This Handbook of the programs, policies, and practices of the Department of Health Services Policy and Management is not an official University document. If there are discrepancies between this Handbook and the University’s Graduate Studies Bulletin, the Graduate Studies Bulletin supersedes. Typographical and other unintended errors in the document will be corrected as soon as the errors are discovered. Students should consult graduate director and program directors in case of confusions about specific policies and procedures stated in the handbook.
HEALTH SERVICES POLICY AND MANAGEMENT
MPH STUDENT HANDBOOK: 2019-2020

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I. The Arnold School of Public Health

The Arnold School of Public Health, of the University of South Carolina, was established in 1974 in response to a mandate from the South Carolina Legislature. The first students were admitted in late 1974. The growing number of students necessitated a reorganization of the School and the permanent formation of a full-time faculty, in July 1977. In 2000, we became the Arnold School of Public Health, in honor of a generous donation to the School by Norman J. Arnold. Presently, the School has a faculty of about 132 members and over 700 graduate students.

Since 1979, the School has been accredited by the Council on Education for Public Health (CEPH), the accrediting body for schools of public health in the United States. The mission of the Arnold School of Public Health is to expand, disseminate, and apply the body of knowledge regarding the following: prevention of disease, disability and environmental degradation, promoting health and wellbeing in diverse populations; and providing effective, efficient and equitable health services.

Principal responsibilities of the Arnold School of Public Health are: (1) educational preparation of undergraduate and post-baccaulareate students for academic and professional careers within public health and health services organizations; (2) research on significant public health problems and/or issues; and (3) development and delivery of continuing professional education for health services personnel outside the immediate university community.

There are six departments within the Arnold School of Public Health: Health Services Policy and Management; Health Promotion, Education, and Behavior; Environmental Health Sciences; Epidemiology and Biostatistics; Exercise Science; and Communication Sciences and Disorders.

II. The Department of Health Services Policy and Management

A. Mission, Vision, Goals, and Objectives

Mission
The mission of the Department of Health Services Policy and Management is to advance the provision of effective, efficient and equitable health services by preparing individuals for positions in health services management, policy, public health programs, research, and education. The Department serves South Carolina while attracting students from throughout the United States and other countries.

Revised and approved, November 2009

Vision
The Department of Health Services Policy and Management will be a resource for excellence in graduate education and research in South Carolina and in distinct international markets. Through its masters and doctoral programs, it will produce well trained graduates ready to assume or progress to leadership positions in health services, public health, and research/academic organizations. The Department will serve as a networking/integrating resource for alumni, providers and leaders in health services in South Carolina and beyond. The Department will offer programs that continually seek to improve through new ideas and new technology, and by responding to the changing needs of the dynamic healthcare environment. Through research, teaching, service and consulting, faculty will create a Department on the leading edge of health services management, policy, and research.
The Department will implement its vision by providing students in the Master of Health Administration, Master of Public Health, Doctoral programs, and other degree programs with the highest quality graduate education based on excellence in teaching, research, and service. The Department serves South Carolina while attracting students from throughout the United States and other countries. 

Revised and approved November 2009

B. Educational Goals

Master of Public Health (traditional or distance format)
The educational goal of the MPH program is to provide students with competencies needed to manage public health programs and to direct population-based health improvement. In addition to the public health core competencies, the 45-hour MPH curriculum provides training in operations management, budgeting and public health finance, health economics, public health law, and health policy. The MPH program prepares students for careers in the management of public health sector and community health programs, as well as public health-related programs in the private sector. Upon completion of MPH Coursework students will

1. Demonstrate an understanding of public health knowledge and achievement of MPH foundational competencies, as defined by the Council on Education for Public Health (CEPH). (see Appendix A)
   
   Courses relevant for achievement of the competency are:
   
   PUBH 678: Transforming Health Care for the Future
   PUBH 725: Quantitative Methods for Public Health Practice
   PUBH 726: Qualitative Methods for Public Health Practice
   PUBH 730: Public Health Systems, Policy, and Leadership
   PUBH 735: Practical Applications of Public Health Planning

2. Apply operations management concepts to address organizational performance issues in health services organizations.
   
   Courses relevant for this competency are:
   
   HSPM 768: Health Services Administration II
   Management electives (2 courses)

3. Describe legal perspectives on health policy and management issues, including assessment of legal and regulatory environments in the context of public health.
   
