



University of Illinois at Chicago
School of Public Health

MPH Degree
Graduate Student Handbook
2010-2011

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INTRODUCTION

This Student Handbook contains information that is useful to all students in the School of Public Health (SPH) throughout their program of study. Students should refer to this handbook first whenever they have a question about their program's requirements, SPH academic policies and standards, or university policies.

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.

Office for Access and Equity (M/C 602)
717 Marshfield Avenue Building
809 South Marshfield Avenue
Chicago, IL 60612-7207
(312) 996-8670

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:

MPH 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/osa_dates.htm.

PROGRAM REQUIREMENTS

The Master of Public Health (MPH) is the basic professional degree offered by the School of Public Health (SPH). It is designed to ensure that upon graduation the student has a general understanding of the broad field of public health and a specific competence in a particular public health area. It is intended to prepare students for public health practice or to continue specialized education through matriculation for a doctoral degree.

Programs of study leading to the MPH degree are offered by each of the following four SPH Divisions:

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

Both the PEP and Comprehensive MPH programs consist of four components:

1. SPH School-wide Core Requirements – (20 SH)
2. Divisional Core Requirements and Electives – (variable based on chosen Division)
3. Culminating Experience–
 - IPHS 650 Field Experience in Public Health (3-5 SH)
 - IPHS 698 MPH Capstone Experience (1 SH)

4. 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

MPH students must complete all degree requirements within five calendar years after their initial registration as a degree student within the SPH. In extraordinary circumstances an extension of time may be granted if the petition for an extension is filed before meeting the 5-year deadline. Time spent on an approved Leave of Absence is not counted toward the degree time limit (see Leave of Absence).

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.

FIELD EXPERIENCE IN PUBLIC HEALTH (IPHS 650)

A field experience/practicum (IPHS 650) is required of all MPH students in the School of Public Health.

Overall Objective: Students will acquire experience and develop skills in the application of basic public health concepts and of specialty knowledge to the solution of public health problems.

Field Experience Learning Objectives

Through the Field Experience, MPH students will be able to:

1. Apply public health theory, knowledge and skills in a practice setting.
2. Complete a defined project(s) in an area of public health practice including core public health functions such as needs assessment, program planning, program evaluation, policy development, educational campaign or applied research.
3. Relate the "realities" of public health practice - organizational structure, local and organizational politics, program administration, community relationships, program coordination - to their defined project(s).
4. Demonstrate skills and knowledge in an area of interest not covered in depth elsewhere in their educational plan.
5. Demonstrate competence in a public health practice area(s).

6. Demonstrate leadership, teamwork, communication skills and creativity in the development of a public health practice activity.

Credit Hours

The Field Experience may be taken in a single semester or over several semesters for a total of 3-5 sh. The number of hours is decided in consultation with your faculty advisor. One semester hour of credit is awarded for every 64 contact hours. Five semester hours of credit would require a total of 320 hours in the field. You may register for three to five semester hours of credit.

Waiver

For information on waiving the field practicum, visit the Waivers section of the Student Handbook.

Guidelines for the Field Experience (MPH Practicum) Process

NOTE: International Students **must** receive authorization from the Office of International Services to begin their practicum. Visit the OIS webpage at www.ois.uic.edu to receive information on eligibility factors, application procedures and to receive the appropriate application materials.

Roles and Responsibilities of Academic Advisor

1. Assist student in clarifying educational goals for the Field Experience.
2. Interpret the purpose and requirements of field practicum; approve requests for its registration or waiver.
3. Assist student in selecting potential field practicum sites.
4. Approve Field Practicum Learning Agreement form, which describes the

mutual expectations of the student and preceptor.

5. Ensure two original Agreements for Student Placement in a Practice Setting Forms are completed, if needed.
6. Assist student with IRB forms, where required.
7. Respond to student's needs during practicum; provide consultation periodically, and assure overall quality of the student's experience.
8. Review student's Summary Report.
9. Assess student's performance with input from the preceptor, and determine the final grade (Pass/Fail).

Roles and Responsibilities of Practicum Site Preceptor

1. Assist student in completing the Field Practicum Learning Agreement.
2. Provide student with general guidance and training during the Field Experience as identified in the agreement.
3. Evaluate student's performance by completing the Preceptor's Evaluation of Student Performance and returning it to the student's Academic Coordinator.

FIELD EXPERIENCE IN PUBLIC HEALTH (IPHS 650) - GUIDELINES

Field Practicum Forms Checklist

The following forms must be used when registering and completing your practicum:

1. **International Students Only:** Request for Departmental Approval form (obtain from [OIS](#))
2. [Field Practicum Learning Agreement](#)
3. Agreement for Student Placement in a Practice Setting
4. Preceptor's Resume
5. [IPHS 650 Registration Form](#)
6. IRB Approval, if necessary (www.uic.edu/sph/research/research_guides.htm)
7. [Preceptor's Evaluation Form](#)
8. [Student Evaluation of Field Practicum](#)

In the semester **BEFORE** beginning a Field Experience, the student must accomplish the following:

- ✓ Contact and visit potential sites/agencies; make final choice with assistance from academic advisor.
- ✓ Confirm Field Practicum site is "Active" by checking list on SPH website, [Practicum Sites with Existing UIC Agreements](#). If site is not on the list, you must contact Adela Peña at 312-996-3447 immediately for assistance with obtaining the Agreement for a Student Placement. (Important: It can take up to 120 days to process the Agreement.)
- ✓ **NOTE: If you are engaged in a paid practicum OR you are completing the practicum at your place of employment, you DO NOT need to complete the Agreement for Student Placement in a Practice Setting Form.**
- ✓ Meet with preceptor and academic advisor to determine appropriate practicum learning objectives.
- ✓ Complete [Field Practicum Learning Agreement](#) form with assistance and input from your site preceptor and academic advisor.
- ✓ Submit a copy of the completed [Field Practicum Learning Agreement](#) form, IPHS 650 [Registration Form](#) and Preceptor Resume to your Academic Coordinator.
* Important: You may not register for IPHS 650 unless all required forms have been filled out completely and submitted with approval of the preceptor and academic advisor.
- ✓ File for [IRB review](#) of human subjects research if required.

DURING Field Experience:

- ✓ Perform assignments and activities identified in the Learning Agreement, seeking assistance from your preceptor and academic advisor when needed.

Two weeks BEFORE the end of the Semester and completion of Field Experience, the student must accomplish the following:

- ✓ Complete the [Student Evaluation of Field Practicum](#) form
- ✓ Prepare your Summary Report. The Summary Report must cover the following items:
 - Description of activities performed during placement, noting any deviations from the Field Practicum Learning Agreement.
 - How well the field practicum integrated what you learned in your formal MPH course work.
 - What you gained from the experience, identifying problems if they occurred.
 - A discussion of the extent to which your educational objectives identified in the Field Learning Agreement were achieved.
- ✓ Download [Preceptor Evaluation](#) form and request that your preceptor complete the form. You may elect to email the preceptor the Evaluation form with instructions to email a completed evaluation form to your Academic Coordinator.
- ✓ Return all of the completed documents in hard copy or by email to your Academic Coordinator.

MPH CAPSTONE EXPERIENCE (IPHS 698)

Every student must register for IPHS 698; it is recommended they do so in his/her last semester. The capstone can be based on a variety of activities (e.g. field practicum, independent study, research project) that culminate into a public health experience. Each division may differ in their capstone requirements. For capstone experience and capstone product requirements by division, please refer to specific division sections in this handbook.

The culminating capstone experience enables MPH students to achieve the following learning objectives:

1. Apply key public health concepts (e.g., prevention, risk assessment) to a specific public health area (e.g., gerontology, infectious disease epidemiology).
2. Apply knowledge of the core areas of public health to a specific health problem.
3. Integrate skills and knowledge gained through core and division-required courses toward resolving a public health problem either through practice in a public health setting or through investigation and analysis.

MPH DEGREE LEARNING OBJECTIVES

The MPH program is designed so that an MPH student will achieve the 47 learning objectives listed below by the time he/she graduates. These objectives cover ten different domains: basic health science skills, analytic skills, cultural skills, information and technology, communication skills, policy development, leadership and systems thinking, financial planning and management, community dimensions of practice, and ethics. These objectives are limited in their focus to learning that is expected to occur as a result of completing core courses, field and capstone experiences, and other activities that are required of all MPH students. Learning objectives for the MPH degree within each academic division provide further objectives appropriate to students in each division.

Basic Health Science Skills

Graduates should be able to:

- Define, assess and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
- Identify the research methods used in all basic public health sciences.
- Apply the basic public health sciences, including epidemiology, health and policy administration, behavioral and social sciences, biostatistics, and environmental and occupational public health, to the prevention of illness and injury.
- Describe the potential linkages and interactions among multiple determinants of health at intrapersonal, interpersonal, organizational, community, and societal levels (i.e., ecological model).
- Communicate an understanding of theoretical explanations of racial and ethnic disparities in forces influencing health.

- Describe the role of molecular determinants in health and illness within an ecological model of public health.

Analytic Skills

Graduates should be able to:

- Define a problem in public health.
- Use appropriate data and statistical methods for problem identification and resolutions and for program planning, implementation and evaluation.
- Select and define variables relevant to defined public health problems.
- Use data to illuminate ethical, political, scientific, economic and overall public health issues.
- Synthesize core public health knowledge using analytic tools.
- Integrate theory into public health practice.
- Apply empirical knowledge to public health practice.
- Apply rigorous critical thinking to the analysis of public health problems.

Cultural Skills

Graduates should be able to:

- Demonstrate an in-depth understanding of the dynamic forces of cultural diversity and their implications for public health both within the United States and internationally.
- Interact sensitively, effectively and professionally with people from diverse ethnic, socioeconomic, educational and professional backgrounds, and with persons of all ages and lifestyle preferences.
- Identify the role of cultural factors in determining disease, disease prevention, health promoting behavior, and health care services organization and delivery.

- Develop and adapt approaches to public health that take into account cultural differences.

Information and Technology

Graduates should be able to:

- Define a public health problem for purposes of literature research process.
- Demonstrate library skills, including the ability to conduct computerized literature searches, for researching problems in public health.
- Use one of several statistical packages (e.g., EPI Info, SAS) to analyze data to address public health problems.
- Use basic data management software in public health.
- Use one of several graphics software packages (e.g., POWERPOINT) to develop presentations for public health problems.
- Describe the role of information systems in improving the effectiveness of public health activities.

Communication Skills

Graduates should be able to:

- Communicate effectively both in writing and orally to diverse professional and lay audiences regarding public health issues.
- Present accurately and effectively demographic, statistical, programmatic and scientific public health information for professionals and lay audiences.
- Lead and participate in groups to address specific public health issues.
- Use the media to communicate important public health information.

Policy Development

Graduates should be able to:

- Understand the historical development and structure of state, local and federal public health-related agencies.

- Describe the U.S. institutions and processes of policy-making in public health and recognize that these differ in different societies.
- Communicate an understanding of the impact of public policies and policy-making on one's work in public health.
- Recognize relevant theories of social policy and how they explain policy-making in public health.
- Describe the use of evidence-based decision-making in policy-making in public health.
- Describe processes and strategies used to inform and influence policy makers as they develop policies, laws, and regulations that impact on the public's health.

Leadership and Systems Thinking

Graduates should be able to:

- Know what is required to assess a public health organization's structure and performance.
- Participate in and contribute to strategic planning in public health.
- Describe public health and health care delivery systems.
- Describe the elements of organizational leadership including strategies for knowing how to coordinating teams, managing conflicts, motivating staff and continuous quality improvement.

Financial Planning and Management

Graduates should be able to:

- Develop and justify a budget.
- Manage public health programs within budget constraints.
- Monitor performance of public health programs.
- Understand the role of cost-effectiveness, cost-benefit, and cost utility analyses in the management of public health resources.

Community Dimensions of Practice

Graduates should be able to:

- Establish and maintain linkages with key stakeholders in community-based initiatives to address public health issues.
- Describe the process for developing, implementing, and evaluating a community public health assessment.
- Describe the scientific, ethical, and practice dimensions of community-based participatory research.

Ethics

Graduates should be able to:

- Use and apply ethical analysis to inform decision-making in public health.
- Apply ethical principles to the collection, maintenance, use, and dissemination of data and information.

