



University of Illinois at Chicago
School of Public Health

PhD Degree
Graduate Student Handbook
2010-2011

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2010-2011 UIC SCHOOL OF PUBLIC HEALTH – PhD STUDENT HANDBOOK

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INTRODUCTION

This Student Handbook contains information that is useful to all students in the School of Public Health throughout their program of study. Students should refer to this handbook first whenever they have a question about their program's requirements, SPH policies, educational and research opportunities, or SPH resources, among a variety of other things.

The Student Handbook is all-encompassing, and each student will be held responsible for its content and the policies and regulations that apply, regardless of whether the student is informed of these points through other means.

MISSION STATEMENT

The UIC School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, and the nation, and of others throughout the world. The School achieves this mission by: educating scientists, professionals and the public; conducting research to develop solutions to public health problems; providing public health service; and formulating public health policy.

STATEMENT OF VALUES

We are a community of scholars, students and staff dedicated to creating a healthy society. In achieving this goal, we are committed to:

COMMUNITY the basic unit of analysis for public health, enabling communities to address their own problems, sharing skills, lowering barriers to action, and acting as a catalyst for progress.

KNOWLEDGE the pursuit, development and dissemination of which will improve the health of the public.

PROFESSIONALISM acting with integrity and collegiality in learning, teaching, research and public service.

STEWARDSHIP of natural, human and financial resources.

IDEALISM whether secularly or spiritually motivated.

CARING promoting compassion for and action on behalf of others.

JUSTICE whereby everyone is given access to the resources necessary to live a humane life and necessary to fulfill his or her full potential.

DIVERSITY celebrating unique contributions to the fabric of our community.

RESPECT for the members of this community and for those whom our efforts are intended to serve.

HUMILITY as we set our goals, as we work together to achieve them, and as we address the inevitable conflicts produced by those joint efforts.

MUTUAL TOLERANCE AND RESPECT STATEMENT

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among us or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it

is important that we strive to have mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact. If you feel you have been offended by any content or interactions, you are encouraged to discuss this with the instructor or another faculty member.

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NONDISCRIMINATION POLICY

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact:

PHD DEGREE PROGRAM INFORMATION

ACADEMIC CALENDAR

For the current academic calendar, please visit the UIC School of Public Health website: http://www.uic.edu/sph/osa_dates.htm.

PROGRAM REQUIREMENTS

The Doctor of Philosophy (PhD) degree in Public Health Sciences is an academic degree awarded by the Graduate College of The University of Illinois and is subject to the requirements described in the UIC Graduate Catalog. (For this degree program, the School of Public Health acts as the Department of Public Health Sciences (DPHS) of the Graduate College.) The program is designed to develop scholars capable of conducting research and teaching in public health sciences. The program also prepares students for research careers in governmental, private, and voluntary organizations. Programs of study leading to a PhD (in Public Health Sciences) may be taken in one or more of the Divisions of the School of Public Health:

1. [Community Health Sciences](#)
2. [Environmental and Occupational Health Sciences](#)
3. [Epidemiology and Biostatistics](#)
4. [Health Policy and Administration](#)

Interdisciplinary studies that combine two or more of these areas are encouraged.

The PhD program consists of five components:

1. SPH School-wide Core Requirements – (11 SH)
2. Divisional Core Requirements and Electives – (variable based on chosen Division); Students

must complete a minimum of 9 SH in formal 500 series courses in the chosen major area of concentration (not necessarily in one division). In addition, some academic divisions require students to complete additional hours in a collateral area.

3. Dissertation Research Requirements – (Minimum of 32 SH)
 - IPHS 599 PhD Dissertation Research
 - The student's research is carried out under the guidance of a dissertation advisor and Dissertation Examining Committee. The research may take any or a combination of many forms: field, laboratory, or computer applications are some examples. The research must be creative and original, advancing a field of public health by adding significant new knowledge, testing current theory, or leading to a new theory.
 - Examinations
 - Preliminary Examination - (a rigorous test of the student's knowledge and ability to apply it) should be taken as soon as possible after completion of the required program of study.
 - Dissertation Proposal Defense- given orally to determine if the proposed research is feasible and if the student is prepared to pursue it.
 - Dissertation Defense - includes both presentation of the dissertation at an open meeting and a final examination by the Dissertation Examining Committee.
4. Instructional Experience - Instructional experience (teaching in at least one course for at least some part of the academic semester with guidance from the regular instructor).
5. Required Non-Credit Training
 - HIPAA Research 101
 - Investigator Training 101

ADMISSIONS

Please see the [Admissions](#) section of the SPH website for information.

Conditional Admission Policy Statement

Under special circumstances, an applicant may be recommended by a Division for admission on a conditional basis (e.g., completion of preparatory course work). The conditions under which a student is admitted to the School are to be stipulated in writing by the director of the Division recommending admission of the student. Conditionally admitted students must satisfy the conditions prior to graduation (or earlier if so specified by the Division).

Deadline for Completing Degree Requirements

- **7 Years:** A student who is admitted to the Graduate College with a master's degree, or who continues in the Graduate College after completing the master's degree at the University of Illinois at Chicago, must complete the degree requirements within seven years after initial registration as a doctoral student.
- **9 Years:** A student who is admitted to the Graduate College without a master's degree and proceeds directly to the doctorate must complete degree requirements within nine years of initial registration as a doctoral student.

The Director of Graduate Studies (DGS) will periodically review the progress of doctoral candidates. If the DGS determines that the student is not making satisfactory progress toward the degree, the student may be recommended for dismissal from the program.

Time spent on a leave of absence approved by the program and the Graduate College is not counted toward the degree time limit (See Leave of Absence).

Preliminary Examination Time Limitation

Failure to complete the degree requirements within five years of passing the preliminary examination requires retaking the examination. Graduate College rules require that a minimum of one year elapse after passing the preliminary examination, before defending the dissertation.

Change in Division

If a student's interests change after admission or the student determines that professional goals would be better achieved in a division different from the one originally assigned please contact the Academic Coordinator in your division to initiate the process to Request for Change of Degree.

Students requesting a division change must meet the requirements of the division they wish to enter. The new division reserves the right to deny entry to a student seeking the division change.

PROGRAM OF STUDY

Independent Study Hours (IPHS 596)

Students may use Independent Study (IPHS 596) to satisfy elective hours. Up to 9 semester credit hours (SH) of independent study may be credited toward the PhD program. After admission to the PhD program, the student is assigned a major advisor with interests and expertise compatible with the student's goals. Together, the student and advisor develop an overall program of study which is approved by the Division Director and the Graduate College. The approved program proposal form shall be submitted prior to the completion of the second semester of study. Revised proposals may be submitted thereafter.

The curriculum is individually designed to meet the interests and goals of the student. The

student is encouraged to utilize any of the resources of The University of Illinois at Chicago plus those in neighboring institutions. (See description of Traveling Scholar Program.) The primary requirement is that a meaningful, cohesive, health-directed, research-oriented program be constructed.

Introductory courses in biostatistics and epidemiology are the only ones specifically required in the PhD program**. (These requirements may be waived if justified on the basis of equivalent prior experience or course work.) The division of credit hours between course work and dissertation research is highly dependent on the background of each student. At a minimum, students must complete 9 SH in formal 500 series courses in a major area of concentration (not necessarily in one division). [Note: The 595 seminar series may not be counted towards fulfillment of this requirement.] If required by the chosen division, student must also complete 6 SH in a collateral area. Course work must be designed to assure preparation for the preliminary examination and subsequent doctoral research. Course work does not, however, usually dominate the PhD program.

** Biostatistics majors are required to take an introductory epidemiology course and advanced biostatistics courses; see BSTT PhD Curricular Chart.

INSTRUCTIONAL EXPERIENCE

Each PhD student is required to obtain experience in classroom teaching. The teaching experience for doctoral candidates should consist of planning, leading and evaluating a minimum of two classroom sessions, which may be online or in-class sessions. If students are clear that they will be pursuing a career in academe, they should be encouraged by their advisors to go beyond this minimum.

All PhD students' efforts should be supervised and evaluated by appropriate faculty. Documentation should accompany this evaluation so that PhD students are clearly rated on their efforts at planning, teaching, and evaluating the students in their classes. Efforts of students who are laboratory or teaching assistants should be considered vital teaching experiences as long as there is appropriate evaluation of such efforts by faculty and students. It is the responsibility of the student and his or her faculty advisor to make sure the student's instructional experience is properly evaluated.

PhD program proposal forms include areas for the date and description of the student's teaching experience. The expected term for satisfying this requirement should be identified at the initial submission of the program proposal, and, if known, a description of the proposed teaching experience. A revised program proposal must be submitted to the student's advisor near the graduation term (if not required earlier as a result of other changes to the student's program) reflecting a brief description of the instructional experience.

Students with relevant and appropriate prior teaching experience may petition to waive this requirement. At a minimum, the prior teaching experience should meet the criteria identified above in #1.

PRELIMINARY EXPERIENCE

Prior to sitting for the preliminary examination, the student selects a Preliminary Examining Committee with the assistance and approval of the major advisor. The committee must be approved by the Graduate College. The committee works with the student until the preliminary examination is completed. It consists of a minimum of five members, of whom at least three (3) are UIC Graduate College faculty with full membership and two

(2) of whom must be tenured, who have interest and expertise in the student's major and collateral areas. The Chair of the Committee must be a full member of the UIC Graduate College Faculty. If a collateral area is required, at least one member must represent the student's collateral area. Up to two of the members may be selected from outside the DPHS or UIC. The preliminary examination should be undertaken as soon as possible after completion of the required program of study. It is a rigorous test of the student's knowledge and understanding of his/her chosen program of study, and the ability to apply such knowledge to the field of his/her specialization. The Preliminary Examining Committee certifies the results and reports them to the Graduate College.

The preliminary examination consists of two parts--a written part prepared for the individual student by the examining committee, and an oral part administered by the committee sitting together with the student. These parts will be separated by no more than four weeks. In the case where the student has failed the written portion of the examination, the Committee may elect not to give the oral examination. The written questions will cover broad conceptual issues and problems, providing the principal (but not necessarily exclusive) focus of the oral examination. At the discretion of the Division the format and scheduling of the written exam may vary, but will include the following information:

- Core principles, concepts, and approaches in the general area of specialization.
- Basic knowledge of the facts and current status of the discipline of specialization.
- Problem-solving, applying principles and facts to issues in the area of specialization.
- Collateral area principles, facts, and problem-solving.

The oral examination may consist of further discussion and elaboration of the answers to

the written questions and/or any other relevant topics raised by the examiners.

The evaluation of the student's performance will result in one of several findings:

Pass - This finding indicates that the student is progressing satisfactorily in the acquisition of knowledge and understanding in the elected area of specialization. The student is, as a consequence, encouraged to proceed with additional specialized course work and to begin preparatory work on the dissertation topic. Passing this examination formally admits the student to PhD candidacy.

