to:

- **Research** - it is expected that doctoral students will engage in mentored research during their studies, including presenting at scientific conferences and writing peer reviewed manuscripts.

- **Guidelines** – you should be aware of and follow Graduate School requirements as stated in the Graduate Bulletin and guidelines provided in the HPEB Doctoral Handbook.

- **Advisement** - you are responsible for knowing program requirements, taking an active role throughout all steps of their program and keeping copies of all important records and documents.

- You should keep your advisor (and committee members, as appropriate) apprised of your progress and barriers you are experiencing. One way this occurs is through your annual review.

- **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 Forms](#) and [Graduate School forms](#) are submitted through the Graduate Director at the appropriate times.

- **Professional responsibility** – Graduate assistantships and practica are intended to serve as an extension of the teaching mission of the Department of Health Promotion, Education, and Behavior by giving students work experience in public health settings in which they eventually pursue careers. While serving in on- or off-campus graduate assistantships or practicum placements, students are representatives of the Department. As such, they should comport themselves with professionalism at all times and as guided by the professional code of conduct in existence at their placement agency.
Academic Integrity

All students are expected to adhere to the university’s policies regarding academic integrity. Students should consult the USC Office of Academic Integrity 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.

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. 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.

Financial Aid

Information regarding Financial Aid and Scholarships is available at www.sc.edu/financialaid/. Information regarding payment plans is available at the Bursar’s webpage: www.sc.edu/bursar/paying.shtml.

Advising and Course Registration

Prior to each semester, students should contact their academic advisor to discuss course planning. Students should bring their unofficial transcripts to all advisement meetings. Should there be academic challenges regarding grades, the academic advisor may recommend a remediation plan that would be developed by the academic advisor and student, with oversight from the Graduate Director. Advisement must take place prior to clearance by the ASPH Office of Graduate Student Services to register for courses via my.sc.edu. You are encouraged to review the Part of Term Dates associated with your specific section to ensure that you meet registration and fee payment deadlines.
Definitions 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.

Annual Review

Each January-February, students engage in a review of their progress in the doctoral program. This self-assessment is followed with a meeting with the Annual Review Committee. (See “Stages and Milestones” section of this handbook.)

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.

Dissertation

The dissertation is 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 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 Pam Metz (pmetz@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 Pam Metz (777-7096, pmetz@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. Go to Doctoral Progress to Degree.

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 Pam Metz (pmetz@mailbox.sc.edu):

Dissertation title
Your name, earned degree (cont.)
Dissertation advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location
Street Address/Zip

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 Pam Metz (777-7096, pmetz@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

This 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 (and is also known informally as the Program of Study committee).
This committee must approve the student’s Program of Study proposal before the official form is submitted to the Graduate Director.

**Oral Comprehensive Examination Committee**

This 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 the examination 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 online at [Graduate School – Forms](#). Adjustments to the Program of Study may be made on the [Program Adjustment Form](#).

**Qualifying Examination**

The qualifying examination for the PhD and the DrPH is a written exam taken after the end of the second semester of full-time study.
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. [Link to POS-A form](#)

**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. [Link to form](#)

**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 and submit a new DCA form. 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 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 graduate credit hour 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](#).
Graduate Assistantships

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, click here Graduate Assistantship Information. Information can also be found at the MySPH website.

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. See TA Training Information. 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 or more graduate hours (or has permission for underenrollment) 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. Graduate assistantship openings are posted on the MySPH website. 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 normally are accorded the reduced in-state tuition rates during the summer sessions (Maymester, Summer I, and Summer II).

GA work assignments & course load limits:

<table>
<thead>
<tr>
<th>Work Assignments</th>
<th>Minimum</th>
<th>10 hours per week (Half-time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum</td>
<td>20 hours per week (Full-time)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Load Limits</th>
<th>Minimum</th>
<th>6 semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum</td>
<td>15 semester hours</td>
</tr>
</tbody>
</table>

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.
Degree Requirements

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

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 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. 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.

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).

