

**SCHOOL OF  
PUBLIC HEALTH**



**Bachelor of Arts in  
Public Health**

**Student Handbook  
2019-2020**

Revised August 2019

## TABLE OF CONTENTS

MESSAGE FROM THE ASSISTANT DEAN FOR UNDERGRADUATE PUBLIC HEALTH .....	5
INTRODUCTION TO THE SCHOOL OF PUBLIC HEALTH .....	6
SCHOOL STRUCTURE .....	6
SPH MISSION STATEMENT.....	6
SPH STATEMENT OF VALUES .....	6
MUTUAL TOLERANCE AND RESPECT STATEMENT .....	7
NONDISCRIMINATION POLICY.....	7
BACHELOR OF ARTS IN PUBLIC HEALTH PROGRAM INFORMATION.....	8
ADMISSIONS.....	8
PROGRAM OVERVIEW .....	8
PROGRAM CONTACTS .....	8
MISSION STATEMENT.....	8
CURRICULAR THEMES.....	9
CURRICULAR GOALS AND LEARNING OUTCOMES .....	9
BACHELOR OF ARTS IN PUBLIC HEALTH CURRICULUM .....	11
PRE-PUBLIC HEALTH REQUIREMENTS (60 HOURS) .....	11
PUBLIC HEALTH CORE MAJOR REQUIREMENTS (35 HOURS) .....	13
PUBLIC HEALTH SELECTIVE AND ELECTIVE HOURS (25 HOURS) .....	13
PUBLIC HEALTH SELECTIVE OPTIONS .....	14
PUBH 393: PUBLIC HEALTH FIELDWORK .....	25
PUBH 397: BACCALAUREATE PROJECT IN PUBLIC HEALTH .....	26
REQUIRED NON-CREDIT TRAINING .....	26
HONORS COLLEGE CAPSTONE GUIDELINES (FOR HONORS COLLEGE STUDENTS ONLY) .....	27
COHORT MODEL.....	29
SAMPLE CORE MAJOR COURSE WORK SCHEDULE FOR FALL 2019 COHORT .....	29
UNDERGRADUATE ACADEMIC POLICIES AND PROCEDURES.....	31
GRADE POINT AVERAGE (GPA) REQUIREMENT.....	31
MAJOR GRADE POINT AVERAGE (GPA) REQUIREMENT.....	31
GRADE POINT SYSTEM AND CALCULATING GPA.....	31
ACADEMIC STANDING .....	32
ENROLLMENT RESIDENCE REQUIREMENT .....	33
ACADEMIC LOAD .....	33
REGISTRATION APPROVAL .....	33

REGISTRATION.....	33
CHANGE OF COURSE SCHEDULE – ADDING AND DROPPING COURSES.....	34
UNIVERSITY WITHDRAWAL.....	35
WITHDRAWAL TO ENTER US MILITARY SERVICE.....	36
CONTINUING STUDENT STATUS.....	36
COURSE PREREQUISITES.....	36
CLASS ATTENDANCE.....	36
DISABILITIES REQUIRING ACCOMODATION.....	36
REPEAT POLICY FOR STANDARD GRADED COURSES.....	37
UNDERGRADUATE GRADE POINT AVERAGE RECALCULATION POLICY.....	37
CREDIT/NO CREDIT OPTION.....	38
TRANSFER CREDIT.....	39
TRANSFER CREDIT FOR CONTINUING STUDENTS.....	39
DOUBLE DEGREES.....	39
SECOND BACHELOR’S DEGREE.....	40
MINORS.....	40
GRADUATE-LEVEL COURSES FOR UNDERGRADUATE STUDENTS.....	40
PUBH 396: INDEPENDENT STUDY IN PUBLIC HEALTH.....	40
GRADUATION PROCEDURES.....	40
OFFICIAL TRANSCRIPTS.....	42
ACADEMIC HONORS.....	42
ACADEMIC INTEGRITY GUIDELINES.....	42
ACADEMIC INTEGRITY TUTORIAL.....	42
STUDENT HONOR CODE.....	42
ACADEMIC DISHONESTY DISCIPLINARY PROCESS.....	43
PETITION AND ACADEMIC GRIEVANCE PROCEDURES.....	44
PETITION PROCEDURE.....	44
STUDENT ACADEMIC GRIEVANCE PROCEDURES.....	44
OMBUDSPERSON.....	45
SELECTED STUDENT RESOURCES.....	46
PROFESSIONAL TOPICS SEMINAR.....	46
ACADEMIC ADVISING.....	46
SPH OFFICE OF STUDENT AFFAIRS.....	47
SPH CAREER SERVICES.....	47

---

SPH OFFICE OF DIVERSITY AND INCLUSION .....	48
DISABILITY RESOURCE CENTER.....	48
COUNSELING CENTER.....	48
SELECTED EDUCATIONAL/ACADEMIC SKILLS RESOURCES .....	49

**MESSAGE FROM THE ASSISTANT DEAN FOR UNDERGRADUATE PUBLIC HEALTH**

Welcome to the School of Public Health! I am so pleased that you have chosen to pursue a baccalaureate degree in public health. You have made a choice that will not only shape your future but potentially the future of others near and far.

Your curriculum in public health promises to be both challenging and rewarding. In order to guide you as you navigate the program, we have compiled this handbook which includes the policies, information, and resources that you will need. It should be regarded as a supplement to the Undergraduate Catalog. Keep it in a convenient place so that you can access it when questions arise. We are here to assist you and to provide you with an education that will serve you well in whatever career path you ultimately choose.

While you are here in the program, I encourage you to interact with other students and faculty in the public health community. The program offers a Professional Topics Seminar regularly for students in the major so that we can address relevant issues together. The School of Public Health hosts special presentations and events throughout the year that can enhance your education as well, and you are sure to discover new interests and develop new insights by participating.

All the best to you in this phase of your education!

Sincerely,



Karin J. Opacich, PhD, MHPE, OTR/L, FAOTA  
Assistant Dean for Undergraduate Public Health  
Clinical Associate Professor, Health Policy and Administration

## INTRODUCTION TO THE SCHOOL OF PUBLIC HEALTH

The Bachelor of Arts in Public Health Student Handbook contains information that is useful to undergraduate students in the School of Public Health throughout their program of study and is intended to be a supplement to the information provided in the UIC Undergraduate Catalog (<http://catalog.uic.edu/ucat/>). Please note that information contained in this handbook is for informational purposes only and is subject to change without notice.