BIostatistics: MPH Learning Objectives

In addition to the school-wide learning objectives, for students pursuing the MPH degree in Quantitative Methods, the following objectives apply:

- Be able to work with data files and statistical packages.
- Apply standard biostatistics methods to public health problems.
- Demonstrate the ability to recognize the appropriate research design for an analysis problem

Community Health Sciences: MPH Learning Objectives

In addition to the school-wide learning objectives, for students pursuing the MPH

degree in Community Health Science, the following objectives apply:

- Design and develop approaches to public health problems, taking into account community and cultural health definitions, culturally-based health behaviors, and cultural communication styles in planning and implementing effective programs and evaluations. These approaches also involve the community in assessing health needs, selecting a program approach, and planning, implementing and evaluating health programs.
- Work effectively in cross-cultural settings and with culturally diverse communities, promote cultural competence within an organization, and compare culturally appropriate public health interventions cross-culturally within the U.S. and internationally.
- Access and use national/state/local data sets for data management, determining statistical significance of data; analyze primary and secondary data; monitor data gathering; and review data analysis. Use data and community assessment information to develop solutions to complex public health problems and demonstrate creative problem solving.
- Design a health education program for a specific audience, including selecting an appropriate intervention strategy, program objectives and evaluation, and include a rationale for all decisions. They also will know when and how to use principles of mass media communication in selecting/designing a health education intervention.
- Analyze public health policy, regulation and/or legislation; design a policy position; write a policy statement; design and implement an advocacy plan promoting the policy; and defend a policy position in a controversial area.
- Identify components of a good research design; create a simple quantitative and qualitative research study; select the

quantitative, qualitative or combination of analytical methods research process appropriate for a particular public health research problem; select/monitor appropriate research tools; select the qualitative research method appropriate for a public health research problem; and explain how qualitative research will "interact" with public health data sets and other quantitative information.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES: MPH LEARNING OBJECTIVES

In addition to the school-wide learning objectives, for students pursuing the MPH degree in Environmental and Occupational Health Sciences, the following objectives apply:

- Demonstrate an understanding of the basic mechanisms by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, receptor and health effects) and the means to develop controls or interventions to protect humans and ecological systems.
- Express a working knowledge of the basic sciences deemed most relevant for the study of environmental and occupational health – toxicology, epidemiology and environmental chemistry.
- Be able to collect, analyze and interpret environmental and occupational data.
- Describe the structure of regulations and policies that govern the efforts to protect workplace and environmental health.
- Exhibit the ability to implement an occupational or environmental health investigation or project and clearly report the results.

ABET-Accredited Industrial Hygiene: MPH Learning Objectives

In addition to the EOHS MPH learning objectives, students in the **ABET-Accredited Industrial Hygiene** track will be able to:

- Identify agents, factors, and stressors generated by and/or associated with defined sources, unit operations, and/or processes;
- Describe qualitative and quantitative aspects of generation of agents, factors, and stressors;
- Understand physiological and/or toxicological interactions of physical, chemical, biological, and ergonomic agents, factors, and/or stressors with the human body;
- Assess qualitative and quantitative aspects of exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry;
- Calculate, interpret, and apply statistical and epidemiological data to occupational health problems;
- Recommend and evaluate engineering, administrative, and personal protective equipment controls and/or other interventions to reduce or eliminate hazards;
- Demonstrate an understanding of applicable business and managerial practices;
- Interpret and apply applicable occupational and environmental regulations; and
- Understand fundamental aspects of safety and environmental health.

EPIDEMIOLOGY: MPH LEARNING OBJECTIVES

In addition to the school-wide learning objectives, for students pursuing the MPH degree in Epidemiology, the following objectives apply:

1. Appreciate the history and philosophy of epidemiology as a public health science.
2. Understand the implications of epidemiology for other health specialists.
3. Understand the fundamental measures and study designs used in epidemiology. Understand and be able to apply statistical methods commonly used in epidemiology
4. Have substantive knowledge of epidemiology.
5. Have knowledge of protocol development, subject recruitment, data collection, quality control, reporting and presentation of findings.
6. Demonstrate the ability to conduct data analyses and interpret results.
7. Demonstrate the ability to manage and analyze data using statistical and epidemiological software packages.

MATERNAL CHILD HEALTH EPIDEMIOLOGY: MPH 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: MPH LEARNING OBJECTIVES

In addition to the school-wide learning objectives, for students pursuing the MPH degree in Health Policy and Administration, the following objectives apply:

The curriculum addresses competencies in (1) public health law and policy, (2) public health administration, (3) communications, and (4) public health ethics. At the end of the PHPM Comprehensive Curriculum, graduates will be able to:

- Communicate a basic understanding of American jurisprudence and its application to public health policies and programs.
- Describe the processes by which laws and regulations are made and the factors that influence those decisions, (b) analyze a particular state or federal policy making process to identify the determinants of its outcome and (c) demonstrate a theoretical

understanding of the forces that have shaped and that continue to shape those processes.

- Describe basic principles of economics and demonstrate an ability to interpret studies (as opposed to being able to produce such studies), knowing the lexicon of the technologies of economic analysis, and their strengths and weaknesses.
- Illustrate different policy analytic and program evaluation techniques, again with an emphasis on interpretation, not production.
- Demonstrate an understanding of the institutions of public health and of the health services system in the United States.
- Display strong written and oral communication skills, as well as skills in negotiating and in advocacy, an understanding of the importance of community support for public health programs, an ability to communicate effectively with the community, an understanding of the role of the media in public health policy-making, and an ability to communicate effectively with the media.
- Identify ethical principles that are involved in public health policy-making and programming.
- Identify the skills necessary to administer public health programs, such as community assessment, strategic management, budgeting and organizational control, and leadership.
- Demonstrate the ability to evaluate a public policy problem, and to communicate the results effectively in writing and orally.
- Put into practice the skills learned in previous course work by engaging in a field experience.

Learning Objectives for HPA Professional Enhancement Program (PEP) Students

Because the backgrounds of PEP students vary so widely, the faculty has decided that it would be unwise to specify an inflexible curriculum that all such students should take. Instead, each PEP student will work with his or her advisor to

develop an individualized curriculum. However, all PEP MPH students in HPA will, at the end of their studies, be able to:

- Demonstrate an understanding of the basic principles, practices and theories of public health.
- Demonstrate an understanding of selected problems in public health administration and public health policy.
- Apply selected tools to the solution of those problems.
- Communicate these abilities in writing and orally.
- Describe the existence, structure and uses of public health and health care databases and networks.
- Evaluate the basic functions and operations of information technologies that have significant application in public health practice such as geographic information systems, web-based information dissemination and data mining.

PUBLIC HEALTH INFORMATICS: MPH LEARNING OBJECTIVES

In addition to the school-wide learning objectives, for students pursuing the MPH degree in Health Policy and Administration in the Online Public Health Informatics Program, the following objectives apply:

- Employ the basic principles of public health sciences in public health practice.
- Analyze the role of public health information systems and informatics in public health decision-making.
- Specify the requirements for the development or adaptation of public health-related information systems.
- Plan, specify and manage the implementation of public health information systems projects.
- Discuss the security, privacy and confidentiality issues involved in utilizing health data and information systems.

BIostatistics - MPH

The MPH in Quantitative Methods program requires a minimum of 49 semester hours (SH) and is designed for completion in 2 years when enrolled full-time. This program includes the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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 (19 SH)

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
BSTT 505	Logistic Regression and Survival Analysis	2 SH
BSTT 506	Design of Clinical Trials	3 SH
BSTT 507	Sampling and Estimation Methods Applied to Public Health	3 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
CHSC 447	Survey Planning and Design	3 SH

III. Enrichment Areas (7-10 SH)

All MPH students must choose **one** Enrichment Area and complete 7-10 semester credit hours in their chosen area.

Environmental and Occupational Health Sciences (7-10 SH)		
Course	Title	Credits
Recommended Course Options 1:		
EOHS 405	Environmental Calculations	2 SH
EOHS 411	Water Quality Management	4 SH
EOHS 418	Analysis of Water and Wastewater Quality	2 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
Recommended Course Options 2:		

EOHS 431	Air Quality Management I	3 SH
EOHS 438	Air Quality Laboratory	2 SH
EOHS 532	Air Quality Management II	2 SH

Community Health Sciences (9 SH)		
Course	Title	Credits
Recommended Course Options:		
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 434	Introduction to Qualitative Methods in Public Health	3 SH

Health Policy and Administration (10 SH)		
Course	Title	Credits
Recommended Course Options:		
HPA 465	Health Information and Decision Support Systems	4 SH
HPA522	Public Health Research Design and Methods	3 SH
HPA 557	Measurement in Health Services Research	3 SH

* Field Experience Requirements

The Field Experience is required of all MPH students, with the majority being required to complete a 5 credit (320 contact hours) assignment. Some students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals, and would need to discuss this possibility within their chosen division. For more detailed information, please see Field Experience in Public Health (IPHS 650).

**Capstone Requirements

All MPH Quantitative Methods students are required to complete a capstone project in their area of concentration, typically a data management and analysis project for a study in that area. Each student will identify a key faculty member in his or her area of concentration as well as two faculty member in Biostatistics. The student will work with these three faculty members to design a plan for an appropriate capstone project, which should include substantive interpretation of results and discussion of consequences in addition to actually carrying out the analysis. The data set may arise from the student's field practicum experience.

NOTE: Students who are doing research involving human subjects will need to undergo training and have their protocols approved by the Institutional Review Board (IRB).

Capstone Evaluation/Grading Procedures:

The capstone project will consist of obtaining a data set, stating a research question, performing an appropriate analysis of the data to address that research question, and preparing a written report. The written report will typically include the following sections: 1) Abstract summary; 2) Introduction describing the research question; 3) Methods section describing how the data was collected and the statistical methods to be used; 4) Results section summarizing analysis results; and 5) Conclusion section. The results of the analysis should include some descriptive information, as well as directly addressing the original research question. The report will be evaluated by three faculty members.

COMMUNITY HEALTH SCIENCES – MPH

The MPH in Community Health Sciences Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). The MPH in Community Health Sciences Comprehensive program requires a minimum of 49 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time. Both of these programs include the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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 (15 SH)

Course	Title	Credits
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 480	Health Education and Health Promotion	3 SH
Select one of the following policy/advocacy courses:		
CHSC 430	Public Health Policy and Advocacy	3 SH
CHSC 527	Critical Issues in Long-Term Care Policy	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH

III. Electives (up to 11 SH)

PEP Program: Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours.

Comprehensive Program: Students may use their electives to pursue a course of study in one of the following optional tracks, or divisional or inter-disciplinary concentrations; or may customize their program of study by selecting from a broad range of course work to meet their career goals and

interests. **All students must complete a minimum of 11 semester hours of electives, at least 6 of which must be CHSC courses.**

IV. Optional Tracks (up to 6 SH)

1. Behavioral Sciences and Health Promotion

Course	Title	Credits
Select two of the following courses:		
CHSC 485	Communications, Mass Media and Public Health	3 SH
CHSC 584	Community Organizing for Health	3 SH
CHSC 586	Health Behavior Interventions	3 SH

2. Gerontology*

Course	Title	Credits
CHSC 425	Public Health and Aging	3 SH
Select one of the following courses:		
CHSC 528	Societal Analysis of Aging, Health and Health Care	3 SH
CHSC 529	Gerontological Health/ Illness Behavior	3 SH

* Gerontology students must take CHSC 527 as their policy/advocacy course within the CHS Core.

3. Community-Based Research Methods

Course	Title	Credits
Select two of the following courses:		
CHSC 434	Introduction to Qualitative Methods in Public Health	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 447	Survey Planning and Design	3 SH
CHSC 534	Management and Analysis of Qualitative Data	3 SH
CHSC 577	Survey Questionnaire Design	3 SH

V. Optional Concentrations - Maternal and Child Health* (minimum additional 15-16 SH)

Course	Title	Credits
CHSC 510	Maternal and Child Health Outcomes and Measurement	3 SH
CHSC 511	Maternal and Child Health Delivery Systems	3 SH
CHSC 512	Best Practices in Maternal and Child Health Programs	3 SH
EPID 406	Epidemiological Computing	3 SH
CHSC 595	MCH Seminar	1 SH

*MCH students must take CHSC 543 as their policy/advocacy course within the divisional core requirements (see above).

MCH Electives (2-3 SH) - Students may select elective courses in conjunction with their advisor as necessary to reach the minimum of 54 total program hours.

For more information about the Maternal and Child Health Program please visit the program's website at: <http://www.uic.edu/sph/mch/>

FIELD EXPERIENCE IN PUBLIC HEALTH (IPHS 650) - GUIDELINES

Field Practicum Forms Checklist

The following forms must be used when registering and completing your practicum:

1. **International Students Only:** Request for Departmental Approval form (obtain from [OIS](#))
2. [Field Practicum Learning Agreement](#)
3. Agreement for Student Placement in a Practice Setting
4. Preceptor's Resume
5. [IPHS 650 Registration Form](#)
6. IRB Approval, if necessary (www.uic.edu/sph/research/research_guides.htm)
7. [Preceptor's Evaluation Form](#)
8. [Student Evaluation of Field Practicum](#)

In the semester **BEFORE** beginning a Field Experience, the student must accomplish the following:

- ✓ Contact and visit potential sites/agencies; make final choice with assistance from academic advisor.
- ✓ Confirm Field Practicum site is "Active" by checking list on SPH website, [Practicum Sites with Existing UIC Agreements](#). If site is not on the list, you must contact Adela Peña at 312-996-3447 immediately for assistance with obtaining the Agreement for a Student Placement. (Important: It can take up to 120 days to process the Agreement.)
- ✓ **NOTE: If you are engaged in a paid practicum OR you are completing the practicum at your place of employment, you DO NOT need to complete the Agreement for Student Placement in a Practice Setting Form.**
- ✓ Meet with preceptor and academic advisor to determine appropriate practicum learning objectives.
- ✓ Complete [Field Practicum Learning Agreement](#) form with assistance and input from your site preceptor and academic advisor.
- ✓ Submit a copy of the completed [Field Practicum Learning Agreement](#) form, IPHS 650 [Registration Form](#) and Preceptor Resume to your Academic Coordinator.
* Important: You may not register for IPHS 650 unless all required forms have been filled out completely and submitted with approval of the preceptor and academic advisor.
- ✓ File for [IRB review](#) of human subjects research if required.