For students who enter the doctoral program with a masters degree (i.e., post-masters), the following coursework is required:

- PhD: a minimum of 36 hours of graduate course work, plus a minimum of 12 hours dissertation credit
- DrPH: a minimum of 42 hours of graduate course work, plus a minimum of 12 hours dissertation credit

For students who enter the doctoral program without a masters degree (i.e., post-baccalaureate), the following coursework is required in both the PhD and DrPH programs:

- a minimum of 48 hours of graduate course work, plus a minimum of 12 hours dissertation credit

In addition, both the PhD and DrPH programs require:

- 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 promotion, education, and behavior core; public health 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.
The Doctor of Philosophy (PhD) – Post-Masters

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. The post-masters PhD program of study must contain a minimum of 36 hours of graduate course work, plus a minimum of 12 hours dissertation credit.

Degree Requirements:

Health Promotion, Education, and Behavior Core (12 required hours)
- HPEB 771 – Socio-Cultural Perspectives on Population Health
- HPEB 824 – Social and Physical Environment Interventions in Health Promotion
- HPEB 818 - Advanced Evaluation of Health Promotion Programs
- HPEB 704 – Health Education Research Seminar (three one-hour seminars)

Research Methods (minimum of 12 hours, with at least one course from each of the following areas)
- Qualitative methods (HPEB 715)
- Quantitative methods (e.g., BIOS 757, EDRM 711, or equivalent)
- Measurement (Required: HPEB 810)
- Additional classes

Cognate (minimum of 6 hours)
Classes reflecting defined content or topical areas.

Public Health Core Area (minimum of 6 hours; maximum of 15 hours)
Note: These requirements are met if student has previous MPH or similar graduate-level core PH coursework, in which case, six hours may be taken in research methods or cognate areas. Otherwise, students can fulfill the requirements through either of the following options:

A. Individual subject matter courses (BIOS 757 or equivalent is already required):
   - HPEB 820 – Public Health Advocacy and Policy
   - HSPM 820 – Public Health Leadership
   - BIOS 757 – Intermediate Biometrics, or equivalent
   - EPID 700 – Intro to Epidemiology, or equivalent or more advanced epidemiology course
   - ENHS 660 – Concepts of Environmental Health Science, or equivalent or more advanced environmental health science course

   OR

B. Overview public health course and epidemiology course
   - PUBH 700 – Perspectives in Public Health, and
   - EPID 700 – Intro to Epidemiology, or equivalent or more advanced epidemiology course

Dissertation (12 hours or more)

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 Philosophy (PhD) – Post-Baccalaureate

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. The post-baccalaureate PhD program of study must contain a minimum of 48 hours of graduate course work, plus a minimum of 12 hours dissertation credit.

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 (15-21 hours)
Qualitative methods (HPEB 715)
Quantitative methods (e.g., BIOS 757, EDRM 711, or equivalent)
Measurement (Required: HPEB 810)
Two to four additional classes

Cognate (9-15 hours)
Three to five classes reflecting defined content or topical areas.

Public Health Core Area (6-15 hours)
Note: these requirements are met if student has previously completed similar graduate-level core PH coursework. Otherwise, students can fulfill the requirements through either of the following options:

C. Individual subject matter courses (BIOS 757 or equivalent is already required):
   HPEB 820 – Public Health Advocacy and Policy
   HSPM 820 – Public Health Leadership
   BIOS 757 – Intermediate Biometrics, or equivalent
   EPID 700 – Intro to Epidemiology, or equivalent or more advanced epidemiology course
   ENHS 660 – Concepts of Environmental Health Science, or equivalent or more advanced environmental health science course

OR

D. Overview public health course and epidemiology course
   PUBH 700 – Perspectives in Public Health, and
   EPID 700 – Intro to Epidemiology, or equivalent or more advanced epidemiology course

Dissertation (12 hours or more)

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) – Post-Masters

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. The post-masters PhD program of study must contain a minimum of 42 hours of graduate course work, plus a minimum of 12 hours dissertation credit.