   Courses:
   
   HSPM 726: Applied Public Health Law
   HSPM 727: Advancing Public Health Policy

4. Apply economic principles for allocating and mobilizing resources for public health interventions and programs.
   
   Course: HSPM 712: Health Economics

5. Apply the principles and tools of budgeting, resource management, and financial analysis to improve efficiency of public health and health care delivery organizations
   
   Course: HSPM 730 Financing of Health Care

6. Develop policy options for the achievement of an agency’s or program’s objectives
   
   Courses:
   
   HSPM 727: Advancing Public Health Policy
   Policy Elective
MSW/MPH Program
The Master of Social Work / Master of Public Health (MSW/MPH) degree is offered in conjunction with the University of South Carolina College of Social Work. The dual degree program combines instruction in two complementary professions. With the rapidly changing needs and expectations for service provision in health care, the demands being placed on social work practitioners are growing. The gap between public health and social work has narrowed, and both disciplines are recognizing the immense value in preparing future public health and social work professionals to meet the increasingly complicated service development and provision needs of communities. The MSW/MPH dual degree meets these needs by providing individuals with knowledge and expertise in both public health and social work. The MPH goals and objectives listed above also apply to the dual degree.

MPA/MPH Program
The Master of Public Administration / Master of Public Health (MPA/MPH) degree is offered in conjunction with the University of South Carolina Department of Political Science in the College of Arts and Sciences. The dual degree in public health and public administration seeks to prepare graduates with the competencies of two complementary professions. The MPH/MPA dual degree program is designed to prepare professionals for pursuing a diverse range of professional careers in public health and nonprofit sectors as well as in local, state, and federal governmental agencies. Graduates will have strong foundation in public health management and finance with additional coursework in public administration and public policy evaluation. The MPH goals and objectives listed above also apply to the dual degree.

III. Student Responsibilities and Code of Ethics

Students enrolled in any educational program within the Department of Health Services Policy and Management are required to demonstrate the highest ethical standards. These requirements pertain to both academic and professional behavior.

Acceptable Academic Performance
The Department sets a high standard of performance for students in all of our master and doctoral programs. Students earning a grade less than “B” in one or more courses in any given semester will be asked to reduce their graduate assistantship hours, if any, to increase their focus on course work during the following semester. For all graduate students in the department, a minimum GPA of 3.0 is required for graduation. Any student who earns an average grade of less than “B” in three offerings of courses will be under departmental academic probation requiring development of a written plan by the student, academic advisor and the graduate director to overcome the academic challenges and improve the GPA; and those earning a grade of “C” or below in a fourth course will be terminated from the program. Note: Students who receive their third and fourth grade of less than B concurrently in the same semester will be automatically terminated without the remedial plan given the temporal impossibility to address the issue after the third less than B grade. Grade of “U” is also considered a grade less than “B”.

Academic Integrity
Students are expected to adhere to all requirements of the Carolinian Creed (www.sa.sc.edu/creed/). Please especially note: you are held accountable to this Creed even if you violate it inadvertently. Any episode of dishonesty, cheating, or plagiarism in any form is cause for failure of an assignment, an examination, or a course. In addition, the department will report the case to the Office of Academic Integrity of the University. Students may want to refresh their understanding of the appropriate use of citations when drafting papers and other assignments to prevent inadvertent plagiarism stemming from
lack of information. A second episode of violation of academic honesty is grounds for dismissal from the program.