For more information on the CHS Field Experience Requirements visit the CHS MPH website:

<http://www.uic.edu/sph/chs/mph-degree>

****Capstone Requirements**

Master's Paper and Oral Presentation- Each student is required to complete a Master's Paper and make an oral presentation of his/her work. In addition to the required IPHS 698, students may take up to two hours of Independent Study (IPHS 596) credit toward their Master's Paper.

The purpose of the Master's Paper is for the CHS student to be able to integrate health principles and knowledge of some aspect of the public health field at the end of the student's study period. The paper may be drawn from previous course work and may incorporate results of a community survey, an analysis of secondary data, a literature review, an environmental impact statement, a grant proposal, a position paper, a program evaluation, etc.

NOTE: Students who are doing research involving human subjects will need to undergo training and have their protocols approved by the Institutional Review Board (IRB).

Capstone Evaluation/Grading Procedures:

The CHS capstone experience will be evaluated in four ways:

1. Evaluation of the field experience/practicum by the student, student's practicum preceptor, and faculty advisor
2. Evaluation of the Master's Paper by the student's advisor and a second faculty member
3. Evaluation of the oral presentation by the faculty in attendance
4. Review by the advisor and a second faculty member to assure the practicum and Master's Paper together meet the capstone goals as established

For more information on the CHS Capstone Requirements please visit the CHS Website:

<http://www.uic.edu/sph/chs/mph-degree>

COMMUNITY HEALTH SCIENCES – ONLINE MPH

Community Health Sciences offers both Professional Enhancement Program (PEP) and Comprehensive program students the opportunity to earn their MPH through online coursework. Similar to the MPH offered on campus, the online MPH in Community Health Sciences Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH) and the MPH in Community Health Sciences Comprehensive program requires a minimum of 49 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time. Both of these programs include the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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 (15 SH)

Course	Title	Credits
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 480	Health Education and Health Promotion	3 SH
Select one of the following policy/advocacy courses:		
CHSC 430	Public Health Policy and Advocacy	3 SH
CHSC 527	Critical Issues in Long-Term Care Policy	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH

III. Electives (up to 11 SH)

PEP Program: Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours.

Comprehensive Program: Students may use their electives to pursue a course of study in one of the following optional tracks, or divisional or inter-disciplinary concentrations; or may customize their program of study by selecting from a broad range of course work to meet their career goals and interests. **All students must complete a minimum of 11 semester hours of electives.**

*** Field Experience Requirements**

IPHS 650 Field Experience in Public Health -The Field Experience is required of all MPH students, with the majority being required to complete a 5 credit (320 contact hours) assignment. Some students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals, and would need to discuss this possibility within their chosen division. For more detailed information, please see Field Experience in Public Health (IPHS 650). **NOTE:** MPH students in the MCH Epidemiology program are required to conduct their practica at a state or local public health agency.

All students are required to submit reflective journal entries to their faculty advisor to evaluate student performance. The reflective journal helps the student to synthesize the experience and to assess how the skills and knowledge gained during graduate study can be applied and integrated in a public health setting.

For more information on the CHS Field Experience Requirements visit the CHS MPH website:

<http://www.uic.edu/sph/chs/mph-degree>

****Capstone Requirements**

Master's Paper and Oral Presentation- Each student is required to complete a Master's Paper and make an oral presentation of his/her work. In addition to the required IPHS 698, students may take up to two hours of Independent Study (IPHS 596) credit toward their Master's Paper.

The purpose of the Master's Paper is for the CHS student to be able to integrate health principles and knowledge of some aspect of the public health field at the end of the student's study period. The paper may be drawn from previous course work and may incorporate results of a community survey, an analysis of secondary data, a literature review, an environmental impact statement, a grant proposal, a position paper, a program evaluation, etc.

NOTE: Students who are doing research involving human subjects will need to undergo training and have their protocols approved by the Institutional Review Board (IRB).

Capstone Evaluation/Grading Procedures:

The CHS capstone experience will be evaluated in four ways:

1. Evaluation of the field experience/practicum by the student, student's practicum preceptor, and faculty advisor
2. Evaluation of the Master's Paper by the student's advisor and a second faculty member
3. Evaluation of the oral presentation by the faculty in attendance
4. Review by the advisor and a second faculty member to assure the practicum and Master's Paper together meet the capstone goals as established

For more information on the CHS Capstone Requirements please visit the CHS Website:

<http://www.uic.edu/sph/chs/mph-degree>

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES - MPH

The MPH in Environmental and Occupational Health Sciences Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). The MPH Environmental and Occupational Health Sciences Comprehensive program requires a minimum of 43 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time. Both of these programs include the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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 (12 SH)

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 405	Environmental Calculations	2 SH
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 440	Chemistry for Environmental Professionals	3 SH
EOHS 438	Air Quality Laboratory	2 SH
EOHS 542	Water Chemistry	4 SH
EOHS 543	Environmental Organic Chemistry	4 SH
EOHS 557	Design and Analysis of Experiments	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 551	Occupational Diseases	4 SH
EOHS 554	Occupational and Environmental Epidemiology	3 SH
EOHS 555	Advanced Toxicology	3 SH
EOHS 571	Injury Epidemiology	3 SH

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 (minimum of 5 SH)

PEP Program: Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours.

Comprehensive Program: Students may use their electives to pursue a course of study in one of the following optional tracks, or divisional or inter-disciplinary concentrations; or may customize their program of study by selecting from a broad range of course work to meet their career goals and interests.

IV. Optional Tracks (8-19 SH)

With the approval of the faculty advisor, MPH students choose from among a series of grouped quantitative courses to acquire skills that can be applied to occupational and environmental content. These include three courses, one of which should be at the 500 level. Following are a few samples of three-course quantitative tracks, but other series may be developed with the advisor's approval.

1. EOHS Epidemiology/Biostatistics

Course	Title	Credits
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
BSTT 401	Biostatistics II	4 SH
EOHS 554	Occupational and Environmental Epidemiology	2 SH

2. Environmental Health Data Management and Analysis

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
HPA 465	Health Information and Decision Support Systems	4 SH
EOHS 564	Geographic Information System Application in Public Health	3 SH

3. Environmental Chemistry

Course	Title	Credits
EOHS 418	Analysis of Water and Wastewater Quality	2 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 542	Water Chemistry	3 SH

4. Human Health Risk Assessment

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH

VII. Optional Concentrations**A. ASAC ABET-Accredited Program in Industrial Hygiene (53-58 SH)**

Students must complete the School-Wide Core Requirements and complete 29-31 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.

Industrial Hygiene Core		
Course	Title	Credits
EOHS 405	Environmental Calculations	2 SH
EOHS 424	Environmental Acoustics	2 SH
EOHS 428	Industrial Hygiene Laboratory I	2 SH
EOHS 431	Air Quality Management I	3 SH
EOHS 438	Air Quality Laboratory	2 SH
EOHS 523	Engineering Controls/Industrial Ventilation	4 SH
EOHS 529	Industrial Hygiene Lab II	2 SH
EOHS 570	Hazardous Materials Management	3 SH
EOHS 584	Radiation Protection	3 SH

NIOSH ERC Core		
Course	Title	Credits
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 482	Occupational Safety Science	2 SH

SELECTIVE		
Course	Title	Credits
Select one of the following courses:		
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational and Environmental Diseases	4 SH
EOHS 554	Occupational Environmental Epidemiology	2 SH

Additional Requirements for Students Enrolled in (ASAC-ABET) - Accredited Industrial Hygiene Program

Trainees are also expected to:

1. Attend interdisciplinary seminar
2. Attend Occupational Medicine Clinic (on a rotating basis this usually works out to once/3 weeks)
3. Take the 40-hour hazardous waste worker training course during the 2 years in the program
4. Participate in at least one extended field test

B. Occupational Medicine Residency Program (for Occupational Medicine Residents)

Students must complete the School-Wide Course Requirements and all of the following courses in lieu of the Divisional Core Requirements:

Course	Title	Credits
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 482	Occupational Safety Science	2 SH
EOHS 551	Occupational Diseases	4 SH
EOHS 554	Occupational and Environmental Epidemiology	2 SH

Occupational Medicine Electives – Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours.

* Field Experience Requirements

The Field Experience is required of all MPH students, with the majority being required to complete a 5 credit (320 contact hours) assignment. Some students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals, and would need to discuss this possibility within their chosen division. For more detailed information, please see Field Experience in Public Health (IPHS 650).

** Capstone Requirements

Poster Presentation - A Capstone is a research-quality poster presentation of the students' own work that demonstrates the ability to identify a public health problem concerning exposure assessment, outcomes measurement or intervention development. The Capstone will address some aspect of occupational and environmental health through the collection and/or systematic evaluation of data and synthesis of the results in standard scientific format. Students in the comprehensive MPH track may choose to report on their fieldwork experience, if appropriate, or on another experience, such as a research assistantship, volunteer activity, or public-health related employment. Students in the PEP

track may choose to report a research project or may evaluate some aspect of public health related work. The capstone project must be summarized in a poster presentation.

The capstone project should consist of the following:

1. a specific question or hypothesis
2. problem and hypothesis statement based on background reading and research
3. some form of data collection, management, and presentation

Quantitative projects should include descriptive statistics and some basic analytic statistics, whenever possible. Qualitative projects are only appropriate if the student has completed at least one qualitative research methods course.

Poster Presentation Format - Standard research poster presentation format is available in the office of the Academic Coordinator, and includes instruction on poster size, layout, font size. Poster presentations should include title, author(s), background, problem statement/hypothesis, methods, results, discussion and conclusion sections, acknowledgements, including others engaged in the project who were not already listed as co-authors, the organization at which the project took place, and all sources of funding.

NOTE: Students who are doing research involving human subjects will need to undergo training and have their protocols approved by the Institutional Review Board (IRB).

For further information regarding specific EOHS capstone protocol and timelines, please see the EOHS Forms and Resources website: <http://www.uic.edu/sph/eohs/resources-and-forms>

Capstone Evaluation / Grading Procedures

Students will present the posters at the EOHS Capstone date for the Fall, Spring, or Summer semester. Students unable to participate in a given semester should plan on presenting at the subsequent semester. Grading is satisfactory/unsatisfactory based on agreement of faculty advisor and faculty reader, but no grades will be assigned in the absence of formal poster presentation.

EPIDEMIOLOGY – MPH

The MPH in Epidemiology Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). The MPH in Epidemiology Comprehensive program requires a minimum of 53 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time. Both of these programs include the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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
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 Diseases	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
BSTT 401	Biostatistics II	4 SH

III. Electives (up to 12 SH)

PEP Program: Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours.

Comprehensive Program: Students may use their electives to pursue a course of study in the following divisional concentration; or may customize their program of study by selecting from a broad range of course work to meet their career goals and interests. **All students must complete a minimum of 12 semester hours of electives.**

IV. Optional Programs - Maternal and Child Health Epidemiology (minimum additional 33 SH)

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 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
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:		
CHSC 434	Qualitative Methods	3 SH
CHSC 446	Research Methods in Community Health	3 SH
PA 540	Research Methods in Public Administration	4 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 Measurements	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

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

For more information about the Maternal and Child Health Epidemiology Program please visit the program's website at: <http://www.uic.edu/sph/mch/>

* Field Experience Requirements

The Field Experience is required of all MPH students, with the majority being required to complete a 5 credit (320 contact hours) assignment. Some students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals, and would need to discuss this possibility within their chosen division. For more detailed information, please see Field Experience in Public Health (IPHS 650). **NOTE:** MPH students in the MCH Epidemiology program are required to conduct their practica at a state or local public health agency.

**Capstone Requirements

Oral Presentation - Students must complete a formal oral presentation to Division students and faculty on a topic as described below. The presentation will conform to the format and time length of a paper delivered at the annual meetings of the American Public Health Association (APHA), approximately 12-15 minutes.

The topic is to be approved by the student's advisor, and a final abstract of the presentation is to be submitted at least one week prior to the presentation. Where appropriate, students are encouraged to present findings based on their field experience (IPHS 650). However, it may take an alternative form, such as a comprehensive review of the literature on a public health issue from an epidemiologic perspective; a report on another research project in which the student has taken part; a proposal for a study to address an important public health issue; or another format acceptable to the student and his/her academic advisor or faculty mentor. The topic should not be the same as one already addressed in a paper submitted for a previous course.

The presentation should consist of the following:

1. Introduction to the problem or issue
2. Explanation of the methods used to research the topic
3. Summary of the results or findings
4. Conclusions as to the public health implications of the results
5. Recommendations for practical applications or further research

NOTE: Students who are doing research involving human subjects will need to undergo training and have their protocols approved by the Institutional Review Board (IRB).

