



UNIVERSITY OF
South Carolina

Arnold School of Public Health

**University of South Carolina
Department of Health Promotion, Education, and Behavior
Doctoral Handbook**



(2023-03-07)

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

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

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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, 2010, and 2017. 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 wellbeing 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 Nutrition Consortium, the Core for Applied Research and Evaluation, the Cancer Prevention and Control Program, the SC Institute of Medicine and Public Health, 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.

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 conducts innovative research and prepares future leaders to improve public health locally, nationally, and globally. In partnership with organizations and communities and using principles and methods from the social and behavioral sciences, our faculty and students address how interventions, social context, health care systems, and physical environments influence health behaviors and health status, with an emphasis on disadvantaged populations.

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 locally, nationally, and globally.
- Providing research-linked service to professionals and communities to advance practice, support the profession, and improve public health

Departmental strengths include:

- community-engaged interventions
- economics of behavior
- global health
- health communication and use of digital technology
- healthy aging
- HIV/AIDS
- nutrition and food security
- physical activity
- prevention of cancer and other non-communicable diseases
- public policy and advocacy
- research methods, program evaluation, and implementation science
- sexual and reproductive health
- social determinants of health and health inequities
- tobacco use and vaping

Programs leading to degrees in health promotion, education, and behavior center on changing health practices. Health 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 of Health Promotion, Education, and Behavior offers the following degrees and certificates: Master of Public Health (MPH), Master of Social Work/Master of Public Health (MSW/MPH) (a combination degree program with the college of Social Work), Certificate of Graduate Study in Aging, Certificate of Graduate Study in Global Health, Certificate of Graduate Study in Health Communication, and Doctor of Philosophy (PhD).

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

Rachel Davis, PhD, University of Michigan (2008)

Associate 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

Jennifer Fillo, PhD, MPH, University of Minnesota - Twin Cities (2014)

Assistant Professor

Social and interpersonal processes; influence of close others (e.g., family, friends, romantic partners) on health behavior; use of alcohol and other substances; stress coping and emotion regulation; health and well-being of US Military service members; military spouses/partners and families; service-connected stress and trauma; design and analysis of dyadic and longitudinal studies

Daniela B. Friedman, MSc, PhD, University of Waterloo (2006)

Department Chair and Professor

Health and cancer communication with diverse populations; role of social context, media, and technology in health communication interventions; health literacy measurement; healthy aging and gerontology; cognitive health promotion

Edward A. Frongillo, Jr., PhD, Cornell University (1991)

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

Casey Giraudy, MEd, EdD, University of South Carolina (2004)

Senior Instructor and Academic Programs Coordinator

First Aid/CPR; First Year Experience (college students); adult education; international education (TESOL, F-1/J-1)

Edena Guimaraes, 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.

Lucy Ingram, PhD, MPH, University of Alabama at Birmingham (2003)

Assistant Dean for Academic Affairs and Online Education, and Associate Professor

Women's reproductive health; sexually transmitted infection (STI) prevention; racial health disparities; community-based participatory research

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

Minji Kim, PhD, University of Pennsylvania (2016)

Assistant Professor

Targeted and tailored health communication; message effects and persuasion; social influence; health equity; health promotion campaigns; tobacco control; cancer prevention and control

Leila Larson, PhD, Emory University (2017)

Assistant Professor

Maternal and child nutrition; infant and child development and growth; anemia; interventions and programs for improving nutrition and development; measurement of child cognition and nutritional outcomes; design and evaluation of efficacy and effectiveness studies

Xiaoming Li, PhD, 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 Macaуда, PhD, University of Connecticut (2007)

Research Assistant Professor

Core for Applied Research and Evaluation (CARE)

Program evaluation, applied medical anthropology, mixed methods research, adolescent reproductive health, vector-borne disease.

Emily Mann, PhD, University of Maryland, College Park (2010)

Associate Professor

Latino health disparities; social determinants of health; community-based participatory research; teenage sexuality; reproductive health; social justice.