**Professional Responsibility**

Graduate assistantships and residencies are intended to serve as an extension of the teaching mission of the Department of Health Services Policy and Management, by giving students work experience in the public health, health services, or research environments in which they will eventually pursue careers. While serving in on- or off-campus graduate assistantships or residencies, students are representatives of the Department. As such, they will always comport themselves with total professionalism.

Students participating in assistantships or residencies will follow the dress standards of their work environment. All students will comply with the work hours associated with their assistantship or residency. While at work, all students will ensure that their level of effort, deportment, and contribution to the work environment meet and, preferably, exceed sponsor expectations.

All students must always follow a professional code of conduct, in or outside the classroom.

**IV. MPH Degree Programs**

**A. Admission Criteria and Application Requirements**

Applications for the MPH program must be submitted through SOPHAS. The link to SOPHAS is [http://www.sophas.org/](http://www.sophas.org/). MPA/MPH and MSW/MPH prospective students will apply through the USC Graduate School ([www.gradschool.sc.edu/apply.htm](http://www.gradschool.sc.edu/apply.htm)).

- A Bachelor's degree is required before students can enroll in any of the Master level degree programs of the Department. An official transcript of undergraduate work is required. Applicants with graduate level degree should submit their graduate transcripts as well. Applicants who are in the process of completing a Bachelor's degree or a graduate degree should submit an official transcript of all coursework taken. WES certification of any international degree is required.
- Official Graduate Record Examination (GRE) (or GMAT) scores must be submitted. Applicants with a terminal degree (MD or JD or PhD) will be considered for waiver of GRE/GMAT scores on a case by case basis.
- An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 Internet-based, or 570 paper-based, but some programs have set higher standards. The minimum acceptable overall band score on the IELTS Intl. Academic Course Type 2 exam is 6.5. If prior academic experience in the U.S. illustrates proficiency in English, this requirement may be waived, with the concurrence of the Graduate School.
- Three letters of recommendations must be submitted from persons who can reflect upon the applicant's prior academic and/or professional performance.
- The applicant must provide a career goal statement and a current resume.

**B. Expected academic standard**

It is expected that applicants should have a minimum undergraduate GPA of 3.0, and combined verbal and quantitative GRE scores of at least 295 (or the equivalent GMAT score). However, we use a portfolio approach to evaluate applicants and the portfolio consists of reference letters, previous professional
experience, goal statement, grade point average in undergraduate and previous graduate work (if applicable), and standardized test scores. Within the undergraduate GPA, we review upper division versus lower division GPA and GPA in course work relevant to the MHA program or to the MPH program versus the general education part of undergraduate work. The portfolio approach allows us to balance a somewhat lower GRE or GMAT score with a much higher GPA (or vice versa), when there is evidence of experience in or motivation for a healthcare career, and strong letters of recommendation.

C. International applicants

International applicants are encouraged to apply to all the department’s degree programs. The department values the interactions between US and international students to strengthen teaching and learning in the classroom and to foster academic advancement in a multi-cultural, multi-ethnic environment. International students often bring their own unique perspectives on how to address population health concerns and such perspectives are extremely useful for understanding the health concerns of populations in the USA and globally.

International applicants should be aware that it has become increasingly challenging to place international students in graduate assistantships in off-campus settings. We assist students to interview for graduate assistant positions but students cannot be placed before formally enrolling in the program.

D. Graduate Assistantships

Most of our full-time MPH students work in the local public health and health care organizations as Graduate Assistants (GA-ship) after enrollment in the program. In general, the department strives to identify the maximum number of assistantship opportunities in public health and health care organizations in the greater Columbia area for students to interview. These are compensated graduate assistantship positions (10-20 hours a week). Historically, almost all full time MPH students have been placed as graduate assistants beginning with their first semester. However, applicants should note that GA placements are not guaranteed and depend on the needs and budgetary constraints of sponsoring organizations, student’s educational background and work experience, and student’s initiative and enthusiasm displayed during the interview. Interviews and placements may not be completed until the middle of the first semester (or depending on the above factors).