Capstone Evaluation/Grading Procedures:

Three faculty members will evaluate the quality of the presentation. Each faculty member will assess the experience based on three criteria: content (60%), organization (20%) and oral presentation (20%). If the presentation is evaluated as unsatisfactory by at least two of the three faculty members, the student will be required to submit a written paper, including citations, covering the same material as the oral presentation. The written paper will be evaluated by the three committee members on the content and organization of the material. In some cases, the capstone review committee may simply require written clarification or additional analyses pertinent to identified deficiencies in the oral presentation.

HEALTH POLICY AND ADMINISTRATION – MPH

The MPH in Health Policy and Administration Professional Enhancement Program (PEP) requires a minimum of 42 semester hours (SH). The MPH Health Policy and Administration Comprehensive program requires a minimum of 50 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time. Both of these programs include the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 400	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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 (None-27 SH)

PEP Program: NONE

Comprehensive Program: Students in the Comprehensive Program are required to take 15 SH of Divisional Core requirements and 12 SH of additional HPA courses.

Divisional Core (15 SH):

Course	Title	Credits
HPA 402	Social Ethics and Public Health	3 SH
HPA 403	U.S. Health Care System	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH
HPA 431	Law and Public Health	3 SH
HPA 432	Public Health Advocacy	3 SH

Course	Title	Credits
HPA 444	Healthcare Budgeting and Strategic Planning***	3 SH
HPA 445	Organizational Leadership in Public Health***	3 SH
HPA 460	Introduction to the Economics of Health and Healthcare***	3 SH
HPA 494	Special Topics: Economics, Policy Analysis, and Program Evaluation***	3 SH

***Other courses may be approved in consultation with your advisor.

III. Electives (19 SH)

PEP Program: All students must complete a minimum of 19 semester hours of electives, at least half of which must be HPA courses.

Comprehensive Program: Students are not required to take electives to graduate from the Comprehensive Program. However, it is assumed that the large majority of students will, in conjunction with their advisor, choose 2 to 4 electives from other courses within the School, based upon (a) their career interests and (b) their academic and professional preparation at the time of matriculation.

* Field Experience Requirements

The Field Experience provides the student with practical experience in a public health setting. The overall learning objective of the Field Experience is for the student to apply and integrate the skills and knowledge learned during their graduate study in a real-world application. The Field Experience is required of all MPH students, with the majority being required to complete a 5 credit (320 contact hours) assignment. Some students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals, and would need to discuss this possibility within their chosen division.

The field experience may be waived on an individual basis based upon a student's demonstration of a Bachelor's or advanced degree in a health or related profession plus 3 years of paid public health experience. A prior professional degree without public health experience; or prior work experience that is not closely related to the academic objectives of the student's degree program; are not sufficient reason for waiving the practice requirement. If petitioning to waive the field practicum, please attach supporting documentation including a resume and letter explaining relevant public health experiences and how these experiences relate to the [field practicum learning objectives](#) found in the SPH student handbook.

** Capstone Requirements

Oral Presentation - - Each student will make a public presentation, approximately 15 minutes in length, that reports on the Capstone project and demonstrates effective achievement of learning objectives, notably the integration of public health concepts beyond those related to HPA content.

The student, in consultation with her/his advisor, will propose (and when required), implement a Capstone project that addresses a public health issue. Strategies for completing the Capstone requirement might involve a field practicum, self-study, research project or other experience. The Capstone project must lend itself to demonstrating the integration of HPA core areas with at least one other core area of public health.

The completed Capstone product will include the following elements:

1. statement of the issue
2. review of the relevant literature
3. description of the methods needed or actually used to address the issue
4. description of the anticipated or actual results
5. summary of the lessons to be learned or actually learned

Evaluation / Grading Procedures:

By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the advisor (or capstone "mentor," if this is a faculty member other than the advisor) for approval. At least six weeks prior to the public presentation of the Capstone project, the student will present a draft of the presentation to the advisor or mentor and one other faculty member for comment and feedback.

The Capstone project presentation will be reviewed, evaluated and graded by a faculty member chosen by the student as a capstone evaluator and by one other faculty member chosen by the department. The two faculty reviewers must reach consensus on a "pass" or "fail" grade for the Capstone project presentation.

HEALTH POLICY ADMINISTRATION – ONLINE MPH IN POLICY AND MANAGEMENT (PEP ONLY)

Health Policy and Administration offers Professional Enhancement Program (PEP) students the opportunity to earn their MPH through online coursework. Similar to the MPH offered on campus, the online MPH in Health Policy and Administration PEP program requires a minimum of 42 semester hours (SH). This program is designed for completion in 2 years when enrolled full-time. This program includes the following course requirements:

I. School-Wide Core Requirements (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 400	Principles of Epidemiology	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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. Electives (minimum 19 SH)

All students must complete a minimum of 19 semester hours of electives, at least half of which must be HPA courses.

* Field Experience Requirements

The Field Experience provides the student with practical experience in a public health setting. The overall learning objective of the Field Experience is for the student to apply and integrate the skills and knowledge learned during their graduate study in a real-world application. The Field Experience is required of all MPH students, with the majority being required to complete a 5 credit (320 contact hours) assignment. Some students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals, and would need to discuss this possibility within their chosen division.

The field experience may be waived on an individual basis based upon a student's demonstration of a Bachelor's or advanced degree in a health or related profession plus 3 years of paid public health experience. A prior professional degree without public health experience; or prior work experience that is not closely related to the academic objectives of the student's degree program; are not sufficient reason for waiving the practice requirement. If petitioning to waive the field practicum, please attach supporting documentation including a resume and letter explaining relevant public health experiences

and how these experiences relate to the [field practicum learning objectives](#) found in the SPH student handbook.

**** Capstone Requirements**

Oral Presentation - - Each student will make a public presentation, approximately 15 minutes in length, that reports on the Capstone project and demonstrates effective achievement of learning objectives, notably the integration of public health concepts beyond those related to HPA content.

The student, in consultation with her/his advisor, will propose (and when required), implement a Capstone project that addresses a public health issue. Strategies for completing the Capstone requirement might involve a field practicum, self-study, research project or other experience. The Capstone project must lend itself to demonstrating the integration of HPA core areas with at least one other core area of public health.

The completed Capstone product will include the following elements:

1. statement of the issue
2. review of the relevant literature
3. description of the methods needed or actually used to address the issue
4. description of the anticipated or actual results
5. summary of the lessons to be learned or actually learned

Evaluation / Grading Procedures:

By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the advisor (or capstone "mentor," if this is a faculty member other than the advisor) for approval. At least six weeks prior to the public presentation of the Capstone project, the student will present a draft of the presentation to the advisor or mentor and one other faculty member for comment and feedback.

The Capstone project presentation will be reviewed, evaluated and graded by a faculty member chosen by the student as a capstone evaluator and by one other faculty member chosen by the department. The two faculty reviewers must reach consensus on a "pass" or "fail" grade for the Capstone project presentation.

HEALTH POLICY ADMINISTRATION - ONLINE MPH IN PUBLIC HEALTH INFORMATICS

The MPH in Public Health Informatics Professional Enhancement Program (PEP) requires a minimum of 44 semester hours (SH). The MPH in Public Health Informatics Comprehensive program requires a minimum of 51 semester hours (SH). Both programs are designed for completion in 2 years when enrolled full-time. They include the following course requirements:

I. School-Wide Core Requirements (23 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 400	Principles of Epidemiology	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3 SH
IPHS 698	MPH Capstone Experience**	1 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. Program Core Requirements - Comprehensive Program (28 SH)

Course	Title	Credits
HPA 465	Health Informatics and Decision Support Systems	4 SH
HPA 481	Development of Public Health Surveillance Information Systems	3 SH
HPA 485	Legal and Ethical Issues in Public Health Informatics	3 SH
HPA 486	Survey of Public Health Information Systems	4 SH
HPA 483	Management Communication Systems for Public Health Informatics Applications	4 SH
HPA 563	Web-Based Public Health Information Systems	4 SH
HPA 564	Geographic Information Systems Applications in Public Health	3 SH
HPA 565	Datamining Applications in Public Health	3 SH

III. Program Core Requirements – Professional Enhancement Program (PEP) Optional Tracks (21 SH)

Students may choose one of two tracks, Management or Technical, to focus their studies. Please refer to the PHI website for eligibility requirements for the PEP tracks.

a. PEP Management Track (21 SH)

Students in the PHI Management Track will be required to take the following informatics core courses and at least one elective course.

Course	Title	Credits
HPA 465	Health Informatics and Decision Support Systems	4 SH
HPA 486	Survey of Public Health Information Systems	4 SH
HPA 483	Management Communication Systems for PHI Applications	4 SH
HPA 487	Overview of Public Health Informatics Methods	3 SH
HPA 488	Public Health Information Systems Evaluation and Project Management	3 SH
Select one elective from the following courses:		
BHIS 517	Health Care Information Security	3 SH
HPA 481	Development of Public Health Information Surveillance Systems	3 SH
HPA 485	Legal and Ethical Issues in PH Informatics	3 SH

b. PEP Technical Track (21 SH)

Students in the PHI Technical Track will be required to take the following informatics core courses:

Course	Title	Credits
HPA 465	Health Informatics and Decision Support Systems	4 SH
HPA 481	Development of PH Surveillance Information Systems	3 SH
HPA 486	Survey of Public Health Information Systems	4 SH
HPA 563	Web-Based Public Health Information Systems	4 SH
HPA 564	Geographic Information Systems Applications in Public Health	3 SH
HPA 565	Datamining Applications in Public Health	3 SH

Field Practicum & MPH Capstone Experience

Below are the requirements for beginning the IPHS 650 – Field Practicum (3 sh) & the IPHS 698 – MPH Capstone Experience (1 sh).

After completing all the core public health and most of the informatics courses students will acquire the public health informatics program competencies. The main purpose of the field practicum is to give students an opportunity to study a real-world application of information technologies or information systems in a public health or healthcare setting. Since public health informatics is a relatively new discipline we do not waive the field practicum requirement. The content of the field practicum can vary greatly from one student to the next. Each student works with his/her advisor to design and customize the practicum to that student's individual experience, background, and interests.

Overall Objective of Field Practicum

Students will acquire experience and develop skills in the application of basic public health informatics concepts and specialty knowledge to the solution of public health/healthcare problems.

Field Practicum Learning Objectives:

Through the field practicum experience, MPH students will be able to:

1. Apply public health informatics concepts and knowledge in a practice setting.
2. Complete a defined project and demonstrate public health informatics competence in an area of public health practice or healthcare setting.
3. Demonstrate public health informatics skills and knowledge in an area of interest not covered in depth elsewhere in their educational plan.

It is expected that students will spend 64 hours in the field for every semester hour in the practicum. Students are encouraged to choose a topic and a preceptor from a healthcare setting close to their residencies or workplaces.

Sample Practicum Projects:

A sample of past field practicum projects is presented below:

- Evaluation of The Cook County Department of Public Health Patient Encounter Information System
- The Migration of Paper-based health information into a Digital Format at the Elkhart County Health Department's Health Education Division
- Application of Data Mining technology to the Analysis of Child Safety Data
- Survey of Application of Electronic Medical Records in a Local Chiropractic Practice.
- Evaluation of Online Clinical Decision Support Systems at the University of California-San Francisco Comprehensive Cancer Center
- Evaluation of a Web-based Data Entry and Retrieval System for a Laboratory Proficiency Testing Program
- The Application of Standardized Clinical Terminologies in Public Health Reporting
- The Development and Implementation of Picture Archiving Communication System at British Columbia Children's Hospital
- Development and Implementation of a Web-based Exercise Promotion Information System
- Implementation of a Laboratory Information Management System (LIMS) at the Illinois Department of Public Health
- Review of LaPorte County Child Immunization Information System
- Review of the Duke University Hospital Cancer Patient Support Information System
- Implementation of a Computerized Order Entry System at St. James Hospital, Olympia Fields, Illinois

The required forms for the Field Practicum are:

1. IPHS Registration Form
2. Field Practicum Learning Agreement

The above forms must be completed prior to the start of the practicum.

At the completion of the Field Practicum, two additional forms must be filled out. They are:

3. Student's Evaluation of Field Experience
4. Preceptor's Evaluation of Student Performance

Capstone Experience

The capstone portion of the MPH program in public health informatics is designed to demonstrate that students are able to integrate the theories, concepts and competencies that they have acquired in addressing a public health or healthcare problem.

Capstone Learning Objectives:

The student will produce a report (of 10-15 pages, double spaced) that demonstrates their ability to:

1. Identify a significant public health or healthcare issue.
2. Identify the relevant knowledge and competencies from across the public health informatics program needed to analyze the problem selected.
3. Demonstrate their ability to integrate PHI concepts, knowledge and competencies in conducting their analysis of the problem selected.
4. Produce a coherent and convincing report addressing the problem selected.

The report must consist of the following sections: Title; Purpose and Objectives; Literature Review; Methods and Analysis; Results and Discussions; Public Health Significance of the Project; Limitations. Some of the top reports will be considered for publication in the Online Journal of Public Health Informatics (<http://ojphi.org>)

The required form for MPH Capstone Experience is:

1. IPHS Registration Form

Please note that this form is separate from the form necessary for the practicum. This form must be submitted during the registration period for the semester the capstone is being completed (i.e., before the capstone is started).

