Doctoral Student Handbook
School of Nursing

Last updated 2012
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I. Introduction

This handbook has been developed to provide a convenient source of information about the Healthcare Genetics interdisciplinary PhD (iPhD) program, procedures, services and facilities. The information contained within this document is for general guidance on matters of interest to faculty and students and will be relevant throughout your doctoral studies. The handbook will be updated periodically.

This handbook also summarizes Campus/University and the Graduate School’s policies. For up-to-date policies refer to the website for Clemson University (www.clemson.edu) and the Graduate School (http://www.grad.clemson.edu/), especially check the “Forms” & “Dissertation” information.

The primary vision of the School of Nursing is “to be the leading innovative center engaged in preparing nurses and other professionals for leadership, scholarship and practice to improve the health of people in SC and the global community”.

The mission is “to provide a scholarly center of learning that prepares nurses and other professionals at the baccalaureate and graduate levels who can advance scientific knowledge and evidence-based practice through research and outreach”.

To fulfill this mission, the School of Nursing and interdisciplinary faculty seek to instill in each student an understanding of and capacity for scholarship, independent critical judgment, academic rigor, and intellectual honesty.

The academic culture of the school values integrity, intellectual curiosity, ethical decision-making, diversity, interdisciplinary collaboration in the art and science of human caring.

Objective of doctoral program

It is the joint responsibility of faculty and doctoral students to work together to develop these traits through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. High quality doctoral education depends upon the professional and ethical conduct of both faculty and students.

Members of the interdisciplinary doctoral faculty serve a variety of critical roles as model teachers and researchers as well as doctoral student advisors and mentors. The faculty and doctoral committees on which they serve provide intellectual guidance in support of the scholarly and pedagogical efforts of doctoral students and are responsible for ongoing evaluation of doctoral students' performances in academic and research activities. As mentors and advisors, faculty are responsible for assisting doctoral students to discover and participate in appropriate channels of scholarly, professional and disciplinary exchange. Additionally, our faculty will help students develop the professional research, teaching, and networking skills that are required for a variety of genetics-related career options, both within and outside academia.

Doctoral students are responsible for working towards completion of their degree
programs in a timely fashion. It is expected that doctoral students will gain expertise in a particular area of study and seek to expand the knowledge of that disciplinary field by discovering and pursuing a unique topic of scholarly research. Doctoral students should learn how to impart disciplinary knowledge through appropriate forms of instruction and publication and learn how to apply that knowledge to societal problems.

**Information about the interdisciplinary Healthcare Genetics PhD**

Approved in the spring of 2008, the interdisciplinary Healthcare Genetics PhD (HCG iPhD) is comprised of faculty and staff dedicated to advancing the mission of the School of Nursing and that of Clemson University. The HCG iPhD is the first of its kind in the nation and brings together experts in many fields to prepare future leaders in health policy, ethics, clinical practice and translational bench science in the field of healthcare genetics. The faculty believes genetics will potentially have a greater impact on healthcare than any other single discovery in science.

**Office Procedures.**

Office supplies, the copier, and the FAX machine are located on 5th floor of Edwards Hall. Office supplies are used for work associated with assistantships. If supplies need to be ordered, contact your course leader. The business manager orders all supplies.

Students are responsible for copying materials requested by the faculty or related to your assigned research project. Be sure to type in the correct code when making copies, as all business is charged to specific contracts or grants. Contact the Administrative Assistant to the Director (AAD) at Room 508 Edwards Hall regarding the use of codes.

**Office Space.**

Students have shared office space on the 4th floor of Edwards Hall. Keys are available at the beginning of the fall semester through the AAD. Students working on their dissertation can apply for a carrel at the Cooper Library.

**Communication.**

PhD program announcements will be sent by E-mail or hard copy. It is important to check both places for mail.

**Working at Clemson University and the School of Nursing**

Some doctoral students in the HCG iPhD program may be employed with Graduate Assistantships. These can be either teaching or research focused. Students supported on assistantships receive a stipend to assist with living expenses while the student pursues his/her degree. Students on assistantships usually receive a tuition waiver while taking 9-12 hours of graduate courses.

Students who hold assistantships experience educational and professional benefits. The responsibilities and benefits of assistantships vary, but, in general, students gain further instruction in techniques in their fields, hone evaluation, and have collegial collaboration with advisors that may result in joint publications.
Graduate Teaching Assistantships
Stipends are set according to the policy of the School of Nursing. These positions come from training grants or university funds. The students have multiple teaching roles that might be assigned such as classroom assistant for faculty, clinical settings or web development in the School of Nursing and other interdisciplinary programs.

Graduate Research Assistantships
Graduate student assistantships provide graduate students with financial resources necessary to complete their degrees.

Funds for research assistantships come from faculty research grants or the university. These will fluctuate depending on faculty funding. A graduate student is assigned to work for a professor on a research project and, while doing so, is supported as a Graduate Research Assistant (GRA). For research assistants, there is a distinction between activities that contribute directly to the student’s research or academic career, and activities that contribute primarily to the scholarship of others.

The first distinction affects GRAs whose dissertation research is related to the research project they are assigned to as a GRA. Students and faculty will be co-authors on publications that result from the faculty’s research. However, the student’s dissertation project must be independent research that was conceptualized by the student. For example, the student develops a new way of conceptualizing and analyzing existing data, or administers a new questionnaire to subjects in the ongoing research. Research assistants commonly devote many hours to such activities, and it is extremely difficult to separate out the number of hours spent “on the assistantship” and the number of hours spent on the student’s project. GRAs in this category should understand clearly the faculty supervisor’s publication and intellectual ownership policies, and any changes throughout the association should be communicated to the student.

In the second distinction of research assistants are have duties which support the research of the faculty. Their work on the assistantship is unrelated to their dissertation work. Students may or may not be invited to participate as authors of publications or presentations. The GRAs who have these appointments will spend up to 20 hours per week on assistantship activities over the course of their appointments.

The duties of a GRA will be provided by the professor in charge of the project. Each graduate research assistant will clarify with their research supervisor his or her responsibilities and duties regarding the research. The student’s performance is reviewed at the end of each semester. Graduate Research Assistantships are 12-month appointments. Assistantships are assigned on a year-to-year basis. Renewal is at the discretion of the School of Nursing.

The research supervisor will provide an orientation regarding the research project. Other project staff members are also available to assist. Graduate students will find that the faculty is busy with teaching, research, meeting grants deadlines and funders expectations. GRAs must learn to ask for assistance when needed. However, as the
student becomes more experienced, he or she is expected to become more self-directed.

**Payroll and Paydays.**
The tuition waiver that accompanies the research assistant is not taxable. Assistantship stipends are taxable, and state and federal taxes are withheld from stipends. International students should make an appointment to meet with Mack Howard in the International Affairs Office (303 E Martin) to discuss their taxes. The United States has different tax treaties with different countries, so the amount of taxes varies. Mack Howard provides free assistance to help International students in completing tax forms. Make your appointment well in advance of the April 15 deadline.

All Clemson University employees are paid on alternate Fridays throughout the year. The first paycheck will be issued in a timely manner after completing the required paperwork. The School of Nursing budget employee, located on 5th floor, can inform you of the payday schedule. If you have questions about the amount of a check, please discuss this with the budget employee.

**Graduate School Policies.**
All appointments for assistantships must be processed on the Graduate Assistantship Tuition Remission form. The School of Nursing budget officer, located on 5th floor, will complete all payroll forms for the GTA appointment.