Fail - This finding indicates that the student is deficient in knowledge of the elected area of specialization and may lead to either of two consequences. The student may be required to withdraw from the PhD program, or may be asked to retake the examination after completion of deficiency-oriented course work. The Preliminary Examining Committee and Division Director have jurisdiction for remedial programming, but dismissal will be the prerogative of the Director of Graduate Studies for DPHS with the advice of the Executive Committee. The decision may be appealed to the Dean. The Dean, on the recommendation of the Committee, may permit a second examination. A third examination is not permitted.

DISSERTATION COMMITTEE

After successfully completing the preliminary examination, the student, in conjunction with the major advisor, will select a dissertation chair and Dissertation Examining Committee. This committee consists of five members, at least two of whom must be tenured faculty members, and one who is from outside the Division. The dissertation advisor, who must be from the student's division, serves as chair of the committee and must be a member of the

UIC Graduate College faculty. After approval of the Graduate College, this committee will be responsible for conducting the Dissertation Proposal Defense and final Dissertation Defense.

It is highly recommended that the PhD student at the point of beginning work on his or her thesis or dissertation obtain a copy of the Thesis Manual [online](#).

DISSERTATION PROPOSAL DEFENSE

The Dissertation Proposal Defense, given orally by the Dissertation Examining Committee, serves two primary functions:

- To ascertain whether the student is adequately prepared to pursue the dissertation topic. If deficiencies are discovered, additional course work may be required.
- To indicate to the student whether the Dissertation Examining Committee feels that the proposed research is feasible and whether the research should result in a useful, satisfactory product within the time and resources available.

The Dissertation Proposal Defense should not put the student into a pass-fail situation. Rather, it should, when necessary, guide the student into a more feasible and/or fruitful research plan. It is strongly recommended that not more than two semesters elapse following passage of the preliminary examination before approval of the dissertation proposal. The major advisor will notify the Division Director and the Director of Graduate Studies for DPHS when the SPH Dissertation Proposal Defense has been passed. A "pass" constitutes a contract between the Examining Committee and the student that all major elements of the research proposal have been identified and agreed to.

RESEARCH AND DISSERTATION

The student's research is carried out under the guidance of a dissertation advisor and Dissertation Examining Committee. The research may take any or a combination of many forms: field, laboratory, or computer applications are some examples. The research must be creative and original, advancing a field of public health by adding significant new knowledge, testing current theory, or leading to a new theory. Completion of the assigned research credit does not guarantee an acceptable dissertation; additional research effort may be necessary.

The dissertation may be presented in the traditional thesis format or may be one or more manuscripts of publishable quality with respect to peer-reviewed journals. The specific requirements for both are to be established by the dissertation committee in accordance with Graduate College requirements.

DISSERTATION DEFENSE

Both a final examination and dissertation presentation are required. This typically takes the following format. The candidate presents his/her findings at an open meeting of faculty, students, and the Dissertation Committee. Immediately following the open session the committee meets with the student in executive session. Finally, the Dissertation Examining Committee reports to the Graduate College that the student has or has not passed his/her examination and thus has or has not satisfied all requirements for the PhD degree. Upon approval of the Director of Graduate Studies for DPHS, the student is recommended to the Graduate College for award of the degree.

PHD DEGREE LEARNING OBJECTIVES

LEARNING OBJECTIVES

PhD degree students are prepared to assume academic or research careers in a basic or applied science related to public health or careers in public health practice within both the public and private sectors. In general, the PhD graduate will be able to:

- Demonstrate an in-depth knowledge and understanding of issues in his/her substantive interest area in the biological, physical or behavioral/social sciences related to public health.
- Display a high degree of mastery in appropriate theories, analytical skills, research design and methodology in the biological, physical or behavioral/social sciences related to public health.
- Identify knowledge gaps in the selected field, synthesize relevant information, and formulate focused research questions to address these gaps.
- Design and conduct original research that contributes to the knowledge in his/her selected field.
- Incorporate knowledge of cultural, social, behavioral and biological factors in formulating research questions, and design and implement research.
- Communicate effectively and clearly both orally and in writing, and present public health issues and research findings in his/her area of expertise to peers, students and the general public.
- Demonstrate teaching skills in working with students and other professionals in academic, research or practice settings.

BIOSTATISTICS: PHD LEARNING OBJECTIVES

In addition to the school-wide learning objectives for the PhD student and the learning objectives for MS students in biostatistics, the PhD student in biostatistics should be able to:

- Contribute to the development of the biostatistical discipline.
- Collaborate with other biostatisticians and participate in interdisciplinary research activities using biostatistics.
- Communicate biostatistical concepts to the nonstatistician.

COMMUNITY HEALTH SCIENCES: PHD LEARNING OBJECTIVES

PhD degree students are prepared to assume academic or research careers in a basic or applied science related to public health or careers in public health practice within both the public and private sectors.

In general, the PhD graduate will be able to:

- Demonstrate an in-depth knowledge and understanding of issues in his/her substantive interest area in the biological, physical or behavioral/social sciences related to public health.
- Demonstrate a high degree of mastery in appropriate theories, analytical skills, research design and methodology in the biological, physical or behavioral/social sciences related to public health.
- Identify knowledge gaps in the selected field, synthesize relevant information, and formulate focused research questions to address these gaps.

- Design and conduct original research that contributes to the knowledge in his/her selected field.
- Incorporate knowledge of cultural, social, behavioral and biological factors in formulating research questions, and design and implement research.
- Effectively and clearly communicate orally and in writing, and present public health issues and research findings in his/her area of expertise to peers, students, and the general public.
- Demonstrate teaching skills in working with students and other professionals in academic, research or practice settings.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES: PHD LEARNING OBJECTIVES

Upon completing a PhD degree in EOHS, the student will be able to:

- Demonstrate all skills and knowledge of MS degree.
- Begin to exhibit research independence through initiation, development and performance of research that leads to new contributions to science; compose scientific papers of publishable quality; and develop a research proposal that includes scientific rationale and methods, a research management plan and a budget for the research.
- Display attributes of leadership, partnership and team-building, skepticism, and engagement in the scientific community.
- Demonstrate thorough knowledge of research methods, including qualitative and quantitative methods, and specialized knowledge in an area of environmental and occupational health sciences.
- Discuss and describe how scientific research contributes to advancement of environmental and occupational health.
- Teach at the college or graduate level.

EPIDEMIOLOGY: PHD LEARNING OBJECTIVES

In addition to the school-wide learning objectives for the PhD student and the learning objectives for MS students in epidemiology, the PhD student in epidemiology should attain skills specifically for the practice of epidemiology in research, teaching and practical settings.

Additionally, the **Cancer Epidemiology** concentration is intended to provide specialized training to enable PhD students:

- to describe and characterize the major known determinants of cancer;
- to describe, locate, analyze and interpret existing data relevant to cancer;
- to understand the strengths and weaknesses of alternative epidemiologic study designs in the context of cancer research;
- to work within a multidisciplinary team to study behavioral, environmental, infectious, nutritional and/or genetic factors involved in cancer etiology; and
- to design, conduct and analyze epidemiologic studies testing hypotheses relevant for cancer.

MATERNAL CHILD HEALTH EPIDEMIOLOGY: PHD LEARNING OBJECTIVES

The following learning objectives apply for students electing the Maternal Child Health Epidemiology program:

Surveillance and Assessment

Students will be able to:

- Identify the major domestic and international causes of mortality and morbidity within MCH populations, including differences between the U.S. and other developed and less developed countries.

- Describe the normal patterns of individual and family growth and development from an intergenerational and lifespan perspective.
- Understand the determinants of health and illness, and concomitant theories including biological, behavioral and socio-cultural influences such as racism, sexism, and economic disparity, as well as protective factors.
- Apply understanding of human and environmental biology and behavioral sciences principles to determine potential biological mechanisms underlying maternal and child health status outcomes.
- Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity.
- Describe populations by age, race/ethnicity, culture, and other societal factors of relevance to the MCH population.
- Identify environmental, social, and cultural factors that affect the health of women, children, and families in the community.
- Identify key sources of population data needed to answer questions of interest in maternal and child health.
- Synthesize key findings from primary and secondary data to determine whether and the extent to which an MCH public health problem exists.
- Identify different types of surveillance methods for specific MCH public health problems.
- Evaluate sources, quality, and limitations of surveillance data for MCH health problems.
- Document the community health care delivery system in relation to the health needs of the MCH population.
- Identify specific populations within a geographical entity that each MCH public health program seeks to reach.
- Use principles and key features of community assessment, program planning and design, implementation, and evaluation.

- Develop mechanisms to monitor and evaluate programs and service networks for their effectiveness and quality, including the use of performance measures.
- Identify the scientific underpinnings and determine the validity of evidence for interventions addressing MCH problems.

Study Design and Implementation of Studies

Students will be able to:

- Understand principles of research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures.
- Identify the strengths and limitations of qualitative and quantitative methods.
- Describe data collection strategies and their strengths and limitations, including surveys, focus groups, and record-based information.
- Formulate hypotheses or research questions, develop and implement an analytic strategy.
- Identify key variables including environmental and biological factors that are routinely considered in reproductive, perinatal and pediatric epidemiology analyses.
- Describe the key theories underpinning studies of reproductive, perinatal and pediatric health outcomes (e.g., weathering hypothesis, life-course approach).
- Describe the major epidemiologic study designs to be used to investigate maternal and child health problems, including the strengths, weaknesses and best uses of each.
- Describe the relationship between epidemiologic study designs and other study design types (e.g., experimental and quasi-experimental designs) and know when various design types are appropriate for various types of investigations (e.g., evaluations, etiologic studies).
- Outline key methodological issues in the studies of reproductive, perinatal and pediatric outcomes and approaches to successfully address these issues.

- Identify knowledge gaps in reproductive, perinatal and pediatric epidemiology, synthesize relevant information, formulate focused research questions, and conduct analysis to address these gaps.

Data Analysis and Interpretation

Students will be able to:

- Prepare and interpret data from vital statistics, censuses, surveys, service utilization, and other relevant reports on the health of MCH populations, and have the ability to detect meaningful influences from data and the translation of data into information.
- Extract data from primary and secondary sources; use basic statistical and graphics software, including programs such as EPID-info, SPSS, and SAS for data management, analysis, and linkage of data sets.
- Describe analysis issues and limitations of key MCH datasets.
- Understand reasons to link data and challenges in linking data.
- Develop a conceptual and statistical analysis plan appropriate to answer questions under investigation.
- Use a variety of statistical methods appropriate to answer the questions under investigation.
- Utilize data analysis strategies in a variety of applied situations: summarizing data including ranking, trend analysis, resource allocation, development and monitoring of performance measures.
- Understand the difference between statistical and practical significance when describing and reporting on an MCH health problem.
- Understand the use of stratified regression modeling as an alternative way to handle effect modification (interaction).
- Perform basic multivariable analyses as needed and appropriately handle potential confounders and effect modifiers.