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.

Lee Pearson, MS, DrPH, University of South Carolina (2004)

Associate Dean for Operations and Accreditation, and Clinical Associate Professor

Policy, systems and environmental change; collective impact initiatives; aging issues.

Shan Qiao, PhD, Johns Hopkins University (2012)

Associate 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.

Caroline Rudisill, MSc, PhD, London School of Economics & Political Science (2009)
Director, Population Health Sciences Greenville and Associate Professor
Health economics; economics of health-related behavior; financial incentives; cost-effectiveness, health policy; diabetes and obesity

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

George Tam, PhD, Virginia Commonwealth University (2019)
Research Assistant Professor
Technology-based psychosocial intervention for prescription drug misuse and biopsychosocial influences on prescription drug misuse; psychological and behavioral aspects of COVID-19; resilience-based intervention to mitigate HIV-related stigma and its influences in people living with HIV.

Jim F. Thrasher, PhD, University of North Carolina, Chapel Hill (2005)
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

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

Mary Jones Wilson, PhD, University of South Carolina (2021)
Research Assistant Professor
Health disparities; chronic disease prevention in African Americans; cost effectiveness analysis; cost utility analysis; research project management; participant recruitment and retention

April Winningham, DrPH, MHS, University of South Carolina (2002)
Senior Instructor
HIV/AIDS education; aging, intimacy, and sexual health; program planning, implementation, and evaluation

Yang, Xueying, PhD, The Chinese University of Hong Kong (2018)

Research Assistant Professor

HIV epidemic among MSM; health promotion for HIV treatment and adherence; HIV-associated comorbidity; mental health; HIV stigma and disclosure; big data research related to HIV and COVID-19 clinical outcomes

Nicholas Younginer, PhD, University of South Carolina (2016)

Research Assistant Professor

Childhood nutrition; food insecurity; qualitative evaluation methods.

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

Heather M. Brandt, PhD

Adjunct Professor

Director, HPV Cancer Prevention Program & Co-associate Director for Outreach, St. Jude Comprehensive Cancer Center

Jean Elizabeth (Beth) Barry, BS, MPH

Adjunct Instructor

SC Program Manager, Alliance for a Healthier Generation, Healthy Schools Program

Deborah Billings, PhD

Adjunct Associate Professor

Senior Advisor, Group Care Global and the What Works Association

Project Coordinator, Voices/Voces, Institute for Families in Society

John R. Ureda, DrPH

Adjunct Associate Professor

CEO and President, Insights Consulting, Inc.

Full-Time Staff

Gene Brown

Administrative Coordinator (Grant and Account Manager)

Wendy Clemmer

Grants Administrator

Pam Metz - Interim

Administrative Assistant (Office Manager)

Maria Sophocleous

Business/HR Manager

Joni Zwemer

Administrative Coordinator (Center for Healthcare Quality, HPEB)

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 course work 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

Courses at the 500 and 600 level can be included in a graduate Program of Study as long as at least half of the credit hours on the Program of Study, exclusive of thesis or dissertation preparation (799 or 899), are earned in courses numbered 700 and above.

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

International Students

International Travel Policy

Paying for Graduate School

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 through 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 research/practice experiences 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 research/practice 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 Student Disability Resource Center. Students with disabilities should contact the [Student Disability Resource Center](#) at 803-777-6144 (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 Student Disability Resource Center of their need(s) for specific accommodation(s). The Center is located at 1523 Greene Street in Room 112A.

Financial Aid

To be eligible for Financial Aid, you must enroll for a minimum of nine (9) credit hours at the beginning of the Financial Aid semester (i.e., Fall, Spring, or Summer).

If you have specific questions about your situation, you may contact the [Financial Aid Office](#) at 803-477-8134.

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, and upon nomination by the Graduate Director. 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. In HPEB, 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 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 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

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

The oral presentation of the dissertation study results is presented with the full committee and guests. 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. Such information should be submitted to Pam Metz in our office.