Evaluation / Grading Procedures

By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the advisor for approval. At least six weeks prior to the completion of the Capstone project, the student will present a draft of the paper to the advisor for comment and feedback. The Capstone paper will be reviewed, evaluated and graded by a Program Director/ Advisor.

Graduation

Students wishing to graduate at the end of a particular semester must also complete the following before the end of the 2nd week of that semester:

1. MPH Program Proposal
2. [Pending Degree List Process/Intent to Graduate \(MPH, MS, PhD, DrPH\)](#)
3. Proof of research training requirements

Please contact Kshitij Naval (knaval2@uic.edu), Online Education Program Coordinator, for more information on these forms.

JOINT DEGREE PROGRAMS

The School of Public Health offers nine Joint Degree programs which allow students to complete both an MPH degree or MS in Clinical and Translational Science and a second professional degree in a shortened timeframe. The School also participates in the joint MD/PhD with the College of Medicine.

Joint Degree	Availability of Joint Degree Programs by Division				
	CHS	EOHS	Epi	Bio	HPA
MBA/MPH	X	X	X	X	X
MS Nursing/MPH	X				
MA Anthropology/MPH	X		X	X	
JD/MPH					X
DVM/MPH			X	X	
MD/MPH	X	X	X	X	X
MD/MS CTS					X
PharmD/MS CTS					X
DMD/ MS CTS					X
MD/PhD			X	X	

MBA/MPH

The UIC College of Business Administration and the School of Public Health offer a joint degree program leading to the Master of Business Administration (MBA) and the Master of Public Health (MPH).

Programs of study leading to the MBA/MPH joint degree are offered by each of the following:

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

Length of Program: Full-time students may complete the degree in two and one-half years; Part-time students in three and one-half years.

Admission Requirements:

- Must apply separately and be accepted to **both** the College of Business Administration and School of Public Health
- Indicate application to the joint degree program on the admission applications.

Program Requirements:

All students must satisfy the requirements for both the MBA and MPH program. The program is tailored to accommodate students on either a full-time or part-time basis. Students should confirm all course requirements with each separate degree program

I. Core Requirements by School (44 SH)

Business Administration Core Courses (24 SH)		
Course	Title	Credits
ACTG 500	Intro to Financial & Management Accounting	4 SH
ECON 520	Microeconomics for Business Decisions	4 SH
FIN 500	Intro to Corporate Finance	4 SH
IDS 532	Decision Models & Info. Systems II	4 SH
MGMT 541	Organizational Behavior	4 SH
MKTG 500	Introduction to Marketing	4 SH

School of Public Health Core Courses (20 SH)		
Course	Title	Credits
EPID 400 or EPID 403*	Principles of Epidemiology or Introduction to Epidemiology: Principles and Methods	3 SH
BSTT 400	Biostatistics I	4 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
IPHS 650	Field Experience in Public Health	3 SH

IPHS 698	MPH Capstone Experience	1 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

*Students in HPA and EOHS enroll in EPID 400. Students in CHS and Epi enroll in EPID 403.

II. Electives (minimum 12 SH)

MBA Electives (12 SH)

Students must take at least three elective courses (twelve semester hours) from courses offered within at least two departments in the College of Business Administration. Students also have the option to complete a concentration if desired.

MPH Electives

Students must satisfy requirements of one of the public health disciplines offered by the School of Public Health. MPH course electives must at a minimum bring the total MPH program hours to 42 semester hours, inclusive of shared credit hours.

III. Tuition and Fees Assessment

Tuition and fees charged by the two programs differ. Students will be charged the tuition and fees associated with the program into which they are first accepted, and will be charged the tuition and fees associated with the other program once the semester hours of the first program have been reached.

IV. Advising

Students will be assigned advisors from each program: one faculty member from Business Administration and one faculty member from the School of Public Health.

V. Contact Information

For further information about this joint degree program, please contact the following individuals:

School of Public Health

Babette J. Neuberger, JD, MPH
 Associate Dean for Academic Affairs, School of Public Health
 (312) 996-5381
bjn@uic.edu

Liataud Graduate School of Business:

Dawn Birkland
 Academic Adviser
 (312) 996-9021
birkland@uic.edu

Transferring into MBA / MPH joint degree program from individual degree programs:

Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the joint masters is complete:

Students who leave after completing the necessary hours for one of the degrees, either the Master of Business Administration or the Master of Public Health, but before completing the joint MBA/MPH, will receive the former degree. Students completing solely the Master of Public Health may (depending on background experience) be required to satisfy requirements of a comprehensive MPH program.

MS NURSING/MPH

The UIC College of Nursing and the School of Public Health offer a joint degree program leading to the Master of Science (MS) in Nursing with specialization in public health nursing and the Master of Public Health (MPH) with specialization in community health.

A program of study leading to the MS Nursing/MPH joint degree is offered by the following SPH Division:

1. [Community Health Sciences](#)

Length of Program: Full-time students may complete the degree in two years; Part-time students in up to four years.

Admission Requirements:

- Must apply separately and be accepted to **both** the College of Nursing through the Department of Health System Sciences and School of Public Health through the Community Health Sciences Division (CHS).
- Indicate application to the joint degree program on the admission applications.

Program Requirements:

All students must satisfy the requirements for both the MS Nursing and MPH program, for a total of 57-59 semester hours (SH). This program is tailored to accommodate full-time students working to complete both degrees in two academic years. The required coursework also can be completed on a part-time basis up to four years.

I. Core Requirements by School (41 SH)

College of Nursing Core Courses (23-25 SH)		
Course	Title	Credits
NUPH 505*	Nursing Systems Operation Management	3 SH
NUPH 507	Advanced Community Health Nursing: Introductions & Interventions	4 SH
NUPH 512	Healthcare Human Resource Management	3 SH
NUPH 517*	Budget and Finance of Health and Nursing Services	3 SH
NUSC 526*	Nursing Inquiry I	2 SH
NUSC 527*	Nursing Inquiry II	2 SH
NUSC 528	Health, Environment, and Systems	2 SH
NUSC 529	Issues of Advanced Practice in Nursing	1 SH
Select one of the following courses:		
NUSC 597	Project Research	3 SH
NUSC 598	Thesis Research	5 SH

School of Public Health Core Courses (23-25 SH)		
Course	Title	Credits
EPID 400	Principles of Epidemiology	3 SH

BSTT 400	Biostatistics I	4 SH
HPA 400	Principles of Management in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience**	1 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. CHS Divisional Core Requirements (12 SH)

Course	Title	Credits
CHSC 431*	Community Assessment in Public Health	3 SH
CHSC 433*	Program Planning and Evaluation	3 SH
CHSC 480	Health Education and Health Promotion	3 SH
Select one of the following courses:		
CHSC 527	Critical Issues in Long-Term Care Policy	3 SH
CHSC 543	Maternal and Child Health Policy and Advocacy	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH

*Courses meet both CON and SPH/CHS degree requirements

**CHS Capstone requirements may be found in the CHS MPH Degree Student Handbook

III. Shared Courses

- CHSC 431 Community Assessment in Public Health (3 SH)
- CHSC 433 Program Planning and Evaluation (3 SH)
- NUPH 505 Nursing Systems Operation Management (3 SH)
- NUPH 517 Budget and Finance of Health and Nursing Services (3 SH)
- NUSC 526 Nursing Inquiry I (2 SH)
- NUSC 527 Nursing Inquiry II (2 SH)

IV. Tuition and Fee Assessments

Tuition and fees charged by the two programs differ. Students will be charged the tuition and fees associated with the program into which they are first accepted, and will be charged the tuition and fees associated with the other program once the semester hours of the first program have been reached.

V. Advising

Students will be assigned joint advisors, one faculty member from College of Nursing and one faculty member from the School of Public Health.

VI. Contact Information

For further information about this joint degree program, please contact the following individuals:

School of Public Health

Babette J. Neuberger, JD, MPH
Associate Dean for Academic Affairs, School of Public Health
(312) 996-5381
bjn@uic.edu

College of Nursing

Kamal Eldeirawi
Assistant Professor
(312) 413-9792
keldei1@uic.edu

Transferring into MS in Nursing / MPH joint degree program from individual degree programs:

Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the joint masters is complete:

Students who leave after completing the necessary hours for one of the degrees, either the Master of Nursing or the Master of Public Health, but before completing the joint MS in Nursing/MPH, will receive the former degree. Students completing solely the Master of Public Health may (depending on background experience) be required to satisfy requirements of a comprehensive MPH program.

MA ANTHROPOLOGY/MPH

The Department of Anthropology in the UIC College of Liberal Arts and Sciences and the School of Public Health offer a joint degree program leading to the Master of Arts in Anthropology (MA) and the Master of Public Health (MPH). This program is geared towards students interested in global health and medical anthropology and is called the “Anthropology in Global Health” (AGH) program. The joint Masters degree is designed to be followed by a Doctoral degree in Anthropology or Public Health.

Programs of study leading to the MA Anthropology/MPH joint degree are offered by the following SPH Divisions:

1. [Community Health Sciences](#)
2. [Epidemiology](#)

Length of Program: Full-time students may complete the degree in three years; Part-time students in up to four years.

Admission Requirements:

- Must apply separately and be accepted to **both** the College of Liberal Arts and Sciences through the Department of Anthropology and School of Public Health through the Community Health Sciences (CHS) or Epidemiology (EPID) divisions.
- Indicate application to the joint degree program on the admission applications.

Program Requirements:

All students must satisfy the requirements for both the MA Anthropology and MPH program, for a total of 71-76 semester hours (SH). This program is tailored to accommodate full-time students working to complete both degrees in three academic years.

The coursework for the joint degree will include 1) core courses in Anthropology, 2) core courses for the Anthropology and Global Health program, 3) core courses in Public Health, 4) divisional core courses in either Community Health Sciences or Epidemiology, and 5) electives.

I. Core Requirements by School (50 SH)

Anthropology Core Courses (18 SH)		
Course	Title	Credits
ANTH 500	Social and Cultural Theory I	4 SH
ANTH 501	Social and Cultural Theory II	4 SH
ANTH 502	Theory and Method in Archaeology	4 SH
ANTH 503	Hominid, Phylogeny and Adaptations	5 SH
ANTH 595	Graduate Seminar in Anthropology	1 SH

Anthropology and Global Health Core Courses (12 SH)		
Course	Title	Credits
ANTH/IPHS 415	Foundations in Anthropology and Global Health I	4 SH

ANTH/IPHS 416	Foundations in Anthropology and Global Health II	4 SH
ANTH/IPHS 516	AGH Integrative Seminar	4 SH

School of Public Health Core Courses (20 SH)		
Course	Title	Credits
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
BSTT 400	Biostatistics I	4 SH
HPA 400	Principles of Management in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
IPHS 650	Field Experience in Public Health*	3 SH
IPHS 698	MPH Capstone Experience**	1 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 (CHS = 15 SH, Epi = 18 SH)

Community Health Sciences Core Requirements – 15 SH

Course	Title	Credits
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Program Planning and Evaluation	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 480	Health Education and Health Promotion	3 SH
Select one of the following courses:		
CHSC 527	Critical Issues in Long-Term Care Policy	3 SH
CHSC 543	Maternal and Child Health Policy and Advocacy	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH

Epidemiology Core Requirements – 18 SH

Course	Title	Credits
EPID 404	Intermediate Epidemiological Methods	4 SH
EPID 406	Epidemiological Computing	3 SH
EPID 410	Epidemiology of Infectious Disease	2 SH
EPID 411	Epidemiology of Chronic Disease	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
BSTT 401	Biostatistics II	4 SH

III. Electives – (6-8 SH)

Students are required to take 6-8 credit hours chosen in consultation with graduate advisors. Suggested electives include the following:

- IPHS 409 Global Health I (3 SH)
- IPHS 410 Global Health II (3 SH)

- CHSC 434 Introduction to Qualitative Methods in Public Health (3 SH)
- CHSC 447 Survey Planning and Design (3 SH)
- CHSC 534 Qualitative Data Analysis (3 SH)
- CHSC 577 Survey Questionnaire Design (3 SH)
- Any EPID/BSTT courses
- Environmental and Occupational Health Sciences with a global focus
- ANTH courses (specifically ANTH 418 Ethnographic and Qualitative Research Methods (4 SH))
- GIS courses
- Concentration in Women's Health sequence
- Pharmacognosy courses

Sample course planning guides for Community Health Sciences and Epidemiology

TRACK 1: CHSC

	Fall	Spring	Summer
Year 1	ANTH 500 (4)	ANTH 501 (4)	Elective slot (4-8)*
	ANTH 503 (5)	ANTH 502 (4)	HPA 400 (3)
	ANTH 595 (1)	ANTH/IPHS 416 (4)	
	ANTH/IPHS 415 (4)		
Year 2	BSTT 400 (4)	CHSC 431 (3)	Summer field experience (IPHS 650 (3))
	EPID 403 (3)	CHSC 446 (3)	
	Elective slot (3-4)	CHSC 480 (3)	
		CHSC 400 (online) (3)	
Year 3	CHSC 433 (3)	CHSC 527/543/HPA 430 (3)	
	ANTH/IPHS 516 (4)	EOHS 400 (3)	
	Elective slot (3-4)	IPHS 698 (1)	
		Elective slot (3-4)	

*Four elective slots are identified, but only two electives are required

TRACK 2: EPID

	Fall	Spring	Summer
Year 1	ANTH 500 (4)	ANTH 501 (4)	Elective slot (4-8)*
	ANTH 503 (5)	ANTH 502 (4)	
	ANTH/IPHS 415 (4)	ANTH/IPHS 416 (4)	HPA 400 (3)
	ANTH 595 (1)		
Year 2	BSTT 400 (4)	EPID 404 (4)	Summer field experience (IPHS 650 (3))
	EPID 403 (3)	BSTT 401 (4 sh)	
	EPID 406 (3)	CHSC 400 (online) (3)	
	Elective slot (3-4)	Elective slot (3-4)	
Year 3	EPID 410 (2)	EPID 411 (3)	
	EOHS 400 (3)	EPID 591 (2)	
	ANTH/IPHS 516 (4)	IPHS 698 (1)	
	Elective slot (3-4)	Elective slot (3-4)	

*Five elective slots are identified, but only two electives are required

IV. Tuition and Fee Assessments

Tuition and fees charged by the two programs differ. It is anticipated that students will take predominately Anthropology courses for their first two semesters. Consequently, students will be charged tuition and fees associated with the Master of Arts in Anthropology for the first half of the program, until 36 semester hours have been reached. The students will be charged tuition and fees associated with the Master of Public Health program after that, which will continue until the degree has been completed.