Graduate assistantships provide a small stipend, usually ranging from $1,200-2,000 per semester for 10-hours a week prorated to the hours worked up to a maximum of 20 hours a week. In addition, out-of-state students who have graduate assistantships receive partial tuition waiver to reduce the tuition rate from out-of-state to in-state level. All applicants should be aware that the graduate assistantship will cover only a portion of the tuition and fees.

International applicants should be aware that it has become increasingly challenging to place international students in graduate assistantships in off-campus settings. We assist students to interview for graduate assistant positions but students cannot be placed before formally enrolling in the program.

E. Conditional Admission to the MPH Programs

In certain circumstances, students may be offered conditional admission if they had below par GPA or GRE/GMAT scores at admission. A general stipulation of a conditional admission requires the student to achieve or exceed a GPA of 3.0 in their first semester in order to continue in the program. In addition, students may also be asked to take an English writing course, and for international students with significant difficulties in spoken English, English language courses. All these conditions are clearly spelled out in the conditional admission letter. Students with a conditional admission may be asked to undertake no more than 10-hours a week of graduate assistantship work in the first semester in order to maximize their
success in meeting the conditions. A subsequent increase in the graduate assistantship time commitment is permitted subject to satisfactory academic performance, i.e., no grade less than a “B” in courses completed in the first semester.

F. Program of Study
The HSPM MPH program is a 45 semester hour program. The curriculum is as follows:

**Public Health Core (16 hours)**
- PUBH 725 Quantitative Methods for Public Health Practice (5 hours)
- PUBH 726 Qualitative Methods for Public Health Practice (3 hours)
- PUBH 730 Public Health Systems, Policy & Leadership (3 hours)
- PUBH 735 Practical Applications of Public Health Planning (4 hours)
- PUBH 678 Transforming Health Care for the Future (1 hour)

**Public Health Management (18 hours)**
- HSPM 712 Health Economics (3 hours)
- HSPM 726 Applied Public Health Law for Administrators (3 hours)
- HSPM 730 Financing of Health Care (3 hours)
- HSPM 768 Health Services Administration II (3 hours)
Management Electives are selected in consultation with advisor (6 hours);
possible courses include HSPM 706, HSPM 709, HSPM 713, HSPM 714, HSPM 716,
HSPM 764, HSPM 769, HSPM 774, HSPM 776, HSPM 772, HSPM 777

**Public Health and Healthcare Policy (6 hours)**
- HSPM 727 Advancing Public Health Policy
Policy Elective are selected in consultation with advisor (3 credits);
possible courses include HSPM 711, HPEB 820, POLI 774, POLI 780, POLI 721

**Public Health Practice Experience (3 hours)**
- HSPM 788 (3 credits)

**HSPM MPH Capstone course (2 hours)**
- HSPM 796 (2 credits)

The Capstone Course (HSPM 796) requires drafting of a grant proposal and presentation of the grant proposal to the committee members supervising the drafting of the proposal. The Capstone Course (HSPM 796) is required for all HSPM MPH students and it will serve as the comprehensive assessment of the competencies required for the HSPM MPH degree. The final grant proposal will be reviewed by at least two HSPM faculty members. The grant proposal presentations in face-to-face classes will be attended and reviewed by at least two HSPM faculty members. Distance students’ presentations will be recorded and reviewed by at least two HSPM faculty members. Faculty reviewers will be provided with a comprehensive assessment rubric (Appendix B) which will identify the essential required elements for both the grant proposal and presentation.