At least one week prior to the presentation, the student should provide the following information via email to both Casey 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.

Preparing Future Faculty

The Preparing Future Faculty (PFF) program is provided by the university's Center for Teaching Excellence. The PFF is a professional development opportunity that provides assistance to graduate students and post-docs who want to become faculty members at the college level. PFF is a national

program established by the Council of Graduate Schools, the Association of American Colleges and Universities, the Pew Charitable Trust and the National Science Foundation.

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 the student's progress through the Graduate School's written and oral comprehensive examinations requirement; for HPEB doctoral 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 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 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 semester 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 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:

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

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

Course Load Limits	Minimum	9 semester hours (1 hour summer)
	Maximum	15 semester hours

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

Certificates of Graduate Study

Certificate of Graduate Study in Aging

The Certificate of Graduate Study in Aging program addresses the educational needs of full-time and part-time students who will be engaged in the planning, administration and provision of services for older adults. This is an 18-hour post-baccalaureate certificate program in which students earning masters or doctoral degrees in related disciplines are offered the opportunity to obtain specialized preparation for career paths in the expanding fields of gerontology and geriatrics.

The certificate provides graduate students with opportunities to learn from gerontology educators within several USC academic units. The program is administered by HPEB in the Arnold School of Public Health.

To earn the certificate, students must complete:

Nine (9) credit hours of core courses. Students must choose from the approved course list:

- HPEB 620: Nutrition through the Life Cycle
- HPEB 713 or EXSC 710: Behavioral Aspects of Physical Activity
- HPEB 731: Health Promotion for Older Adults
- HPEB 820: Public Health Advocacy and Policy
- COMD 714: Gerontology & Communicative Disorders
- SOWK 772: Programs and Services for Older Adults
- EPID 830: Seminar in the Epidemiology of Aging

(3 hours) Practicum at approved site

HPEB 798B: Public Health Practicum Fieldwork

(6 hours) electives chosen with the approval of the program director

Certificate of Graduate Study in Health Communication

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

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

To earn the certificate, students must complete:

1. The certificate core (9 hours):

HPEB 711	Applied Health Communication
SLIS 749	Health Sciences Information Resources
JOUR 702/803	Communication Theory/Seminar in Mass Communication Theory and Theory Construction
	<u>OR</u>
JOUR 772	Seminar in Health, Science, and the Media, <u>OR</u>
JOUR 775	Strategic Communication for Behavior & Social Change

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: Theoretical Foundations of Health Promotion (HPEB 701), Consumer Health in Contemporary Society (HPEB 547), Advanced Public Health Communication (HPEB 811), Seminar in Health, Science, and the Media (JOUR 772), Risk Communication (JOUR 773), Strategic Communication for Behavior & Social Change (JOUR 775), 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

Certificate of Graduate Study in Global Health (CGSGH)

Modern society operates in a global environment with an increased need for clinical and public health professionals who understand health environments and policy that extend beyond local borders. The Certificate of Graduate Study in Global Health (CGSGH) prepares students with the knowledge and skills that are necessary to conduct international work, by focusing on topics such as population distribution of health conditions; environmental and social determinants of health; comparative health systems and policies; health care administration, finance and services; sociocultural perspectives on health; and development and evaluation of health promotion programs that are sensitive to local context. Students enrolled in both the certificate program and a USC graduate degree program can use up to nine (9) of the credit hours required for the certificate toward their degree program. Of the 18 hours required to earn the certificate, nine hours are required and consist of three 3-hour courses: (Substitutions for courses must be specifically approved by the certificate advisor.)

HPEB 772 Current Trends in Developing World Health;
 ENHS 660 Concepts of Environmental Health Science; and,
 HPEB 640 Behavioral Economics in Health.

Each student will then choose three courses from one of four tracks: (Substitutions for courses must be specifically approved by the certificate advisor.)