A minimum enrollment is required for appointment as a graduate assistant. During the academic year, the minimum is nine semester hours for all graduate assistants. Minimum enrollment in the summer sessions is three semester hours per session. Undergraduate credits may be included in the minimum, provided they are relevant to the student’s degree program and required by the advisory committee.

Assistantships may be terminated by the School of Nursing, the student, for poor performance, failure to meet academic requirements (GPA or credit hours) and due to a lack of funding.

Every effort should be made to give adequate notice if you are terminating the assistantship. Read the Graduate Announcements section on assistantships for more information.

**Holidays and Personal Leave.**

<table>
<thead>
<tr>
<th>University Holidays</th>
<th>Number of Days Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s</td>
<td>Day 1</td>
</tr>
<tr>
<td>Martin Luther King</td>
<td>Day 1</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Day 1</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Day 1</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Day 1</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Day 2</td>
</tr>
<tr>
<td>Christmas</td>
<td>Day 4</td>
</tr>
<tr>
<td>Optional Holiday</td>
<td>Day 1</td>
</tr>
</tbody>
</table>
Graduate students are entitled to take as holidays the days on which the University is officially closed. The Human Resources website lists specific holiday dates (clemson.edu/humanres/payroll_benefits/holidays.htm).

Leave Without Pay.
Graduate students with nine-month or 12-month graduate teaching assistantship appointments work on the same calendar as faculty with nine-month or 12-month appointments, respectively. Duties over holiday periods for graduate research assistantship appointments should be agreed upon in writing by the student and the faculty advisor in charge of the research program.

Graduate assistants may request up to four weeks of leave without pay per semester and one week of leave without pay per summer session for illness or death of a close family member, and personal illness or hardship. If leave is not approved by the administrator of the graduate assistantship, the graduate assistant may petition the Graduate School for approval.

A graduate assistant is eligible for up to six weeks of maternity leave without pay. The request for maternity leave must be made to the department at least one month in advance (Clemson University Graduate Announcements).

Outside Employment.
One of the purposes of research assistantships is to support the student’s living expenses during his or her graduate studies. Therefore, it is the policy of the School of Nursing to discourage students from outside employment if the assistantship is a full-time appointment of 20 hours per week. Exceptions to this policy are temporary consulting and/or tutoring jobs. Federal law does not permit international students to work off-campus.
II. Getting Started

Congratulations! You are a Doctoral Student in the interdisciplinary Healthcare Genetics PhD Program. Your admission to this program is the result of a rigorous selection process. You should be proud of yourself for this achievement.

The items of business to complete during your first weeks are listed on the Graduate School website at http://www.grad.clemson.edu/newly_accepted/index_international.php.

1. Obtain your student ID at Fike Recreation Center.
2. Obtain parking permit (if needed).
3. Get on the payroll (See Budget Officer 5th Floor, Edwards hall) if you are a GTA/GRA.
4. Obtain your computer password and get your campus computer set-up, and your laptop checked.
5. International students should obtain Social Security card from the Office of International Affairs if needed.
6. Register for classes on TigerWeb.

Advisor

Your first year adviser is Dr. Eggert. You will select your permanent advisor at the end of the first year. Your selection of a research advisor is an important decision; it will affect the course of your graduate studies and your professional life. Seminars will be held during the year where faculty will describe their research projects. Students should make appointments to meet with faculty for a more detailed discussion.

The chair of the doctoral student dissertation committee needs to be at least an Associate Professor in the Healthcare Genetics program or a SON Professor with a track record of research and publications. Other members need to be in tenure track positions or in leadership positions and approved by the chair of the doctoral student dissertation committee. It is required that each committee include at least four members; to include a Healthcare Genetics faculty, an outside member and at least two other members from Clemson University in disciplines that touch on the research interest of the student.

Committee members may be faculty from outside the School of Nursing. If you want to select a committee member from outside Clemson University, read the guidelines on the website and then meet with your advisor.

http://gradspace.editme.com/assemblingyourcommittee

Review of Academic and Work Experience.

If you come to the PhD program with a master’s degree, you need to meet the HCG coordinator once you have been accepted to the HCG program; prior to beginning classes. The purpose of this meeting is to give the student an opportunity to formally submit a written request for the master’s coursework you wish to submit for review as well as plan the courses you will take your first year. The waiver request should state why the student feels the coursework should be waived and, where appropriate, include a course syllabus. The student should also, at that time, submit relevant professional
experience for evaluation. If some of the course work is approved as having sufficiently covered ‘current topics’ in the HGC program then the identified course may be waived with the approval of the HGC coordinator.

**Procedure for Student**

There is a formal process to submit course work to waive or receive credit “in lieu of” HCG courses. No courses are certified as ‘approved’ and ‘finalized’ until an ‘official transcript’ from all institutions has been received by Graduate Admissions and said courses are approved on the finalized, signed GS2. All prior coursework must meet institutional guidelines.

*Student submits official transcripts from approved accredited institutions to Graduate Admissions.*

*Student meets with HCG faculty coordinator to discuss a draft plan of study for courses and submit a formal request for waived/"in lieu of” classes, transfer credit, and professional work experience.*

* Student completes and submits GS-2 form to the department by beginning of the first term.*

The initial GS-2 is a guide and contains proposed coursework and may be altered as needed but should not be construed as finalized. The final copy of the GS-2 must include all coursework and credits approved, signed by the student’s advisor, committee and submitted to Enrolled Student Services.

**Transfer credit, courses Policy**

All transfer credits must be verified by an official transcript from the institution at which the work was completed. Up to 12 credit hours of coursework (and no more than one-third of the graded course credit hours required for a master's degree) may be transferred to a master's degree and 48 credit hours of coursework may be transferred to a doctoral degree. All credits transferred to Clemson's graduate programs must have been completed at a regionally-accredited institution. Credits may be transferred for work completed at off-campus centers of accredited institutions, provided such courses are acceptable, without reservation, in degree programs at those institutions. In all cases, the use of transfer credits must be recommended by the student's advisory committee and approved by the department. Grades earned for courses taken at institutions other than Clemson University will not be included in the student's grade point ratio. Courses to be considered for transfer credit completed outside the six year time limit may not be transferred to Clemson. Courses taken at any institution other than Clemson University may not be revalidated for transfer credit at Clemson. Valid transfer credits will appear on the student's transcript as credits earned.

Under no circumstances will transfer credit be awarded for courses in which a grade lower than B, or its equivalent, has been received or for courses graded on a pass/fail basis, for continuing education units, courses completed outside the six-year time limit,
correspondence, extension, or in-service courses or for concentrated courses and workshops that award credit at a rate exceeding one credit per week. All transfer courses listed on Form GS2 must be courses taken for credit from an regionally-accredited, degree-granting institution whose scholastic reputation is acceptable to Clemson University.

**Procedure for student**

To have courses considered for transfer, students must discuss their plan to use specific courses from other institutions with their major advisor and/or advisory committee. Within the guidelines established by the Graduate School, the advisory committee will identify courses acceptable for transfer and will record these courses on the student's Plan of Study, Form GS2. The student must then have an official transcript sent from the institution(s) where credit was earned to the Office of Enrolled Student Services, 104D Sikes Hall. Only when courses have been verified by Enrolled Services to meet all Graduate School requirements will they be approved for application toward the degree.

**Course revalidation Policy**

When recommended by the student's advisory committee and approved by the graduate dean, as many as six credit hours of graded coursework taken at Clemson University, completed outside the six-year time limit, may be revalidated by a written comprehensive examination based on the latest syllabus and course content. Independent study courses are not subject to revalidation. Courses completed outside the six-year time limit at an institution other than Clemson University may not be transferred to Clemson. Courses taken at any institution other than Clemson University may not be revalidated for credit at Clemson.

