



University of Illinois at Chicago
School of Public Health

MPH Degree
Curriculum Handbook
2011-2012

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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 OVERVIEW

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 Courses – (19 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 Training
 - 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 the Leave of Absence section of the [Academic Policies and Procedures Handbook](#)).

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 [Academic Policies and Procedures 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_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 the Assistant Director for Student Services (John Slavick, jslavi1@uic.edu, 312-355-1566) immediately for assistance with obtaining the Agreement for a Student Placement. (Important: It can take up to 120 days to process the Agreement. In some instances, organizations and the University cannot come to a contractual agreement despite earnest efforts by both parties.)
- ✓ **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.

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/index.shtml		
HIPAA Research Training		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 (9-10 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 432	Air Quality Assessment and Management	4 SH
EOHS 440	Chemistry for Environmental Professionals	3 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
HPA 522	Public Health Research Design and Methods	3 SH
HPA 557	Measurement in Health Services Research	3 SH

* Field Experience Requirements

All Biostatistics majors admitted to the MPH program in Quantitative Methods must undertake a field experience or practicum of 3 to 5 semester hours (64 clock hours per semester hour in a 16-week semester). The field experience must be practical, applied and public health in orientation, and should preferably be with an organized public or private agency. This is often the base of the student's Capstone experience, although this is not a requirement. The field experience need not be an unpaid internship. Working with his/her advisor, the student must submit a field experience proposal for advisor approval. Students must obtain signed agreements with the agency and the on-site supervisor. Final evaluations are required of both the supervisor and the student, and must be signed by the student's academic advisor.

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/index.shtml		
HIPAA Research Training		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

1. 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/>.

2. Maternal and Child Health Epidemiology (minimum additional 28-29 SH)

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
CHSC 510	Women's, Children's and Family Health: Outcomes and Measurement	3 SH
CHSC 511	MCH Delivery Systems: Services, Programs, and Policies	3 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
Select two of the following courses:		
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 434	Qualitative Methods	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
Select one of the following courses:		
EPID 409	The Epidemiology of HIV/AIDS	2 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
Select one of the following courses:		
EPID 518	Epidemiology of Pediatric Diseases	3 SH
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	3 SH

Electives MCH EPI - Students may select elective courses in conjunction with their advisor as necessary to reach the minimum of 51-54 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

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/resources-and-forms>.

****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/resources-and-forms>.

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/index.shtml		
HIPAA Research Training		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/resources-and-forms>.

**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/resources-and-forms>.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES - MPH

NOTE: The revised curriculum, below, has been approved effective Spring 2012. The curriculum is undergoing major restructuring during this academic year. Students entering in Fall 2011 should consult their advisor regarding their MPH program of study, regardless of concentration or focus.

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/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

II. Divisional Core Requirements (5-8 SH)

All students are required to take a minimum of 5-8 semester hours in EOHS courses; choosing at least one course from each of the following two areas:

1. Exposure Assessment		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 411	Water Quality Management	4 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 432	Air Quality Assessment and Management	4 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH

2. Health Assessment		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational Diseases	4 SH

III. Electives (minimum of 12 SH)

PEP Program: Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester hours. For students who elect to follow the Environmental and Occupational Health Policy Concentration, a minimum of 43 semester hours will be required even for PEP students.

Comprehensive Program: Students will select a concentration or work with an advisor to select appropriate courses to reach a minimum of 43 semester hours.

IV. Concentrations

NOTE: Students may select from the following concentrations, or may build a general program of study within EOHS, in conjunction with their MPH advisor.

A. ASAC ABET-Accredited Program in Industrial Hygiene (51-55 SH)

NOTE: The Industrial Hygiene curriculum is undergoing major revision during the 2011-12 academic year. Students must be advised by either Dr. Steven Lacey or Dr. Lorraine Conroy if they choose this concentration.

Students must complete the School-Wide Core Requirements and complete 28-30 semester 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 432	Air Quality Assessment and Management	4 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 and Environmental Epidemiology	2 SH
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Additional Requirements for Students Enrolled in ASAC-ABET - Accredited Industrial Hygiene Program

Trainees are also expected to:

1. Attend interdisciplinary seminar—noon on Wednesdays during Fall and Spring semesters
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. Water Quality and Health (45-57 SH)

Water Quality and Health Core Requirements		
Course	Title	Credits
EOHS 411	Water Quality Management	4 SH
EOHS 418	Analysis of Water and Wastewater Quality	2 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
CME 521	Environmental Microbiology	4 SH