- Population Health Track: three 3-hour elective courses from:
 - HPEB 674 Social Networks, Social Capital, and Health
 - HPEB 748 Community Health Development
 - HPEB 820 Public Health Policy and Advocacy
 - EPID 701 Concepts and Methods of Epidemiology
 - EPID 749 Infectious Disease Epidemiology
- Environmental Health Track: three 3-hour elective courses from:
 - ENHS 793 Special Topics in Environmental Health Sciences
 - ENHS 592 Oceans and Human Health
 - EPID 747 Environmental Epidemiology
 - ENHS 625 Medical Mycology
 - ENHS 661 Parasitology (cross-listed as EPID 661 and BIOL 531)
- Food and Nutrition Track: three 3-hour elective courses from:
 - HPEB 560 Cooking Up a Storm: Food, Globalization, Localization, and Health-South
 - HPEB 620 Nutrition Through the Life Cycle
 - EPID 763 Nutritional Epidemiology
 - EXSC 620 Nutrition and Immunology
 - HPEB 752 Nutrition and Public Health
- Health Care Policy and Systems Track: three 3-hour elective courses from:
 - HSPM 712 Health Economics
 - HSPM 726 Applied Public Health Law for Administrators
 - HSPM 730 Financing of Health Care
 - HSPM 724 Health Law
 - HSPM 772 International Health

Doctoral Degree 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

The Doctor of Philosophy (PhD) is offered by the HPEB department.

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

- a minimum of 36 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:

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

In addition, the program requires:

- 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 these areas: health promotion, education, and behavior core; public health core; research methods; and a cognate area.
- Participation in a research team, usually with the advisor in an area of interest; experiences can range from project management and data collection to manuscript and grant writing.

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 (6 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 requirement through the following:

PUBH 700 – Perspectives in Public Health

EPID 700 – Introduction to Epidemiology

OR

EPID 701 – Concepts and Methods of Epidemiology

Dissertation (12 hours or more)

Other

In addition, the following are required: a written qualifying examination, a written and oral comprehensive examination (in HPEB, the dissertation proposal), 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 hours)

Note: These requirements are met if student has previous graduate-level core PH coursework, in which case, six hours may be taken in research methods or cognate areas.

Otherwise, students can fulfill the requirement through the following:

PUBH 700 – Perspectives in Public Health

EPID 700 – Introduction to Epidemiology

OR

EPID 701 – Concepts and Methods of Epidemiology

Dissertation (12 hours or more)

Other

In addition, the following are required: a written qualifying examination, a written and oral comprehensive examination (in HPEB, the dissertation proposal), and an oral defense of the dissertation. Experience as a member of a research team is also 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 program. The typical time it takes a student to complete the PhD degree is usually between four - six years. A “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 Report.
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

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

Milestone to be achieved	Criteria	Assesses:	Program goals	HPEB procedures and responsibilities	Student responsibilities
		research and programs; 3. Ability to apply this knowledge in designing and evaluating health promotion research and programs.	statistics or planning/evaluation, and selected cognate area (HPEB faculty approve transfer credit).	committee, advise student on and approve the POS <ul style="list-style-type: none"> • conduct “annual review” with each doctoral student and provide signed report (electronic and hard copy) to Graduate Director. 	following the end of the second semester of full-time study <ul style="list-style-type: none"> • 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
Doctoral comprehensive examination	Coursework completed Assure comprehensive mastery of literature Approval of written dissertation proposal Pass oral defense of proposal	1. Academic progress: As and Bs on courses; 2. Advanced knowledge of profession and selected specialty; 3. Sound research plan and ability to carry out research plan presented in a proposal format similar to NIH (see guidelines).	Committee members should be engaged in the dissertation proposal development and approval process: <ul style="list-style-type: none"> • 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 	Committee chair should provide mentoring and guidance to facilitate development of: <ul style="list-style-type: none"> • comprehensive mastery of literature guided by dissertation focus; • sound dissertation research proposal and professional skills. 	Students should: <ul style="list-style-type: none"> • 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 & 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