Degree Requirements:

DrPH Core (18 required hours):
- HPEB 820 - Public Health Advocacy and Policy
- HSPM 820 - Public Health Leadership
- Advanced Evaluation - (HPEB 818 or HSPM 818)
- Research Methods - (BIOS 765, HPEB 802, or HSPM 719)
- Public Health Practicum (HPEB 898, 6 hours)

Health Promotion, Education, and Behavior Core (9 required hours)
- HPEB 771 – Socio-Cultural Perspectives on Population Health
- HPEB 824 – Social and Physical Environment Interventions in Health Promotion
- HPEB 704 – Health Education Research Seminar (three 1-hour seminars)

Research Methods (minimum of 12 hours, with at least one course from each of the following areas)
- Qualitative methods (e.g., HPEB 715 or equivalent)
- Quantitative methods (e.g., BIOS 757, EDRM 711, advanced BIOS or equivalent)
- Epidemiology (e.g., EPID 700 or equivalent, or advanced)
- Measurement (Required: HPEB 810)

Cognate (no required minimum)
Classes reflecting defined content or topical areas.

Public Health Core Areas (3-9 hours):
Note: These requirements are met if student has previous MPH or similar graduate-level core PH coursework, in which case, six hours may be taken in research methods or cognate areas. Otherwise, students can fulfill the requirements through either of the following options:

A. Individual subject matter courses:
- HPEB 820 – Public Health Advocacy and Policy
- HSPM 820 – Public Health Leadership
- BIOS 757 – Intermediate Biometrics, or equivalent
- EPID 700 – Intro to Epidemiology, or other equivalent or more advanced epidemiology course
- ENHS 660 – Concepts of Environmental Health Science, or other equivalent or more advanced environmental health science course

OR

B. Overview public health course:
- PUBH 700 – Perspectives in Public Health

(continued next page)
**Dissertation (12 hours or more)**
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.
The Doctor of Public Health (DrPH) – Post-Baccalaureate

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. The post-baccalaureate DrPH program of study must contain 48 hours of graduate course work, plus a minimum of 12 hours dissertation credit.

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 (HPEB 898, 6 hours)

Health Promotion, Education, and Behavior Core (9 hours)
- HPEB 771 – Socio-Cultural Perspectives on Population Health
- HPEB 824 – Social and Physical Environment Interventions in Health Promotion
- HPEB 704 – Health Education Research Seminar (three 1-hour seminars)

Research Methods (12 hours)
- Qualitative methods (e.g., HPEB 715, ANTH 719)
- Quantitative methods (e.g., BIOS 757, EDRM 711, advanced BIOS or equivalent)
- Epidemiology (e.g., EPID 700 or equivalent, or more advanced)
- Measurement (Required: HPEB 810)

Cognate (6 hours)
- Two classes reflecting defined content or topical areas.

Public Health Core Areas (3-9 hours):
Note: these requirements are met if student has previously completed similar graduate-level core PH coursework. Otherwise, students can fulfill the requirements through either of the following options:

A. Individual subject matter courses:
- HPEB 820 – Public Health Advocacy and Policy
- HSPM 820 – Public Health Leadership
- BIOS 757 – Intermediate Biometrics, or equivalent
- EPID 700 – Intro to Epidemiology, or other equivalent or more advanced epidemiology course
- ENHS 660 – Concepts of Environmental Health Science, or other equivalent or more advanced environmental health science course

OR

B. Overview public health course:
- PUBH 700 – Perspectives in Public Health

(continued next page)
Dissertation (12 hours or more)
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

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.

A more detailed description of the stages and milestones is provided on following pages.

Annual Review

Each January-February, students engage in a review of their progress in the doctoral program. This self-assessment is followed with a meeting with the Annual Review Committee. The following steps occur in reporting progress/activity in the preceding calendar year.

1. In consultation with Advisor/Chair, determine the Annual Review Committee member and schedule a meeting (to occur not later than February 15) to review the Annual Report. (The Annual Review Committee is comprised of the Advisor/Chair and either a dissertation committee member or a member of the doctoral committee.)
2. Student submits Report to Advisor/Chair and committee member before February 1.
3. Student meets with Advisor/Chair and committee member at the scheduled time (not later than February 15) to receive feedback on progress, and suggested revisions to the document.
4. Full faculty review students' progress. (If specific issues arise from the full faculty review that should be addressed, the Advisor/Chair should consult with the Department Chair and Graduate Director. Following that consultation, the Advisor/Chair should meet with the student to discuss the specific issue/s. The fact that a follow-up meeting with the student took place, along with the time/date, should be indicated in the comments section at the end of the Report.)
5. Advisor/Chair integrates in the Report those revisions coming from the student/annual review committee meeting and the faculty review.
6. Advisor/Chair sends electronic version of the student’s report to the Graduate Director. This electronic version indicates the Advisor/Chair’s approval of the document (i.e., no signature is required).