**Procedure for student**: Students desiring to request revalidation of courses should contact the graduate program coordinator for instructions on how to proceed.

**Procedure for department**: The "Recommendation for Course Revalidation" form can be found in the general forms section of the Graduate School web page, [www.grad.clemson.edu/forms/GeneralForms.php](http://www.grad.clemson.edu/forms/GeneralForms.php). The course revalidation form is sent to the Office of Enrolled Student Services, 104D Sikes Hall, once it is approved by the instructor and the department chair. The revalidated credits will be posted on the student's transcript once the student becomes a candidate for graduation.

**Credit by examination**

Graduate students are not eligible to receive credit by examination other than through utilization of the policy and procedures on course revalidation.

**First Year Review**

By March 1, all students are expected to submit to the HCG iPhD program coordinator an annual progress report discussing the courses taken, grades received, GTA activities and a copy of their current vita. The material will be reviewed by the entire degree program faculty. No later than April 1, doctoral students will meet with their advisor to discuss
their first year outcomes and the student’s impression of the graduate program. At this meeting you are expected to identify your major advisor and committee members.

**Subsequent Student Evaluations**
All other graduate students will submit, by April 1, an annual progress report and a copy of their current vita to their academic advisor covering the preceding year. The student’s advisor will review the student’s progress. However, each student’s progress is discussed by the entire committee and faculty.

All students are reviewed once a year at the end of the spring semester. Written evaluations are sent to each student shortly after this review. These evaluations provide the student with an opportunity to correct or update an incomplete file as well as to review plans and to assess his or her progress. The student's annual progress report and vita will be used as major input for these evaluations, as will the comments of the student's advisory committee and other informed faculty members.

Performance in the graduate program is judged on the basis of the following criteria.
A= Outstanding
B= Typical and solid performance
C= Unacceptable performance

Consult with your faculty advisor regarding incompletes. Incompletes usually should be made up within two or three weeks after the end of the semester. Any student who receives a grade of “C” in any course will automatically be considered on probation until reinstated to good standing. A student receiving a C will be considered on probation until the course has been retaken or a full semester of additional course work has been taken with satisfactory grades. A “C” in two courses is a solid basis for automatic dismissal from the program. A person who does not maintain at least a “B” (3.0) grade average may be asked to leave the program.

**Performance in Non-graded Courses Including Research**
In most cases, the grade will be “P”. The standards are: P= Pass, Satisfactory performance
I= Incomplete. Can be made up by the end of the following semester and changed to S.
F= Fail, Unsatisfactory. A grade of “F” is grounds for automatic dismissal from the graduate program.

Any student who does not show potential for doctoral level research as certified by the student’s advisory committee may be put on probation or asked to leave the program. Being placed on probation does not mean that financial support will be withdrawn from the student. It means faculty members are concerned about the student’s progress and they want to send a strong message that certain steps must be taken to rectify the situation. The Graduate School must also receive notification from the PhD program, if this action is being taken for any student in the program.

**Formation of the Comprehensive and Dissertation Committees**
The Major Advisor
Prior to April 1, the first-year student (often with the aid of the first year advisor) must select a major advisor. This advisor must be a member of the program faculty offering the degree and meet the requirements for advisory committee membership described below.

**Comprehensive Exam Committee**
This committee is composed of four members, two from the School of Nursing and one from within the university. The final member should be from outside the university. The group administers the comprehensive and oral examinations.
III. Interdisciplinary Healthcare Genetics PhD Program

Overview of Program
The purpose of the Clemson University School of Nursing, Interdisciplinary PhD in Healthcare Genetics is to prepare scientists to: extend the knowledge base relevant to nursing; translate research to advance the science; and, collaborate in interdisciplinary research and practice.

Objectives of the program are to:
1. Collaborate with other disciplines to generate knowledge and develop theories that focus on the genomic aspects of actual and potential health problems of diverse individuals, families, groups, and communities while addressing health disparities.
2. Formulate health promotion, disease prevention, and treatment strategies that translate and integrate genomic knowledge from a variety of disciplines.
3. Demonstrate leadership that facilitates interdisciplinary development and application of ethical guidelines and health policy in genomics.
4. Disseminate research findings to develop models of practice that incorporates the expanding knowledge of genomics.

Curriculum and HCG Degree Requirements

<table>
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<tr>
<th>Course</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>1. Core Course Option 1*</td>
<td>3 credits</td>
</tr>
<tr>
<td>2. HCG 901 Advances in Human Genetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>3. GEN 610 Basics I</td>
<td>3 credits</td>
</tr>
<tr>
<td>4. GEN 670 Human Genetics</td>
<td>3 credits</td>
</tr>
<tr>
<td>5. HCG 905 Genetics Ethics &amp; Health Policy</td>
<td>3 credits</td>
</tr>
<tr>
<td>6. PSYCH 810 Research Design &amp; Quantitative Methods I</td>
<td>3 credits</td>
</tr>
<tr>
<td>6. PSYCH 811 Research Design &amp; Quantitative Methods II</td>
<td>3 credits</td>
</tr>
<tr>
<td>6. Core Course Option 2*</td>
<td>3 credits</td>
</tr>
<tr>
<td>9. HCG 903 Interdisciplinary Research</td>
<td>1 credit</td>
</tr>
<tr>
<td>10. GEN 640 Bioinformatics</td>
<td>3 credits</td>
</tr>
<tr>
<td>11. Core Course Option 3*</td>
<td>3 credits</td>
</tr>
<tr>
<td>12. Applied Healthcare Genetics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Core Course Options.
1. Healthcare Research: HCG989 Selected Topics or HCG 910 Research Seminar
2. Qualitative Methods: Qualitative Methods course; and,
3. Knowledge Development: Theory course from other disciplines

Cognates:

<table>
<thead>
<tr>
<th>Ethics &amp; Policy</th>
<th>Interventionist</th>
<th>Bench Scientist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total = 26 credits</td>
<td>Total = 26 credits</td>
<td>Total = 26 credits **</td>
</tr>
<tr>
<td>HCG 910 Research Seminar or Electives (9 credits)</td>
<td>HCG 910 Research Seminar or Electives (9 credits)</td>
<td>HCG 910 Research Seminar or Electives (9 credits)</td>
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<tr>
<td>HCG989 Selected Topics or Electives (9 credits)</td>
<td>HCG989 Selected Topics or Electives (9 credits)</td>
<td>HCG989 Selected Topics or Electives (9 credits)</td>
</tr>
<tr>
<td>HCG991Dissertation (18 Credits)</td>
<td>HCG991Dissertation (18 Credits)</td>
<td>HCG991Dissertation (18 Credits)</td>
</tr>
</tbody>
</table>

The HCG iPhD requires a minimum of 70 credit hours. This can include up to 48 hours
of approved transfer hours. All requirements depend on the learning needs of the student and transferrable coursework.

**Dissertation Committee**
The student must select a dissertation committee in consultation with the major advisor. This committee approves the student's graduate degree curriculum, supervises the graduate program, and initiates the recommendation for the awarding of the degree. The chairperson, or major adviser, directs the student's dissertation. This committee may be the same or different from the Comprehensive Exam Committee members. This decision is an important one for each doctoral student. A helpful essay is available at [http://gradstudies.wordpress.com/2008/01/20/choosing-your-graduate-advisor/](http://gradstudies.wordpress.com/2008/01/20/choosing-your-graduate-advisor/).