Each student will be held responsible for its content and the policies and regulations that apply, regardless of whether the student is informed of these points through other means.

Please note that SPH Student Handbooks are static documents which are updated each August. The degree requirements contained in the AY 2019-20 handbooks are applicable to students matriculating into a degree program during this academic year. Students should consult the SPH website if interested in curriculum revisions adopted during the year. Such changes will apply to the next year's entering class.

### SCHOOL STRUCTURE

The School of Public Health is one of 16 colleges/schools that comprise the University of Illinois at Chicago. Established in 1970, the fully accredited School of Public Health offers six degrees: Bachelor of Arts in Public Health (BA), Master of Public Health (MPH), Master of Science (MS), Master of Healthcare Administration (MHA), Doctor of Public Health (DrPH) and the Doctor of Philosophy (PhD), along with certificate programs and non-degree continuing education opportunities to both full and part-time students and professionals practicing in the field. The Bachelor of Arts in Public Health is housed within the SPH Office of the Dean.

### SPH MISSION STATEMENT

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

### SPH STATEMENT OF VALUES

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

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

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

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

**STEWARDSHIP** of natural, human and financial resources.

**IDEALISM** whether secularly or spiritually motivated.

**CARING** promoting compassion for and action on behalf of others.

**JUSTICE** whereby everyone is given access to the resources necessary to live a humane life and necessary to fulfill their full potential.

**DIVERSITY** celebrating unique contributions to the fabric of our community.

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

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

### MUTUAL TOLERANCE AND RESPECT STATEMENT

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among us or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact. If you feel you have been offended by any content or interactions, you are encouraged to discuss this with the instructor, the SPH Ombudsperson or the Assistant Dean for Student Affairs.

### NONDISCRIMINATION POLICY

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

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

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this statement. UIC's Office for Access and Equity is the office charged with reviewing and addressing complaints of harassment and/or discrimination.

Approved by: Committee on Policy  
Approval date: March 9, 2017  
Approved as: Updated policy (Updates University of Illinois Nondiscrimination Statement, Revised June 10, 2010)

## BACHELOR OF ARTS IN PUBLIC HEALTH PROGRAM INFORMATION

### ADMISSIONS

For information on admission policies and procedures, please visit the Admissions section of the SPH website (<https://publichealth.uic.edu/admissions-aid/>).

#### ***Outstanding Admission Requirement Policy Statement***

Under special circumstances, an applicant may be recommended for admission with an outstanding admission requirement still to be completed (e.g., completion of preparatory course work). The outstanding admission requirement(s) under which a student is admitted to the School are to be stipulated in writing by the Assistant Dean for Undergraduate Public Health. Students admitted with an outstanding admission requirement must satisfy the requirement during their first term of enrollment in the program unless otherwise specified. Failure to satisfy the requirement in the specified time frame may result in dismissal from the program.

### PROGRAM OVERVIEW

The Bachelor of Arts in Public Health is a junior entry program in which students will acquire an array of skills that can be applied to many forms of inquiry, analysis, scientific and moral reasoning, and practice. Students complete 60 hours of prerequisite course work at UIC or another college/university and then an additional 60 hours of course work once admitted to the major.

With a Bachelor of Arts in Public Health, graduates can pursue entry level positions in the public health workforce, or graduate school within the health sciences or related fields by building the necessary prerequisite course work into their studies.

### PROGRAM CONTACTS

The Bachelor of Arts in Public Health program is administered by the following individuals:

**Karin J. Opacich, PhD, MHPE, OTR/L, FAOTA**  
Assistant Dean for Undergraduate Public Health  
Clinical Associate Professor, Health Policy and Administration  
E-mail: [kopacich@uic.edu](mailto:kopacich@uic.edu)  
Phone: (312) 996-6081  
Office: 1183 SPHPI

**Joy Getzenberg, MA**  
Fieldwork Developer  
Clinical Assistant Professor, Health Policy and Administration  
E-mail: [joygetz@uic.edu](mailto:joygetz@uic.edu)  
Phone: (312) 413-8854  
Office: 756 SPHPI

**Kevin Price, MA**  
Academic Advisor  
Email: [kevprice@uic.edu](mailto:kevprice@uic.edu)  
Phone: (312) 355-3566  
Office: 155B SPHPI

**Melissa Tag, MA**  
Associate Director of Undergraduate Operations  
E-mail: [mtag@uic.edu](mailto:mtag@uic.edu)  
Phone: (312) 355-2536  
Office: 155A SPHPI

### MISSION STATEMENT

The mission of the baccalaureate program in public health is to engage and enlighten students about matters related to the health of societies locally, nationally, and globally. By systematically examining biological, environmental, cultural, behavioral, historical, economic, and political factors that mitigate health, students in the program will become informed citizens who can consider the public's health in whatever life roles they assume. For those who go on to careers in medicine,

nursing, dentistry and other health related professions, the baccalaureate program in public health builds upon a broad foundation in the biological and behavioral sciences imbued with social ecology and population-based perspectives. Graduates of the program will acquire an array of skills that can be applied to many forms of inquiry, analysis, scientific and moral reasoning, and practice. At the baccalaureate level, graduates may seek employment in public health as communicable disease investigators, public health educators, program coordinators, environmental specialists, information specialists, and other roles commensurate with their skills. Those wishing to pursue professional careers in the public health arena will be well positioned to continue their studies through matriculation into master's degree programs in public health (MPH) or the Master of Science degrees in specific public health disciplines. Emerging from the program with an informed understanding of public health, graduates will embrace the vision of health equity and social justice.

### CURRICULAR THEMES

The following themes will be revisited throughout the baccalaureate curriculum:

**Health as a Moral Endeavor:** Exploring the moral importance of health and healthcare considering individual and societal commitments and obligations including the fair use of limited resources.

**Health Equity:** Having equitable access and the means and resources to attain one's full life potential.

**Life Course Perspective:** The cumulative evolutionary, pre-generational, pre-natal, and life events and circumstances that influence health at any one point in time.

**One Health [Human-Animal-Environment]:** The inextricable relationship among animal, human, and environmental health as determined by,

e.g. evolutionary biology, human behavior, and environmental phenomena.