Copies of the form are available on the department website. Students complete the annual review form for the immediate prior calendar year, not cumulative time at USC. The only cumulative reporting is on pages 2, 3, 7, and 8-10 of the report.
## Milestones Toward Degree

<table>
<thead>
<tr>
<th>Milestone to be achieved</th>
<th>Criteria</th>
<th>Assesses:</th>
<th>Program goals</th>
<th>HPEB procedures and responsibilities</th>
<th>Student responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to HPEB</td>
<td>GRE</td>
<td>1. Academic capability</td>
<td>HPEB faculty: to admit qualified students interested in becoming researchers or research-based practitioners and who have a good fit with faculty research interests.</td>
<td>HPEB faculty should: • 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</td>
<td>Applicants should: • 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 Orientations and TA training</td>
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<tr>
<td></td>
<td>GPA</td>
<td>2. Research interests</td>
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<td>Resume or Curriculum Vitae</td>
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<td>Letter of Intent</td>
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<td>TOEFL or IELTS</td>
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<td></td>
<td>Intl. Academic Type 2 exam (if native language not English)</td>
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<tr>
<td>Admission to candidacy</td>
<td>Full admission</td>
<td>1. Breadth of knowledge regarding basic principles of health promotion, education, and behavior;</td>
<td>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).</td>
<td>Faculty mentors should: • 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”</td>
<td>Students should: • 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 following the end of the second semester of full-time study</td>
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<tr>
<td></td>
<td>Pass qualifying examination</td>
<td>2. Ability to apply this knowledge in assessing the strengths and weaknesses of health promotion research and programs;</td>
<td>Committee: to approve Program of Study designed to develop advanced knowledge and skills in HPEB, research/ statistics or planning/ evaluation, and selected</td>
<td></td>
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<tr>
<td></td>
<td>File approved Program of Study (POS)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Milestone to be achieved</td>
<td>Criteria</td>
<td>Assesses:</td>
<td>Program goals</td>
<td>HPEB procedures and responsibilities</td>
<td>Student responsibilities</td>
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<tr>
<td>Doctoral comprehensive examination</td>
<td>Coursework completed</td>
<td>1. Academic progress: As and Bs on courses;</td>
<td>3. Ability to apply this knowledge in designing and evaluating health promotion research and programs.</td>
<td>with each doctoral student and provide signed report (electronic and hard copy) to Graduate Director.</td>
<td>• develop and present to chair of committee an annual report describing progress for duration of program (see guidelines); • 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;</td>
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<tr>
<td></td>
<td>Assure comprehensive mastery of literature</td>
<td>2. Advanced knowledge of profession and selected specialty;</td>
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<td></td>
<td>Approval of written dissertation proposal</td>
<td>3. Sound research plan and ability to carry out research plan presented in a proposal format similar to NIH (see guidelines).</td>
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<td></td>
<td>Pass oral defense of proposal</td>
<td>Committee members should be engaged in the dissertation proposal development and approval process: • help student identify literature that supports the dissertation proposal; • review proposal drafts to ensure proposed research will produce significant, high-quality results; • approve moving forward to dissertation research for students who have demonstrated advanced knowledge, developed an appropriate dissertation plan, and demonstrated ability to carry out research.</td>
<td>Committee chair should provide mentoring and guidance to facilitate development of: • comprehensive mastery of literature guided by dissertation focus; • sound dissertation research proposal and professional skills.</td>
<td>Students should: • attend Graduate School TA training in the semester the student is a teaching assistant; • hold at least one pre-proposal meeting with full committee to discuss aims, bibliography, committee member roles &amp; communication processes, authorship guidelines and tentative timeline; • meet with committee members so they can help identify literature that supports the proposed research; • develop and demonstrate to committee comprehensive mastery of relevant literature (e.g., literature review and synthesis document, independent study report, oral</td>
<td></td>
</tr>
<tr>
<td>Milestone to be achieved</td>
<td>Criteria</td>
<td>Assesses:</td>
<td>Program goals</td>
<td>HPEB procedures and responsibilities</td>
<td>Student responsibilities</td>
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<tr>
<td>Completion of dissertation</td>
<td>Approval of dissertation document</td>
<td>1. Dissertation research carried out appropriately;</td>
<td>Committee members should assist with the dissertation development and approval:</td>
<td>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.</td>
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<tr>
<td></td>
<td>Pass oral defense of dissertation</td>
<td>2. Well-written dissertation document, including two manuscripts (see guidelines);</td>
<td>• review dissertation drafts to ensure significant, high-quality research; • recommend awarding doctoral degree for students who have carried out research, developed well-written dissertation, and presented results.</td>
<td>Committee chair should: • provide dissertation guidance, research mentoring, and professional mentoring</td>
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<tr>
<td></td>
<td></td>
<td>3. Presentation and successful defense of dissertation</td>
<td>Committee chair should:</td>
<td></td>
<td>Students should: • 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</td>
</tr>
</tbody>
</table>
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 – Post-Masters