“A minimum of four faculty members shall be selected for a student seeking a doctoral degree. The majority of the advisory committee, including the major adviser, must be comprised of Clemson University faculty who hold full-time tenure-track positions. Either the major advisor or at least half of the committee must hold rank in the program offering the degree (Clemson University Graduate Announcements).” …”Part-time visiting and other non-tenure track faculty employed by Clemson University and emeriti faculty may serve on the committee, but may not serve as chair. Persons not employed by the University may serve if they have been appointed to an adjunct faculty status. Part-time, visiting adjunct and other non-tenure track faculty will have full voting status on the outcomes of all examinations given by the committee. “

One of the key functions of the dissertation committee is to help the doctoral student develop the ability to integrate the various subject matter areas that provide the conceptual elements for a theoretical approach. To facilitate these functions, careful thought should be given to the composition of the committee.

To make an informed committee selection, students are encouraged to become familiar with as many of the faculty as possible during the semesters preceding that selection. This may be accomplished in a variety of ways, such as enrolling in a PhD seminar and other courses; reading faculty research reports; making an appointment with a faculty member to exchange ideas; or having coffee or lunch with faculty members.

If you find that you need to make a change in the composition of your committee, there is a procedure and a form for doing so and the student should feel free pursue this option. The same procedure is used to replace committee members lost through retirement or resignation.

**Major Advisor’s Responsibilities**
1. Advise the student in the selection of courses in accordance with stated program direction before a doctoral committee has been formed.
2. Assist the student in the selection of committee members and assume responsibility for clarifying their roles.
3. Help the student keep up-to-date with current policies, procedures and requirements pertaining to all aspects of the program. The advisor is an important mentor concerning
ethics in research and fellowships.
4. Review and approve all necessary graduate forms.
5. Advise the student in preparing a draft of the dissertation plan for discussion and approval of the dissertation committee.
6. Chair committee meetings for purposes of program planning, review of research proposal and final oral defense of the dissertation.
7. Advise the student concerning program adjustments and assist in completing proper forms.
8. Coordinate the preparation of the comprehensive PhD examination and its administration, and follow through with the paperwork to both the student and committee members.
9. Provide guidance in developing the student's research proposal, conducting the research and preparing the dissertation.
10. Determine when the dissertation is satisfactory for distribution to the dissertation committee.
11. Provide support and information to the student regarding PhD Program/Institute, and University policies.
12. Help students develop professional skills: grant, paper, and research writing; participation in scholarly and public forums.
13. Facilitate the student's career development: advise about career options; assist in preparation of application materials for fellowship, grant, and other opportunities; write letters of reference and recommendations.

Doctoral Student’s Responsibilities
1. Review the Graduate School website and become familiar with policies and procedures pertaining to the process of obtaining the degree. In particular, keep track of dates and deadlines for each step of the process, from choosing a major professor and establishing a committee, through procedures for the comprehensive exam, to completing the dissertation and dissertation defense.
2. Review selection of courses in accordance with the program with the major professor.
3. Work with the major advisor in selecting dissertation committee members.
4. Keep up-to-date with current University and PhD program policies, procedures and requirements pertaining to all aspects of the program.
5. In collaboration with advisor, complete the annual progress report.
6. Participation in lectures, faculty presentations, brown bags, and dissertation defense presentations is highly recommended to further your academic and professional development.
7. Submit any changes to program or committee structure on the proper forms with appropriate signatures to the graduate coordinator.
8. Prepare a program plan of study with advice from the advisor for discussion and approval of the dissertation committee.
9. Schedule dissertation committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
10. Work with advisor concerning program adjustments and completing proper forms.
Comprehensive Examination
The comprehensive examination is a major step on the way towards earning your PhD. This exam marks a transition from the more formal phase of the degree program involving coursework to the important phase of the intensive pursuit of an independent research project.

Purpose
The comprehensive examination is a University-required component of the doctoral program of study. The goals of the comprehensive exam process are:

1. To demonstrate integration and synthesis across and beyond specific course content.
2. To enhance professional expertise and research competency in targeted subject matter areas.
3. To articulate a critical understanding of the PhD program’s mission and values, including individual family and community function within and across systems/relationships and their effect upon quality of life.
4. To demonstrate professional potential through the following competencies: a. An understanding of the research process
   b. The application of theory to address practical problems with diverse populations
   c. The effective conceptualization and communication of complex ideas

Students who pass the comprehensive examination are advanced to candidacy and proceed to the dissertation. At this point the doctoral student can use the signature, PhD(c) or PhD candidate on all written communication and presentations.

Procedures and Preparation.
At the time the plan of study is approved and the GS 2 is filed the student should begin planning for the comprehensive examination. For students entering with a master’s degree the date is in their third year. For students entering with a bachelor’s degree the date is the end of their fourth year. The student’s comprehensive exam committee, in discussion with the student, determines the content, process and deadlines for the exam. The exam may be a written exam, an oral exam, or a combination of both written and oral. The committee also establishes the criteria to pass for each aspect of the exam. These are shared with the student.

No student will take the comprehensive examination until the following requirements are fulfilled.
1. Approval of the student’s advisory committee has been obtained.
2. The student's plan of study has been filed with the Registrar.
3. The student has completed 80 percent of the course work in the program (excluding dissertation).

Planning for the Comprehensive Exam
Students, in consultation with the comprehensive exam committee, will complete the comprehensive planning forms and obtain necessary signatures. Forms should be as specific and complete as possible.
The PhD comprehensive exam committee and the student will discuss the comprehensive examination well in advance of the scheduled date, at a meeting of the group called for this purpose. The discussion will include the relationship of the student's goals to the examination. In addition, information will be provided regarding the general range of the standards for evaluation; the format of the exam components; the grading system to be used; how each member of the committee will be involved in grading examinations. Formats that are possible for the exam include: published articles, (student is first author), critical reviews of the literature, a major grant proposal, publishable papers, an essay exam, concept development paper, or several chapters of the dissertation proposal. For oral examinations, the content areas to be covered will be identified and the length of the exam will be set. The time limitation is approximately one week for each question.

Evaluation
The written component of the exam must be submitted on time to the major advisor. The major advisor distributes the exam questions to the other committee members. The committee members have three weeks to read the exam. Each faculty committee member will independently read and evaluate the exam and will grade it as a pass or a fail. The student will be contacted regarding deficient content and will be allowed to address the deficient areas in the oral component of the examination.

The oral component of the comprehensive examination occurs after the student has completed the written component of the examination. The purpose of the oral exam is to test the student’s ability to integrate his or her previous experiences and knowledge gained in the doctoral program as they relate to his or her substantive papers and proposed dissertation topic. The qualifying exam also tests the students’ ability to balance opposite, yet complementary, characteristics and behaviors. These include the ability to be confident and skeptical, certain and questioning, open and defending and experiential and documenting.

If an oral examination is held the student is expected to summarize the answers to their written exam and address any areas that were identified as deficient. The exam usually lasts two hours. The committee evaluates the student’s performance. Each faculty member will vote for a pass or a fail. A majority of members must vote for a pass. A tie vote is considered a fail. The committee has the discretion to issue a pass with distinction.

The results of a student's performance on the comprehensive examination are recorded on a GS5 form completed by the Comprehensive Exam Committee. Each committee member must sign (not print or type) his or her own name and designate the area of specialization as passed or failed. The student takes the signed GS 5 form to Enrolled Services and the major advisor places a copy in the student’s file.