**Cultural Relevance:** The lens through which life events are experienced and interpreted and through which meaning is ascribed.

**Local/Global Impact:** Appreciation for the global systems that influence the processes, dynamics, and activities of the world's populations; health as a multi-faceted state shaped within, e.g., biological, socio-cultural, geographic, economic, and political contexts.

### CURRICULAR GOALS AND LEARNING OUTCOMES

The overarching goals and learning outcomes of the curriculum are to produce citizens who will:

1. Rise to the challenge of understanding the world in a nuanced way expressing a broad world view and an expansive view of health.
  - a. Explain the inter-section of human rights and principles of social justice in the production of population health, health equity, and health disparities.
  - b. Analyze historical and contemporary public health events from multiple perspectives.
  - c. Identify and discuss major public health challenges for local, national, and global populations.
2. Be informed, attuned, and energized advocates of health accepting individual responsibility to effect positive change.
  - a. Discuss the characteristics, limitations, and evolution of health care systems.
  - b. Describe the social, economic, and political processes that influence public health policy and public health services.

- c. Articulate how human, animal, and environmental health interact and impact the health of populations.
3. Demonstrate skill in critical and analytical thinking.
  - a. Describe the methods used to measure health status, promote public health, and curtail disease.
  - b. Discriminately apply scientific information and data to public health endeavors.
  - c. Demonstrate the use of selected strategies and tools used for measuring population health.
4. Communicate effectively both orally and in writing with a variety of audiences.
  - a. Apply critical reasoning to select or develop public health related messages.
  - b. Develop reasoned arguments in support of public health premises.
  - c. Describe culturally appropriate strategies to promote health.
5. Be sensitive and astute observers.
  - a. Describe socio-cultural, economic, behavioral, and other contextual determinants of individual and population health.
  - b. Explain the importance of cultural practices, values, and perspectives in the assessment and development of public health strategies.
- c. Discuss the importance of collaboration with professional and non-professional stakeholders in the interest of public health.
6. Commit to being educated consumers of health information.
  - a. Explain the significance of incorporating perspectives from an array of disciplines to inform public health efforts.
  - b. Access public health information and data using credible resources and information technology.
  - c. Promote public health through presentation of accurate and relevant information.
7. Apply skills and tools acquired to an array of roles in the realm of employment contributing directly or indirectly to public health.
  - a. Define public health and describe activities in the public health arena.
  - b. Critically assess their own roles and potential contributions to public health in light of their planned career trajectories.
  - c. Explain the importance of developing strategic partnerships to promote public health.

## BACHELOR OF ARTS IN PUBLIC HEALTH CURRICULUM

To earn a Bachelor of Arts in Public Health degree students need to complete the University and School degree requirements as well as a minimum of 120 credit hours. Degree requirements are outlined below.

### PRE-PUBLIC HEALTH REQUIREMENTS (60 HOURS)

Course/Category	Credits
ENGL 160: Academic Writing I: Writing for Academic and Public Contexts	3
ENGL 161: Academic Writing II: Writing for Inquiry and Research	3
Foreign language (16 hours in a single language or equivalent) <sup>a</sup>	16
Quantitative Reasoning course <sup>b</sup> – Select from: STAT 101, STAT 130, MATH 110 (effective Fall 2018), MATH 118 (effective Fall 2017), MATH 121, MATH 125, MATH 160, MATH 165, MATH 170, MATH 180, COMM 201, CLJ 262, POLS 201, PSCH 343, SOC 201, PHIL 102, or PHIL 210.	3-5
PUBH 100: Health and the Public <i>May be used to satisfy Individual and Society or US Society category below</i>	3
PUBH 105: Foundations for Public Health <sup>c</sup>	2
PUBH 110: Public Health and Global Societies <i>May be used to satisfy Individual and Society or World Cultures category below</i>	3
PUBH 120: Public Health and the Study of Disease and Epidemics <i>Analyzing the Natural World - No Lab course.</i>	3
Additional Analyzing the Natural World course – Select from: ANTH 105, BIOS 110, BIOS 120, or BIOS 104.	4
Exploring World Cultures course <sup>d</sup>	3
Understanding U.S. Society course <sup>d</sup>	3
Understanding the Individual and Society course <sup>d</sup>	3
Understanding the Past course <sup>d</sup>	3
Understanding the Creative Arts course <sup>d</sup>	3
Additional General Education course(s) from any category, as necessary to total 24 hours of General Education credit <sup>d</sup>	1–3
Free electives to total 60 hours	
<b>Total Hours - Pre-Public Health</b>	<b>60</b>

<sup>a</sup> If a student has a background in a foreign language, proficiency in that language will be determined by testing. Should a student be deemed proficient, other course work is chosen for this credit hour requirement. See the Foreign Language Requirement section below for further explanation.

<sup>b</sup> Fulfillment of the Quantitative Reasoning requirement may be satisfied through placement exam. STAT 101 or STAT 130 is recommended to fulfill this requirement. See Quantitative Reasoning section on following page.

<sup>c</sup> Required for new first year students in the School of Public Health as well as transfer students who enter the School of Public Health with less than 24 credit hours earned. Others may enroll with permission of instructor if space permits.

<sup>d</sup> Students should consult the General Education section of the UIC Undergraduate Catalog for a list of approved courses in this category. All students must complete a minimum of 24 semester hours of General Education course work with at least one course from each of the six General Education categories.

### **Foreign Language Requirement**

The basic requirement is proficiency in a language that has a recognized literature or culture. The level of proficiency must be the equivalent of that expected of the student who has completed the elementary and intermediate levels of language study (i.e., the first two years) at the University of Illinois at Chicago. Students studying foreign language at UIC are strongly encouraged to register for required language courses in consecutive semesters until the requirement is met. Students may satisfy the requirement in any one of several ways:

1. By presenting qualifying scores on Advanced Placement examinations in foreign language, a qualifying score on a UIC foreign language placement test, appropriate course work as awarded per the State Seal of Biliteracy, or other authorized proficiency test for languages not offered at UIC.
2. By transferring credit for two years of a single language at the college level.
3. By completing four semesters of language courses at UIC. The university currently offers complete sequences in Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Polish, Russian, and Spanish.
4. By completing a partial sequence of language courses as determined by the results of a placement test or placement by a language department. The school determines eligibility for credit in a recommended course.
5. By presenting evidence of secondary education completed in a country where the language of instruction was other than English. No elementary- or intermediate-level course or proficiency credit will be given for that language. The language requirement, however, will be considered fulfilled only if the student consults their Advisor for application of this rule and receives conditional approval.
6. By transferring four semesters of credit in American Sign Language courses from an accredited U.S. college or university. Courses must include the study of deaf culture.