- Interpret the relevance of analytic findings for the design, implementation and/or enhancement of MCH public health programs.
- Use the appropriate cultural/social/political framework to develop recommendations for the design, implementation and/or enhancement of MCH public health programs.

Data Reporting, Translation and Dissemination

Students will be able to:

- Use appropriate networking, team building, small group processes, advocacy negotiation, and conflict resolution skills, and the knowledge of community organization and coalition-building techniques to address maternal and child health issues and problems.
- Describe the pros and cons of different data reporting techniques.
- Know when it is necessary or beneficial to report stratum-specific data.
- Report study findings in relationship to existing MCH policies, regulations, and laws as well as the social, economic, political, and environmental context.
- Report study findings using the appropriate cultural/social/political framework to develop recommendations or interventions.
- Use the appropriate reporting techniques (e.g. correct graphs, pie charts, etc.) to communicate key MCH health status and health service issues to multiple stakeholders (e.g., general public, news media, policy-makers).
- Use effective written and oral communication skills, including accurate and effective preparation and presentation of findings to a variety of MCH stakeholders (e.g., general public, news media, policy-makers).

MCH Leadership

Students will be able to:

- Articulate their personal values and beliefs and how they align with public health values.

- Identify how their personal attitudes, beliefs, and experiences (successes and failures) influence my leadership style.
- Discuss principles and issues involved in the ethical and sensitive conduct of MCH practice and research, including the ethical and confidential collection of data and its management, analysis, and dissemination.
- Share thoughts, ideas, and feelings about MCH/Public health issues effectively in discussions, meetings, and presentations with diverse individuals and groups.
- Develop and maintain positive relationships with community and agency partners, colleagues, administrative staff, and key stakeholders.

Policy and Advocacy

Students will be able to:

- Describe the historical development and scientific basis of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving maternal and child health populations.
- Identify significant past and current national legislative mandates relevant to the development and delivery of MCH services.
- Describe the structure and roles of legislative, judicial and administrative bodies at the national, state and local levels.
- Identify the theories and mechanisms of MCH policy development and implementation within the scope of health and other public policy programs in the United States.
- Collect and summarize data relevant to a particular policy/problem and articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.
- Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience.
- Develop a plan to implement a policy, including goals, outcome and process

objectives, implementation steps and evaluation plan.

Values/Ethics

Students will be able to:

- Describe the philosophy, values, and social justice concepts associated with public health practice in MCH, and articulate that concepts and theories apply to all MCH populations, irrespective of socioeconomic or Title V eligibility status.
- Discuss principles and issues involved in the ethical and sensitive conduct of practice and research within MCH populations, and in the organization and delivery of public health services within communities and governmental agencies; including the ethical and confidential collection of data and its management, analysis, and dissemination.
- Identify ethical conduct in public health research and practice, Build partnerships within MCH communities and constituencies to foster community empowerment, reciprocal learning and involvement in design, implementation, and research aspects of MCH programs and systems.

HEALTH POLICY AND ADMINISTRATION: PHD LEARNING OBJECTIVES

For students pursuing the PhD, HPA offers a number of different opportunities. There is a general research opportunity, with students pursuing a wide range of individually tailored curricula. For those students, the learning objectives are the same as the school wide PhD objectives.

In addition to the school wide objectives, HPA PhD students who focus their work on research in public health informatics are expected to be able to:

- Demonstrate knowledge of methods in information systems planning, analysis, development, implementation and evaluation.
- Select and apply the appropriate advanced statistical, qualitative and survey research methods to answering questions in public health informatics.
- Demonstrate the ability to use geographic information systems, data mining techniques and web-application development to develop effective public health surveillance systems.
- Apply public health science theories, principles and methods when developing and implementing information systems

In addition to the school wide objectives, HPA PhD students who focus their work in health services research are expected to be able to do the following:

- Demonstrate knowledge of the underlying relevant theoretical frameworks for studying health, health services and health policy
- Demonstrate knowledge of the evolution, structure and functioning of the U.S. health system.
- Identify and analyze the relevant literature on what is known and what are the frontiers of knowledge in their area of interest.
- Select, defend and implement an appropriate study design, with attention to the reliability and validity of results.
- Recognize the need for and employ specialized techniques (e.g., measurement theory or qualitative analysis) if appropriate.
- Analyze their data and draw appropriate conclusions and identify important implications suggested by their data.
- Demonstrate professional competence in teaching, communication and grant writing.

BIOSTATISTICS - PHD

The PhD in Biostatistics program requires a minimum of 96 semester hours (SH). This program includes the following course requirements:

Note: PhD students majoring in Biostatistics must take any required MS courses whose equivalent they have not taken previously.

I. School-Wide Core Requirements (35 SH)

Course	Title	Credits
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
IPHS 599	PhD Dissertation Research	min. 32 SH
Required Non-Credit		
Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

II. Divisional Core Requirements (10 SH)

Course	Title	Credits
BSTT 560	Large Sample Theory	2 SH
BSTT 561	Advanced Statistical Inference	3 SH
BSTT 562	Linear Models	4 SH
BSTT 595	Seminar	1 SH
	**Doctoral Preliminary Examination in Biostatistics	

III. Electives (19 SH)*

Select at least two of the following (offered alternate years):

- BSTT 563 Generalized Linear Models (spring, even #d yrs)(4 SH)
- BSTT 564 Missing Data (spring, odd #d yrs)(4 SH)
- BSTT 565 Computational Statistics (fall, even #d yrs.) (4 SH)
- BSTT 566 Bayesian Methods (fall, odd #d yrs) (4 SH)
- BSTT 567 Advanced Survival Analysis (spring, odd #d yrs)(4 SH)

Additional Electives (11 SH):

May include courses from list above, courses from a collateral area, or additional semesters of BSTT 595. May not include BSTT 400, BSTT 401, BSTT 505, BSTT 502, BSTT 503 or BSTT 504.

*Students with a master's degree in public health or a related area may receive up to 32 SH of credit towards the 96 SH total.

** Doctoral Preliminary Examination in Biostatistics

The written exam includes both in-class and take-home portions. The in-class portion is scheduled for 4 hours, while students have 1 week to complete the take-home portion. Material for the exam is based primarily on the 500-level biostatistics courses as well as the required statistics courses. The oral

examination follows the written examination (within one month) and may re-examine students based on the answers to the written portion or include additional material based on required coursework.

Standards of Performance for Biostatistics Program

Students in Biostatistics are allowed only one grade of C in required courses. A student who receives two Cs in required courses will not be allowed to graduate from the program. A student may re-take a course one time and attempt to replace the C with a higher grade.

COMMUNITY HEALTH SCIENCES – PHD

The PhD in Community Health Sciences program requires a **minimum of 96 semester hours (SH)**, although more hours are often necessary. PhD students in Community Health Sciences are required to select a major area of concentration relevant to community health and obtain advisor approval in all course selections. For students selecting a PhD in MCH Epidemiology, there are additional requirements. This program includes the following course requirements:

I. School-Wide Core Requirements (34 SH)

Course	Title	Credits
CHSC 595	Doctoral Seminar (1 SH; take 2 semesters)	2 SH
IPHS 599	PhD Dissertation Research	min. 32 SH
Required Non-Credit		
Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

II. Divisional Core Requirements (20-26 SH)

PhD students in the Community Health Sciences are required to take courses from three specific areas: 1) Theory, 2) Advanced Research Methods, and 3) Advanced Analytic Methods. Choose 6 SH from each of the following course lists for these areas:

Theory Courses (6 SH total)		
Course	Title	Credits
CHSC 550	Advanced Introduction to Community Health Sciences	3 SH
CHSC 551	Foundations of Public Health Inquiry	3 SH

Advanced Research Methods Courses (6 SH total)		
Course	Title	Credits
Select 6 SH from the following courses:*		
CHSC 447	Survey Planning and Design	3 SH
CHSC 577	Survey Questionnaire Design	3 SH
CHSC 594	Advanced Special Topics: Research Synthesis and Meta-Analysis	3 SH
CRJ 560	Quantitative Methods and Design	4 SH
CRJ 561	Qualitative Methods and Design	4 SH
ED 501	Data and Interpretation in Educational Inquiry	4 SH
HPA 522	Health Evaluation Methods	3 SH
NUSC 548	Methodological Issues for Cross-Cultural Research	3 SH
NUSC 562	Primary Health Care Research Methods	3 SH
PSCH 533	Advanced Community and Prevention Research	3 SH
PSCH 534	Prevention Research, Theory, and Practice	3 SH
PA 528	Public Program Evaluation	4 SH
PA 540	Research Design for Public Administration	4 SH

PA 581	Cross-Cultural Survey Research Methods	2 SH
PA 582	Survey Data Collection Methods	2 SH
UPP 508	Geographic Information Systems for Planning	4 SH
UPP 588	Research Design and Evaluation	4 SH

Advanced Analytic Methods Courses (6 SH total)		
Course	Title	Credits
Select 6 SH from the following courses:*		
CHSC 534	Management and Analysis of Qualitative Data	3 SH
CHSC 549	Advanced Applied Methods in MCH Epidemiology	3 SH
EPID 501	Advanced Quantitative Methods in Epidemiology	4 SH
HPA 557	Measurement in Health Services Research	3 SH
PSCH 545	Multivariate Analysis	3 SH
PA 541	Advanced Data Analysis I	4 SH
PA 542	Advanced Data Analysis II	4 SH
PA 588	Survey Data Reduction and Analysis	2 SH
POLS 501	Data Analysis II	4 SH

*Additional Required Courses

The following courses must be taken if an equivalent course was not completed in the students' master's program:

- BSTT 400 Biostatistics I (4 SH)
- BSTT 401 Biostatistics II (4 SH)
- CHSC 400 Public Health Concepts and Practice (3 SH)
- CHSC 446 Research Methods in Community Health (3 SH)
- CHSC 480 Health Education and Health Promotion (3 SH)
- EPID 403 Introduction to Epidemiology: Principles and Methods (3 SH)

III. Concentration Electives (minimum of 12 SH)

Select 12 SH in concentration area; at least 9 SH must be 500-level courses. The 595 seminar series may not be counted towards fulfillment of this requirement. Note: Students must complete the number of electives necessary to bring total program hours to a minimum of 96 credit hours.

NOTE: Students with a master's degree in public health or a related area may receive up to 32 SH of credit towards the 96 SH total. The 32 SH of credit will apply to the required 39-45 elective hours.

Preliminary Examination Requirements

The Preliminary Examination is an important milestone for PhD Students. Successful completion of the prelim indicates that you are ready to work on your dissertation research. The prelim should be taken as soon as possible after the student has completed the required coursework of the program. Students must complete the degree within 5 years after taking the Preliminary Examination or they must retake the exam.

For more information on CHS policies on the Preliminary Examination, please see the [CHS Guide to the PhD Preliminary Examination for PhD Students](#).