Evaluation Categories
The committee members’ final evaluation of the written and oral examination is based on the consensus of the committee using the categories below. To advance to candidacy, the
student must achieve a Pass on all components of the examination.

- PASS WITH DISTINCTION, based on superior performance.

- PASS, acceptable performance.

- FAIL WITH THE OPPORTUNITY FOR REMEDIATION AND REPEAT OF THE EXAMINATION, based on fair performance in some areas and minimal or unacceptable performance in others.

- FAIL WITHOUT OPPORTUNITY TO REPEAT, based on minimal or unacceptable performance in almost all areas.

Students who fail the comprehensive examination may be offered the opportunity to repeat the exam. Students who are permitted to retake the examination will be allowed one and only one retake. Retakes on the comprehensive written or oral examination shall be taken within one year of a failure.

**Time Limit**

Comprehensive examinations must be passed no less than 6 months and no more than 5 years prior to the date of graduation. All remaining requirements for the degree must be completed within five calendar years after the date of the completion of the comprehensive exam to complete all other degree requirements (Clemson University Graduate School Announcements).

**Dissertation and Establishing a Program of Research**

The dissertation for the HCG iPhD requires both preparation of manuscripts (at least three) prior to graduation and the dissertation research started after passing the comprehensive exams.

**Dissertation/Research Proposal**

The first step is to write a dissertation proposal. For example, if an experimental or quasi-experimental study is to be conducted then the proposal includes an Introduction, Methods, Analyses, and Hypotheses / Predictions sections for each of the experiments/studies you will be conducting as well as complete References. The format of the dissertation proposal will vary. Check with your Dissertation Committee for the guidelines for your proposal.

Put a lot of thought into your proposal; it will be the core of your dissertation write-up. In other words, the more work you do now, the less you'll have to do later. Also, be explicit, clear, and complete, so your Dissertation Committee can fully understand your proposed project and can then properly advise you. The ultimate goal is for you to prepare a dissertation that eventually leads to an article that will be published in one of the major scientific journals in your field.

Your Dissertation Committee approves your dissertation proposal at your proposal
defense meeting. Take a copy of the **FCS Doctoral Level Approval of Dissertation Proposal form**, so it can be filled out at the meeting. This form should be filed with the Doctoral Coordinator.

**Manuscript Development**

In the HCG doctoral program it is expected that the student will develop and submit at least three manuscripts prior to graduation. These will include at least a topic-focused problem, review of the literature, and at least one describing the research and results of the “dissertation” project.

After the student has passed the comprehensive examination, the dissertation proposal has been approved, and Institutional Review Board (IRB) approval is granted, work on the dissertation can proceed. This work is coordinated by the major advisor/dissertation chair, but each member of the dissertation committee should participate in the ongoing process since they all must approve the finished draft of the dissertation.

The structure and content of the dissertation is one of the most critical matters that will be decided between you and your advisor (with the input from your Dissertation Committee). You also might find it helpful to develop a dissertation support group with other students. The formatting guide for dissertations is the most recent edition of Publication Manual of the American Psychological Association.

After the dissertation chair indicates that the dissertation is acceptable for examination, the student must submit copies of the dissertation and abstract for distribution to the committee members, and any appointed examiner. The dissertation must be in completed form, with finished diagrams, etc. Faculty must have a minimum of two weeks to review the student's work.

**The Dissertation Defense**

The dissertation defense is a University-required component of the doctoral program of study. Defending one's research is a fundamental facet of scientific scholarship. It is through this process that the student clarifies, validates, and demonstrates the significance of his or her research. As such, the oral defense represents the culmination of the matriculation process.

The dissertation should be distributed to the members of the Dissertation Committee at least two weeks prior to the final oral defense, regardless of circumstances. If there are corrections they must be available at least one week before the final oral defense. The final oral defense is usually a discussion of the research carried out in the dissertation, including the theory and literature upon which it was based; however, questions may be asked about the field that extends beyond the specific subject matter of the dissertation. To ensure fairness in the examination procedure and maintenance of academic standards, the program coordinator may appoint an outside member to the examining committee. The outside member of the committee will read and critique the dissertation, will participate in the oral part of the exam, and will submit a report to the HCG Program Coordinator.
Scheduling the Dissertation Defense
The student must be registered during the semester in which the defense examination is taken. This should allow time for the members of the committee to review and evaluate the dissertation before the examination, and also allow sufficient time after the examination for the student to revise and submit the unbound dissertation to the Office of The Graduate School before the specified deadline date.

Evaluation
The final oral examination in defense of the dissertation will be conducted and evaluated by the dissertation committee and the outside member, should one be appointed. All faculty members on the dissertation committee should be present for the defense. No defense should be scheduled when a member of the committee cannot attend. The dissertation defense is open to the academic community. The Program Coordinator and is invited to attend. Other interested faculty members may attend the examination without vote. Students also are strongly encouraged to announce their orals for presentation to other graduate students. The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three-fourths of the voting examiners, and with not more than one dissenting vote from among the dissertation committee.

Completion
After the dissertation committee members have reviewed and approved the dissertation and after the student has passed the final oral examination in defense, the student must incorporate into the dissertation any recommended changes and corrections before presenting it to the major professor for final review and signature on a title page.

The student and his/her adviser also must submit a signed GS7 form to Enrolled Services regarding successful passage of the defense with date and names of committee members present at the defense. Once all requirements are completed, final approval on the graduate student form for graduation must be obtained from the Chair.

Summary of Graduate School Requirements
Coursework.
Work leading to the Doctor of Philosophy degree is planned to give the student a comprehensive knowledge of his or her field of specialization and a mastery of the methods of research. The degree is not awarded solely on the basis of coursework completed, residence, or other routine requirements. The final basis of granting the degree is the student’s grasp of the subject matter of a broad field of study, competence in planning and conducting research, and ability to express himself or herself adequately and professionally orally and in writing.

Although no minimum for formal coursework requirements exists for the doctoral degree, committees are encouraged to require courses other than those that directly support the dissertation research. Work in the minor field or fields, if required, normally comprises 12-24 hours in courses carrying graduate credit. A minimum of 18 hours of doctoral research is required. Should the direction of study or research interest change, the student
may request the appointment of a new advisor.

Residency.
Residence is a necessary concept in graduate education, particularly in the preparation of the dissertation. To receive the Doctor of Philosophy degree, the student must complete at least 18 hours of graduate credit including research credit hours (991) on the Clemson University campus in a continuous 12-month period. Exceptions to this requirement may be granted by the Dean of the Graduate School. Major advisors seeking an exemption to this policy must submit an academic plan for the student that is signed by the major advisor and Dean of the Graduate School.

Time Limit.
Because no minimum coursework requirements exist for the Doctor of Philosophy degree, the time limitation for completion is determined by the dates by which essential components of the degree are completed. The following must be passed in the five-year period prior to graduation: comprehensive examination; foreign language examination, if required; defense of dissertation; and approval of dissertation by the Graduate School.

Academic Integrity
As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

The Academic Integrity, Graduate Policy and Procedures (implementation date: fall 2010) is available at http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypol.

Clemson University has a responsibility to protect academic integrity and to respond appropriately and expeditiously to charges of academic misconduct. The procedure is explained in the policy stated in the above website.

Harassment
Clemson University has instituted a zero tolerance policy with regard to harassment of any kind against employees, students and non-employees. The University is committed to providing a harassment-free environment and prohibits retaliation against any individual who files a complaint or assists or participates in the investigation and resolution of a complaint. For the complete text of the Clemson University harassment policy and complaint resolution policy, go to: http://www.clemson.edu/campus-life/campus-services/access/documents/policies/harassment.pdf.