### **Quantitative Reasoning**

Students in the School of Public Health must demonstrate competency in quantitative reasoning to earn a degree. STAT 101 or STAT 130 is recommended to fulfill this requirement. However, such competence can be demonstrated in any one of the following ways:

1. Achievement of a score on the mathematics placement examination high enough to qualify for enrollment in MATH 180.
2. Grade of B or better in any one of the following courses: MATH 110 (effective Fall 2018), 118 (effective Fall 2017), 121, 125, 160, 165, 170, 180, STAT 101, or 130. STAT 101 or STAT 130 is recommended.
3. Grade of B or better in a mathematically oriented or quantitative course in a department in LAS other than Mathematics. Such courses must require MATH 090 or 118 as a prerequisite. At present, such courses include COMM 201, CLJ 262, POLS 201, PSCH 343, and SOC 201.
4. Grade of B or better in a logic course in the Department of Philosophy: PHIL 102 or 210.
5. Transfer students may present equivalent courses taken elsewhere, for which they have received a grade of B or better, to satisfy this requirement.

### PUBLIC HEALTH CORE MAJOR REQUIREMENTS (35 HOURS)

Course	Title	Credits
PUBH 300	Critical Thinking in Public Health	4
PUBH 301	Critical Thinking in Public Health II	2
PUBH 310	Public Health and Global Citizenship	3
PUBH 320	Ecologies of Health and Modern Life	3
PUBH 330	Health Equity and Health Disparities	3
PUBH 340	Health Literacy	3
PUBH 350	Health Systems, Health Policy	3
PUBH 360	Local Citizenship and Community Health Initiatives	4
PUBH 370	Using the Public Health Toolbox	3
PUBH 395	Professional Topics Seminar (two semesters of enrollment required)	0
PUBH 410	Historical and Contemporary Public Health Challenges I	2
PUBH 411	Historical and Contemporary Public Health Challenges II	2
PUBH 397	Baccalaureate Project in Public Health	3
<b>Total Hours – PUBH Courses</b>		<b>35</b>

### PUBLIC HEALTH SELECTIVE AND ELECTIVE HOURS (25 HOURS)

Course/Category	Credits
<b>Public Health Selectives:</b> In consultation with their Advisor, students must develop an area of focus and choose 15 hours of courses from the list on the following pages that work toward their focus area. <b>Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options.</b>	15
<b>Public Health Electives:</b> Pre-approved by Advisor as relevant to the student's plan of study	3
<b>Free Electives</b>	7
<b>Total Hours – Selective and Elective Courses</b>	<b>25</b>

#### ***Developing an Area of Focus Plan***

In order to formalize their area of focus, students must complete an Area of Focus Plan whereby they provide an overview and rationale of their focus area as well as the courses they intend to complete to create this focus area. This Area of Focus Plan must be submitted to the Advisor no later than the 8<sup>th</sup> Friday of the student's second semester in the program. The plan will be reviewed by the Advisor and students will be notified of approval or required revisions.

Please note that selectives and public health electives must be approved by the Advisor in order to ensure that they will be applicable toward the student's degree. The student is responsible for securing approval for any potential selectives or public health electives completed prior to submission of the Area of Focus Plan or any revisions to the plan thereafter. This approval must be secured prior to the beginning of the semester in which the student intends to complete the specified course.

## PUBLIC HEALTH SELECTIVE OPTIONS

The selective options below are current as of August 2019. It is possible that course descriptions have changed since this document was last updated. Students should consult the UIC Course Descriptions website (<http://catalog.uic.edu/all-course-descriptions/>) for up to date descriptions of courses in which they are interested in enrolling.

Please note that many of the courses below have prerequisite requirements and/or require permission of the instructor. **Students are responsible for ensuring that they meet any and all prerequisites and/or secure consent of the instructor prior to enrolling.** In some courses, enrollment is restricted or priority is given to students whose college or curriculum requires that course. Please see the *Schedule of Classes* for more information.

Courses are not necessarily offered every term or year. Individual departments or units should be consulted for information regarding frequency of course offerings. Please consult the *Schedule of Classes* for a listing of courses offered during a specific term.

This listing is for informational purposes only and does not constitute a contract. Every attempt is made to provide the most current and correct information. Courses listed here are subject to change without advanced notice.

### **African American Studies (AAST)**

#### **AAST 225. Racial and Ethnic Groups. 3 hours.**

Sociological and social-psychological analysis of racial, religious, and other ethnic groups; consideration of historical and current social problems arising from their relationships in society. Course Information: Same as ALS 225 and SOC 225. Prerequisite(s): SOC 100; or consent of the instructor. *Individual and Society course, and US Society course.*

#### **AAST 258. Race and Urban Life. 3 hours.**

Examines the experiences of Blacks in urban areas since the 1900's. Course Information: Same as SOC 258.

#### **AAST 272. Race, Gender, and Sexuality. 3 hours.**

The course will focus on the various ways that African American Studies has conceptualized issues of gender and sexuality. Course Information: Same as GWS 272. Prerequisite(s): Credit or concurrent registration in ENGL 161. *Individual and Society course, and US Society course.*

#### **AAST 406. Politics of Race, Gender and Class. 3 or 4 hours.**

Formation of social status categories, individual and collective identity construction, the mechanisms of group-based marginalization and stigmatization; relationship between social status categories. Course Information: Same as GWS 406. 3 undergraduate hours. 4 graduate hours.

Prerequisite(s): AAST 100 or GWS 102 or GWS 101; or graduate or professional standing; or consent of the instructor.

## **Anthropology (ANTH)**

### **ANTH 216. Medicine, Culture, and Society. 3 hours.**

Medical anthropology is the study of human health and illness across culture, time, and location. The cultural, political and moral components of disease, illness, suffering, health, and well-being will be discussed. Course Information: Prerequisite(s): [ANTH 101](#); or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion/Recitation. *Individual and Society course, and World Cultures course.*

### **ANTH 312. Cross-Cultural and Historical Perspectives of Youth Culture. 3 hours.**

The cultural construction of "youth" and "youth culture" through time and around the world. The ways in which age designations are used to naturalize a variety of broader cultural/ideological projects.