V. Advising

Students will be assigned joint advisors, one faculty member from the Anthropology Department within the College of Liberal Arts and Sciences one faculty member from the School of Public Health.

VI. Contact Information

For further information about this joint degree program, please contact the following individuals:

School of Public Health

Babette J. Neuberger, JD, MPH
Associate Dean for Academic Affairs, School of Public Health
(312) 996-5381
bjn@uic.edu

College of Liberal Arts and Sciences

Laura Junkers, PhD
Director of Graduate Studies, Department of Anthropology
(312) 996-3116
ljunker@uic.edu

Transferring into MA Anthropology / MPH joint degree program from individual degree programs

Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the joint masters is complete

Students who leave after completing the necessary hours for one of the degrees, either the Master of Arts in Anthropology or the Master of Public Health, but before completing the joint MA/MPH, will receive the former degree. Most students completing solely the Master of Public Health would be required to satisfy requirements of a comprehensive MPH program.

JD/MPH COORDINATED PROGRAM

The UIC School of Public Health and the Chicago-Kent College of Law, Illinois Institute of Technology offer a coordinated program leading to the Juris Doctor (JD) and the Master of Public Health (MPH).

The program of study leading to the JD/MPH degrees is offered through the following SPH Division:

1. [Health Policy and Administration](#)

Length of Program: Full-time students may complete the degree in three and one-half years; part-time students in up to four and one-half years.

Admission Requirements:

- Must apply and be accepted to both the Chicago-Kent College of Law, IIT and UIC School of Public Health
- Indicate application is to the coordinated degree program on the admission applications
- LSAT scores may be substituted for GRE scores as part of the application to the School of Public Health

Program Requirements: Students must complete a minimum of 42 semester hours of course work at SPH through the Health Policy and Administration Division (HPA) of the school. Students' work at UIC will qualify for twelve hours of elective credit at Chicago-Kent (approximately one semester's work). During the remaining semesters at Chicago-Kent, students will be required to meet all other curricular requirements of the law school. Students may begin their study by attending either school first, but cannot take courses at both schools during the same semester without special approval by both schools. Students receiving financial assistance are advised to attend only one school during an academic year.

The coordinated program is tailored to accommodate students on either a full-time or part-time basis. Each institution will assess its own tuition and fees.

I. Core Requirements by School (60 SH)

Juris Doctorate Core Courses (40 SH)		
Course	Title	Credits
Law 206	Legislative Process	3 SH
Law 251	Contracts	5 SH
Law 253	Torts	5 SH
Law 257	Criminal Law	3 SH
Law 258	Civil Procedure	5 SH
Law 259	Legal Writing 1	3 SH
Law 260	Legal Writing 2	2 SH
Law 261	Property	4 SH
Law 275	Constitutional Law	4 SH
Law 415	Professional Responsibility	2 SH
Law 431	Legal Writing 3	1 SH

Law 432	Legal Writing 4	3 SH
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School of Public Health Core Courses (20 SH)		
Course	Title	Credits
EPID 400	Principles of Epidemiology	3 SH
BSTT 400	Biostatistics I	4 SH
HPA 400	Principles of Management in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
IPHS 650	Field Experience in Public Health*	3 SH
IPHS 698	MPH Capstone Experience**	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

II. Electives – (69 SH)

JD Electives (47 SH; inclusive of shared courses)

Through elective courses students may pursue a deeper understanding of a particular substantive, health-related area, including disability law, elder law, environmental and energy law, family law, food and drug law, genetics and law, health law, medical malpractice, and reproductive technologies law.

MPH Electives (22 SH)

Students must satisfy requirements of the Health Policy and Administration's MPH Professional Enhancement Program. MPH course electives must at a minimum bring the total MPH program hours to 42 semester hours.

III. Shared Courses

Twelve hours of course-work (roughly one semester's worth of credit) taken at the School of Public Health will count toward elective credit at Chicago-Kent, enabling students to complete both degrees in 3 ½ years. With proper planning, participation in clinical experiences and/or externships at Chicago-Kent also may satisfy the School of Public Health's field practicum requirement and provide a foundation for the MPH Capstone project.

IV. Tuition and fees

While a student is attending one school, he or she will be considered on official leave of absence at the other school. Thus, the student will pay tuition and be eligible for scholarship support at only one school at a time.

V. Advising

Students will be assigned joint advisors, one faculty member from Chicago-Kent College of Law and one faculty member from the School of Public Health.

VI. Contact Information

School of Public Health

Daniel Swartzman, JD, MPH
Associate Professor, Health Policy and Administration
(312) 996-5756
swrtzmn@uic.edu

IIT Chicago-Kent College of Law

Harold J. Krent, JD
Dean, Chicago-Kent College of Law, IIT
(312) 906-5010
Hkrent@kentlaw.edu

Transferring into JD/MPH coordinated degree program from individual degree programs

Students who enter either of the individual degree programs and later decide to transfer into the coordinated program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the coordinated program are complete

Students who leave after completing the necessary hours for one of the degrees, either the Juris Doctor or the Master of Public Health, but before completing the coordinated JD/ MPH will receive the former degree. Students completing solely the Master of Public Health may (depending on background experience) be required to satisfy requirements of a comprehensive MPH program.

DVM/MPH

The College of Veterinary Medicine at the University of Illinois Urbana-Champaign (UIUC) and the UIC School of Public Health offer a joint degree program leading to the Doctor of Veterinary Medicine (DVM) and Master of Public Health (MPH) degrees.

The programs of study leading to the DVM/MPH joint degree is offered by the following SPH Division:

1. [Epidemiology](#)

Length of Program: Full-time students may complete the degree in five years

Admission Requirements:

- Must apply and be accepted to both the UIUC College of Veterinary Medicine DVM program and School of Public Health
- DVM students must have earned a baccalaureate degree to qualify for admission to the joint degree program.
- Indicate application is to the joint degree program on the admission applications

Program Requirements:

All students must satisfy the requirements for both the DVM and MPH program. The joint DVM/MPH program is a five year program of study consisting of a combination of on-line and on-site courses and concluding with a research based Capstone project. Students in the program must satisfy the required four years of the professional veterinary medicine curriculum as well as the required 42 semester hours of the Master of Public Health Professional Enhancement Program (PEP).

Veterinary Medicine students are encouraged to complete 1 or more Public Health courses in the Summer preceding and following their DVM1 Year. Veterinary Medicine students will ordinarily complete Years 1 through 3 of their veterinary medicine training at UIUC, while taking some public health courses online and/or completing courses deemed equivalent to required SPH courses within the graduate program of Veterinary Pathology. DVM students will spend a minimum of two semesters (fall and spring) in residence at the UIC School of Public Health following their third year of veterinary medicine training. Students are encouraged to spend a summer in Chicago to complete their field experience and capstone project in a public health- related setting. Students will return to UIUC to complete their fourth year clinical rotations.

An example of progression through the joint degree DVM / MPH program follows:

Pre - YEAR 1 – Summer (3 SH)		
Course	Title	Credits
CHSC 401	Behavioral Sciences in Public Health	3 SH
YEAR 1 (23.5 SH)		
FALL and SPRING SEMESTERS		
DVM1 Curriculum		
SUMMER SEMESTER		

HPA 400	Principles of Management in Public Health	3 SH
YEAR 2 (39.5 SH)		
FALL and SPRING SEMESTERS		
DVM2 Curriculum		
YEAR 3 (35-38 SH)		
FALL and SPRING SEMESTERS		
DVM3 Curriculum		
YEAR 4 (35-43 SH) - School of Public Health Courses		
Course	Title	Credits
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
BSTT 400	Biostatistics I	4 SH
HPA 400	Principles of Management in Public Health (<i>if not taken previously</i>)	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health (<i>if not taken previously</i>)	3 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 Diseases	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
BSTT 401**	Biostatistics II	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 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
YEAR 5 – 4th YEAR DVM CLINICAL ROTATIONS		

* (may substitute PATH 516)

** (may substitute PATH 591)

I. Electives

Students must take the number of electives as necessary to bring the total number of semester hours for the MPH program to 42 semester credit hours.

II. Shared Courses

- Shared coursework taken in the DVM program may count to satisfy MPH elective requirements. Up to 12 SH of required MPH courses may be counted toward the free electives required of DVM students during their 4th year clinical rotations.
- Between 3-5 semester hours of credit for field practicum and capstone experience (1 hour) may apply to the DVM degree.
- No more than 25% of total credit hours required may be shared between the programs.

III. Tuition and fees

While a student is attending one school, he or she will be considered on official leave of absence at the other school. Thus, the student will pay tuition and be eligible for scholarship support at only one school at a time.

IV. Advising

Students will be assigned joint advisors, one faculty member from UIUC College of Veterinary Medicine and one faculty member from the UIC School of Public Health.

V. Contact Information

School of Public Health

Babette J. Neuberger, JD, MPH
Associate Dean for Academic Affairs, School of Public Health
(312) 996-5381
bjn@uic.edu

UIUC - College of Veterinary Medicine

Jack Herrmann, DVM, MPH
Director, DVM/MPH Program
(217) 265-6586
jah1110@uic.edu

Transferring into DVM / MPH joint degree program from individual degree programs

Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the joint masters is complete

Students who leave after completing the necessary hours for one of the degrees, either the DVM or the MPH, but before completing the joint DVM/MPH, will receive the former degree. Most students completing solely the MPH would be required to satisfy requirements of a comprehensive MPH program.

MD/MPH

The UIC College of Medicine (COM) and the UIC School of Public Health offer a joint degree leading to the Doctor of Medicine (MD) and Master of Public Health (MPH) degrees.

Programs of study leading to the MD/MPH joint degree are offered by each of the following four SPH Divisions:

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

Length of Program: Full-time students may complete the degree in five years

Admission Requirements:

- Must apply and be accepted to both the UIC College of Medicine program and School of Public Health.
- Indicate application is to the joint degree program on the admission applications (for MPH, designate Summer or Fall as entry term. It is recommended MD students start in Summer).

Program Requirements:

All students must satisfy the requirements for both the MD and MPH program.

Joint degree students are admitted simultaneously and may begin their public health coursework during the Summer before their M1 year. Concurrent public health course work during the M1 through M3 years is discouraged. However, SPH night or computer courses might be allowed at the discretion of the advisors (subject to approval of the COM program governing body or Senior Associate Dean and the SPH Associate Dean for Academic Affairs) for select students who have established excellent academic standing in both the College of Medicine and School of Public Health

An example of progression through the joint degree MD/MPH program follows:

Pre – M1 YEAR – Summer (3-6SH)		
Course	Title	Credits
CHSC 401	Behavioral Sciences in Public Health AND/OR	3 SH
HPA 400	Principles of Management in Public Health	3 SH
M1 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M1 Year requirements		
SUMMER SEMESTER		
Students may take 1 or 2 of the aforementioned MPH courses in the Summer following M1 Year		
M2 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M2 Year requirements		

M3 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M3 Year requirements		
YEAR 4 (30 SH) - School of Public Health Courses		
Students pursue one year of full-time study at the School of Public Health. Students typically take 15 SH of coursework in both the Fall and Spring semesters for a total of 30 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
YEAR 5		
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
M4 Rotations:		
Med or Peds Sub – 1 to 4 weeks Specialties – 18 weeks Anesthesia/ Radiology – 4 weeks Ophthalmology – 1 weeks Otolaryngology – 2 weeks Orthopaedics – 2 weeks Dermatology – 2 weeks Neurology – 2 weeks		

I. Shared Courses

- With proper advisement, MD/MPH students may complete between 3 and 5 semester hours of the MPH field experience (IPHS 650) during the M4 year and receive (6 to 8) weeks of credit toward MD electives.
- With proper planning and prior approval of the MPH advisor, joint degree students may take a non-clinical medical elective during their M4 year and receive independent study credit toward the MPH degree. [For example two semester hours of independent study may be awarded for completing the 30 contact hour multi-disciplinary course: “Patient Safety and Quality Outcomes”.
- With proper planning and prior approval by the Medical School, joint degree students may receive credit toward the M4 electives by taking an advanced-level public health course.
- **No more than 25% of the total hours for both degrees will consist of shared coursework.**

II. Tuition and Fees

Tuition and fees charged by the two programs differ. Students will be charged the College of Medicine tuition and fees during their M1 through M4 years. The School of Public Health tuition and fees will be assessed while taking MPH courses during the Summer terms and during the year of study at the School of Public Health.