Harassment is defined as follows:
“In general, harassment is unwelcome verbal or physical conduct based upon race, color, religion, sex, sexual orientation, gender, national origin, age, disability, status as a
military veteran or protected activity (e.g., opposition to prohibited discrimination or participation in the statutory complaint process) that unreasonable interferes with person’s work or educational performance or creates an intimidating or hostile work or educational environment. Examples may include, but are not limited to epithets, slurs, jokes or other verbal, graphic or physical conduct” (Office of the General Counsel).

**Mentoring**

Mentoring is a relationship. In graduate school, mentoring relationships develop over time between a graduate student and one or more faculty members, or with other professionals who have a strong interest in the student’s educational and career goals. The Council of Graduate Schools defines mentors as:

- *Advisors*, who have career experience and share their knowledge
- *Supporters*, who give emotional and moral encouragement
- *Tutors*, who provide specific feedback on performance
- *Masters*, who serve as employers to graduate “apprentices”
- *Sponsors*, who are sources of information and opportunities
- *Models of identity*, who serve as academic role models.

Take charge of your graduate education and find a mentor to help you understand how your goals and ambitions fit into your graduate education and postgraduate career choices. Some mentoring and advising activities are similar, but remember that not all mentors are advisors and not all advisors are mentors. We have assigned you a first-year advisor to help you get started, but it is up to you to identify your mentor(s). There are two excellent publications to help you “Get the Mentoring You Want”. These can be found online at: [http://www.grad.washington.edu/mentoring/GradStudentMentor.pdf](http://www.grad.washington.edu/mentoring/GradStudentMentor.pdf)

**Conflict Resolution**

Students and faculty at Clemson University are a diverse group whose personalities, experiences and goals may vary widely. Most conflicts and problems that arise in this environment can be resolved without a formal grievance procedure. Informal resolution, where possible, is generally the best for all.

**Informal Resolution**

A student who believes he or she has a legitimate grievance should first discuss it with his or her advisor. In most cases the problem can be resolved at this level. If discussion with an advisor is inappropriate, discussion with the graduate coordinator, a senior faculty member or the Ombudsman may solve the problem. Campus offices such as the Graduate School or the Office of Access and Equity, [http://www.clemson.edu/campus-life/campus-services/access/](http://www.clemson.edu/campus-life/campus-services/access/), may also be of help.
Formal Resolution
A student may elect to file a formal grievance with the Graduate School. The student’s grievance must be in writing and is made to the Dean of the Graduate School. Specific procedures for student grievances are located at http://www.clemson.edu/administration/ogc/legal-topics/grievances.html. Read them before you submit the formal grievance.

Grievances alleging discrimination, including harassment, by reasons of race, color, religion, sex, national origin, age, sexual orientation, marital status and disability are filed with the Office of Access and Equity.

The University makes reasonable accommodation for students’ religious beliefs, observances and practices in class attendance, the scheduling of examinations and work requirements. A student desiring accommodation of religious beliefs, observations or practices should make the request in writing. The student may appeal any adverse decision by the instructor to the Dean of the Graduate School. The student’s appeal must be in writing.

Being a Doctoral Student
Graduate students are pursuing an education to become the next generation of scientists, scholars and policy experts. The field of Healthcare Genetics will move forward to the extent that you are well educated; therefore, you should think about the requirements of your program as a means to an end. The end for you is to become the best scientist, teacher, policy expert and scholar possible. The means are dissertations, research projects, internships, comprehensive exam, assistantship, assignments and course work. Keep focused on your fundamental goals and try not to get distracted by minor problems and issues. Think about all the components of your education not just course requirements.

Annual Evaluations
It is important that you know where you stand with your major advisor, your research supervisor and the PhD program as a whole. You will receive written feedback from the graduate school faculty every year stating how the faculty views your progress and what is expected of you in the next year and the years that remain in your graduate program. A copy of this letter is placed in your file. You may also submit a written response to the evaluation, which will also be placed in your file. Additionally, you may request a meeting with the Graduate Coordinator to discuss any problems you have with the evaluation letter or process.

It is a good idea to ask your advisor and your committee members how they think you are doing at times other than the annual review. This type of informal feedback can be extremely useful. It is also a good idea to come to your annual review with a thoughtful self-analysis of your progress and goals for the coming year.
Planning Ahead
One of your major goals is to obtain a good job after graduate school. For an academic position, for example, you will need to two to four publications in respected journals, a few conference presentations, and strong letters of reference from your advisor and committee members. Those of you who plan a more practice or policy-oriented career will need to demonstrate competence in those areas. For those who plan to teach it is essential that you obtain teaching experience while you are in the PhD program. Consult with your advisor and committee members to learn the appropriate amount of experience and skills needed in your area of work. Ask your advisor and others whose opinion you respect what a strong vita looks like in your particular area of interest, and then work to develop such a vita while you are in graduate school. The Career Center (316 Hendrix Student Center) also holds useful workshops and provides career counseling.

It is important that you become a broadly educated scholar in Healthcare Genetics; therefore, you should attend talks, presentations or colloquia even if they are outside of the HCG program. The websites of the Strom Thurmond Institute, Policy Studies program, Sociology, Rutland Center for Ethics and the Office of Teaching Effectiveness are good places to check. The bulletin board in the Graduate Studies room will also list presentations of interest.

You should also attend faculty candidate presentations. You can learn how to prepare (and how not to prepare) for these presentations. It is a good idea to attend with several other students so you can discuss the strengths and weaknesses of the presentation.

The HCG PhD program will hold regular meetings (sometimes called “brown bags” or retreats) to present research and project activities. Attendance at these meetings is a part of your training and will help you grow as a researcher. Make sure you understand any policies about attendance at these meetings and retreats.

Research Projects
Your dissertation is certainly an important research product; however, a successful graduate student should consider the dissertation to be only a part of the process in developing herself or himself academically and professionally. It is critical that you are involved with other research projects, varying the type and extent of your involvement on each so you get the most out of every experience. Take the lead on some aspects of your assistantship projects and a supporting role on others. Look for opportunities to be a first author on some projects and a contributing author on other papers. Find a balance in working on research projects. Do not spread yourself too thin so you cannot be meaningfully involved in any project. Watch for opportunities to present your work at national meetings. Ask your advisor about the possibility of travel funds such as those provided by the Graduate School and Graduate Student Government.

Your Advisor
Your advisor is the most significant person in your life as a doctoral student. This is a relationship that can last a lifetime. Make sure you have a cordial relationship based on mutual respect and meet on a regular basis. Your advisor is your best source for
information about your science, and he or she is best able to advise you about what you need to do to be competitive in your relevant job market. Your advisor also knows about sources of funding you might use to support travel to conferences or to finance your dissertation activities. He or she could also give advice on conferences you should attend, experiences you should gain, and journals in which you should aim to publish your work.

**Your Vita**
Start writing a vita from your first day in Graduate School. Talk with your advisor about the format. The Career Center also provides information about developing vitas and resumes.
IV. Taking Care of Yourself

For graduate students, taking care of yourself means being able to balance your academic life with your physical, emotional and spiritual needs. While you are in graduate school, it is important that you eat healthy foods, exercise, rest, find effective ways to deal with stress, and feel connected to your community. This section will highlight some opportunities to live a balanced life during graduate school.