### **ANTH 411. Urban Cultural Problems. 3 or 4 hours.**

A study of the processes of urbanization and of cultural and social adjustments to the city; illustrated by case studies. Course Information: 3 undergraduate hours. 4 graduate hours.

### **ANTH 418. Ethnographic and Qualitative Research Methods. 3 or 4 hours.**

Practical introduction to the techniques of social scientists for research in natural social settings: participant observation/non-participant observation, interviewing, use of documentary sources, etc. Course Information: Same as [GEOG 418](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Junior standing or above.

### **ANTH 424. Violence. 3 hours.**

Survey of violence theory and research. Examination of types, causes and consequences of violence historically and in the present. Exploration of acts of resistance to violence. Course Information: Same as [CLJ 423](#). Prerequisite(s): Two 200-level CLJ courses; junior standing or above; or consent of the instructor.

### **ANTH 453. Seminar in Cultural Ecology. 3 or 4 hours.**

Cultural ecology and cultural evolution, emphasizing peasant farming and other subsistence systems. Soil management under shifting and sedentary agriculture. Course Information: Same as [GEOG 453](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [ANTH 101](#) or [GEOG 151](#) or consent of the instructor.

### **ANTH 473. Anthropology of Social Movements. 3 or 4 hours.**

Examines the causes of social change from the perspective of sociocultural anthropology. An ethnographic approach to political life, how communities describe and enact their experiences as individuals and citizens. Course Information: 3 undergraduate hours; 4 graduate hours.

### **ANTH 481. Geographic Information Systems I. 4 hours.**

Components and performance properties of geographic information systems. Geographic hierarchies and data structures. Problems and solutions in handling large geographic files. Geocoding. Course Information: Same as [GEOG 481](#). Prerequisite(s): [GEOG 100](#) and one from [GEOG 278](#), [GEOG 386](#), [IDS 100](#); or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture-Discussion.

## **Communication (COMM)**

### **COMM 200. Communication Technologies. 3 hours.**

History, development, and social impact of communication technology: print, broadcast, cable, satellite, computer, internet. Issues related to infrastructure, regulation, access, globalization, conveyance, and change. Course Information: Same as MOVI 200. Some sections may be offered fully online or in a blended-online and classroom course setting. Use of computer and internet access is required for all online and blended sections. A high speed connection, while not required, is strongly suggested. Prerequisite(s): Credit in COMM 103. Credit in COMM 101 or concurrent registration. Credit in COMM 102 or concurrent registration. Moving Image Arts minors must obtain approval of the Department of Communication.

### **COMM 303. Communication and Culture. 3 hours.**

Examination of the relationship between communication and culture through an exploration of the general theoretical principles linking cultural influences and communicative acts. Course Information: Prerequisite(s): COMM 101 and COMM 103; and Credit or concurrent registration in COMM 102; and Credit or concurrent registration in COMM 200.

### **COMM 306. Organizational Communication. 3 hours.**

Examination of communication issues in organizational settings. Exposure to topics such as rules, networks, leadership, and decision making as well as methods of analyzing communication problems. Course Information: Prerequisite(s): COMM 101 and COMM 103; and Credit or concurrent registration in COMM 102; and Credit or concurrent registration in COMM 200.

### **COMM 430. Media, Information and Society. 3 or 4 hours.**

Dissemination of information via mass media involving social functions and significant questions about facts, truth, knowledge and values. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): COMM 301.

### **COMM 434. Global Communication Systems. 3 or 4 hours.**

Structure and flow of international communication. Media organization systems. International impact of new media and information technology. Impact of U.S. media reporting on foreign affairs. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): COMM 301.

### **COMM 458. Minorities and Communication. 3 or 4 hours.**

Description and analysis of the processes through which ethnic and racial perceptions shape public discourse. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): COMM 301.

### **COMM 460. Visual Communication. 3 or 4 hours.**

Exploration of processes through which meaning is derived from visible signs, and the role of media images in the cultural context. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): COMM 301.

### **COMM 490. Seminar in Culture and Communication. 3 hours.**

Analysis of contrastive cultural paradigms (interethnic, gender, class) to develop student's awareness of own socialization and cultural orientation. Course Information: Prerequisite(s): COMM 301.

**COMM 491. Seminar in Media and Communication. 3 hours.**

Analysis of contemporary or historical issues in mediated communication. Course Information: Prerequisite(s): COMM 301.

**COMM 494. Special Topics in Communication: Health Communication. 3 or 4 hours.**

Contemporary trends in the field of communication. Course Information: 3 undergraduate hours. 4 graduate hours. May be repeated up to 2 time(s). Prerequisite(s): COMM 301.

**Education (ED)****ED 402. Philosophy of Education and Urban School Policy. 3 hours.**

Selected social and education philosophies and their impact on urban school curriculum design, school organization and control.

**ED 403. Policy Issues in the History of American Education. 3 hours.**

Political, economic, and cultural influences shaping the development of American education policy; emphasis on issues of education theory and practice in their historical settings.

**ED 445. Adolescence and the Schools. 3 hours.**

Physiological, intellectual, and social development of adolescence. Relations between aspects of adolescent development and the academic and social demands of secondary schools. Course Information: Prerequisite(s): EPSY 210, or the equivalent, or graduate standing.

**Environmental and Occupational Health Sciences (EOHS)****EOHS 480. Environmental and Occupational Health Policy. 3 hours.**

Introduction to the framework for policymaking in the realm of occupational and environmental health. Focus is on the role of economics, legal/regulatory processes, and ethical issues. Cross-cultural and international differences will be explored. Course Information: Prerequisite(s): Graduate or professional standing; or consent of the instructor.