G. Academic advisement and maintaining academic standing
Upon entering the Department of Health Services Policy and Management, each student is assigned an academic advisor. This advisor will work with the student throughout the program of study. Students are advised about appropriate courses, sequencing of courses, independent studies, management residency and any additional work appropriate for preparing the student to meet his/her career objectives. Students
are expected to attend group advisement meetings or arrange to meet with the assigned faculty advisor prior to registration each semester, to get the advisement forms signed and discuss academic progress, other clarifications, GA-ship performance, etc. Students cannot register (in Self Service Carolina) for courses without turning in faculty-signed advisement forms to the Graduate Student Services office. Prior to advisement, students should inform their academic advisor of their GPA and alert the advisor if their GPA falls below 3.0, if they earned a grade of C or lower in a course, or if they failed a course so that these can be taken into account during advisement. Faculty advisors will verify good academic standing of advisees before signing off on the course advisement forms for the following semester. The MPH director may, at the request of either faculty member or advisee, assign a new advisor to the student. The faculty advisor for the residency project (in the last semester) is typically but not necessarily the same as the academic advisor.

Distance MPH students and students who are working full-time may need to adapt the schedule below, taking fewer courses each semester, to maximize learning and acquisition of competencies. Regular communication with the MPH Director and academic advisor is particularly important for students not following the recommended course sequence below to ensure timely program completion. Many of the required courses are sequenced and offered once per year.

In the fall semester of the second year (or at least one semester prior to expected graduation), students must complete and submit a Master’s Program of Study (MPOS) form. On this form, the student lists all courses that have been and will be taken for completing the MPH. The student signs the form and submits it to the advisor, who verifies that the listed courses do fulfill the requirements for the degree. The advisor signs the form, and submits it to the Department’s graduate director and there onwards to the Dean of the Graduate School. Once all signatures are in place, this constitutes an agreement between the student and the University, guaranteeing that the student will receive the degree if the listed courses are completed satisfactorily. For this reason, the form must be completed well in advance of graduation, otherwise graduation may be delayed. Dual degree students must complete separate MPOS forms for each of the two degrees. The form is available at the Graduate School website:
http://gradschool.sc.edu/forms/Mastersprogramofstudy.pdf

Recommended Course Sequence for Full-Time MPH Students

The course sequence is designed to enable students to progressively build on the knowledge and skills essential for subsequent courses. Thus, courses are to be taken in the indicated sequence. The sequence for part-time students also takes into account the knowledge needs for successive sets of courses.

Year 1
FALL SEMESTER
- PUBH 725 – Quantitative Methods for Public Health Practice (5 hours)
- PUBH 726 – Qualitative Methods for Public Health Practice (3 hours)
- HSPM 726 – Applied Public Health Law for Administrators (3 hours)
- Professional Development Seminar (joint series with MHA students)

SPRING SEMESTER
- PUBH 735 – Practical Applications of Public Health Planning (4 hours)
- PUBH 730 – Public Health Systems, Policy, and Leadership (3 hours)
- HSPM 730 – Financing of Health Care (3 hours)
- HSPM 712 -- Health Economics (3 hours)

SUMMER SESSION
- HSPM Management Elective* (3 hours)
Year 2
FALL SEMESTER
HSPM 768 Health Services Administration II (3 hours)
HSPM 727 Advancing Public Health Policy (3 hours)
HSPM Management Elective* (3 hours)

SPRING SEMESTER
HSPM 788 - HSPM Public Health Practice Experience (3 hours)
HSPM 796 – HSPM MPH Capstone Course (2 hours)
PUBH 678 – Transforming Health Care for the Future (1 hour)
Policy Elective* (3 hours)

Professional Development Seminar
In addition to the course requirements listed above, full time MPH students are required to participate in the Professional Development Seminar Series (non-credit bearing) in the first year of the program. This Seminar is non-credit bearing, and is offered to students without charge. The specific topics may differ from year to year.

This seminar series is designed to help students enhance their professional communication skills and behaviors, and to gain insight into how they come across to other professionals. These skills will help the students to succeed in making the best of our programs, succeed in graduate assistantships, in practice experiences, and in their future managerial careers.

DUAL DEGREES (MSW/MPH, MPH/MPA)

MSW/MPH Program
Students may complete the dual degree program by starting in either the Master of Social Work program or the Master of Public Health program. Each program offers a typical sequence of courses; through academic advisement with a dual degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within six academic years.