SELECTIVES		
Course	Title	Credits
Select at least two of the following courses:		
EOHS 475	Health Related Database Design and Analysis	4 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EOHS 564	Geographic Information System Application in Public Health	3 SH
EOHS 565	Datamining Applications in Public Health	3 SH
EOHS 572	Environmental Risk Assessment and Management	4 SH

RECOMMENDED ELECTIVES		
Course	Title	Credits
EOHS 512	Advanced Water Quality Management Topics	4 SH
EOHS 542	Water Chemistry	4 SH
EOHS 543	Environmental Organic Chemistry	4 SH

C. Environmental and Occupational Health Policy (43-51 SH)

Environmental and Occupational Health Policy Core Requirements		
Course	Title	Credits
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 480	Environmental and Occupational Health Policy	3 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EOHS 580	Seminar in Environmental and Occupational Health Policy	2 SH

SELECTIVES		
Course	Title	Credits
Select at least one of the following courses:		
EOHS 411	Water Quality Management	4 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 432	Air Quality Assessment and Management	4 SH

ELECTIVES		
Course	Title	Credits
Select at least two of the following courses, or others in conjunction with your advisor:		
CHSC 485	Communications, Mass Media and Public Health	3 SH
EOHS 461	Community Health and Consumer Protection	2 SH
EOHS 553	Global Environmental and Occupational Health	2 SH
HPA 432	Public Health Advocacy	3 SH

V. Optional Programs of Study

A. Other MPH Options

Students may also create their own program (a minimum of 43 semester hours) in consultation with their advisor. All such programs must have at least one “Exposure Assessment” course and one “Health Assessment” course.

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

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 (excluding PEP 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. Qualitative projects are 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/index.shtml		
HIPAA Research Training		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 Concentration- Maternal and Child Health Epidemiology (minimum additional 28-29 SH)

Students electing the Maternal and Child Health Epidemiology concentration must complete the School-Wide Course Requirements and the courses below in lieu of the Divisional Core Requirements to reach a minimum of 51-54 total program hours.

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
CHSC 510	Women's, Children's and Family Health: Outcomes and Measurement	3 SH
CHSC 511	MCH Delivery Systems: Services, Programs, and Policies	3 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
Select two of the following courses:		
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 434	Qualitative Methods	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
Select one of the following courses:		
EPID 409	The Epidemiology of HIV/AIDS	2 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
Select one of the following courses:		
EPID 518	Epidemiology of Pediatric Diseases	3 SH
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	3 SH

Electives MCH Epi - Students may select elective courses in conjunction with their advisor as necessary to reach the minimum of 51-54 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

All students must undertake a field experience for 3-5 semester hours, based on the field experience responsibilities (64 clock hours per semester hour in a 16-week semester). The field experience must be practical, applied and public health in orientation, and should preferably be with an organized public, not for profit, or private agency. The field experience need not be an unpaid internship. Working with his/her advisor, and with the latter's signed approval the student must submit a detailed (but brief) field experience proposal to the field site preceptor. Students must obtain signed agreements with the agency and the on-site supervisor. Final evaluations are required of both the supervisor and the student, and must be signed by the student's academic advisor. Final Student and Supervisor Evaluation Forms must be given to the advisor for review and signature in order to obtain a grade for 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/index.shtml		
HIPAA Research Training		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

Additional HPA Courses (12 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. 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.

** 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 Capstone 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 Capstone Advisor and the HPA faculty member that is their first Evaluator 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 (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/index.shtml		
HIPAA Research Training		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. 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.

** Capstone Requirements

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

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/index.shtml		
HIPAA Research Training		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 483	Management of Communication Systems for Public Health Informatics Applications	4 SH
HPA 485	Legal and Ethical Issues in Public Health Informatics	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

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 483	Management of Communication Systems for PHI Applications	4 SH
HPA 486	Survey of Public Health Information Systems	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 are 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](#)
3. Proof of research training requirements

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

JOINT DEGREE PROGRAM INFORMATION

The School of Public Health offers six Joint Degree programs which allow students to complete both an MPH degree and a second professional degree in a shortened timeframe.

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		
JD/MPH					X
DVM/MPH			X		
MD/MPH	X	X	X	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/index.shtml	
HIPAA Research Training	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

Liautaud Graduate School of Business

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

Transferring into the MBA / MPH joint degree program:

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.