IV. Optional Programs - Maternal and Child Health Epidemiology (minimum 33 SH in addition to the SPH Core Requirements)

Maternal Child Health Epidemiology Core (21 SH)		
Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	2 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
Select one of the following courses:		
EPID 410	Introduction to Infectious Disease Epidemiology	2 SH
EPID 411	Introduction to Chronic Disease Epidemiology	3 SH
Select one of the following courses:		
CHSC/EPID 545	Reproductive and Perinatal Health	3 SH
EPID 518	Epidemiology of Pediatric Diseases	3 SH
Select two of the following courses:		
CHSC 510	MCH Outcomes and Measurement	3 SH
CHSC 511	MCH Delivery Systems	3 SH
CHSC 512	Best Practices in MCH Programs	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
Select one of the following courses:		
CHSC 434	Qualitative Methods	3 SH
CHSC 446	Research Methods in Community Health	3 SH
PA 540	Research Methods in Public Administration	4 SH
	Preliminary Examination in MCH Epidemiology**	

Electives MCH Epi - Students may select elective courses in conjunction with their advisor as necessary to reach the minimum of 56 total program hours.

Preliminary Examination in MCH Epidemiology**

The MCH-Epi preliminary exam will include an in-class EPI exam based on EPID 403 and EPID 404 (EPID 401 for students who entered prior to Fall 2004), a 10 day take home analytic project based on EPID/CHSC 549 and EPID 501, and six to nine hours of content/methods questions to be determined by the preliminary exam committee.

Students in the Maternal and Child Health Epidemiology program should adhere to all other guidelines for the Epidemiology PhD degree, in addition to school-wide PhD degree information.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES - PHD

The PhD in Environmental and Occupational Health Sciences program requires a minimum of 96 semester hours (SH). This program includes the following course requirements:

I. School-Wide Core Requirements (43 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
BSTT 401	Biostatistics II	4 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
IPHS 599	PhD Dissertation Research	min. 32 SH
Required Non-Credit		
Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

II. Divisional Core Requirements (18 SH)

Course	Title	Credits
EOHS 405	Environmental Calculations	2 SH
EOHS 557	Design and Analysis of Experiments	4 SH

In addition, all students are required to take a minimum of 12 semester hours in EOHS courses; choosing at least one course from each of the following three areas:

1. Exposure Assessment and Measurement		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 418	Analysis of Water and Wastewater Quality	2 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 428	Industrial Hygiene Laboratory I	2 SH
EOHS 438	Air Quality Laboratory	2 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 542	Water Chemistry	4 SH
EOHS 543	Environmental Organic Chemistry	4 SH
EOHS 564	Geographic Information System Applications in Public Health	3 SH
EOHS 565	Datamining Applications in Public Health	3 SH

2. Health Assessment		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 450	Principles of Occupational and Environmental Medicine	2 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 495	Environmental/Occupational Health Seminar	1 SH
EOHS 555	Advanced Toxicology	3 SH

EOHS 571	Injury Epidemiology	3 SH
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3. Intervention Strategies		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 408	Biological, Chemical, Explosives, and Nuclear Weapons as Public Health Threats	3 SH
EOHS 411	Water Quality Management	4 SH
EOHS 431	Air Quality Management I	3 SH
EOHS 461	Community Health and Consumer Protection	2 SH
EOHS 463	Safety Management Systems	2 SH
EOHS 482	Occupational Safety Science	2 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EOHS 572	Environmental Risk Assessment and Management	4 SH

III. Electives (3-13 SH)*

Students must complete a minimum of 9 SH in formal 500 series courses in major area of concentration (not necessarily in one division). Students must also complete 6 SH in a collateral area. Note: The 595 seminar series may not be counted towards fulfillment of this requirement.

*Students with a master's degree in public health or a related area may receive up to 32 SH of credit towards the 96 SH total. The 32 SH of credit will apply to the required 39-45 elective hours.

IV. Optional Concentrations - Occupational and Environmental Epidemiology Concentration in EOHS (34-37 SH)

Students must complete the School-Wide Core Requirements and complete 34-37 semester credit hours from the following courses as part of their divisional and elective choices. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

Course	Title	Credits
EPID 404	Intermediate Epidemiologic Methods	4 SH
EOHS 405	Environmental Calculations	2 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EPID/EOHS 554	Occupational and Environmental Epidemiology	2 SH
EPID/EOHS 530	Current Topics in Occupational & Environmental Epidemiology	2 SH
EPID/EOHS 535	Applied Methods in Occupational Epidemiology	3 SH
EPID/EOHS 571	Injury Epidemiology and Prevention	3 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
Select one of the following courses:		
EOHS 411	Water Quality Management	4 SH
EOHS 431	Air Quality Management I	3 SH
Select one of the following courses:		

EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
Select one of the following courses:		
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational Diseases	4 SH

EPIDEMIOLOGY – PHD

The PhD in Epidemiology program requires a minimum of 99 semester hours (SH). This program includes the following course requirements:

I. School-Wide Core Requirements (43 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
BSTT 401	Biostatistics II	4 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
IPHS 599	PhD Dissertation Research	min. 32 SH
Required Non-Credit		
Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

II. Divisional Core Requirements (24 SH)

Course	Title	Credits
BSTT 505	Logistic Regression and Survival Analysis	2 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Disease	3 SH
EPID 501	Advanced Quantitative Methods in Epidemiology	4 SH
EPID 591	Current Epidemiologic Literature	2 SH
EPID 595	Research Seminar	1 SH
Select one of the following (not required for Cancer Epidemiology track) courses:		
BSTT 506	Design of Clinical Trials	3 SH
BSTT 507	Sampling and Estimation Methods	3 SH

III. Electives (minimum of 30 SH)*

- Two 500-level substantive Epidemiology classes, in different areas, to prepare for substantive sections of preliminary examination (e.g. Cardiovascular, Cancer, Aging, Infectious, Pediatrics, Genetics) (4-6 SH)
- At least one biological science class relevant to student's research area is required if no prior biological sciences background (4 SH)
- Additional coursework in relevant area outside of Epidemiology and approved by your advisor (e.g. Biostatistics, Nutrition, Maternal and Child Health, Environmental Sciences, Sociology) (6 SH)
- Remaining electives (16-18 SH)

Note: Students must complete the number of electives necessary to bring total program hours to a minimum of 99 credit hours.

*Students with a master's degree in public health or a related area may receive up to 32 SH of credit towards the 99 SH total.

IV. Optional Concentrations

A. Occupational and Environmental Epidemiology Concentration in Epidemiology (34-37 SH)

Students must complete the School-Wide Core Requirements and complete 34-37 semester credit hours from the following courses as part of their divisional and elective choices. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

Course	Title	Credits
BSTT 505	Logistic Regression and Survival Analysis	2 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EPID/EOHS 554	Occupational and Environmental Epidemiology	2 SH
EPID/EOHS 530	Current Topics in Occupational & Environmental Epidemiology	2 SH
EPID/EOHS 535	Applied Methods in Occupational Epidemiology	3 SH
EPID/EOHS 571	Injury Epidemiology and Prevention	3 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EPID 595	Epidemiology Research Seminar	1 SH
Select one of the following courses:		
EOHS 411	Water Quality Management	4 SH
EOHS 431	Air Quality Management I	3 SH
Select one of the following courses:		
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
Select one of the following courses:		
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational Diseases	4 SH
Select one of the following courses:		
EOHS 564	Geographical Information Systems in PH	3 SH
UPP 508	Geographical Information Systems for Planning	4 SH

B. Cancer Epidemiology (minimum 36-41 SH)

Cancer Epidemiology Core (21 SH)		
Course	Title	Credits
EPID 515	Survey of Cancer Epidemiology	3 SH
EPID 516	Advanced Cancer Epidemiology	2 SH
EPID 520	Genetics in Epidemiology	2 SH
EPID 554	Occupational and Environmental Epidemiology	2 SH
EPID 594	Special Topics: Social Epidemiology	3 SH
EPID 594	Special Topics: Surveillance Epidemiology	3 SH

Select one of the following courses:		
CHSC 514/HN 594	Nutritional Epidemiology	3 SH
HN 532	Evaluation of Nutritional Status	3 SH

Electives Cancer Epidemiology Concentration (minimum 16 SH)

- Students must take a minimum of 16 credits of electives.
- At least one biological science class (4 SH) relevant to student's research area is required if no prior biological sciences background

V. Optional Programs - Maternal and Child Health Epidemiology (minimum 36-40 SH)

Maternal Child Health Epidemiology Core (21 SH)		
Course	Title	Credits
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 501	Advanced Quantitative Methods in Epidemiology	4 SH
EPID/CHSC 549	Advanced Applied Methods in MCH Epidemiology	3 SH
BSTT 505	Logistic Regression and Survival Analysis	2 SH
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	2 SH
CHSC 551	Foundations of Public Health Inquiry	3SH
Select one of the following courses:		
EPID 410	Introduction to Infectious Disease Epidemiology	2 SH
EPID 411	Introduction to Chronic Disease Epidemiology	3 SH
Select one of the following courses:		
BSTT 440	Sampling & Estimation Methods Applied to PH	3 SH
PA 588	Methods for Analysis of Survey Data	2 SH
Select one of the following courses:		
CHSC/EPID 545	Reproductive and Perinatal Health	3 SH
EPID 518	Epidemiology of Pediatric Diseases	3 SH
Select one of the following courses:		
CHSC 510	MCH Outcomes and Measurement	3 SH
CHSC 511	MCH Delivery Systems	3 SH
CHSC 512	Best Practices in MCH Programs	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
Select one of the following courses:		
EPID 591	Current Epidemiologic Literature	2 SH
EPID 595	Epidemiology Research Seminar	1 SH
	Preliminary Examination in MCH Epidemiology**	

Electives – Maternal Child Health Epidemiology (4-6 SH)		
Course	Title	Credits
One or more of the following electives are suggested:		
BSTT 537	Longitudinal Data Analysis	4 SH
CHSC 434	Introduction to Quantitative Methods in PH	3 SH
CSC 534	Management Analysis of Qualitative Data	3 SH
CHSC 577	Survey Questionnaire Design	2 SH
CRJ 560	Quantitative Methods and Design	4 SH
ED 502	Essentials of Qualitative Inquiry in Education	4 SH
EPID 471	Population I	3 SH
EPID 510	Advanced Epidemiology of Infectious Diseases	2 SH
EPID 520	Genetic Epidemiology	2 SH
EPID 594	Social Epidemiology	2 SH
EPSY 594	Hierarchical Linear Modeling	4 SH
HPA 557	Measurement in Health Services Research	3 SH
HPA 564	Geographic Information Systems in Public Health	3 SH
NUSC 548	Methodological Issues for Cross-Cultural Research	3 SH
NUSC 594	Neighborhoods and Health	2 SH
PA 540	Research Methods for Public Administration	4 SH
PA 541	Advanced Data Analysis I	4 SH
PA 581	Cross-Cultural Collection Methods	2 SH
PA 582	Survey Data Collection Methods	2 SH
PA 588	Survey Data Reduction and Analysis	2 SH

Biological Sciences

Depending on clinical background, one or more of the following courses are strongly encouraged:

- HND 510 Nutrition, Physiologic Aspects (3 SH)
- HND 520 Maternal Nutrition & Perinatal Development (3 SH)
- HND 522 Adv. In Pediatric Nutrition (2 SH)
- NuMC 507 Scientific Basis for Women's Health & Perinatal I (2 SH)
- NuMC 508 Scientific Basis for Women's Health & Perinatal II (2 SH)
- NuSc 214 Clinical Pathophysiology I (2 SH) - not for graduate credit
- NuSc 216 Clinical Pathophysiology II (2 SH) -not for graduate credit

Preliminary Examination in MCH Epidemiology**

The MCH-Epi preliminary exam will include an in-class EPI exam based on EPID 403 and EPID 404 (EPID 401 for students who entered prior to Fall 2004), a 10 day take home analytic project based on EPID/CHSC 549 and EPID 501, and six to nine hours of content/methods questions to be determined by the preliminary exam committee.