Health Services

University Health Services are provided at the Redfern Health Center. Students do not have to worry about spending too much money on basic health services. Most of the costs are covered by your health insurance. The following services are provided by Redfern:

- Routine health care, medical treatment of injuries and illness, flu and allergy shots, and travel check-ups
- Counseling for stress reduction, smoking cessation, nutrition
- Counseling and psychological services
- Relationship and sexual violence services
- Laboratory, pharmacy and radiology services
- Women’s clinic

The appointment line for medical services is 656-1541. For counseling and psychological services, the number is 656-2451.

Additional health education and health services are provided at the Sullivan Center in 101 Edwards Hall (656-3076). Nurse practitioners are the primary providers and they offer health risk appraisals (physical exam, cholesterol screening, blood chemistry profile and Hemogram), health management and sick care, and immunizations. Your family members are welcome to use the health services at the Sullivan Center. Their charges for services are much lower than local physicians. Go to their website for more information about services and prices (http://virtual.clemson.edu/groups/wellness).

Health Insurance

The University provides a student health insurance plan. For more information about the policy go to: http://www.studenthealthinsurance.com.

Disability Services

If you have a diagnosed physical, mental or learning disability, contact the Office of Disability Services for information and help. They are located in G-4 in the Redfern Health Center (656-6848).

Area Health Centers and Hospitals

Clemson Health Center (AnMed Health & Oconee Memorial Hospital)
885 Tiger Blv (Hwy 123) Clemson, SC
654-6800
They provide primary care and diagnostic services. They also have an Urgent Care Center (no appointment needed) that is open on weekdays and on Saturday (10 AM to 6 PM) and on Sunday (1 PM to 6 PM).

Clemson Ophthalmology
931 Tiger Blvd
Clemson, SC
654-6706

This office has both a Board Certified Eye surgeon and an Optometrist. Oconee Memorial Hospital
298 Memorial Dr. (Hwy 123) Seneca, SC
864-882-3351 www.oconeememorial.org

This is hospital is 7 miles from Clemson University. The hospital has an Emergency Center.

AnMed Health
AnMed Health Medical Center Campus
800 N. Fant St. Anderson, SC
800-825-6688 www.anmedhealth.org

This hospital is located 17 miles from Clemson University. This hospital has an Emergency Center.

Greenville Hospital system University Medical Center
Greenville Memorial Medical Campus
701 Grove Rd. Greenville, SC
864-455-7000 http://www.ghs.org

The Institute’s Strong Communities project works with Greenville Hospital Pediatric, Family and OB Primary Care Services staff. The Medical Campus has many specialty centers as well as a Level 1 Emergency Trauma Center. The Greenville Memorial Medical Campus is located about 40 miles from Clemson.

**Staying Healthy**
We all enjoy eating, and as a graduate student there is a temptation to skip meals or just grab a slice of pizza. As a graduate student with a busy research and class schedule, it is important to eat right. Try to eat a variety of whole grains, vegetables, fish and chicken, lean meats and low-fat or fat free dairy products. Also, the size and portion should be considered when consuming food. Bring your meal to campus and warm it up in the microwave rather than eating junk food from the vending machine.

**Exercise**
Exercising is a great way to reduce stress, anxiety, depression and, of course, maintain
your health. Clemson offers many opportunities for exercise. Use the Fike Recreation Center. Besides the pool, walking track, weights and exercise machines, they offer a variety of exercise and recreation classes. Many students also walk or jog around campus. The South Carolina Botanical Gardens has a number of trails, and there is a great trail across the earthen dike that begins at the Madren Center.

The Upstate of South Carolina offers white water rafting, kayaking, swimming, boating and fishing in the numerous lakes and rivers. Hiking or biking opportunities are plentiful with our scenic mountain trails and winding country roads. You can also explore small towns, visit museums and Native American exhibits, attend local festivals and explore plantations. Take a break from your studies and research and enjoy an outdoor activity. The following websites provide information about the Upstate and South Carolina:

http://www.theupstate.com
http://discoversouthcarolina.com
http://www.upstatescusa.com

As you get involved in your graduate program and research, it becomes harder to make time for exercise. Make exercise a priority. Staying healthy and establishing healthy habits are as important as studying. Find an activity that you enjoy and you will stick with it for a lifetime.

Stress and Coping
Graduate School can be a stressful experience. Fellow classmates and your advisor are important sources of support, but sometimes you need professional help. Clemson’s Counseling and Psychological Services (CAPS) provides free short-term counseling. Call for an appointment at 656-2451. There is also free 24 National Graduate Student Crisis Line 1-877-GRAD-HLP (472-3457).

Find coping strategies to help you manage the challenges of graduate school. Remember to keep things in perspective and maintain a balance between work and life.

Spirituality
Graduate school provides the opportunity to learn more about your faith, values and beliefs. Get to know those who share your beliefs as well as those who do not. The campus phone directory lists “Campus Ministries to Students”. Louis Bregger in the Gantt Intercultural Center can also help you make contact with religious/spiritual leaders (656-0437).

Campus Safety
Is this campus safe? In relative terms, yes, it is. There is very little violent crime (assaults, robberies, rape) in Clemson or on campus. The most common crime on campus is theft, especially computers. This is a beautiful campus located in a rural area, but that does not mean we are immune from crime. Here are some basic precautions:
**Housing/campus.**
Lock your doors, both at home and when you leave work at night. It is also good to lock your office door whenever you are gone—even for a few moments. The staff leaves at 4:30 PM, and by 8:00 PM the P & A building is pretty empty. You will find some graduate students and faculty working late, and the housekeeping staff arrives around 11:00 PM. When working after hours in the P & A building, it is a good idea to keep your door locked. If you are leaving late and want an escort to your car or the bus stop call the campus police at 656-2222.

**Personal information.**
Keep your identification close to you at all times. Do not lend your passwords, pin numbers or credit cards to anyone. If someone takes your credit cards or ID notify the police and credit card companies immediately.

**Parking.**
Park your care in well-lit areas especially if you are working late at night. If you know you will be working late, after 4:30 PM move your car closer to the building. Have your keys ready when you leave the building.

**Walking/hiking.**
Let people know where you are going and when you plan to return. Walk/hike with a buddy. Be careful crossing the street. It is not the custom in South Carolina to stop for people crossing the street unless there is a crosswalk.

**Drinking.**
Use good sense when consuming alcohol. Take the CAT bus service if you imbibe too much. Drinking on campus is permitted only in a few designated areas. If you desire counseling related to alcohol use contact Arthur Logan at 656-2451.
APPENDIX A

Best Practices for Graduate Faculty and Students
(From the Graduate School at Duke University)

Expectations of Graduate Faculty

Research
1. To provide intellectual guidance and rigor on students' educational programs and specific research projects
2. To provide students with knowledge of the current frontiers and opportunities in disciplinary and inter- or cross-disciplinary research
3. To provide appropriate guidelines, including expected timetables, for completion of research projects d. to respect students' research interests/goals and to assist students in pursuing/achieving them

Teaching/Training
1. To encourage and assist students in developing teaching and presentation skills, including course development, lecture preparation, classroom communication, examining and grading
2. To provide sound intellectual guidance on disciplinary research methods and the historical knowledge bases of the discipline or the profession
3. To evaluate student progress and performance in a timely, regular, and constructive fashion
4. To serve, when requested, as an informed academic advisor and a nurturing professional mentor to graduate students in training, and, where appropriate and desirable, in students' post-PhD careers

Professional Development/Program Progress
1. To encourage student participation in scholarly activities, including conference presentations, publications, professional networking, grant writing, and applying for copyrights and patents
2. To prepare students to enter the job market with requisite professional skills, with an appropriate range of professional contacts, and with a realistic view of the current state of that market, both within and outside of academy
3. To assist students, where appropriate, in joining collaborative projects in accordance with the accepted norms of the discipline d. to provide TA's and RA's with meaningful professional experiences
4. To avoid assignment of any duty or activity that is outside the graduate student's academic responsibility or harmful to his or her timely completion of the degree.