Milestone to be achieved	Criteria	Assesses:	Program goals	HPEB procedures and responsibilities	Student responsibilities
			plan, and demonstrated ability to carry out research.		(e.g., literature review and synthesis document, independent study report, oral exam as determined by the committee); <ul style="list-style-type: none"> • develop a high quality proposal in research proposal format for dissertation research, working in collaboration with chair and committee; • take 3rd semester of HPEB704.
Completion of dissertation	Approval of dissertation document Pass oral defense of dissertation	<ol style="list-style-type: none"> 1. Dissertation research carried out appropriately; 2. Well-written dissertation document, including two manuscripts (see guidelines); 3. Presentation <i>and successful defense</i> of dissertation 	<p>Committee members should assist with the dissertation development and approval:</p> <ul style="list-style-type: none"> • 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. 	<p>Committee chair should:</p> <ul style="list-style-type: none"> • provide dissertation guidance, research mentoring, and professional mentoring 	<p>Students should:</p> <ul style="list-style-type: none"> • develop high quality dissertation document and presentation, working in collaboration with chair and committee;

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

Year	Year 1			Year 2			Year 3			Year 4		
Semester	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Courses	HPEB 704 HPEB 771 HPEB 810 Research* [10 hours]	HPEB 704 HPEB 824 HPEB 818 Research* [10 hours]	optional	Research Cognate PH Core [9 hours]	HPEB 704 Cognate PH Core Dissertation [10 hours]	optional	Dissertation [Variable credits/semester totaling 12 or more hours – see Spring Y2)					
Events and Milestones	<ul style="list-style-type: none"> Admission (Aug) Take coursework Form advisory committee Submit 1st annual report (Feb) <p>Milestone: Select committee chair (Fall) and form advisory committee (Spring)</p>			<ul style="list-style-type: none"> Pass qualifying exam (Aug) Propose program of study Take coursework Early stages of work toward comprehensive literature review and dissertation proposal Submit 2nd annual report (Feb) <p>Milestone: Advance to candidacy</p>			<ul style="list-style-type: none"> Develop and defend literature review and dissertation proposal Submit 3rd annual report (Feb) <p>Milestone: Doctoral comprehensive examination</p>			<ul style="list-style-type: none"> Conduct dissertation research Draft dissertation document Defend dissertation study (schedule for defense subject to chair/committee approval) Submit 4th annual report (Feb) <p>Milestone: Completion of dissertation & graduation</p>		
Other	Research team experience			Research team experience Preparing Future Faculty (PFF)** Teaching experience**			Research team experience Preparing Future Faculty (PFF)** Teaching experience**			Research team experience Preparing Future Faculty (PFF)** Teaching experience**		

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

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

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

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

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

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

Qualifying Examination for PhD 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 a week-long take-home exam with four sections, 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 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