Two (2) social work elective courses can be satisfied by successfully completing HSPM 726: Applied Public Health Law for Administrators and an elective HSPM management courses (6 credit hours total). One HSPM elective policy course (3 hours) may be satisfied by successfully completing SOWK 778: Advanced Analysis of Social Policy, Programs, and Services. The HSPM Public Health Practice Experience (HSPM 788) may be satisfied by completing SOWK 784 (coordination and contract with HSPM advisor required). Thus the 60-credit hour MSW degree and 45-credit hour MPH degree can both be completed with a total of 93 credit hours.

MPA/MPH Program
Students may complete the dual degree program by starting in either the Master of Public Administration program or the Master of Public Health program. Each program offers a typical sequence of courses; through academic advisement with a dual degree coordinator in each program, students select specific courses to satisfy the requirements for each degree. All curriculum and hour requirements must be satisfied in order to graduate from the dual degree program. Students in the dual degree program must complete the program within six academic years.

One HSPM elective policy course (3 hours) may be satisfied by successfully completing POLI 774: The Public Policy Process, and HSPM 730: Financing of Health Care, may be satisfied by successfully
completing POLI 775: Financial Administration. One POLI Elective may be satisfied by successfully completing a HSPM Management Elective. The POLI 779: Internship may be satisfied by completing HSPM 788: Public Health Practice Experience planned in conjunction with the MPA program director. Thus the 39-credit hour MPA degree and 45-credit hour MPH degree can both be completed with a total of 72 credit hours.

V. Public Health Practice Experience for MPH Programs (HSPM 788)
(Required for MPH students)
The purpose of the public health practice experience is for students to obtain practice experience and develop practical skills in the application of public health competencies and concepts. All students must demonstrate at least 5 competencies during their practice experience 3 of which will be foundational and 2 (or more) will be selected by the student. (See appendix A for foundational competencies and program specific competencies). Students will demonstrate competency attainment using a portfolio approach in which they work with an organization to develop at least two products that will be mutually beneficial to the student and organization. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Students are expected to complete the core MPH curriculum of PUBH 725, PUBH 726, PUBH 730, PUBH 735 before beginning the practice experience.

Finding a site
Students should choose a practice site that aligns with their career interests and professional goals. Practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. There is a list of pre-approved sites located at the following link
https://sc.edu/study/colleges_schools/public_health/internal/documents/approved_practicum_sites.pdf.
A memorandum of agreement (MOA) must be in place with the organization before the start date of the practice experience. This can take 2-3 months to complete. To ensure that students can complete the experience in a timely fashion, the MPH Program Director will coordinate with the ASPH Practice Coordinator to initiate an MOA.

VI. Academic Standards
The University requires that graduate students maintain academic standards as outlined in the Graduate School Bulletin. Graduate students must average at least B (3.0 on a 4.0-point system) over all graduate courses attempted. As noted earlier in the Student Responsibilities and Code of Ethics section, the Department maintains a high standard for its students. Graduate students who accumulate nine hours of grades less than “B” in graduate course work must develop a remediation plan for improving the grades, and those earning a grade of “C” or below in a fourth course will be terminated from the program. Note that a grade of “U” is also considered a grade less than “B”. If a student receives a U or less than B in three courses, the student will be placed under academic probation. A fourth grade of U or less than B will result in automatic termination from the program.

The University's definition of a full-time graduate student is one who is enrolled in nine or more hours during a fall or spring semester and six hours during the summer session. However, students enrolled full time in fall and spring semesters need not be enrolled in the summer sessions.

For part-time students, Master’s programs should be completed within 6 years. Otherwise, courses more
than 6 years old must be revalidated, which may require additional student work, and the student becomes subject to changes in degree requirements adopted up to a date six years prior to graduation.

Students who do not enroll in at least one course for 12 consecutive months must apply for readmission to the Graduate School. If a student is accepted after applying for readmission, the academic rules and standards in effect at the time of readmission will supersede those in effect at the time of initial admission.