**Gender and Women's Studies (GWS)****GWS 262. Constructions of Gender, Race, Health, and Human Rights. 3 hours.**

Explores issues at the intersections of gender, race, and sexuality through the lens of health in both U.S. and non-U.S. contexts. Course Information: Prerequisite(s): GWS 101 or GWS 102; and sophomore standing or above; or consent of the instructor. *Individual and Society course, and World Cultures course.*

**GWS 272. Race, Gender, and Sexuality. 3 hours.**

The course will focus on the various ways that African American Studies has conceptualized issues of gender and sexuality. Course Information: Same as AAST 272. Prerequisite(s): Credit or concurrent registration in ENGL 161. *Individual and Society course, and US Society course.*

**GWS 276. Latinas in the United States. 3 hours.**

Socioeconomic conditions and cultural experiences of Latinas in the U.S. Historical and contemporary views of labor, health, education, family, identity formation and leadership. Course Information: Same as LALS 276, and SOC 226. Grade of C or better in ENGL 160; Grade of C or better or concurrent

registration in [ENGL 161](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion. *Individual and Society course, and US Society course.*

**GWS 294. Topics in Gender and Women's Studies. 1-3 hours.**

Study of a problem, topic, or issue relevant to the interdisciplinary area of gender and women's studies. Content varies. Course Information: May be repeated to a maximum of 9 hours. Prerequisite(s): Consent of the instructor or one gender and women's studies course.

**GWS 361. Gender Theory. 3 hours.**

Survey of theories of gender in culture. Course Information: Same as [ENGL 361](#). Prerequisite(s): Grade of C or better in [ENGL 240](#); and Grade of C or better in [ENGL 241](#) or Grade of C or better in [ENGL 242](#) or Grade of C or better in [ENGL 243](#); or GWS 101 or [GWS 102](#); or consent of the instructor. Recommended background: [ENGL 117](#).

**GWS 390. Feminism and Social Change. 3 hours.**

An examination of the historical development of feminist models of social change, as well as strategies of contemporary feminist activism. Course Information: May be repeated to a maximum of 6 hours. Prerequisite(s): [GWS 101](#) and [GWS 102](#) and Junior standing; or consent of the instructor.

**GWS 394. Intermediate Topics in Gender and Women's Studies. 3 hours.**

Study of a problem, topic or issue relevant to the interdisciplinary area of gender and women's studies at the intermediate level. Content varies. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor or one course in gender and women's studies.

**GWS 406. Politics of Race, Gender and Class. 3 or 4 hours.**

Formation of social status categories, individual and collective identity construction, the mechanisms of group-based marginalization and stigmatization; relationship between social status categories. Course Information: Same as [AAST 406](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [AAST 100](#) or [GWS 102](#) or [GWS 101](#); or graduate or professional standing; or consent of the instructor.

**GWS 424. Gender, Crime, and Justice. 3 or 4 hours.**

An in-depth examination of the etiology of female crime and the involvement of females in the criminal justice system as offenders, victims, and workers/professionals. Course Information: Same as [CLJ 424](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Two 200-level CLJ courses; junior standing or above; or consent of the instructor.

**GWS 425. Sociology of Gender. 3 or 4 hours.**

Variety and change in gender roles; patterns and consequences of gender inequality; gender and sexuality; gender and social institutions such as family, economy. Course Information: Same as [SOC 424](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [SOC 224](#), or any 100 or 200-level GWS course and an additional 200 or 300-level elective in sociology or gender and women studies; Junior standing or above; or graduate standing; or consent of the instructor.

**GWS 428. Asian/Asian American Women in the Global Economy. 3 or 4 hours.**

Examines the racialization and feminization of a global division of labor and focuses primarily on Asian and Asian American women's participation and incorporation as workers and key actors in the development of the global economy. Course Information: Same as [GLAS 428](#) and [SOC 428](#). 3

undergraduate hours; 4 graduate hours. Previously listed as ASAM 428. Prerequisite(s): At least one GLAS or GWS or SOC course; or consent of the instructor.

### **Health Policy and Administration (HPA)**

#### **HPA 402. Social Ethics and Public Health. 3 hours.**

Application of ideas from philosophy, law, political science and economics to analyze the ethical basis of public health policies and programs.

### **Latin American and Latino Studies (LALS)**

#### **LALS 277. Issues of Race, Class, and Gender Among Latinos. 3 hours.**

Institutional, cultural and psychological components of race, class, and gender relations. Institutional inequality, questions of assimilation and identity, attitudes, and effects of inequality on community. Course Information: Prerequisite(s): [LALS 102](#).

#### **LALS 348. Seminar: Political Problems of Developing Societies. 3 hours.**

Selected aspects of the politics and countries of Asia, Africa and Latin America. Course Information: Same as [POLS 348](#). Prerequisite(s): [POLS 200](#) and [POLS 130](#); or consent of the instructor.

#### **LALS 350. Latinos and Latin Americans in U.S. Public Discourse. 3 hours.**

The U.S. public images of Latinos and Latin Americans. Course Information: Prerequisite(s): Two 200-level LALS courses; junior standing or above or consent of the instructor.

#### **LALS 380. Social Movements in Latin America. 3 hours.**

The different ways in which different groups have used non-traditional means to change the social and political circumstances that have conditioned their lives. Course Information: Prerequisite(s): Two 200-level courses; junior standing or above or consent of the instructor.

#### **LALS 382. Race and Citizenship in the Americas. 3 hours.**

The relationship between citizenship and racial ideologies in the Americas. Comparison of the diverse racial and social experiences of U.S. Latinos with other populations in the Americas. Course Information: Prerequisite(s): Two 200-level LALS courses; junior standing or above or consent of the instructor.

#### **LALS 385. Latino Social Movements in the United States. 3 hours.**

Social movements and public action by Latinos in the United States. Includes farmworkers organizing, unionization efforts, nationalist movements, feminism, struggles, and community debates. Course Information: Prerequisite(s): [LALS 102](#).

#### **LALS 433. Latin American Migration to the U.S. 3 or 4 hours.**

Latin American migration to the U.S. International migration theories, family remittances, transnational linkages, dual citizenship, and past and current U.S. immigration policy debates. Course Information: Same as [SOC 433](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Consent of the instructor.

### **Psychology (PSCH)**

#### **PSCH 201. The Psychology of African Americans. 3 hours.**

Historical analysis of various psychological approaches to the African American experience and identity. Special attention to development of African American psychology as a disciplinary orientation. Course

Information: Same as [AAST 201](#). Prerequisite(s): [PSCH 100](#) or consent of the instructor. *Individual and Society course, and US Society course.*

**PSCH 231. Community Psychology. 3 hours.**

Psychological principles, research and interventions concerning community settings; community human services, primary prevention, consultation, advocacy, social ecology, organizational change, and citizen participation. Course Information: Prerequisite(s): [PSCH 100](#). *Individual and Society course.*

**PSCH 312. Social Psychology. 3 hours.**

Survey of theory and research in social psychology, emphasizing experimental investigations of attitudes and social cognition, and interpersonal relations and group processes. Course Information: Prerequisite(s): Grade of C or better in [PSCH 242](#).