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Courses</td>
<td>HPEB 704</td>
<td>HPEB 771</td>
<td>HPEB 810</td>
<td>Research*</td>
</tr>
<tr>
<td></td>
<td>[10 hours]</td>
<td>[10 hours]</td>
<td>[10 hours]</td>
<td>[9 hours]</td>
</tr>
<tr>
<td>Events and Milestones</td>
<td>Admission (Aug)</td>
<td>Take coursework</td>
<td>Form advisory committee</td>
<td>Submit 1st annual report (Feb)</td>
</tr>
<tr>
<td>Milestone: Select committee chair (Fall) and form advisory committee (Spring)</td>
<td>Milestone: Advance to candidacy</td>
<td>Milestone: Doctoral comprehensive examination</td>
<td>Milestone: Completion of dissertation &amp; graduation</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Research team experience</td>
<td>Research team experience</td>
<td>Research team experience</td>
<td>Research team experience</td>
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* Statistics courses to the level of multiple regression or qualitative methods courses

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# 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 – Post-Baccalaureate

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Courses</td>
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<tr>
<td>Events and Milestones</td>
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<td></td>
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<tr>
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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)

**DrPH Students – Post-Masters**

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## Timeline for doctoral progression for full-time HPEB doctoral students

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Qualifying Examination for PhD & 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 771): Application of social theoretical perspectives to specific problems, methods, and explanations.
(HPEB 810): Methods for development and evaluation of measurement scales.
(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 in August. Exact times will be arranged with the Graduate Director during the semester prior to the exam.
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.
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: https://mysph.sc.edu/what-we-do/practice-placement

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. All forms and procedures relating to the practicum can be found on the school’s Practicum and Residency website and on the MySPH website.

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 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 school’s Practicum and Residency website.

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 (submitted on MySPH) 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

Each student is required to provide a public oral presentation and final written report of his/her practicum experience and project 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. The faculty practicum advisor must be physically present with the student at the 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 Pam Metz (pmetz@mailbox.sc.edu):

Practicum title
Practicum agency/location
Your name, earned degree
Practicum advisor
Day, Date, Year of your presentation
Time of your presentation

45
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 Pam Metz (777-7096, pmetz@mailbox.sc.edu) at least 30 days prior to your presentation date.

Complete and Submit a Practicum Report. See Guidelines on the following pages.

Each student who successfully completes a practicum must an electronic copy of the report to Pam Metz (pmetz@mailbox.sc.edu) within one (1) week of the oral DrPH practicum presentation.

Additional Information:

A student’s practicum cannot be part of his/her 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 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.
Dissertation

Dissertation Committee

Students begin the process of dissertation committee selection in the first year of study. Committees must include a minimum of:

- Chair (full-time HPEB tenure-track faculty member)
- at least one other HPEB full-time faculty member
- a cognate member with a terminal degree and expertise in the student’s area of study/research
- one designated “outside” member, requirements similar to the cognate member.

After the student has passed the qualifying exam, this committee meets for the student’s annual reviews and provides consultation regarding the student’s dissertation.