III. Advising

Students in the joint program will have two advisors, one from the College of Medicine faculty and one from the divisional School of Public Health faculty, to assist the student with each respective program. Joint advisors will ensure that the students understand the program requirements and any course sequence requirements. They will also suggest electives appropriate to the students' interests.

IV. Contact Information

School of Public Health

Babette J. Neuberger, JD, MPH
Associate Dean for Academic Affairs, School of Public Health
(312) 996-5381
bjn@uic.edu

College of Medicine

Dr. Jorge Girotti
Special Curricular Programs
(312) 996-6920
jorgeg@uic.edu

Transferring into MD / MPH joint degree program from individual degree programs

Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Application to the MPH is through SOPHAS.

Leaving the program before the requirements for the joint degree is complete

Students who leave after completing the necessary hours for one of the degrees, either the MD or the MPH, but before completing the joint MD/MPH, will receive the former degree. Most students completing solely the Master of Public Health would be required to satisfy requirements of a comprehensive MPH program.

RESIDENCY IN PREVENTIVE MEDICINE

The School of Public Health collaborates with John Stroger Hospital (formerly Cook County Hospital) in offering an accredited program leading to board eligibility in general preventive medicine. The program emphasizes clinical skills, program development, and research for physicians who have completed a residency in internal medicine.

This program offers two years of concurrent MPH and practicum experiences in preparation for the American Board of Preventive Medicine exam. This program is for physicians who have already completed a residency in internal medicine. A third research year is periodically offered. The MPH is usually in epidemiology/biostatistics. The practicum is a blend of training in clinical, administrative, public health, and research components of general preventive medicine. For further information, e-mail David Goldberg, MD, John Stroger Hospital, at david_goldberg@rush.edu.

RESIDENCY IN OCCUPATIONAL MEDICINE

The School of Public Health offers a two-year, fully accredited program leading to board eligibility in Preventive Medicine/ Occupational Medicine. The program is open to physicians with MD or DO degrees who have completed an Accreditation Council for Graduate Medical Education-accredited internship year in the U.S. and are eligible for licensure in Illinois. The first academic year entails completion of course work for the MPH degree, plus one day per week of clinical work and sixteen weeks of elective rotations. The second practicum year consists of five months of industrial-based medicine, two months on the Occupational Medicine Consultation Service, two months of research, and two months of electives in occupational medicine-related areas. Half-day, outpatient clinical work and weekly conferences are integrated into both the academic and practicum years of the program. For further information on the UIC Occupational Medicine Residency Program, contact Susan Buchanan, MD, MPH, at 312-996-0806 or sbucha3@uic.edu.

The UIC Occupational Medicine residency works in conjunction with the Occupational and Environmental Health and Safety Education and Research Center at the University of Illinois at Chicago, one of sixteen NIOSH-funded training centers in the United States. Now in its twenty-fifth year, it is supporting thirty-five trainees in MPH, MS, DrPH, and PhD programs in industrial hygiene and occupational nursing as well as the physician residency program in occupational medicine. Lorraine Conroy, ScD, CIH, is the center director.

INTERDEPARTMENTAL CONCENTRATIONS

The School of Public Health offers four Interdepartmental Concentrations for students to participate in.

Interdepartmental Concentration	Availability of Interdepartmental Concentration by Division				
	CHS	EOHS	Epi	Bio	HPA
Women's Health	x	x	x	x	x
Women's Studies	x	x	x	x	x
Survey Research	x	x	x	x	x
Global Health	x	x	x	x	x

WOMEN'S HEALTH CONCENTRATION

The Interdepartmental Graduate Concentration in Women's Health is co-sponsored by the UIC College of Nursing, the School of Public Health, and the Gender and Women's Studies program. The Concentration is housed within the College of Nursing.

This Concentration encompasses the multidisciplinary of Women's Health and provides training in the foundations of Women's Health through its structure and content. The Core courses provide a broad overview of the field and issues within Women's Health, and they address the need for a conceptual and applied background in Women's Health. The elective allows a student to pursue an issue or area of professional interest in Women's Health. The multidisciplinary requirement in this Concentration ensures that a student has significant exposure to a paradigm other than the dominant paradigms used within their own school or department.

This concentration is an elective concentration for graduate students, consisting of core and elective courses across several academic units. The Concentration curriculum can be completed without the need to change existing graduate college or departmental academic requirements. In the case of certain academic units, however, students may need to complete additional hours beyond the minimum required for a masters or a doctoral degree within their home school, college or department.

The Interdepartmental concentration in Women's Health requires 12 semester hours (SH) and is designed for completion in as little as four semesters by completing one course each semester. Students must complete at least 6 SH outside of their home area and take one core course from three separate areas: 1) Introductory Women's Health, 2) Women's Health Specific Issues, and 3) Theory/Methods.

For a complete description of the concentration, including its target audience, course requirements, and designated and affiliated faculty see the College of Nursing website at:
<http://www.uic.edu/nursing/forms/WHConcentrationWebInfo.pdf>

Contact Information

For further information about the concentration in Women's Health please contact:

Carrie Klima
Concentration Director and Clinical Assistant Professor of Nursing
(312) 996-1863
cklima@uic.edu

WOMEN'S STUDIES CONCENTRATION

Graduate Concentration in Women's Studies

The School of Public Health is a participating department in the graduate concentration in Gender and Women's Studies offered by the Gender and Women's Studies Program at the University of Illinois at Chicago. Once admitted to SPH, students may apply to the GWS Program for admission to the concentration.

Experiencing GWS courses will allow students to critically examine issues of women and gender, as well as their complex intersections with race, class, ethnicity, and sexual identity; providing a rich, interdisciplinary focus. For additional details about the program see:

<http://www.uic.edu/depts/wsweb/graduate/index.htm>.

Contact Information

For further information about the concentration in Women's Studies please contact:

Helen Gary

Information Services Supervisor, Gender and Women's Studies Program

(312) 996-4542

hgary@uic.edu

SURVEY RESEARCH METHODOLOGY CONCENTRATION

Interdepartmental Graduate Concentration in Survey Research Methodology

The Interdepartmental Graduate Concentration in Survey Research Methodology, for master's and doctoral students, provides graduate students with state-of-the-art knowledge and skills in scientifically-grounded survey research methodologies. Graduate students electing the Interdepartmental Graduate Concentration in Survey Research Methodology receive the master's or Ph.D. after having fulfilled the requirements of the Graduate College, their major academic units, and the Interdepartmental Graduate Concentration in Survey Research Methodology.

Students must complete a minimum of 14 semester hours, consisting of at least 7 sh of approved core courses and electives. No more than 3sh of independent study may be used toward satisfying the concentration.

I. Core Courses (minimum of 7 SH)

Students must complete three of the six courses listed below. (NOTE: If a student elects to complete both BSTT 440 and STAT 431, only one of those courses may be counted toward fulfilling the core course requirement):

Course	Title	Credits
CHSC 447	Survey Planning and Design	3 SH
CHSC 577	Survey Questionnaire Design	3 SH
BSTT 400	Sampling & Estimation Methods Applied to Public Health	3 SH
STAT 431	Introduction to Survey Sampling	4 SH
PA 588	Survey Data Reduction and Analysis	2 SH
PA 579	Practicum in Survey Research	2 SH

II. Elective Courses

Students must complete elective courses from the list below sufficient to complete 14 sh of total required coursework. (Elective courses may include courses from the list of core courses if those courses are not used to complete the core requirement.) No more than one independent study course (1 to 3sh) may be used as an elective.

Course	Title	Credits
POLS 467	Public Opinion and Political Communication	4 SH
PA 580	Survey Nonresponse	2 SH
PA 578	Polling, Public Opinion and Public Policy	4 SH
PA 581	Cross-Cultural Survey Measurement	2 SH
PA 582	Survey Data Collection Methods	2 SH
PA 583	Psychology of Survey Measurement: Cognitive and Social Processes	2 SH
PA 584	Internet Surveys	2 SH
PA 585	Survey Research Ethics	2 SH
PA 586	History of Survey Research	2 SH
STAT 531	Sampling Theory I	4 SH
STAT 532	Sampling Theory II	4 SH

Course Substitutions

Students may substitute another course with permission of their Survey Research Methodology Adviser and the Director(s) of the Survey Research Methodology Concentration. In general, no more than one course or independent study course (1 to 3sh) may be substituted. However, under special circumstances, a student may petition for approval of additional courses.

Election of the Concentration

Students must be admitted or enrolled as a regular graduate student in a master's or doctoral degree program in the School of Public Health or one of the other participating academic units. Students must prepare a proposed schedule of coursework that fulfills the Interdepartmental Graduate Concentration in Survey Research Methodology requirements. The proposal must be signed by the student, his/her academic advisor and a member of the Survey Research Methodology Graduate Concentration Faculty from the student's academic unit. The signed proposal must be submitted to the Director(s) of the Survey Research Methodology Concentration. Concentration Director(s) will notify the student, academic advisor and the member of the Survey Research Methodology Graduate Concentration Faculty from the academic unit, of the student's acceptance into the Concentration and whether the proposed coursework is approved.

Relationship of Doctoral Examinations to the Concentration

If a doctoral student elects the concentration as one of his/her areas of emphasis for the preliminary examination, at least one member of the doctoral examination committee must be a member of the Survey Research Methodology Graduate Concentration Faculty in the academic unit that accepts the concentration as a minor.

III. Contact Information

For further information about the concentration in Survey Research Methodology please contact:

Frederick Kviz
Community Health Sciences
(312) 996-4889
fkviz@uic.edu.

Also, visit the Interdepartmental Graduate Concentration in Survey Research Methodology at <http://www.srl.uic.edu/gcsrcm.htm>.

GLOBAL HEALTH CONCENTRATION

The Global Health Concentration is designed to attract students at the masters level who are interested in preparing for international careers in government, with international NGOs and health care agencies, industry, and academic institutions. Foreign students who undertake the concentration will be prepared to return to their home countries to work in the country's ministry of health, with international governmental agencies such as the Centers for Disease Control and Prevention, and other health care organizations.

At the conclusion of the concentration, students will be able to:

- Describe key historical events that have shaped public health internationally;
- Analyze the economic, political, social, and other contextual properties of global health;
- Discuss the significance of gender in relation to health in a global context;
- Apply appropriate theoretical frameworks to public health program development in the global context;
- Identify and apply community health prevention and intervention models appropriate for diverse global contexts;
- Apply methodological skills appropriate to global studies including rapid assessment techniques and program evaluation;
- Promote ethical principles in international research and practice;
- Apply information and technology transfer techniques;
- Draw upon international or other relevant experience to inform their global health careers

Students must apply and be accepted to the SPH division of their choice ([CHS](#), [E-B](#), [EOHS](#) or [HPA](#)) and admission into the Global Health Concentration (Global Health Concentration Application and Program of Study) With proper planning the concentration can be completed during the same time period required for the MPH Professional Enhancement Program (PEP), MPH Comprehensive program, or the MS program.