Students in the Maternal and Child Health Epidemiology program should adhere to all other guidelines for the Epidemiology PhD degree, in addition to school-wide PhD degree information.

HEALTH POLICY AND ADMINISTRATION – PHD

The PhD in Health Policy and Administration program requires a minimum of 96 semester hours (SH). This program includes the following course requirements:

I. School-Wide Core Requirements (43 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
BSTT 401	Biostatistics II	4 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
IPHS 599	PhD Dissertation Research	min. 32 SH
Required Non-Credit		
Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

II. Divisional Core Requirements (9-15 SH)

Students must complete a minimum of 9 SH in formal 500 series courses in major area of concentration (not necessarily in one division). If required by the chosen division, students must also complete 6 SH in a collateral area.

Note: The 595 seminar series may not be counted towards fulfillment of this requirement.

III. Electives (7-13 SH)*

All students must complete a minimum of 39-45 SH in various seminars and electives.

*Students with a master's degree in public health or a related area may receive up to 32 SH of credit towards the 96 SH total. The 32 SH of credit will apply to the required 39-45 elective hours.

JOINT DEGREE PROGRAM INFORMATION

MD/PHD

Our society has a need for physicians who are accomplished population-based researchers as well as competent clinicians -- individuals whose skills can bring the powers of epidemiology and biostatistics to bear on the problems of clinical medicine that have both individual and community effects. MD/PhD training in epidemiology and/or biostatistics provides an extended period of study in the etiologic and methodologic approaches of population-based health research in concert with complete medical school education. Application is normally made at the time of application to the College of Medicine; however, applicants will also be considered during their first two years of medical training. Students must apply to the MD/PhD Training Program and to the College of Medicine, and indicate in their application that they are interested in a PhD in epidemiology or biostatistics. Criteria for admission to the Program include academic excellence, prior research experience, potential for independent and creative research, and commitment to a career in academic medicine. Students receive a stipend throughout their years of study. Students interested in further information may contact Dr. Sylvia E. Furner, Senior Associate Dean, SPH, phone: 996-5013, e-mail: sefurner@uic.edu; or the MD/PhD Training Program: Dr. Larry Tobacman, Director, phone: 312- 413-1010, e-mail: lst@uic; Roberta Bernstein, Coordinator, phone: 312-996-7473, e-mail: roberta@uic.edu.

CIC TRAVELING SCHOLAR PROGRAM

Since its establishment in 1958, the Committee on Institutional Cooperation (CIC) has worked to improve the quality and efficiency of higher education through voluntary cooperative action by its eleven member institutions.

- University of Chicago
- Ohio State University
- Michigan State University
- Indiana University
- University of Wisconsin, Madison
- Northwestern University
- University of Iowa
- University of Illinois, Chicago and Urbana/Champaign
- Purdue University
- University of Minnesota
- University of Michigan
- Pennsylvania State University

The purpose of this program is to allow the PhD or DrPH student to take advantage of specialized courses, laboratory and library facilities, and related faculty guidance available at universities in the Big Ten and the University of Chicago. Under the program, doctoral students may spend two semesters or three quarters at any of the other CIC institutions.

The Graduate College administers this program for the UIC campus, and interested students should consult the Graduate College Bulletin; or contact: Edward Blaha, Graduate College, M/C 192, at: 312-413-2548 or by email at: mistered@uic.edu.

In order to register at any of the universities, a student must:

- Be currently enrolled in the Doctor of Philosophy or Doctor of Public Health degree program.
- Obtain approval of the major advisor and the Office of the Dean at SPH.
- Return the application to the Graduate College for approval. The Graduate College will forward the application to the HOST University. It is strongly recommended that application be made early in the semester preceding anticipated participation in the program.
- All fees for CIC courses are paid on campus at University of Illinois rates.
- Students must register for CIC 500 at UIC for the same number of credit hours they are enrolled at the host university in order to receive credit for the course work.

NOTE: Students planning a change of program in the CIC course selections (add/drop) must contact Edward Blaha, UIC's CIC liaison officer, at 312-413-2548. Only graduate level courses at the HOST University will be credited toward degree requirements at The School of Public Health. Interested students must obtain quarterly/semester schedules from the HOST Universities. For more information visit the [CIC Traveling Scholar Website](#).

ACADEMIC POLICIES AND STANDARDS

HUMAN RESEARCH SUBJECTS TRAINING

All incoming SPH matriculated students are required to receive training in initial human research subjects protection and the protection of health information. Training must be completed within the student's **first two** academic semesters of entering the School of Public Health.

The two mandatory sessions are:

Investigator Training 101 or CITI “Core” Course Online- This training session on human subjects protection introduces the participant to a historical perspective, ethical principles and regulatory requirements, applicable Illinois State Laws, UIC institutional policies and procedures, investigator's responsibility when conducting research with human subjects, IRB's role and responsibility and the institution's responsibility, among other topics.

HIPAA Research 101- This training session focuses on the policies and procedures with respect to protected health information as necessary and appropriate for the members of the workforce to carry out their function within the covered entity.

Both training sessions are offered by the Office of the Vice Chancellor for Research, Office for the Protection of Research Subjects (OPRS). Training dates for both sessions are listed on the [OPRS website](#). In addition, both sessions are offered online as an alternative to attending a classroom session. Upon completion, students receive a certificate of completion.

Students who have received prior human research subjects protection and health

information privacy training must contact OPRS to have their prior training evaluated on a case-by-case basis before they are considered exempt from the University's offerings and have met the College's requirement.

STUDENT HONOR CODE

PREAMBLE

The UIC School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, the nation, and others throughout the world. We achieve this mission through education, research and public health service. Truth and accuracy are essential to achieving our goals. Integrity and intellectual honesty in scholarship, scientific investigation and service are, therefore, of paramount importance. A breach committed by an individual member of our community, is a violation committed against the whole and undermines our mission.

PLEDGE

We, students of the University of Illinois at Chicago School of Public Health are committed to promoting the ideals of the public health profession, and to the values embodied in our School's Statement of Values relating to Community, Knowledge, Professionalism, Stewardship, Idealism, Caring, Justice, Diversity, Respect and Humility.

As an integral part of this commitment we pledge to act with truth and integrity in our academic work; recognizing that cheating, plagiarism and other forms of unethical conduct, represent an assault on our community and society.

We further pledge not to be party to any misconduct, and agree to report any acts of unethical behavior of which we have knowledge to an advisor, course faculty, or Office of the Dean representative.

ACADEMIC DISHONESTY DISCIPLINARY PROCESS

All faculty, students, staff, administrators, field site preceptors and others who are involved with academic training of our students, have an obligation to report witnessed violations of the Honor Code.

The UIC School of Public Health firmly believes that all members of the academic community are responsible for the academic integrity of our programs. Faculty and students have a joint responsibility to maintain the high standards of honor and values of this institution by reporting any instances of academic dishonesty to the Associate Dean of Academic Affairs, Babette Neuberger.

Academic dishonesty falls within the following categories:

- Plagiarism - using another's work without giving credit. The words of others must be put in quotation marks and cited as one's source(s). One must also give citations when using others' ideas, even if those ideas are paraphrased in one's own words.
- Cheating - giving and/or receiving unauthorized assistance in the completion of one's academic work.
- Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Dishonesty - making false or fraudulent statements (verbal or written) with the intent to deceive; acting with intent to do the same. Dishonesty includes making

intentionally false accusations against another under the Honor Code.

- Bribes, favors, threats - (1) Threatening, bribing, or attempting to bribe any person with the intention of affecting an evaluation of academic performance; (2) conspiring to bribe or threaten a person with the intention of affecting an evaluation of academic performance.
- Examination by proxy - Impersonating another student during an exam, or intentionally allowing such an impersonation.
- False authorship - claiming papers and other academic products authored by others to be one's own (for example, claiming work downloaded from a website as one's own; and/or presenting the downloaded material without proper citation.)

Campus guidelines regarding academic integrity can be found at the [UIC Office of the Vice Chancellor for Student Affairs website](#).

Penalties for Academic Dishonesty

If the panel is persuaded by clear and convincing evidence that the accused party has engaged in wrongdoing the panel shall have the discretion to recommend the full range of sanctions as described in the UIC Student Disciplinary Proceedings as modified by the School of Public Health.

Students may be subject to one or more of the following penalties:

- Expulsion
- Dismissal
- Suspension
- Probation
- Failure or Grade Modification
- Loss of Financial Support
- Recommended Counseling
- Developmental Sanction
- Reprimand

- Warning

STUDENT ACADEMIC GRIEVANCE PROCEDURES

These procedures describe the process through which students may seek resolution of complaints or grievances arising from a decision made about them by an agent of the University of Illinois at Chicago (UIC).

The School of Public Health Student Academic Grievance Procedures may be found in their entirety [here](#).

Non-Academic Grievances

For non-academic grievance resolution, students may contact Dr. Ronald Hershov, Ombudsperson for SPH, [here](#). The Ombudsperson advises students regarding procedures and methods available to resolve problems, provide dispute resolution services to resolve conflicts, and directs students to available resources.

Academic Determinations

The Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or Grievances regarding academic standing during their enrollment at UIC. The SPH procedures implement the Student Academic Grievance Procedures adopted by the University of Illinois at Chicago eff. March 1, 2007.

- Section I defines eligibility to use these Procedures.
- Section II describes informal processes which must be pursued before initiating a formal Grievance.
- Sections III through V outline the formal Grievance procedure itself.
- Section VI contains information that is essential to the proper interpretation and

use of these Procedures and should be read carefully by any person involved in the handling of a Grievance.

These Procedures may only be used by Students:

1. With a Complaint or Grievance regarding academic standing during their enrollment at UIC.
2. About an academic decision made about them by an agent (e.g., faculty or staff member, administrator, committee) of the University of Illinois-Chicago that directly and adversely affects the Student. Absent compelling evidence of arbitrary and capricious behavior or discriminatory intent, the Grievance Officer will not substitute its judgment for that of an instructor.