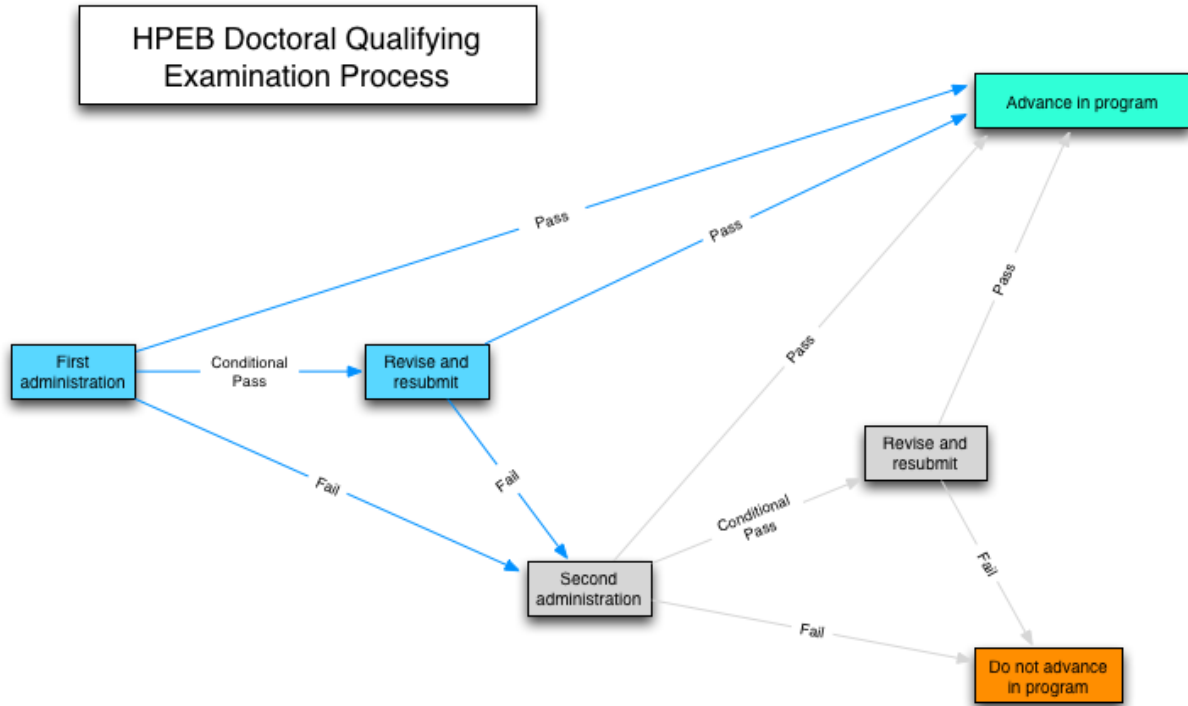
Each section of the qualifying examination is reviewed by faculty members assigned to that section; reviewers do not have knowledge of the examinees' identities. After the exams have been reviewed, scores are reported to the Graduate Director. HPEB faculty approves all qualifying exam results. Students 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 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 degree. The Graduate Director will notify the Dean of the Graduate School of the student's progress when the student has successfully completed all conditions for admission, the qualifying examination, and has obtained committee approval of the program of study.



Dissertation

Dissertation Committee

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

- 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 (i.e. outside of HPEB), requirements similar to the cognate member.

After the student has passed the qualifying exam, this committee 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 written proposal and oral defense satisfy the requirements for the comprehensive exam.)

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.
- III. Background – aligns with Chapter 2 of dissertation (20-30 pages recommended)
- a. Outline 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 when possible all committee members should be physically present with the student. Under exceptional circumstances, some committee members 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.

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 \(GMS\)](#)

Chapter	Content of Dissertation	Relation to Proposal Sections
1	Introduction	Adapted from Proposal document to reflect refinement of dissertation purpose and goals.
2	Background and Significance	Based on Proposal document, and updated to reflect most recent literature and understanding of potential significance.
3	Research Design and Methods	Updated from Proposal to reflect methods as actually implemented.
4	Paper 1	Self-contained manuscript formatted appropriately for a selected journal; Introduction adapted from Specific Aims and relevant elements of Background and Significance.
	Paper 2	Self-contained manuscript formatted appropriately for a selected journal; Introduction adapted from Specific Aims and relevant elements of Background and Significance.
5	Conclusions and Implications	Related to Chapter 2, and includes findings to past literature/prior knowledge, limitations of study methods and findings, implications for future research.
References		Include all (and only) references cited in dissertation document
Appendices		May include IRB documentation, instruments, etc.

Dissertation Requirements

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

The format described above 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 - Manuscripts

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 – Conclusions and Implications

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 (including reference formatting) 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 listservs. The department has two listservs (a general HPEB listserv and the doctoral students listserv); doctoral students should register for both. The listservs provide information that is critical for students' progression through the program.