**PSCH 315. Psychology of Women and Gender. 3 hours.**

Critical examination of research on women and gender across the life span, including psychological aspects of reproduction, and the way that gender shapes cognition, sexuality, family, friendship, and work experiences. Course Information: Same as [GWS 315](#). Prerequisite(s): Grade of C or better in [PSCH 242](#) or consent of the instructor.

**PSCH 320. Developmental Psychology. 3 hours.**

Analysis of research and theory concerning social, cognitive, and biopsychological aspects of human development. Course Information: Prerequisite(s): Grade of C or better in [PSCH 242](#).

**PSCH 394. Special Topics in Psychology: Youth Mentoring: Research and Practice. 1-3 hours.**

Lectures devoted to an announced topic. Course Information: May be repeated to a maximum of 6 hours. Students may register in more than one section per term. Prerequisite(s): Grade of C or better in [PSCH 242](#).

**PSCH 411. Stereotyping, Prejudice, and Racism. 3 hours.**

Psychological research and theory concerning stereotyping, prejudice, and racism. Historical conceptualization, development, causes, expression, and psychological consequences of prejudice, as well as theories of prejudice reduction. Course Information: Prerequisite(s): Graduate standing in psychology or consent of the instructor.

**PSCH 415. Social Bases of Health Behavior. 3 hours.**

Psychological theory and research concerning the coronary-prone personality, pain management, controlling adherence to medical regimens, biofeedback, smoking, and weight control. Course Information: Prerequisite(s): [PSCH 270](#) and consent of the instructor, or graduate standing.

**Public Administration (PA)**

**PA 403. Economics for Management and Policy. 3 or 4 hours.**

Basic economic tools and methods relevant to public admin and current policy: opportunity cost, supply and demand, rational choice, production costs, competition vs monopoly, and economic efficiency versus equity, market failure, and public goods. Course Information: 3 undergraduate hours. 4 graduate hours. Previously listed as PA 410. Prerequisite(s): Appropriate score on the department placement test and graduate standing and admission to the MPA program; or consent of the instructor.

**Public Health (PUBH)****PUBH 390. Sustainability Internship. 3 hours.**

Provides an intellectual framework for students to apply classroom learning to hands-on project-based internships that advance the overall mission of greater social, economic and environmental sustainability in the campus community. Course Information: Same as PUBH 390. Students will be placed in internships with UIC departments and units for approximately 8 hours per week. Prerequisite(s): Grade of C or better in US 130; or Grade of C or better in PHYS 116. Open only to sophomores, juniors, and seniors; or consent of the instructor.

**PUBH 393. Public Health Fieldwork. 3 hours. (Students are highly encouraged to consider PUBH 393 for one of their selective options.)**

Public Health fieldwork is an integrative practicum experience for students who are undergraduate public health majors. Course Information: Satisfactory/Unsatisfactory grading only. Field work required. Locations are chosen from an array of public health sites established through the Fieldwork Coordinator in the Dean's Office. Domestic and international opportunities are available. Students are expected to spend a minimum of 90 hours in the field site. Fieldwork schedules may be configured to the mutual benefit of sites and students. Prerequisite(s): Senior standing in the BA in Public Health program and consent of the SPH Fieldwork Coordinator.

**PUBH 394. Advanced Special Topics in Public Health. 1-3 hours.**

Intensive analysis of selected public health challenges and issues. Course Information: May be repeated. Students may register in more than one section per term.

**PUBH 396. Independent Study in Public Health. 1-3 hours.**

Self-directed study of a special public health topic under the guidance of a faculty member. Course Information: May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor supervising the independent study and approval of the department/school.

**PUBH 420. Public Health Problem Solving: Epidemiology in Action!. 3 hours.**

Through student driven discourse, hands-on projects and instructor facilitated case studies, this course is designed to hone previously learned epidemiological principles and apply them to simulated field conditions. Prerequisite(s): PUBH 120 and senior standing in the BA in Public Health program or consent of instructor.

**Public Policy (PPOL)****PPOL 300. Urban Policy and Process. 3 hours.**

Basic structure of the policy process within the urban context including the nature of urban policy, its formulation, evaluation, and implementation. Emphasis on state and local policy development as it relates to urban areas. Course Information: Previously listed as PA 300. Field work required. Prerequisite(s): Admission to the BA in Public Policy or Urban Studies and college-level Microeconomics; or consent of the instructor.

**PPOL 303. Bureaucracy and Public Policy. 3 hours.**

Personnel management, organizing, budgeting, finance, leadership, motivation, economic development, accountability, ethics, legal and constitutional foundations. Course Information: Previously listed as PA 303. Prerequisite(s): Admission to the BA in Public Policy or Urban Studies; or consent of the instructor.

**PPOL 305. Managing Government Partnerships. 3 hours.**

Intergovernmental finance, inter-jurisdictional competition, intergovernmental cooperation, intergovernmental cooperative agreements, and contractual and informal relations with non-profit organizations and governmental actors. Course Information: Previously listed as PA 305. Prerequisite(s): Admission to the BA in Public Policy or Urban Studies or consent of the instructor.

**Sociology (SOC)****SOC 225. Racial and Ethnic Groups. 3 hours.**

Sociological and social-psychological analysis of racial, religious, and other ethnic groups; consideration of historical and current social problems arising from their relationships in society. Course Information: Same as [AAST 225](#) and [LALS 225](#). Prerequisite(s): [SOC 100](#); or consent of the instructor. *Individual and Society course, and US Society course.*

**SOC 271. African Americans and the Politics of Incarceration. 3 hours.**

Examination of the status of African Americans as offenders, victims, and personnel within the criminal justice system. Course Information: Same as [AAST 271](#) and [CLJ 271](#). Previously listed as SOC 371. Prerequisite(s): Grade of C or better or concurrent registration in [AAST 100](#) or Grade of C or better or concurrent registration in [SOC 100](#). *Individual and Society course, and US Society course.*

**SOC 276. Urban Sociology. 3 hours.**

Examination of the history, patterns, and consequences of urban places and life in those places. Course Information: Prerequisite(s): [SOC 100](#). *Individual and Society course, and US Society course.*

**SOC 300. Introduction to Sociological Research Methods. 4 hours.**

Survey of the principal methods of social research; problem and concept formation, research design, sampling reliability, internal and external validity, control of alternative explanations, ethical responsibilities of researchers. Course Information: Previously listed as SOC 202. Prerequisite(s): [SOC 201](#); and sophomore standing or above; or [SOC 201](#) and one additional 200-level course in sociology. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion.