These Procedures may not be used:

1. In deciding or appealing issues relating to student discipline under the purview of the Senate Student Judiciary Committee; [See: http://www.vcsa.uic.edu/NR/rdonlyres/C10B0B31-31AD-4386-9A7A-17CA7A579C2D/962/Student_Discipline_Book.pdf]
2. In resolving any complaint, request, or question involving student records subject to campus procedures established under the Family Educational Rights and Privacy Act (FERPA) and contained in the Guidelines and Procedures Governing Student Records (http://www.uic.edu/depts/oar/rr/records_policy.shtml);
3. By applicants for admission;
4. In review of any decision by any university administrator or properly constituted board or committee relating to allocation of resources to support any unit's projects or programs.

ADVISEMENT

Advisor Assignments for Degree Students

Upon admission, each degree student is assigned an individual faculty advisor, based on his/her educational background, experience, and career goals as indicated in the application for admission. For the PhD student, the major advisor must be a member of the Graduate College Faculty.

Role of the Advisor – All Students

A continuing relationship between the student and faculty advisor is considered to be an integral part of the educational experience of the School of Public Health. In most effective relationships between student and advisor, the latter is a general counselor. As a person with experience and with broad knowledge of the School and the University, the advisor has specific responsibility to:

- Participate in the orientation program for the entering class in the Fall Semester.
- Provide information and guidance to advisees on a continuing basis.
- Assist advisees in understanding the curriculum and in developing an appropriate program of study.
- Ensure that advisees are acquainted with and correctly follow academic policies and procedures, with particular reference to grading practices, standards of performance, graduation requirements, registration and change in registration, prerequisites, waivers, transfers of credit, and timely submission of the program proposal.
- Provide continued surveillance of the academic progress of advisees and counsel those experiencing academic problems.
- Be actively involved in the selection and carrying out of independent studies,

independent research, the field practicum, or internship, as appropriate.

- Refer advisees, as indicated and appropriate, to other faculty, to the Office of the Dean, to the Director of Student Health Services, to the Campus Counseling Office, or to other points of assistance for student needs.

Research Advisors –PhD Students

Advisors help to select the thesis advisor and the members of the Preliminary Examination Committee (and the Dissertation Examining Committee). The major advisor also usually serves as supervisor of the student's research and, where required, internship (or works closely with the student to ensure an appropriate placement).

The research advisor works actively with the student in identifying an appropriate topic, developing a research protocol and, where required, an internship plan. The advisor also helps the student with obtaining approval for use of human subjects when indicated, and implementing the project; and makes arrangements for the required examinations. The advisor maintains contact with the Committee on Academic Progress and the Office of the Dean for general oversight of the student's work.

Change of Advisor

A request for change of advisor should be submitted to the Academic Coordinator of the division to which the student has been assigned.

RESEARCH INVOLVING HUMAN SUBJECTS

Review of research protocol involving human subjects is a federally mandated, legal

responsibility of the University of Illinois at Chicago. It is undertaken to ensure that the rights and welfare of human subjects involved in research are protected. Research protocols involving human subjects must be reviewed and approved before human subjects can participate in the research. Anyone conducting research that involves human subjects must comply with these rules.

Generally, projects that may require Institutional Review Board (IRB) approval include doctoral dissertations, master's theses, and field research. Field research that is conducted to satisfy the MPH field practicum requirement may be considered "human subjects research" UNLESS:

1. the student is carrying out the activities as an employee or intern of the preceptor site AND
2. the student does not intend to use the results for publication or a presentation at a meeting open to the public.

If the MPH student capstone involves a UIC faculty project, IRB procedures must be followed by the faculty member as appropriate to the scope of the student's involvement. MPH students who are planning to submit their capstone paper for publication or for presentation at meetings open to the public (for example, a regional conference) **must** seek the appropriate level of review through the [Office for the Protection of Research Subjects](#) (OPRS) and the IRB as they may be conducting "human subjects research." The practicum experience may not be carried out until review or exemption is received. Your advisor will help you determine if your project will require approval by the Institutional Review Board (IRB).

The review process begins with submission of a protocol with the appropriate IRB forms. Review of human subject research protocol is done according to the type of protocol

submission. If the research protocol is exempt or expedited, the protocol is reviewed at OPRS by a few members of IRB Board.

If the protocol is a full review, the protocol is (1) submitted at the school level with review by the Departmental Review Committee (DRC) and (2) then submitted at the campus level for review by the IRB.

The functions of the School of Public Health's DRC are:

1. To consider the protocol's scientific merit and the qualifications of the researcher(s) and methodology; and
2. To thoroughly review the project to ascertain that it a) does not generate unwarranted risks, b) may provide beneficial and useful information, and c) provides satisfactory safeguards for the rights of the subjects.

How to Obtain IRB Forms

You can obtain forms from <http://www.research.uic.edu/protocolreview/>. For additional questions about the process, contact Julie C. Kong, Associate Director of Research Services at jkong@uic.edu or (312) 413-8508. For questions related to policies in conducting human subjects research, contact Associate Dean for Research, Dr. Faith G. Davis at fayed@uic.edu or (312) 996-5019.

Please see the following pages for more information on the IRB submission process:

- [IRB Submission Flowchart](#)
- [Student Reference Guide](#)

DISABILITIES REQUIRING ACCOMMODATION

Students with disabilities requiring accommodation are responsible for obtaining timely documentation of their disability and their accommodation needs from the UIC Disability Resource Center. The student must provide notice of special needs to their instructors before the semester begins or at the beginning of each term. Services, access, and reasonable accommodations can be arranged for students with various types of documented disabilities. The campus [Disability Resource Center](#), (312) 413-2183 (Voice/TT), drc@uic.edu, is available to assist students with obtaining documentation and accommodation. Additional questions may be directed to the SPH Associate Dean of Academic Affairs, Babette Neuberger, bjn@uic.edu.

ACADEMIC PROCEDURES

REGISTRATION

Deadlines

The registration period for all students, degree and non-degree, generally begins in the 12th week of the preceding academic semester. Students will receive an email providing a time ticket window for them to complete registration. The registration of continuing students who have encumbrances from the preceding term will be prohibited until their debt to the university has been satisfied.

Students should consult with their advisors before registering for classes. Certain courses, for example, Independent Study (IPHS 596), require consent of the instructor and on-campus registration through the SPH Office of the Registrar.

Late Registration

All students unable to enroll during advance registration must register during the Late Registration and Drop/Add period which extends until the second Friday of fall, spring or summer full term; the first Wednesday of Summer Session 1; the first Friday of Summer Session 2, and the first Friday of Parts-of-Term A and B. NOTE: Students may not add EPID 400, EPID 403 or BSTT 400 after the end of the first week of a semester.

Dropping Courses

Students will use the Student Self-Service system to drop courses. Complete instructions can be found at the UIC Admissions and Records website under [Dropping Courses](#).

How to Register for Classes:

1. To see what SPH courses are being offered, go to the [SPH Course Schedules](#) page, and click on the SPH course schedule for the appropriate semester.
2. **Register for Classes via [Student Self-Service](#).** For detailed information on registration, visit: http://www.uic.edu/depts/oar/registration_instructions.html
3. If you need help registering, call the Registration Help Line at (312) 996-8600

Modular Courses - Registration and Dropping

Modular courses are full-length courses that are offered within a compressed 8 week period during a semester. In the UIC Timetable, modular courses are indicated by the start and end dates, if available before print deadline. Regardless of what half of the semester the modular course is offered, a student must register for all modular courses during the regular registration period. **The same Late Registration and Add/Drop policies also apply to all modular courses.**

Auditing Courses

Undergraduate and graduate students as well as persons not registered at the University of Illinois at Chicago are permitted to attend on-site courses other than laboratory, military, or physical education classes as auditors. To do so a Visitor's Permit bearing the approval of the class instructor and the Dean of the college concerned must be placed on file at the UIC

Office of Admissions and Records. Forms are available from the UIC Office of Admissions and Records (Student Services Building, 1200 W. Harrison Street) and can be processed from the 2nd day to the 10th day of the semester. Auditors need not apply for admission to the University. No credit is awarded for audited courses.

An auditor is a listener in the class, **not** a participant. A person attending class as an auditor is not allowed to take an examination (including a proficiency exam) for credit, nor are computer facilities available. The names of auditors do not appear on class rosters. No instructor should admit auditors to any class unless the approved form is presented showing compliance with the conditions stated above. An auditor must pay the Course Auditors Fee if not registered as a full-time student. The fee is refunded if the person withdraws during the first 10 days of class. No refund is given for a later withdrawal. A student registered on a full-fee (Range I) schedule does not pay an auditor fee. University employees may audit courses without paying the fees if the following conditions are met: 1. recommendation by the head of the employing unit; 2. consent of the instructor; 3. approval of the Dean of the appropriate college; 4. approval of the Personnel Service Office.

A \$15 fee is charged for the privilege of visiting/auditing a class. A full-time registered student or a person who is a permanent support staff employee of the University does not pay the visitor fee.

NOTE: Students, even currently registered SPH students, may not “just sit-in” on a course. UIC policy requires all students attending a course to have some official status as a registered student or as an auditor. Faculty are instructed to ask persons who cannot prove that they hold

an approved student or auditor status (for that specific term) to leave their classroom.

Other Types of Registration

Registration for Zero Hours: After passing the preliminary examination, doctoral candidates must register each semester (excluding summer). Except in highly unusual circumstances, leaves of absence will not be approved.

PhD students who do not hold a fellowship, assistantship, or tuition-and-fee waiver, and who have completed all degree requirements except the dissertation, must either:

- A. Register for zero hours of credit in thesis research (any 599 course) each semester until the degree is awarded (excluding summer, unless defending dissertation); or
- B. Pay a non-refundable dissertation fee each academic year in lieu of further registration. This fee is equal to two times the amount for tuition alone required for zero credit (Range IV) at the time of payment. Students who elect this option are ineligible for student health insurance, library and laboratory privileges, computer facilities, an ID card, and loan deferment.

Students who hold a fellowship, assistantship, or tuition and fee waiver must register each semester for the number of hours required by their award, even if they have completed all degree requirements except the dissertation.

Permission to use either option A or B will be considered by the Graduate College for PhD students, upon petition supported by the graduate program. For option B, the department must certify that no use of University facilities will be made. Students must re-file a petition each academic year for Option B. All students must complete and defend the dissertation by the degree deadline, regardless of which option is chosen.

Registration for the CIC Traveling Scholar

Program: The purpose of this program is to allow the PhD student to take advantage of specialized courses, laboratory and library facilities, and related faculty guidance available at universities in the Big Ten and the University of Chicago. Under the program, doctoral students may spend two semesters or three quarters at any of the other CIC institutions.

Please see the CIC Traveling Scholar section of this handbook for more information.

Registration for Courses in Other Colleges and Departments within the University System:

SPH students may concurrently take courses at SPH and at other colleges or departments at UIC. Students may also register for courses at the Urbana or Springfield Campuses. The following should be noted:

Students who wish to take non-SPH courses must have the approval of their faculty advisors, and all students must have included such courses in their Program Proposals (or amend the proposal accordingly).