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 (43-47 SH)

College of Nursing Core Courses (23-25 SH)		
Course	Title	Credits
NUSP 505*	Nursing Systems Operation Management	3 SH
NUSP 507	Advanced Community Health Nursing: Introductions & Interventions	4 SH
NUSP 504	Healthcare Human Resource Management	3 SH
NUSP 503	Financial Resource Management for Nursing Decision Makers	3 SH
NURS 526*	Nursing Inquiry I	2 SH
NURS 527*	Nursing Inquiry II	2 SH
NURS 528	Health, Environment, and Systems	2 SH
NURS 529	Issues of Advanced Practice in Nursing	1 SH
Select one of the following courses:		
NURS 597	Project Research	3 SH
NURS 598	Thesis Research	5 SH

School of Public Health Core Courses (20-22 SH)		
Course	Title	Credits
EPID 400	Principles of Epidemiology	3 SH
BSTT 400	Biostatistics I	4 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://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		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. 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.

IV. Advising

Students will be assigned joint advisors, one faculty member from College of Nursing 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

Michele Issel, PhD, MSN (for academic and curriculum matters)

Clinical Associate Professor

(312) 355-1137

issel@uic.edu

David Brand (for administrative matters)

Academic Coordinator, CHS

(312) 996-8940

dbrand@uic.edu

College of Nursing

Kathryn Christiansen, PhD, MS

Clinical Assistant Professor

(312) 996-9046

kathrychr@uic.edu

Transferring into MS in Nursing / MPH joint degree program:

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. Only Nursing students in the Advanced Community Health Nurse specialization are eligible to enter the joint degree. Students in the Graduate Entry Program (GEP) should plan their application to allow simultaneous commencement of graduate studies in both Nursing and Public Health.

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
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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/index.shtml		
HIPAA Research Training		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)	
	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

Brian S. Bauer, PhD
Professor and Director of Graduate Studies, Department of Anthropology
(312) 413-3731
bsb@uic.edu

Transferring into MA Anthropology / MPH joint degree program

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.

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

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://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		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

William Kling, JD
Clinical Assistant Professor, Health Policy and Administration
(312) 413-0016
wkling@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

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.

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/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit
YEAR 5 – 4 th 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

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/index.shtml		
HIPAA Research Training		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

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(312) 996-5381
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College of Medicine

Jorge Girotti, PhD
Associate Dean and Director, Admissions, Special Curricular Programs
(312) 996-6920
jorgeg@uic.edu

Transferring into MD / MPH joint degree program 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. Medical students should contact Dr. Jorge Girotti, Associate Dean and Director, Admissions, Special Curricular Programs, COM, for assistance with putting together an application package for the MPH program.

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.

INTERDEPARTMENTAL CONCENTRATIONS

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

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

GLOBAL HEALTH CONCENTRATION

The Global Health Concentration is designed to attract students at the master's 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](#), [EPI-BIO](#), [EOHS](#) or [HPA](#)) as well as apply to the Global Health Concentration through submission of a 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 Challenges	3 SH
IPHS 410	Global Public Health Solutions	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.

Students should select at least one of the courses below to satisfy the Global Health Concentration 3 SH elective requirement. Please note that courses in bold below indicate that registration is subject to the offering department's approval.

School of Public Health

- **CHSC 594 International Women's Health: Current and Emerging Issues (1-4 SH)**
- **EPID 409 The Epidemiology of HIV/AIDS (2 SH)**
- EPID 471 Population I (4 SH)
- **EOHS 553 Global Environmental and Occupational Health Sciences (2 SH)**
- EPID 594 Outbreak Investigation/Field Epidemiology (3 SH)
- EPID 594 Epidemiology of Sexually Transmitted Infections (3 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 474 - Urban Cultures of Africa (3 or 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 516 Economic Development in an Interdependent World (4 SH)
- ECON 521 Macro and International Economics for Business (4 SH)
- ECON 533 Economic Development and Human Resources (4 SH)
- ECON 552 Economic Demography (4 SH)

Gender and Women's Studies

- **GWS 428 Asian/Asian American Women in the Global Economy (3 or 4 SH)**

Management

- **MGMT 557 International Management (4 SH)**

Nursing

- NUEL 570 International Dimensions in Women's Health (3 SH)
- **NURS 528 Health, Environment, and Systems (2 SH)**

Public Administration

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

Political Science

- POLS 479 Advanced Topics in Comparative Politics (3 or 4 SH)
- **POLS 570 Comparative Politics and Public Policy (4 SH)**
- POLS 571 Seminar in International Relations (4 SH)
- POLS 572 International Political Economy (4 SH)
- **POLS 579 Research Topics in Comparative Politics (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 548 Seminar: Comparative Societies (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 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>.