Subscribe

- Send an e-mail to: listserv@listserv.sc.edu
- No subject
- In text area type the following:
SUBSCRIBE HPEBDOCS (or **SUBSCRIBE HPEBLIST** – send a separate email to subscribe to each list)
 {Subscribers name}
 (for example: **SUBSCRIBE HPEBDOCS** Ken Watkins)
- Send the message without a signature

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.

[Student Health Services](#)

The Center for Health and Well-being, and the Thomson Building are located behind the Russell House. The Center, 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. The Center 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 Center 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. The Center 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

USC Counseling Services is located on-campus in the Thomson Building (Second – Fourth floors), 1401 Devine St., behind the Student Center. 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 Counseling Services, 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. Counseling Services are open daily, Monday-Friday (except on University holidays). Appointments are required except for acute or emergency situations. Counseling and Psychiatry Services can be reached at (803) 777-5223 and accessed online at https://sc.edu/about/offices_and_divisions/student_health_services/mental-health/index.php.

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 Suite 650 of the Close Hipp Building, 1705 College Street. 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 https://www.sc.edu/about/offices_and_divisions/international_student_services/index.php or (803) 777-7461.

Disability Services

Students with disabilities are assisted through the Student Disability Resource Center. Students with disabilities should contact the [Student Disability Resource Center](#) at 803-777-6144 (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 Student Disability Resource Center of their need(s) for specific accommodation(s). The Center is located at 1523 Greene Street 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

Topic of Interest	Who to Contact
Admission-Related Questions	Casey Giraudy, Ken Watkins
AV Equipment/Conference Room Reservations	Pam Metz
Copies	Work Study Student (back-up Pam Metz)
Copier Maintenance/Issues	Pam Metz (back-up student)
Doctoral Qualifying Exam	Ken Watkins
Graduate Assistantships	Casey Giraudy, Ken Watkins
Health Communication Certificate	Daniela Friedman, Casey Giraudy, Ken Watkins
Aging Certificate	Megan Byers
Global Health Certificate	Ed Frongillo
HPEB MPH Professional Online program	Ken Watkins
Human Resources/Departmental Budget	Maria Sophocleous
International Students	Casey Giraudy
Keys	Pam Metz
Masters Comprehensive Exam	Ken Watkins
MPH Practice Experience	Edena Guimaraes
Student Forms	HPEB and Graduate School webpages (current students)/Submit ALL student forms through Casey Giraudy or Ken Watkins
Student Engagement	Rachel Davis
Teaching Assistantships	Daniela Friedman or Ken Watkins
Undergraduate Minor	Edena Guimaraes

Appendix B HPEB PhD Milestones and Forms

Forms locations

HPEB

(https://www.sc.edu/study/colleges_schools/public_health/study/graduate_degrees/health_promotion_education_and_behavior/index.php)

Graduate School

(https://www.sc.edu/study/colleges_schools/graduate_school/forms_library/index.php)

Milestones

Qualifying Exam – prior to Year 2

Exam registration form – emailed via listserv Spring Year 1

Program advisory committee formation – prior to development of Program of Study

HPEB form

HPEB Doctoral Program Advisory Committee Form

Program of Study

HPEB form

HPEB Approval of Doctoral Program of Study Form

Graduate School Forms – when these are accepted by the Graduate School, the student has reached candidacy status.

Doctoral Program of Study DPOS

Qualifying Exam Verification

Dissertation Committee formation – prior to dissertation proposal

Graduate School Form

Doctoral Committee Appointment Request GS-48 (G-DCA)

Dissertation Proposal Defense/Comprehensive Examination

HPEB form

HPEB Doctoral Dissertation Defense Notification Form

Graduate School Form

Doctoral Comprehensive Exam Verification

Dissertation Defense

HPEB form

HPEB Doctoral Dissertation Defense Notification Form

Graduate School Forms

Dissertation Signature and Approval Form G-DSF – submitted to the Graduate Director along with the final dissertation draft