Registration for non-SPH courses should be made at the time of registration for SPH classes. The adding and dropping of courses may be made simultaneously. Please check with the Office of Student Affairs regarding complete withdrawals.

COURSE DESCRIPTIONS

For a comprehensive list of course descriptions, please visit: <http://www.uic.edu/ucat/courses/>

PROGRAM PROPOSALS

Students in all public health degree programs are required to submit a program proposal early in the development of their individual programs of

study. Program proposal forms may be located here: http://www.uic.edu/sph/students/student_s_forms.htm.

CHS students are required to complete different program proposals, available [here](#). The form must be signed by the student, his or her advisor, the Division Director, and the division's Academic Coordinator.

Deadlines for First Submission of the Program Proposal

PhD Students: End of the 2nd semester of study.

Petitions to transfer credit and petitions for waiver of core and required courses must be submitted with the initial submission of the program proposal. The program proposal, and any requests for waiver or transfer of courses, must first be approved at the division level; and then both the program proposal and any requests to transfer courses or to waive SPH core courses must be simultaneously submitted through the division's academic coordinator to CAP for approval. [Note requests to waive divisional course requirements need not be approved by CAP.]

If the first submission deadline is not met, a hold will be placed on the student's registration by the Office of Student Affairs. A memo will be sent to the student and copied to the advisor and Division Director indicating the hold has been placed on the student's registration. The hold will be removed when the advisor contacts their division's Academic Coordinator to request that the hold be lifted and an approved program proposal has been received by the Office of Student Affairs.

Deadlines for Submission of Final Program Proposal

A final program proposal must be submitted to the division's Academic Coordinator, no later than the end of the semester prior to the expected semester of graduation. Whenever major changes in the program of study are made (for example, a change in specialization, concentration, or division), a revised program proposal must be submitted to the division's Academic Coordinator.

It is strongly recommended (and may be required in some divisions) that students submit a revised program proposal form to the academic advisor and Division Director for minor changes in the program of study. These forms are identical to the original program proposals, but must be marked as "revised".

LEAVE OF ABSENCE

A Leave of Absence may be granted when a student wants to withdraw temporarily from the School because of illness or special circumstances which the student is unable to control. A request for Leave of Absence must be received prior to the beginning of the semester for which the leave is desired. It must be submitted by the student in writing, and must carry the signature of the faculty advisor. PhD degree candidates must complete forms from the Graduate College, located [here](#).

If an extension of the Leave of Absence is needed, the extension must also be requested in writing. A request for Leave of Absence must be filed whenever the student plans to not register for more than one semester (Fall or Spring) plus the Summer term. Time spent on a Leave of Absence approved by the program and the Graduate College is not counted toward the degree time limit. Doctoral candidates will generally not be granted leaves of absence after passing the preliminary examination.

WITHDRAWAL

Students who wish to discontinue studies without prejudice and in good standing, permanently or for some indefinite period of time, should address a letter to that effect to the Dean. (For temporary withdrawal, follow procedures for Leave of Absence as discussed in the previous section.) If a student withdraws within ten (10) days after the beginning of instruction, all fees except a non-refundable portion are refunded. A student who has withdrawn from the School of Public Health (and the Graduate College) in good standing, and who subsequently wishes to resume studies, must reapply to the program.

Readmission is not guaranteed.

If a student is readmitted after withdrawing from the School of Public Health, the curriculum and course requirements that are in effect at the time of his/her readmission must be adhered to and will remain in effect until the student graduates.

TRANSFER OF CREDIT

The prime consideration for transfer of credit is whether the previous course work meaningfully contributes to a cohesive, goal-oriented, graduate program of study. Request for transfer of credit must be submitted with the initial submission of the program proposal. Deadline for submission of transfer requests is the same as the deadline for initial submission of program proposals. The request for transfer of courses, and the program proposal, must first be approved at the division level; and then both the program proposal and request for transfer of credits must be simultaneously submitted through the division's academic coordinator to CAP for approval.

All degree programs of the School of Public Health permit transfer of credit for courses

taken before and during enrollment in the School, subject to the following criteria, limitations and procedures.

Consideration is given to the transfer of graduate work completed in accredited institutions, either those approved by one of the regional accreditation associations or those approved by the agencies recognized by the Council on Post-Secondary Education. The credit hours that may be transferred are determined on an individual basis. Only graduate work that meets the quality and content of courses offered at the University of Illinois is eligible for transfer. Consideration is given to the transfer of credit in three categories:

1. **Graduate work for which a degree was NOT awarded.**
2. **Graduate work completed elsewhere after admission to the School and for which a degree was not awarded.** Such courses should be an integral part of the student's degree curriculum, taken on the advice of the student's faculty advisor and with the concurrence of the Dean.
3. **Graduate work completed in the senior year at UIC that was not applied to the baccalaureate.** In the case of competency-based or pass-fail systems, the student must submit a letter from the instructor of record assigning a letter grade for the course to be transferred.

When there is partial overlap between a course proposed for transfer and a course to be taken at SPH, credit hours transferred may be reduced or disallowed.

Limitations on the transfer of credit:

- Only credits in which the student earned a grade of "A" or "B" may be transferred.
- Students may transfer a maximum of twelve semester hours of credit earned as a non-degree student to the degree program (PhD).
- For master's programs of 47 or fewer semester hours, no more than 25% of the hours required for the degree may be transferred.
- For master's programs of 48 or more semester hours, no more than 50% of the hours required for the degree may be transferred.
- **Graduate work completed at UIC SPH in Credit Non-Degree (CND) status:** Up to 12 semester hours of credit may be transferred upon a CND student's matriculation into an MPH degree program. This credit hour limitation does not apply to students who are officially admitted into a credit-bearing Academic Certificate Program. In the latter situation students should consult with the Certificate Program's director or academic coordinator for relevant policy.

Transfer of Credit at the PhD Level: A doctoral student who has received a relevant master's degree may receive 32 hours of credit toward the minimum 96 semester requirement for the doctoral degree. In unusual circumstances, the student may petition for transfer of additional credit hours beyond these 32 hours.

Students seeking to transfer more than 32 semester hours of credit toward the PhD degree will be required to demonstrate that the additional hours were not taken in fulfillment of their masters requirements. For UIC students such documentation would include a letter from the student's advisor and the Division Director and the student's program proposal for the masters degree. Where the relevant course work was completed at another institution, the Graduate College requires certification from the registrar or college dean of the applicable institution stating that the courses are graduate level and were not used toward fulfillment of the requirements for a degree.

A maximum of 25% of PhD credit hours of course-work taken while a masters student, but not taken in fulfillment of the masters degree requirements (as determined by the masters program), may be transferred. Example: a student is given 32 semester hours of credit toward the PhD. The student is allowed to transfer an additional 16 semester hours of credit toward the PhD ($96 - 32 = 64$) (25% of $64 = 16$).

Transfer of credit does not imply waiver of courses required for the degree program. The division may require that specific courses be taken which could increase the credit hours required for completion of the program beyond the minimum hours.

Other transfer rules for PhD program students are as follows:

For PhD students with a prior master's degree, a total of 16 SH of additional course work from other universities or other programs at UIC can also be transferred if the courses were not used for degree credit. Grades of A and B are required for these courses.

For example, a PhD student who has taken eight semester hours of credit non-degree course work at SPH and sixteen semester hours at another university may transfer all eight hours of CND work and only eight hours of the course work taken at the other university.

Credit earned by PhD students through the CIC Traveling Scholar Program is considered as resident credit and not transfer credit under these regulations.

Doctoral students without a prior master's degree can transfer 24 SH of course work not previously used for any degree (25% of total 96 SH required for the doctoral degree). For PhD students, CND credit is included in the 24 SH;

for DrPH students, CND credit is in addition to the 24 SH.

Time Limitations for Transfer Credit: Ordinarily, credit earned more than six calendar years before admission to the School of Public Health is not transferred (except in the case of doctoral students where credit hours are awarded for a completed master's degree).

Procedures for Transfer of Credit: To transfer credit, PhD students are required to use the Graduate College Petition for Transfer of Credit which is available through your academic coordinator. The following documentation must accompany each petition:

- 1) An official transcript showing the grade earned, if such a transcript was not submitted as part of the admission application.
- 2) Documentation that the course was a graduate level course: i.e., a copy of the relevant parts of the course catalog. If such documentation is unavailable or unclear, the student may submit a letter to the Division Director from the registrar of the university where the course was taken certifying that the course was at the graduate level and taken for graduate credit. Additional documentation may include course outlines, projects and reports.

Deadline for submission of Petition for Transfer of Credit: Petitions for the transfer of credit for course work taken prior to matriculation must be submitted with the first submission of the program proposal (see program proposal submission deadlines above). No petitions for transfer of credit will be accepted after a student's first year in a SPH degree program. The student is responsible for assembling all documentation and submitting it to the advisor and Division Director.

Transfer of Credit from the DrPH Program to the PhD Program: Students who choose to

transfer from the DrPH degree program to the PhD program may transfer no more than 25% of 96 semester hours required for graduation.

Example: The maximum number of hours that a DrPH student with a relevant master's degree, 12 semester hours of CND credit and 30 semester hours of credit earned while in the DrPH program may transfer is: 32 semester hours of credit for the Master's degree and a combined total of 16 additional credit hours earned while a CND and DrPH student.

Students wishing to transfer from the DrPH to the PhD degree program are therefore encouraged to apply for transfer early in their academic program. This is UIC Graduate College policy.

Transfer of Credit from the PhD program to the DrPH program: Students who choose to transfer from the PhD program to the DrPH program may transfer all hours.

Transfer of Credit for courses taken after matriculation at SPH: Procedures and regulations concerning transfer of credit for courses taken at other institutions as part of the student's program of study are the same as for courses taken before matriculation, and are detailed above.

Transfer of Credit for courses taken within the University of Illinois: Courses taken within other schools or colleges of The University of Illinois prior to matriculation may also be used to satisfy requirements for the degree program, subject to the same credit hour limitations detailed above for transfer of credit from other institutions. The primary criterion for transfer of credit is relevance of course work to the academic program in SPH. There are no limits for course work taken in other schools or colleges within The University of Illinois while the student is enrolled in an SPH degree

program. The defining criteria are relevance to the student's academic program, and that it be a graduate level course. Approval is required only of the student's major advisor and Division Director as indicated on the program proposal.

WAIVERS

Waiver of Courses

A student may petition for waiver of one or more required courses in any of the degree programs if justified on the basis of the student's having taken prior course work of equivalent level and course content. In exceptional circumstances, experience may substitute for formal course work. Judgment on equivalency of either course work or relevancy of experience will be made by the course instructor and the Division Director of the division offering the course, who will base a decision either on evidence of equivalency supplied by the student or on a test--written or oral, or both.