VII. Computer Facilities and Web Site

Students in Health Services Policy and Management have access to Arnold School’s computer lab on the 4th floor of the Discovery building (915 Greene Street). Few additional computers with printers are available in the department for the use of HSPM students. These computers are set up and maintained by the department. Students must have departmental login name and password to be able to use the HSPM computers. Students should get their departmental account name and password from the computer lab manager.

The Arnold School’s computer Lab offers current versions of leading software for word processing, spreadsheets, presentation graphics, and data analysis. The computers in the departmental lab are connected with laser printers for fast and convenient printing. Workstations in the School and departmental labs have Internet access, as well as access to MedLine, the University’s library catalog, and other bibliographic services. The University provides each registered student with free e-mail account.

The Health Services Policy and Management Department’s web site, http://www.sph.sc.edu/hspm/ has program information, including details on curriculum requirements.

VIII. Graduate Assistantships and Financial Assistance

A. Graduate Assistantships

All full-time MPH students are encouraged to work as graduate assistants in health service organizations in the community to acquire work experience and enrich the learning process through on-the-job application of concepts and techniques learned in the classroom. To qualify for assistantship, a student must be fully admitted to a degree program, be enrolled as a full-time student and maintain a 3.0 GPA. For details on Graduate Assistantships in the University please refer to the following policy document: http://www.sc.edu/policies/acaf400.html. MPH students are encouraged to look for Graduate Assistantship opportunities listed on The Opportunity Manager section of MySPH (https://mysph.sc.edu/om/). Additional Graduate Assistant opportunities are identified and shared with students in emails. For more information about obtaining an assistantship, schedule an appointment with the MPH Program Director or Program Manager.

B. Grants, Loans, and Other Financial Assistance

The University of South Carolina, Office of Student Financial Aid provides access to a variety of grants and loans for students in the Graduate School. For application forms and all questions for all types of financial aid, contact the office of financial aid and scholarship (http://www.sc.edu/financialaid/).
IX. Career Oriented Services

USC Career Planning and Placement Center

The USC Career Center offers career development services to both graduate and undergraduate students. The office is located on Level Five of the Thomas Cooper Library. This office exists to assist students to transition successfully from college or graduate school to their chosen field or career. Their phone number is 777-7280.

The USC Career Center provides a wide range of services accessible to all USC students. Career and job information/placement services are available to all USC students and to alumni for life, once they register into the system. Student services offered by the Career Center include:

a. Workshops and seminars designed to increase students' awareness of career opportunities and potential employment sites in the health professions.
b. Workshops designed to teach students appropriate job search skills. Workshop titles include Resume Writing, Interviewing Techniques, Writing a Career Objective, Job Search Strategies.
c. Individual career counseling for graduate students.
d. A listing of current employment opportunities for health professionals.
e. Interview counseling with video tape assistance.
f. Free access to foreign language learning labs such as Rosetta Stone

The complete range of services is posted at http://www.sc.edu/career/. There is no charge for the Career Center services. Also, many firms having health administration positions recruit at USC. If you wish to interview with recruiters, contact the Career Center at 777-7280.

Center for Business Communication

Another university-wide resource is the Center for Business Communication. It is located in the Darla Moore School of Business building which provides one-on-one tutoring and practice sessions on written and oral business and scientific communication and presentations.

Alumni access to USC webmail services

In addition, alumni have access to use their USC email address for two years after graduation which helps them pursue jobs and receive solicitations and job information from USC Career Services.

HSPM Department’s career related services for HSPM students

In addition to the USC Career Center services, the MPH program director disseminates information to students and alumni (who keep Department updated with their contact information) on management fellowships, CDC fellowship, faculty positions and other career opportunities as received or accessed from various sources.
X. Health Services Policy & Management Alumni Association (HSPM-AA)

The Health Services Policy and Management Alumni Association (HSPM-AA) is the organization for the graduates of programs in the Department of Health Services Policy and Management. The primary mission of HSPM-AA is to provide a forum for purposes of professional networking and communication, continuing education, and interaction with and support for HSPM. It is the organization which represents alumni in contacts with HSPM, the university, and health care organizations. It serves as the collective voice of HSPM alumni.