In addition to MPH* or MS** program requirements, students electing the Global Health Concentration must complete a minimum of 9 semester hours consisting of the following courses:

I. Concentration Course Requirements (6 SH)

Course	Title	Credits
IPHS 409	Global Public Health I	3 SH
IPHS 410	Global Public Health II	3 SH

II. Electives (3 SH)

Taking a cross-disciplinary approach to public health, the Global Health Concentration draws upon course work and other resources throughout UIC that will help GH students to deepen their knowledge and understanding of the challenges, issues, and skills required to successfully address health problems globally. Selection of an elective should be made with the help of the student's academic and Global Health Concentration advisors. **Registration is subject to the offering Department's approval.**

Students should select **at least one** of the courses below to satisfy the Global Health Concentration 3 SH elective requirement:

School of Public Health

- CHSC 454 Women, Health, and International Development (3 SH)
- CHSC 594 International Women's Health: Current and Emerging Issues (1-4 SH)
- IPHS 494 Special Topics: Global Public Health I (3 SH)
- IPHS 410 Global Public Health II (3 SH)
- EPID 409 The Epidemiology of HIV/AIDS (2 SH)
- EPID 405 Human Growth and Nutrition (3 SH)
- EPID 410 Epidemiology of Infectious Diseases (2 SH)
- EPID 471 Population I (4 sh)
- EOHS 553 Global Environmental and Occupational Health Sciences (2 SH)

Anthropology

- ANTH 415/IPHS 415 Anthropology and Global Health Foundations I (4 SH)
- ANTH 416/IPHS 416 Anthropology and Global Health Foundations II (4 SH)
- ANTH 516/IPHS 516 Anthropology and Global Health Integrative Seminar (4 SH)
- ANTH 591/IPHS 591 Readings in Anthropology and Global Health (1-8 SH)
- ANTH 592/IPHS 592 Research in Anthropology and Global Health (1-8 SH)
- ANTH 593/IPHS 593 Special Topics in Anthropology and Global Health (4 SH)

Geography

- GEOG 453 Seminar in Cultural Ecology (4 SH)

Communication

- COMM 503 - Seminar in Intercultural Communication (4 SH)
- COMM 506 - Cross-Cultural Communication (4 SH)

Economics

- ECON 513 Special Topics in Macroeconomics and International Economics (4 SH)
- ECON 521 Macro and International Economics for Business (4 SH)
- ECON 552 Economic Demography (4 SH)
- ECON 516 Economic Development in an Interdependent World (4 SH)
- ECON 533 Economic Development and Human Resources (4 SH)

Management

- MGMT 557 International Management (4 SH)

Nursing

- NUWH 570 International Dimensions in Women's Health (3 SH)
- NUSC 528 Health, Environment, and Systems (2 SH)

Public Administration

- PA 581 Cross-Cultural Survey Research Methods (2 SH)

Political Science

- POLS 570 Comparative Politics and Public Policy (4 SH)

Social Work

- SOCW 522 Crisis Intervention (3 SH)

Sociology

- Soc 448 Sociology of Development (4 SH)

The following courses may be selected, depending on global content of the specialized topic:

- SOC 509 Seminar: Sociological Research Methods (0-4 SH)
- SOC 548 Seminar: Comparative Societies (1-7 SH)
- SOC 550 Proseminar on Current Research in Health, Illness, and Medicine (4 SH)
- SOC 551 Seminar: Sociology of Health and Medicine (1-7 SH)
- SOC 565 Seminar: Political Sociology (1-7 SH)
- SOC 571 Seminar: Population and Human Ecology (1-7 SH)

Urban Planning and Policy

- UPP 520 Globalization and International Planning I: Theory and Applications (4 SH)
- UPP 521 Globalization and International Planning II: Comparative Planning and Policies (4 SH)
- UPP 594 Special Topics: Global Perspectives on Poverty & Inequality (4 SH)
- UPP 525 Globalization and International Planning: Special Topics (1-4 SH)

***Additional Requirements for MPH Students**

- IPHS 650 MPH Field Experience in Public Health (3 to 5 SH)
- IPHS 698 MPH Capstone Experience (1 SH)

MPH students must complete the MPH Field Experience and the MPH Capstone Experience with a global health focus. For most students it is anticipated the Capstone Project will be based upon the student's global health field experience.

Students without prior experience are expected to complete an international field experience or identify an appropriate alternative. The latter choice includes working with an international NGO, a global health agency, or an ethnic community in the U.S.

With permission from their advisor, PEP MPH students with prior international experience suitable for their division have the option of either petitioning the Committee on Academic Progress (CAP) to waive the field experience or undertaking the internship. If the internship is waived, students in the concentration must complete an additional 3 sh elective in global health. (With proper planning, the substitute elective may satisfy both GHC and division requirements.)

****Additional Requirements for MS Students**

MS students must focus their research thesis on a global health related topic either outside the U.S. or domestically through an appropriate alternative venue. [Note, thesis research hours vary by division.]

III. Contact Information

For further information about the Global Health Concentration, please contact:

Alyson Lofthouse
Projects Coordinator
(312) 996-0054
alofth2@uic.edu

Also, visit the School of Public Health Global Health website at
<http://www.uic.edu/sph/global/index.shtml>.

PEACE CORPS MASTERS INTERNATIONAL

The UIC School of Public Health in collaboration with the Peace Corps' Masters International Program offers a Master of Public Health (MPH) degree which provides students a unique opportunity of earning their graduate degree and gaining valuable experience in the global health arena. The typical program will include 1 ½ years of study at the School, followed by 27 months of service within the Peace Corps in a relevant public health-related placement. Students will return to the School for one semester following their Peace Corps service to complete their MPH requirements. This combined program is the only one of its kind within the Midwest region.

Contact Information

For further information about the Peace Corps Masters International program, please contact:

Alyson Lofthouse
Projects Coordinator
(312) 996-0054
alofth2@uic.edu

Also, visit the School of Public Health Global Health website at
<http://www.uic.edu/sph/global/index.shtml>.

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.

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 or to other points of assistance for student needs.

Advisors for Credit Non-Degree Students

General SPH Credit Non-Degree:

Students participating in SPH courses through Credit Non-Degree status are advised by Ann Shorrock, Director of Student Affairs, (312) 355-4272 or alshorro@uic.edu.

Division Specific Credit Non-Degree programs:

Students interested in **Biostatistics or Epidemiology** are advised by Liliana Aceves, Academic Coordinator, (312) 996-4795 or laceves@uic.edu.

Students interested in **Community Health Sciences** are advised by David Brand, Academic Coordinator, (312) 996-8940 or dbrand@uic.edu.

Students interested in **Environmental and Occupational Health Sciences** are advised by Iraida Rios, Academic Coordinator, (312) 996-8856 or irios@uic.edu.

Students interested in **Health Policy and Administration** are advised by Aimee Wiebel, Academic Coordinator, (312) 996-7816 or aimee@uic.edu.

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 jckong@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 ACCOMODATION

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 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/ucats/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/students_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

MPH Students: End of the first semester of study (Some divisions may require an earlier submission).

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 Academic Coordinator of their division. 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 form must be received prior to the beginning of the semester for which the leave is desired. Forms for MPH degree candidates are located [here](#).

If an extension of the Leave of Absence is needed, the extension must also be requested in writing. In addition, a Request for Leave of Absence form 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.

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:

- Except for credit non-degree courses for MPH students, 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 (MPH).
- For master's programs of 47 or fewer semester hours, no more than 25% of the hours required for the degree may be transferred. Credit hours earned as a credit non-degree student at UIC do not count toward this limit **for MPH students.**
- For master's programs of 48 or more semester hours, no more than 50% of the hours required for the degree may be transferred. Credit hours earned as a credit

non-degree student at UIC do not count toward this limit **for MPH students.**

- **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 their divisional Academic Coordinator to complete/submit a transfer of credit form for all CND coursework.

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, MPH students must use the [SPH Petition](#). 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 MPH program to the MS program: Students who choose to transfer from the MPH degree program to the MS degree program may transfer no more than 25% of the credits required for the MS degree for a master's program of 47 or fewer semester hours; and no more than 50% of the credits required for the MS program of 48 or more semester hours. This is UIC Graduate College policy. Students who choose to transfer from the MS program to the MPH program can transfer all hours except research hours.

Transfer to MPH Degree: If an MS student wishes to transfer to the MPH degree, a Change of Graduate Program Form must be completed. The appropriate Division admissions committee will review the application and forward its recommendation to the Dean for final review and approval.

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.

Waiver of Field Practicum Experience

The field experience may only be waived upon a student's demonstration of a Bachelor's or advanced degree in a health or health related profession plus three years of paid public health experience. A prior professional degree without public health experience, or prior work experience that is not closely related to the academic objectives of the student's degree program, are not sufficient reason for waiving the practice requirement.

Procedure to Waive Field Practicum: The petition for waiver form may be obtained from the division's Academic Coordinator, or online [here](#). Students must provide a written statement addressing each of the individual Learning Objectives for the Field Experience and how their previous experiences fulfill the objectives. In addition, they must attach a resume outlining their three years of public health experience.

Field Practicum Learning Objectives:

Through the Field Experience, MPH students will be able to:

1. Apply public health theory, knowledge and skills in a practice setting.
2. Complete a defined project(s) in an area of public health practice including core public health functions such as needs assessment, program planning, program evaluation,

policy development, educational campaign or applied research.

3. Relate the "realities" of public health practice - organizational structure, local and organizational politics, program administration, community relationships, program coordination - to their defined project(s).
4. Demonstrate skills and knowledge in an area of interest not covered in depth elsewhere in their educational plan.
5. Demonstrate competence in a public health practice area(s).
6. Demonstrate leadership, teamwork, communication skills and creativity in the development of a public health practice activity.

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 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](#).

Credit Non-Degree (CND) Students: Credit Non-Degree students may take courses at the School of Public Health for academic credit. Evidence of a bachelor's degree is required for CND enrollment. Up to 12 semester hours may be transferred into a degree program from the Credit Non-Degree program. [Students who are admitted into a credit-bearing Academic Certificate Program are not bound by the 12 credit hour rule.] Students who expect to enroll as degree students at some time in the future generally register for one or more of the required core courses. Students without a previous master's level degree are not allowed to enroll in courses beyond the 400 level. CND students must also fulfill all prerequisites for

courses. For more information on the CND program, contact Ann Shorrock, Director, Office of Student Affairs at (312)355-4272 or alshorro@uic.edu.

Academic Certificate Students: Students who are formally admitted into one of the School's academic certificate programs may transfer the full amount of credit hours earned in the program into a School of Public Health degree program. Successful completion of a certificate program does not guarantee admission into a degree program. For more information on any of the academic certificates offered, please contact the Academic Coordinators below:

Advanced Community Public Health Practice; Basic Community Public Health Practice; Public Health Certificate at Rockford: Contact David Brand, Academic Coordinator for Community Health Sciences – dbrand@uic.edu.

Clinical Research Methods; Public Health Informatics; Public Health Management; Public Health Geographic Information Systems (Spring 2010 admission): Contact Aimee Wiebel, Academic Coordinator for Health Policy Administration – aimee@uic.edu.

Environmental Health Informatics; Emergency Management and Continuity Planning: Contact Iraida Rios, Academic Coordinator for Environmental and Occupational Health Sciences – irios@uic.edu.

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 at SPH as a Credit Non-Degree student are included in the GPA.

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 GPA is below 3.0 (on a 4.0 scale) after completion of 12 semester hours of credit, the student is placed on probationary status. Students who are in academic trouble must consult with their academic advisor. A student with less than 12 semester hours of credit and a cumulative GPA below 3.0 (on a 4.0 scale) will be sent a warning letter.

A hold will be placed on the student's registration by the Office of Student Affairs if the student is placed on the probation list or probation warning list. 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 after the student meets with his/her advisor and the advisor contacts Renita Moore-Shannon, SPH Registrar, with instruction to remove the hold.

Students on probation will not be permitted to register for any course that is graded on an S/U basis.

Disqualification from further study: Students have two semesters of enrollment (including Summer, if registered), after the term on which they are placed on probation, to remove themselves from probation. If a 3.0 (on a 4.0 scale) cumulative GPA is not attained, the student will be dismissed from the University. A student can petition for an additional semester.

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

The following process applies once it is determined by the Office of Student Affairs that a student has failed to satisfy probation requirements:

1. The Director of Student Affairs notifies the student of his/her status and that his/her dismissal will be considered at an upcoming CAP meeting. Notice is by a) phone and b) email. The director also notifies the student's advisor by a) phone and b) email.
2. The student has two options: a) accepting the dismissal or b) petitioning for extension of the probation period. The student needs to inform CAP in writing of his/her decision within five working days of receiving notification. This correspondence should be addressed to CAP and delivered to the Director of Student Affairs. It is strongly recommended that the petition to extend probation be accompanied by a letter from the student's advisor indicating the advisor's support of the student's petition (if in fact the advisor is supportive); and a letter from the student describing how he/she plans to resolve his/her academic difficulties if given the opportunity.
3. If the student accepts the dismissal, the Associate Dean for Academic Affairs sends an email notification and overnight letter on behalf of CAP notifying the student of the academic dismissal. Dismissal results in cancellation of any current registration.
4. If the student elects to petition for extension of probation, the petition will be considered at the next CAP meeting, which will occur before the end of the late registration period for the following semester. The student has until five working days prior to the meeting to submit supporting documentation. The student may submit a written request to attend the meeting and may bring a representative of his/her choice. If the selected representative is legal counsel, CAP requires notification five working days prior to the meeting. All written correspondence and documentation should be delivered to the Director of Student Affairs. CAP may seek information from the student's advisor, Division Director or other school faculty or staff.
5. At the meeting, CAP decides whether to a) accept the petition to extend probation, or b) dismiss the student. If CAP extends probation, the Associate Dean for Academic Affairs sends the student an overnight letter on behalf of CAP stating the conditions of the extension. If CAP decides to dismiss, the Associate Dean for Academic Affairs sends the student an overnight letter on behalf of CAP stating the decision and the reasons for it. A written appeal of any decision by CAP may be made to the Dean within 30 days and must include a statement of the basis for the appeal and the remedy sought.
6. A written appeal of any decision by CAP may be made to the Senior Associate Dean within 30 days and must include a statement of the basis for the appeal and the remedy sought.

The Senior Associate Dean has fifteen days within which to reach a decision on appeal.

The decision may be finally appealed to the Dean.

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. 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