SURVEY RESEARCH METHODOLOGY CONCENTRATION

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 3 SH 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 440	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 3 SH) 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 Advisor and the Director(s) of the Survey Research Methodology Concentration. In general, no more than one course or independent study course (1 to 3 SH) 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>.

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

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/academics/graduate.html>.

Contact Information

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

Elena Gutierrez

Director of Graduate Studies, Department of Gender and Women's Studies

(312) 996-9039

elgut@uic.edu

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>.

RESIDENCY IN OCCUPATIONAL AND ENVIRONMENTAL 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 four months of industrial-based medicine, two months of research, and four months of electives in occupational and environmental medicine-related areas. Outpatient clinical work, weekly conferences, and monthly industrial site visits are integrated into both the academic and practicum years of the program. For further information on the UIC Occupational and Environmental Medicine Residency Program, contact Susan Buchanan, MD, MPH, at 312-996-0806 or sbucha3@uic.edu.

The UIC Occupational and Environmental 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.

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.

MATERNAL AND CHILD HEALTH: MPH LEARNING OBJECTIVES

In addition to the Community Health Sciences MPH learning objectives, the following objectives apply for students pursuing the Maternal and Child Health concentration:

SCIENTIFIC BASIS

Students will have basic knowledge and demonstrate an understanding of:

- 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.
- The normal patterns of individual and family growth and development from an intergenerational and lifespan perspective.
- 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.
- The characteristics of health care systems, including dimensions of, use of, and access to health care.
- The principles and theories of population-based health promotion at the individual, family and community levels.
- The theories and principles of community organization, change, and development.
- A comprehension of the foundations of scientific inquiry, and the uses and limitations of conceptual frameworks.

Students will be able to:

- Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity.

- Identify the scientific underpinnings and determine the validity of evidence for interventions addressing MCH problems.
- Apply knowledge of demographic, health, familial, socio-cultural, environmental and community factors to the design of MCH programs and services.
- Critically analyze inequities in health status based on race, class, and gender.
- Recognize different strengths, needs, values, and practices of diverse cultural, racial, ethnic, and socioeconomic groups and determine how these factors affect health status, health behaviors, and program design.

METHODOLOGICAL/ANALYTICAL SKILLS

Students will have basic knowledge and demonstrate an understanding of:

- Research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures.
- Epidemiological concepts and descriptive epidemiology.
- Use of data to illuminate ethical, political, scientific, economic and overall public health issues.
- Strengths and limitations of qualitative and quantitative methods.
- Data collection strategies and their strengths and limitations, including surveys, focus groups, and record-based information.
- Principles and key features of community assessment, program design, implementation, and evaluation.

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 inferences from data and the translation of data into information.

- Apply appropriate qualitative methods to understand maternal and child health status.
- Conceptualize and appropriately use data and statistical/epidemiological methods for problem and asset identification, assessment, program planning, implementation, and evaluation.
- Formulate hypotheses or research questions, develop and implement an analytic strategy.
- Evaluate the integrity and comparability of data and identify existing gaps.
- 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 the linkage of data sets.

MANAGEMENT AND COMMUNICATION

Students will have basic knowledge and demonstrate an understanding of:

- Organizational and management theories and practices, and their administration in both public and private agencies.
- The application of inter-organizational theories including contractual agreements and linkages and the use of principles of systems development, management, and analysis.
- The purpose, rationale, activities, and performance measures for existing major MCH programs.
- Appropriate use of 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.
- Techniques of soliciting and maintaining consumer and other constituency involvement at all levels of organization.
- The processes, organization, and administration of quality management techniques in maternal and child health programs and agencies, including an understanding of the appropriate use, analysis, and interpretation of quality improvement data as it applies to employees, clients, and management.

Students will be able to:

- Apply knowledge of management and organizational theories and practices to the development, planning, staffing, administration, and evaluation of public health programs, including the implementation of strategies promoting integrated service systems for MCH populations.
- Integrate population-based health promotion and disease prevention strategies within primary care and other service delivery systems.
- Develop mechanisms to monitor and evaluate programs and service networks for their effectiveness and quality, including the use of performance measures.
- Develop, justify, and present a budget.
- Develop the background and significance section of a grant application and/or develop the rationale for a program or intervention, incorporating scientific, methodological, and practice knowledge and skills as appropriate.
- Effectively write and present reports to agency boards, administrative organizations, legislative bodies, consumers, and/or the media using demographic, statistical, programmatic, and scientific information.
- Use appropriate techniques for development and dissemination of professional development and continuing education programs for MCH professionals.
- Effectively resolve internal employee and/or organizational conflicts through a knowledge of applicable management techniques.
- Develop and maintain an affiliation with community/consumer boards, boards of directors, and coalitions.