Program of Study

The program of study outlines all coursework applied to the doctoral degree. The form should be developed by the student in conjunction with the program advisory committee (similar in form and function to the dissertation committee). Development begins at the end of the student’s first year of study; submission of the program of study occurs following pass of the qualifying exam and prior to the dissertation proposal defense.

Dissertation Proposal

The dissertation proposal 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. In HPEB, the comprehensive exam part of the proposal.

The proposal occurs after the qualifying exam and near the conclusion of the student’s coursework. At least one pre-proposal meeting should be held with the student and the full committee to discuss draft study aims, bibliography, committee member roles, communication processes, authorship guidelines and tentative timeline. In the period of proposal development, students should work with all dissertation committee members to develop a bibliography of materials that are most relevant to the proposal. A date for the proposal defense is scheduled by the student in conjunction with his/her dissertation committee. The defense occurs only after committee members have had sufficient time to review the written proposal, and all agree that the student is ready to defend. The student should send the final written proposal to the committee one month prior to the proposed defense date. Committee members will provide feedback to the dissertation chair no later than two weeks prior to the proposed date, indicating whether or not the student is prepared to defend.

Written Proposal

The format for the written dissertation proposal reflects current NIH guidelines, but with an expanded background section. Page guidelines are based on double-spaced documents (approximate document total = 44 pages).
I. Introduction – aligns with Chapter 1 of dissertation (2 pages recommended)
   a. General introduction to the public health issue and proposed dissertation research.
   b. Description of integration of the student’s preliminary studies/preliminary work and the proposed dissertation study.

II. Specific Aims* – aligns with Chapter 1 of dissertation (2 pages recommended)
   a. State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved.
   b. List succinctly the specific objectives of the 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.

*Research Questions may be used in place of Aims for some studies (e.g., qualitative studies)

III. Background – aligns with Chapter 2 of dissertation (20-30 pages recommended)
   a. 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.
   b. This section will be based on comprehensive mastery of the relevant literature (see HPEB Doctoral Progression). The Background section should present a concise and well-articulated argument for conducting the proposed research with citations of selected, key articles to support the argument.

IV. Research Plan (20 pages recommended)
   a. Significance: 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 preventive interventions that drive this field. [Alternate: Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses. Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields. Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.]
   b. Innovation: Explain how the application challenges and seeks to shift current research or clinical practice paradigms. Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions. Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions.
   c. Approach: Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims. If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high risk aspects of the proposed work. Point out any procedures, situations, or materials that may be hazardous to personnel and
precautions to be exercised. Specific methods for achieving each of the specific aims should be provided.

Subheadings in the Approach Section (order will vary):

- Overview paragraph (restating overall goal and specific aims and providing an overview of the approach)
- Conceptual Model
- Setting description
- Sample (including sample size determination)
- Description of condition (if relevant)
- Recruitment/retention (if relevant)
- Randomization process (if relevant)
- Implementation (if relevant)
- Measures
- Data collection
- Data management
- Data analysis
- Process evaluation and implementation monitoring (if relevant)
- Dissemination
- Timeline

The Approach section can be subdivided to address each Aim.

V. Logistics
   a. Protection of Human subjects (i.e., IRB) materials and consent forms drafted; documentation of successful completion of training in the protection of human subjects
   b. Budget

VI. References

VII. Appendices (as appropriate)

**Oral Defense of Proposal**

The oral defense of the dissertation proposal 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.

Prior to the defense, the student must have had his/her dissertation chair review and provide feedback regarding the presentation.

At the defense:

- The presentation should be limited to 30 minutes.
- Questions and comments from guests should be limited to 15 minutes.
- Following the presentation, the student and guests will be asked to leave, so that the committee and Chair can confer.
• The committee will discuss the proposal in detail with the student. (60-90 minutes). The Chair will begin by describing questioning protocol to committee members:
  ▪ Rotation, with each person on the committee having a chance to ask a question, then go around again if there are more questions, etc., OR, have each committee member ask all his/her questions before moving to the next committee member.
  ▪ Questions will focus on issues related to:
    • Study hypotheses and details of the approach
    • How the proposal advances knowledge in the field
    • Why the study is significant and implications for impact
  ▪ The Chair will take notes on issues that are raised.
• Following questions and discussion, the student will again be asked to leave the room so that the committee can confer. The Chair will moderate committee decision-making on proposal defense outcomes:
  ▪ Successful defense with no changes or minor changes that may be supervised by Chair without additional committee review prior to student proceeding with work;
  ▪ Conditional successful defense with some changes to be reviewed by committee members prior to student proceeding with work;
  ▪ Unsuccessful defense that requires changes, additional review, and another presentation/meeting with committee members prior to student proceeding with work.
• Dependent upon the proposal outcome, the following will happen:
  ▪ Student and Chair will work to develop a memo that lists issues raised and circulate this to other committee members for approval (This occurs for all defense outcomes). At the defense, a date for circulating the memo will be agreed-upon by the committee and the student.
  ▪ The committee will provide timely feedback on and approval of the memo.
  ▪ For conditional and unsuccessful defenses, the student and Chair will work to address issues, as with revise and resubmit. The proposal document will be changed in response to each issue, with specific mention of where change(s) are made (i.e., page(s) and lines) and explanation of how the changes address issues. The revised document will be submitted to committee members for approval. The committee and student will agree on the deadline for submission of the revised document at the defense and/or through email.
Final Dissertation

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. Student must attend a formatting workshop and post final dissertation defense.
See [Doctoral Progress to Degree](#)
See [Graduate Management System (GMS)](#)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Content of Dissertation</th>
<th>Relation to Proposal Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Adapted from Proposal document to reflect refinement of dissertation purpose and goals.</td>
</tr>
<tr>
<td>2</td>
<td>Background and Significance</td>
<td>Based on Proposal document, and updated to reflect most recent literature and understanding of potential significance.</td>
</tr>
<tr>
<td>3</td>
<td>Research Design and Methods</td>
<td>Updated from Proposal to reflect methods as actually implemented.</td>
</tr>
<tr>
<td>4</td>
<td>Paper 1</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>Paper 2</td>
<td>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)</td>
</tr>
<tr>
<td>5</td>
<td>Conclusions and Implications</td>
<td>New but should be related to Significance</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>Include all (and only) references cited in dissertation document</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td>May include IRB documentation, instruments, etc.</td>
</tr>
</tbody>
</table>
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
(Also, see the USC Graduate Academic Bulletin.)

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.

Oral Defense of Proposal

The format for the dissertation oral defense is similar to that for the dissertation proposal.
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.)

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 (Room 529 of Discovery I) 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 often. Students are also required to submit 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 on the 4th floor of Discovery 1. Staff can provide assistance with the use of the hardware and software that is available on this of student equipment.

ASPH Graduate Student Services

The Office of Student and Alumni Services provides 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. TSHC can be reached at https://www.sa.sc.edu/shs/ or (803) 777-3175.

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/cw/.

Counseling and Psychiatry

The USC Counseling Services is located on-campus in the Close/Hipp Building (5th floor), 1705 College St., across from The Horseshoe. Psychiatric Services is located on the 3rd floor of Thomson Health Services. The offices offer: 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 is located in Suite 033 of the Russell House, and 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) 777-3366 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.iss.sc.edu/ 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.

**Center for Teaching Excellence**

The Center for Teaching Excellence is committed to planning and implementing professional development programming for graduate teaching assistants. Graduate student workshops and events are designed to address teaching challenges unique to being a graduate student.
## Appendix A
### Who to Contact