The goals of the HSPM-AA are as follows:

a. To encourage participation of University of South Carolina Department of Health Services Policy and Management alumni and students in the activities and services of the HSPM-AA.
b. To promote, support and be involved in the continuing development of the University of South Carolina Department of Health Services Policy and Management programs.
c. To provide opportunities for professional networking, mentoring, information exchange, social interaction, and continuing education among alumni students and faculty.
d. To assist alumni and students in identifying employment, management residencies, graduate assistantships, and other opportunities.
e. To promote and support quality and professionalism among graduates of the Department of Health Services Policy and Management.
f. To communicate and coordinate the activities, interests and concerns of the HSPM-AA with other organizations.

The Alumni Association will arrange seminars on a regular basis, providing continuing education for alumni and an opportunity for current students and alumni to meet. The Department will distribute information about the seminars.
Appendix A - CEPH MPH Foundational Competencies

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities’ health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue
# Appendix B – Assessment Rubric

**HSPM MPH Capstone Course Grant Proposal and Presentation Assessment Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong> (5 points):</td>
<td>Concise, well written summary of the proposal including purpose and outcomes. No more than one page (-1 if exceeds one page)</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong> (2 points):</td>
<td>Describes the relevance to public health. (0-1)</td>
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<tr>
<td></td>
<td>Succinct, and used plain language appropriate for a lay audience. (0-1)</td>
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<tr>
<td><strong>Problem/Need Statement</strong> (3 points)</td>
<td>Describes the core information relative to the problem for jurisdiction or population. (0-2)</td>
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</tr>
<tr>
<td></td>
<td>Helps readers understand how the public health problem will be addressed and support public health funder priorities. (0-1)</td>
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<tr>
<td><strong>Literature Review</strong> (10 points)</td>
<td>Comprehensive and concise review of the relevant literature which provides justification for the intervention approach (0-10)</td>
<td></td>
</tr>
<tr>
<td><strong>Program design, methods, and strategies</strong> (15 points)</td>
<td>Program or intervention design is clearly articulated and uses evidence-based strategies as appropriate (0-10)</td>
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</tr>
<tr>
<td></td>
<td>Methods and strategies are appropriate for achieving expected outcomes (0-5)</td>
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<tr>
<td><strong>Goals, objectives, action plan</strong> (10 points)</td>
<td>Goal is appropriate and related to public health priorities. (0-2)</td>
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<td></td>
<td>Objectives are specific, measurable, achievable, relevant, and include timeframe. (0-4)</td>
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<td></td>
<td>Action plan is appropriate for achieving goals and objectives. (0-4)</td>
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<tr>
<td><strong>Evaluation plan and evaluation logic model</strong> (20 points)</td>
<td>Includes appropriate evaluation questions and descriptions of process and outcome measures (0-10)</td>
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<tr>
<td></td>
<td>Describes how key stakeholders will be involved in the evaluation (0-5)</td>
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<td>Describes how evaluation findings will be used for continuous program and quality improvement (0-5)</td>
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<tr>
<td><strong>Line item budget and budget justification</strong> (20 points)</td>
<td>Proposed budget is consistent with the program design and implementation plans. (0-10)</td>
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<td></td>
<td>Costs are reasonable and explained in appropriate detail (0-10)</td>
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<tr>
<td><strong>Grant Proposal Presentation</strong> (15 points)</td>
<td>Includes key elements of the proposal including problem statement, program strategies, and evaluation plan. (0-10)</td>
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<tr>
<td></td>
<td>Effective and appropriate use of graphics and visuals. (0-2)</td>
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<td>Confident and professional presentation style (0-2)</td>
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<tr>
<td></td>
<td>Appropriate answers to questions posed by attendees (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Reviewer:**

**Total Score ____/100**