- Effectively and appropriately use information technology, including but not limited to computer graphics and other software necessary for efficient program management and communication.

POLICY AND ADVOCACY

Students will have basic knowledge and demonstrate an understanding of:

- 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.
- Significant past and current national legislative mandates relevant to the development and delivery of MCH services.
- The structure and roles of legislative, judicial and administrative bodies at the national, state and local levels.
- The organization and financing of health services in the United States and the position of MCH within the system.
- The theories and mechanisms of MCH policy development and implementation within the scope of health and other public policy programs in the United States.
- The operation of federal entitlement programs in conjunction with private insurers to financially support maternal and child health services.

Students will be able to:

- Identify essential gaps in existing MCH programs and implement appropriate policy and advocacy measures to assure optimal care.
- Identify public health laws, regulations, and policies related to specific programs.
- Place a maternal and child health program within the historical and current context of related programs.
- Collect and summarize data relevant to a particular policy/problem; articulate the health, fiscal, administrative, legal, social,

and political implications of each policy option.

- State the feasibility and expected outcomes of and barriers to achieving each policy option and decide on the appropriate course of action.
- 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.
- Translate policy into organizational plans, structures and programs.

VALUES/ETHICS

Students will have basic knowledge and demonstrate an understanding of:

- The philosophy, values, and social justice concepts associated with public health practices in MCH, and an appreciation that concepts and theories apply to all MCH populations, irrespective of socioeconomic or Title V eligibility status.
- The 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.
- The philosophical concepts and rationale underlying the delivery of family-centered, comprehensive, community-based, and culturally competent MCH and public health services and programs, including recognition of community assets.

Students will be able to:

- Practice ethical conduct in program management, research, and data collection and storage.

- Promote cultural competence concepts within diverse MCH settings.
- 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.

MCH LEADERSHIP

Students will be able to:

- Articulate my personal values and beliefs and how they align with public health values.
- Understand how my personal attitudes, beliefs, and experiences (successes and failures) influence my leadership style.
- Share thoughts, ideas, and feelings about MCH/Public health issues effectively in discussions, meetings, and presentations with diverse individuals and groups.
- Understand how to develop and maintain positive relationships with community and agency partners, colleagues, administrative staff, and key stakeholders.
- Understand the levels of evidence used in the guidelines of the U.S. Preventive Health Services Task Force.
- Use a standard approach to critically review research articles, addressing such issues as study design, sample size, confidence intervals, and use of appropriate statistical tests.
- Understand the theories pertaining to conflict management and negotiation affect groups with conflicting interests.
- Understand the influence of personal biases and assumptions influence individual and organizational behavior.

MENTORSHIP

Students will be able to:

- Identify the characteristics of a positive mentoring relationship, including

confidentiality, mutuality of purpose, and trust.

- Understand the responsibility of both parties in the mentor-mentee relationship.
- Participate in a mutually beneficial mentoring relationship.

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY: MPH LEARNING OBJECTIVES

In addition to the school-wide learning objectives, the following objectives apply for students pursuing the Maternal and Child Health Epidemiology concentration:

SURVEILLANCE & 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.
- 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.

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.

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.

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 Environmental and Occupational Health Sciences MPH learning objectives, students in the ABET-Accredited Industrial Hygiene concentration 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.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH POLICY: MPH LEARNING OBJECTIVES

In addition to the Environmental and Occupational Health Sciences MPH learning objectives, students in the Environmental and Occupational Health Policy concentration will be able to:

- Understand the structure of regulations and policies that govern the efforts to protect the environment and worker health, including the legal and economic principles that influence the development of such protections at different levels of government.
- Demonstrate the ability to evaluate an environmental health policy problem, identify relevant stakeholders including government, businesses, community groups, and individuals, and communicate effectively with them and with the media.

WATER QUALITY AND HEALTH: MPH LEARNING OBJECTIVES

In addition to the Environmental and Occupational Health Sciences MPH learning objectives, students in the Water Quality and Health concentration will be able to:

- Evaluate water quality impairment and anticipate related adverse health consequences.
- Utilize water quality data, geographic information, and regulatory requirements as the basis for developing solutions to impairments in water quality.

EPIDEMIOLOGY: MPH LEARNING OBJECTIVES

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

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

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 PPHM 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.

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.
- 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.