<table>
<thead>
<tr>
<th>Topic of Interest</th>
<th>Who to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission-Related Questions</td>
<td>Casey Giraudy, Ken Watkins</td>
</tr>
<tr>
<td>AV Equipment/Conference Room Reservations</td>
<td>Pam Metz</td>
</tr>
<tr>
<td>Copies</td>
<td>Work Study Student (back-up Pam Metz)</td>
</tr>
<tr>
<td>Copier Maintenance/Issues</td>
<td>Pam Metz (back-up student)</td>
</tr>
<tr>
<td>Doctoral Qualifying Exam</td>
<td>Ken Watkins</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>Casey Giraudy, Ken Watkins</td>
</tr>
<tr>
<td>Health Communication Certificate</td>
<td>Daniela Friedman, Casey Giraudy, Ken Watkins</td>
</tr>
<tr>
<td>HPEB MPH Professional Online program</td>
<td>Lucy Ingram</td>
</tr>
<tr>
<td>Human Resources/Departmental Budget</td>
<td>Keith Painter</td>
</tr>
<tr>
<td>International Students</td>
<td>Casey Giraudy</td>
</tr>
<tr>
<td>Keys</td>
<td>Pam Metz</td>
</tr>
<tr>
<td>Masters Comprehensive Exam</td>
<td>Ken Watkins</td>
</tr>
<tr>
<td>MPH Practicum</td>
<td>Edena Meetze or Ken Watkins</td>
</tr>
<tr>
<td>MSW/MPH Program</td>
<td>Ken Watkins</td>
</tr>
<tr>
<td>Student Forms</td>
<td>HPEB and Graduate School webpages (current students)/Submit ALL student forms through Casey Giraudy or Ken Watkins</td>
</tr>
<tr>
<td>Teaching Assistantships</td>
<td>Daniela Friedman or Ken Watkins</td>
</tr>
<tr>
<td>Undergraduate Minor</td>
<td>Katrina Walsemann</td>
</tr>
</tbody>
</table>
Appendix B  
Progression information and forms  
All forms must be routed through the Graduate Director

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Event</th>
<th>HPEB information and forms</th>
<th>Graduate School forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to HPEB/First year</td>
<td>Application</td>
<td><a href="http://www.sph.sc.edu/hpeb/prospective.htm">http://www.sph.sc.edu/hpeb/prospective.htm</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Assistant training (required)</td>
<td>Contact Graduate Director for registration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change in application (deferment, change of degree)</td>
<td>Change of Status (COS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Committee formation</td>
<td>Doctoral Committee Appointment Request (G-DCA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual report – Year 1</td>
<td>Doctoral Student Annual Report</td>
<td></td>
</tr>
<tr>
<td>Admission to candidacy</td>
<td>Program of study</td>
<td>Approval of Doctoral Program of Study (HPEB)</td>
<td>Doctoral Program of Study (DPOS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program of Study Adjustment Form (POSA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Request for Transfer of Graduate Credit (GRTC)</td>
</tr>
<tr>
<td></td>
<td>Annual report – Year 2</td>
<td>Doctoral Student Annual Report</td>
<td>Qualifying Exam Verification</td>
</tr>
<tr>
<td>Doctoral comprehensive examination</td>
<td>Dissertation proposal defense</td>
<td>Doctoral Dissertation Defense Notification Form</td>
<td>PhD Comprehensive Examination Notification</td>
</tr>
</tbody>
</table>

59
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual report – Year 3</td>
<td>Doctoral Student Annual Report</td>
</tr>
<tr>
<td><strong>Doctoral practicum (DrPH)</strong></td>
<td></td>
</tr>
<tr>
<td>Practicum (DrPH students-HPEB 898)</td>
<td>HPEB DrPH Practicum Contract Instructions for report, presentation (see handbook)</td>
</tr>
<tr>
<td><strong>Completion of dissertation and graduation</strong></td>
<td></td>
</tr>
<tr>
<td>Public seminar</td>
<td>Contact Pam Metz (<a href="mailto:pmetz@mailbox.sc.edu">pmetz@mailbox.sc.edu</a>)</td>
</tr>
<tr>
<td>Dissertation defense</td>
<td>Doctoral Dissertation Defense Notification Form Contact Pam Metz (<a href="mailto:pmetz@mailbox.sc.edu">pmetz@mailbox.sc.edu</a>) Dissertation Defense Announcement Form (GDDA) Dissertation Signature and Approval Form (G-DSF) Survey of Earned Doctorates (SED)</td>
</tr>
<tr>
<td>Annual report – Year 4</td>
<td>Doctoral Student Annual Report</td>
</tr>
<tr>
<td>Dissertation submission</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>Dissertation checklist <a href="http://gradschool.sc.edu/current/thesisdiss.aspx">http://gradschool.sc.edu/current/thesisdiss.aspx</a> Application for Graduation (AS-126)</td>
</tr>
</tbody>
</table>