Approval of a course waiver does not reduce the total number of credit hours required to earn the degree; rather, the student will have to take an equivalent number of credit hours, normally in the same division for which course waiver has been granted.

Procedure to Waive Courses: The petition for waiver form may be obtained from the division's Academic Coordinator, or online [here](#). Request for waiver of a School-wide core course or divisional requirement must be submitted with the initial submission of the program proposal. The request for waiver of any school-wide core course or a divisional requirement, and the program proposal, must be approved at the division level. For waiver of School-wide core courses, the waiver request must be submitted through the division's Academic Coordinator to the CAP Chair for approval. Where the petition for waiver is based on a prior equivalent course, the student must

attach to the waiver petition a transcript showing evidence of having completed the prior course with a grade of A or B and a description of the course. A course description may include a copy of the course syllabus and/or a description from the college catalogue.

Students may appeal the denial of a waiver to the Division Director of the division offering the course. In the case of the field practicum, the appeal of a waiver decision would be made to Senior Associate Dean, Sylvia E. Furner, sefurner@uic.edu.

NOTE: No petitions for waivers will be accepted beyond a student's first year in a SPH degree program.

INDEPENDENT STUDY

Students may use Independent Study (IPHS 596) to satisfy elective hours. Up to 5 SH of independent study may be credited for graduation for programs of study requiring 42 SH. For degree programs requiring greater than 42 SH, 1 SH of independent study may be credited toward graduation for each additional 5 SH of formal course work taken, to a maximum of 9 SH.

ACADEMIC PROGRESS

Student Status

Degree Students: Degree candidates are students accepted under prevailing standards of admission and registered in one of the following programs: Master of Public Health degree, Master of Science degree, Master of Science in Clinical and Translational Science degree, Master of Healthcare Administration degree, Doctor of Philosophy degree, or the Doctor of Public Health degree.

Students with an assistantship must register for a minimum of eight semester hours in the Fall and Spring semesters. International students on a visa must be registered for twelve semester hours if assistantship is 25 percent time. To receive a summer tuition waiver based on an assistantship, students must register for a minimum of three semester hours. For some fellowships, Summer registration for a minimum of six (6) semester hours may be required. Failure to register for the minimum number of semester hours will result in the assessment of full tuition by the University.

For more information on registration policies, visit the [UIC Graduate College](#).

STANDARDS OF STUDENT PERFORMANCE

Grade Point Average (GPA): As a minimum academic criterion, a student must maintain a cumulative GPA of at least 3.0 (on a 4.0 scale) in all UIC 400- and 500-level courses. General transfer credit taken at other institutions is not computed in the cumulative grade point average. Grades earned as a Credit Non-Degree student are only included in the GPA if the courses are applied to the degree through an approved Graduate Petition for Transfer Credit Toward an Advanced Degree. For more information on GPA calculation policies, visit the [UIC Graduate College](#).

Graduation: In order to graduate, the student must have a cumulative GPA of 3.00 or better (on a 4.0 scale).

Academic Probation

If the cumulative degree GPA is below 3.0 (on a 4.0 scale), the student is placed on probationary status. Students on probation then have two terms (including summer term, if registered) to raise their cumulative degree GPA to at least a

3.0 (on a 4.0 scale). The Graduate College sends warning letters to students on probationary status explaining that the student must raise his or her cumulative GPA to at least a 3.0 (on a 4.0 scale) within the two term deadline (copies of the letter are sent to the student's program as well).

If a student on probation registers for only non-letter graded courses (i.e., courses graded S/U) during a term, the term still counts toward the two term limit for raising the cumulative GPA to at least a 3.0 (on a 4.0 scale).

Disqualification from further study: The Graduate College reviews students on probation status each term. Students who do not raise their cumulative GPA to at least 3.0 (on a 4.0 scale) after two terms on probation will be dismissed from the University. A student can petition for a one semester extension of probation through the Graduate College. For additional information on Graduate College probation and dismissal policies, visit the [UIC Graduate College](#).

A division may establish a higher standard of performance for courses in the major discipline. Division standards are published in the SPH Handbook and elsewhere as appropriate.

Repeating Courses

If a student must repeat a required course, the course must be taken in the next semester it is offered.

In calculating a Grade Point Average, all grades obtained that have been repeated are included in the average and appear on the student's transcript, although the credit hours of a repeated course are counted only once in satisfying graduation requirements.

No course may be repeated more than one time, with the exception of courses described in

the SPH Handbook or catalog as repeatable or continuing activities. Courses taken at other campuses which duplicate completed SPH course work cannot be counted toward graduation requirements.

ACADEMIC DISMISSAL PROCESS

Students who fail to raise their cumulative degree GPA to a 3.0 (on a 4.0 scale) within the two term deadline are dismissed from the University. The Graduate College notifies students and their respective programs of the dismissal status via letter. However, even if notification is not received by the student, the dismissal still stands as students are expected to be aware of their own academic status.

If a student who is dismissed feels he or she has extenuating circumstances which might warrant an extension of probationary status, the student must complete a Graduate Student Petition and obtain the signatures of both their advisor and Director of Graduate Studies. The Director of Graduate Studies must explain why an extension of probation is warranted and also list any conditions that would be required of the student if the extension is granted. The petition must be submitted to the Graduate College by the first day of the next term, including summer (even if the student does not intend to enroll in summer classes). If the probation extension is granted, the student must register for enough 400- or 500-level classes to enable him or her to raise their cumulative GPA to at least a 3.0 (on a 4.0 scale) by the end of the extension term (unless otherwise permitted by the Graduate College). Extensions of probation are only granted for one term. Granting of further extensions is not guaranteed and will only be considered for special circumstances with approval of the Director of Graduate Studies.

For more information, visit the [UIC Graduate College](#).

GRADING PROCEDURES

Grade Points Interpretation - UIC uses a 4.0 (A) grading scale.

A	4.0	Excellent; outstanding performance.
B	3.0	Good; completely satisfactory performance.
C	2.0	Fair; some problem with course material, but satisfactory performance.
D	1.0	Poor; unsatisfactory performance; cannot be used toward graduation, but is calculated in the GPA.
F	0.0	Failure; unacceptable performance; cannot be used toward graduation, but is calculated in the GPA.
DFR	0.0	Deferred; may be used for thesis courses, continuing seminar and sequential courses. At the end of the continuing course sequence, the deferred grade for all terms must be converted either to a specific letter grade (A-F), to an Incomplete (IN), or to a Satisfactory (S) or Unsatisfactory (U) in thesis research courses or specifically approved courses. When a student terminates a project in Independent Study, Internship, or Research (e.g., by change of topic or advisor), outstanding DFR grades must be converted immediately, even if registration in IPHS 596, IPHS 661, IPHS 598, IPHS 599, or IPHS 699 is continued.
S	0.0	Satisfactory; to be used as grade in thesis research courses, in zero-credit courses, and in specifically approved courses. No grade points are earned and the grade is not computed in the cumulative GPA. The S or U grades are used for IPHS 598, IPHS 599, IPHS 650, IPHS 661, IPHS 698, IPHS 699, and most seminar courses.
I	0.0	Incomplete; may be given only if, for reasons beyond the students' control, required work has not been completed by the end of the term. An IN must be converted to a letter grade (A-F) by the end of the students' first term in residence subsequent to that in which it was received or, if the student is not in residence, by the end of the twelve consecutive months subsequent to that in which the IN was received. An IN that is not removed by the deadline will remain on the records as an IN. NO EXTENSION BEYOND THE DEADLINE WILL BE PERMITTED. A course in which an IN was received and not removed by the deadline may be repeated for credit only once.
U	0.0	Unsatisfactory.

Changing Grades after Official Notification

Unless dictated by the terms of a formal grievance decision, no grade except I or DFR may be changed on the basis of additional or replacement work completed after the end of the semester, or by a change in the standards for grading. Any request for a grade change, other than to replace an I or DFR must be approved by the Senior Associate Dean as part of a formal grievance process.

GRADUATION PROCEDURES

Graduating students must comply with the following:

1. Intent to Graduate: The *Intent to Graduate* must be submitted for the term you intend to graduate. The on-line form is available from the time when registration for that term begins through the Friday of the third week of fall and spring semesters, or through the second week of the summer semester. If you complete an *Intent to Graduate* for one term and do not graduate that term, you must complete another *Intent to Graduate* for the new term in which you are attempting to graduate. Please visit this website for information on how to declare your intent to graduate: <http://grad.uic.edu/cms/?pid=1000030>

2. Program Proposal: A revised program proposal, reflecting the completed program of study, and signed by the student, advisor, and Division Director must be submitted to the division's Academic Coordinator.

3. Exit and Advisor Evaluation Surveys: Exit surveys and academic and research advisor evaluation surveys are completed online near the end of your graduating semester. The academic and research advisor evaluations surveys are reviewed by the Senior Associate Dean. Once the semester is over (and the student has graduated) survey feedback is given to the Division Director and then to the faculty member.

4. Final Submission of Dissertation: PhD students should consult the Graduate College Bulletin for time limitations of final submission of the thesis. You may contact Ann Shorrock, Office of Student Affairs, with questions regarding format approval at alshorro@uic.edu or (312) 355-4272.

5. Exit Interview: Some divisions may require their graduating students to complete an exit interview. The interview should occur at the end of the last semester of enrollment before graduation. Results of the interview will be transcribed and submitted to the Associate Dean for Academic Affairs.

Commencement

The Commencement Ceremony at the University occurs only once a year. The School of Public Health holds its annual Commencement ceremony each year in May. Commencement is the occasion for the recognition of graduates by the School and conferring of the degree.

Dates of Graduation

Since SPH students may complete all requirements for their degrees in any of the semesters of the year, those who finish their work in Summer or Fall semester cannot participate in Commencement until the following May. However, the Executive Committee of SPH (for MPH students) will meet after the end of each semester to recommend such students for graduation. The degree earned is posted to the transcript approximately 2-4 weeks after the end of the term and diplomas are sent to graduates 8-10 weeks following the date of graduation. Note, students expecting to finish in Summer may petition the School to participate in Commencement exercises in the Spring prior to their graduation, although their names will not appear in the list of graduates until the Spring Commencement Ceremony following their official term of graduation.

Requirements for Spring Graduation

For students who expect to complete all work in Spring Semester, instructors are authorized to provide special examinations, make early review of written reports, or take other action necessary in order to provide course grades prior to Commencement. After these grades are provided to the SPH Office of Student Academic Services (MPH students) qualified students may participate in Commencement.

Availability of Diplomas

For all semesters except Spring, diplomas are available for distribution 8 to 10 weeks following the date of graduation. Spring graduates may pick up their diplomas in the University's Office of Admissions and Records the week following Commencement.

Official Transcripts

Official transcripts for all degree programs are only available from the University's Office of Admissions and Records (M/C 018), Box 5220, Chicago, Illinois 60680. There is a charge for a transcript. Transcripts requests may be submitted in writing, in person or online through UIC Web for Student. For more information, please see http://www.uic.edu/depts/oar/student_records/transcripts.html