Community
1. To be fair, impartial and professional in all dealings with graduate students in accordance with university policies governing nondiscrimination, harassment of all sorts, and normative standards of confidentiality
2. To create, in the classroom or the laboratory, an ethos of collegiality so that learning takes place within a community of scholars
3. To create an environment that openly discusses laboratory or departmental authorship
policies and that prizes and acknowledges the individual contributions of all members of a research team in the publications or presentations of its research.

4. To avoid all situations that could put them or their students in positions of any conflicts of interest.

Expectations of Graduate Students

Research
1. To work responsibly toward completion of the degree in a timely fashion
2. To learn the research methods and historical knowledge bases of the discipline
3. To communicate regularly with faculty mentors and the masters/doctoral committees, especially in matters relating to research and progress within the degree program
4. To discover and pursue a unique topic of research in order to participate in the construction of new knowledge in the chosen field and application of that knowledge to new problems/issues
5. To exercise the highest integrity in all aspects of their work, especially in the tasks of collecting, analyzing and presenting research data

Teaching
1. To receive appropriate training, compensation and evaluation for all instructional roles students are asked to take on
2. To receive an appropriately sequenced variety of teaching opportunities relevant to their career expectations and likelihoods
3. To devote the same seriousness to undergraduate instructional duties that they would expect from their own instructors

Professional Development/Program Progress
1. To develop, to the extent possible, a broad network of professional relations
2. To contribute, wherever possible, to the discourse of the scholarly discipline through conference presentations, publications, collaborative projects, and other means
3. To seek out a range of faculty and peer mentors that can help them prepare for a variety of professional and career roles and responsibilities
4. To take responsibility for keeping informed of regulations and policies governing their graduate studies and to complete all required paperwork and other degree obligations in a timely fashion

Community
1. To create, in their own classrooms and laboratories, an ethos of collegiality and collaboration.
2. To realize their responsibilities as individual and professional representatives of both the university as a whole and the department or program in which they are studying
3. To assist graduate student peers in their own professional and scholarly development.
## APPENDIX B

### Doctoral Students Contact Information

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Email</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darabi</td>
<td>Sourat</td>
<td></td>
<td><a href="mailto:SDARABI@CLEMSON.EDU">SDARABI@CLEMSON.EDU</a></td>
<td>(864)569-9416</td>
</tr>
<tr>
<td>Duckett</td>
<td>Joshua</td>
<td>Alan</td>
<td><a href="mailto:JADUCKE@CLEMSON.EDU">JADUCKE@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Farrell</td>
<td>Carolyn</td>
<td>Marie</td>
<td><a href="mailto:CMFARRE@CLEMSON.EDU">CMFARRE@CLEMSON.EDU</a></td>
<td>(716)308-3592</td>
</tr>
<tr>
<td>Garcia</td>
<td>Rebecca</td>
<td>Ashmore</td>
<td><a href="mailto:RAGARCI@CLEMSON.EDU">RAGARCI@CLEMSON.EDU</a></td>
<td>(864)421-3757</td>
</tr>
<tr>
<td>Hassen</td>
<td>Elizabeth</td>
<td>Rose</td>
<td><a href="mailto:HASSEN@CLEMSON.EDU">HASSEN@CLEMSON.EDU</a></td>
<td>(864)764-4797</td>
</tr>
<tr>
<td>He</td>
<td>Ran</td>
<td></td>
<td><a href="mailto:RHE@CLEMSON.EDU">RHE@CLEMSON.EDU</a></td>
<td>(408)504-2479</td>
</tr>
<tr>
<td>Hill</td>
<td>Cody</td>
<td>Michael</td>
<td><a href="mailto:CMHILL@CLEMSON.EDU">CMHILL@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Jenks</td>
<td>Anna</td>
<td>Kathryn</td>
<td><a href="mailto:AJENKS@CLEMSON.EDU">AJENKS@CLEMSON.EDU</a></td>
<td>(360)852-0849</td>
</tr>
<tr>
<td>Jeyasehar</td>
<td>Annamalar</td>
<td>Priyadharshini</td>
<td><a href="mailto:AJEYASE@CLEMSON.EDU">AJEYASE@CLEMSON.EDU</a></td>
<td>(770)608-7336</td>
</tr>
<tr>
<td>Lemmon</td>
<td>Amanda</td>
<td>Sloan</td>
<td><a href="mailto:SLEMMON@CLEMSON.EDU">SLEMMON@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Lowe</td>
<td>Tracy</td>
<td>Renee</td>
<td><a href="mailto:TBROCK@CLEMSON.EDU">TBROCK@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Mayers</td>
<td>Kimberly</td>
<td></td>
<td><a href="mailto:KMAYERS@CLEMSON.EDU">KMAYERS@CLEMSON.EDU</a></td>
<td>(203)241-7060</td>
</tr>
<tr>
<td>McCarragher</td>
<td>Paul</td>
<td>M</td>
<td><a href="mailto:PMCCARR@CLEMSON.EDU">PMCCARR@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>McCoy</td>
<td>Megan</td>
<td>Delaney</td>
<td><a href="mailto:MMCCOY2@CLEMSON.EDU">MMCCOY2@CLEMSON.EDU</a></td>
<td>(804)357-3901</td>
</tr>
<tr>
<td>Mele</td>
<td>Cheryl</td>
<td>Ann</td>
<td><a href="mailto:CMELE@CLEMSON.EDU">CMELE@CLEMSON.EDU</a></td>
<td>(856)881-7640</td>
</tr>
<tr>
<td>Moore</td>
<td>Scott</td>
<td>Emory</td>
<td><a href="mailto:SMOORE8@CLEMSON.EDU">SMOORE8@CLEMSON.EDU</a></td>
<td>(864)430-5093</td>
</tr>
<tr>
<td>Myers</td>
<td>Rebecca</td>
<td>L</td>
<td><a href="mailto:RMYERS@CLEMSON.EDU">RMYERS@CLEMSON.EDU</a></td>
<td>(803)709-1531</td>
</tr>
<tr>
<td>Pair</td>
<td>Vincent</td>
<td>E</td>
<td><a href="mailto:VPAIR@CLEMSON.EDU">VPAIR@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Steck</td>
<td>Mary</td>
<td>Beth</td>
<td><a href="mailto:MSTECK@CLEMSON.EDU">MSTECK@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Tedder</td>
<td>Matthew</td>
<td>L</td>
<td><a href="mailto:MLTEDDE@CLEMSON.EDU">MLTEDDE@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Temples</td>
<td>Heide</td>
<td>Suzanne</td>
<td><a href="mailto:HSTEMPL@CLEMSON.EDU">HSTEMPL@CLEMSON.EDU</a></td>
<td>(803)318-4892</td>
</tr>
<tr>
<td>Wharton</td>
<td>Holisa</td>
<td>Coleman</td>
<td><a href="mailto:HWHARTO@CLEMSON.EDU">HWHARTO@CLEMSON.EDU</a></td>
<td></td>
</tr>
<tr>
<td>Wu</td>
<td>Bohua</td>
<td></td>
<td><a href="mailto:BOHUA@CLEMSON.EDU">BOHUA@CLEMSON.EDU</a></td>
<td>(864)643-7344</td>
</tr>
</tbody>
</table>