**SOC 425. Race and Ethnicity. 3 or 4 hours.**

Critical examination of the conceptual frameworks and empirical findings in the study of race and ethnicity. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [SOC 225](#) an additional 200- or 300- level elective in Sociology; or consent of the instructor.

**SOC 426. Topics in Race, Ethnicity, and Gender. 3 or 4 hours.**

Intensive examination of a specialized topic in race, ethnicity and gender. The specific topic of the course varies depending on the faculty offering it. Course Information: 3 undergraduate hours. 4 graduate hours. May be repeated up to 2 times. Students may register in more than one section per term. Prerequisite(s): [SOC 224](#); or [SOC 225](#); and junior standing or above and an additional 200 or 300-level elective in sociology; or consent of the instructor.

**SOC 433. Latin American Migration to the U.S. 3 or 4 hours.**

Latin American migration to the U.S. International migration theories, family remittances, transnational linkages, dual citizenship, and past and current U.S. immigration policy debates. Course Information: Same as [LALS 433](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Consent of the instructor.

**SOC 440. Topics in Organizations and Institutions. 3 or 4 hours.**

Intensive examination of a specialized topic announced when the class is scheduled. Course Information: 3 undergraduate hours. 4 graduate hours. May be repeated up to 2 times. Students may register in more than one section per term. Prerequisite(s): [SOC 244](#) or [MGMT 340](#), and an additional 200-level sociology elective, and junior standing; or consent of the instructor.

**SOC 448. Sociology of Development. 3 or 4 hours.**

Historical, economic, political, social, and geographic factors shaping national and international development experiences and outcomes. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): 6 hours of upper-division social science courses or consent of the instructor.

**SOC 451. Medical Sociology. 3 or 4 hours.**

Survey of major topics in sociology of health and medicine including social definitions of health and illness, patient/practitioner interaction, the organization of health institutions and professions. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): 6 hours of upper-division sociology or consent of the instructor.

**SOC 455. Topics in Medical Sociology. 3 or 4 hours.**

Intensive examination of a specialized topic announced when the class is scheduled. Course Information: 3 undergraduate hours. 4 graduate hours. May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): [SOC 451](#) or consent of the instructor.

**SOC 471. Population. 3 or 4 hours.**

The measurement and study of major trends and differentials in fertility, mortality, migration, growth, and compositional characteristics of the population of the United States and other nations. Course Information: Same as [EPID 471](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [SOC 201](#) and an additional 200 or 300-level course in sociology; and junior standing or above; or consent of the instructor.

**SOC 473. Cities and Regions. 3 or 4 hours.**

Characteristics, conditions, and consequences of structure and change of cities and metropolitan regions. Spatial, political economy, cultural perspectives. Census, ecological, historical, comparative data for cities. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [SOC 201](#) and an additional 200 or 300-level course in sociology; and junior standing or above; or consent of the instructor.

**Urban Studies (US)****US 202. Social Justice and the City. 3 hours.**

Overview of diversity, justice, and equity within an urban framework; cultural shifts and political movements shaping concerns about social justice; theoretical approaches and literature explaining forces and factors underlying these issues. Course Information: Previously listed as UPP 202. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion. *US Society course.*

**US 205. Cinema and the City. 3 hours.**

Explores how diverse societies, cities and urban phenomena are represented in film at different points in history, explores theories of urbanism and individual relationships to cities and urban society and institutions. Course Information: Previously listed as UPP 205. Students are required to view films

outside of regular class hours. Class schedule information: To be properly registered, students must enroll in one Lecture and one Discussion/Recitation. *Individual and Society course.*

**US 301. Political Economy of Urban Development. 3 hours.**

Political and economic approaches to the study of urban life, urban problems and the built environment. Course Information: Previously listed as UPA 301. Field work required. Prerequisite(s): Grade of C or better in US 240; or Grade of B or better in ECON 120; and senior standing or above; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in on Lecture and one Discussion/Recitation.

**US 304. Visualizing the City: Methods and Tools for Representing the City. 3 hours.**

Addresses basics of visualization methods and techniques of representing the physical environment. Course Information: Previously listed as UPA 304. Field work required. Prerequisite(s): Open only to juniors and seniors; and approval of the department or admission to the BA Program in Urban Studies.

**US 306. Urban Policy Analysis Methods. 3 hours.**

Introduces students to the basics of policy and program evaluation using rational model. Needs analysis, performance evaluation, data collection methods and analysis, discounting valuation problems. Course Information: Previously listed as UPA 306. Prerequisite(s): Grade of C or better in ECON 120; and junior standing or above; or consent of the instructor.

**US 308. Globalization in Urban Studies. 3 hours.**

Study of urban studies as it relates to globalization. Course Information: Previously listed as UPP 308. Prerequisite(s): Prerequisite(s): Grade of C or better in ECON 120; or consent of the instructor.

## PUBH 393: PUBLIC HEALTH FIELDWORK

Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options. Public Health Fieldwork is intended to provide students first-hand exposure to public health practice. Fieldwork affords an opportunity to integrate concepts and skills learned in the curriculum while immersed in a practice setting. Any given fieldwork experience in public health should encourage the student to consider at least one if not all of the six curricular themes. Fieldwork locations are chosen from an array of public health sites established by the Undergraduate Fieldwork Developer, Professor Joy Getzenberg ([joygetz@uic.edu](mailto:joygetz@uic.edu) or 312-413-8854).

PUBH 393: Public Health Fieldwork is completed in a single semester during the senior year for a total of 3 credit hours. Students must complete a minimum of 90 hours at the site to receive credit for this course.

### ***Fieldwork Learning Outcomes***

Public health majors engaging in the Public Health Fieldwork course will be able to:

1. Apply acquired knowledge and skills to a specific public health practice setting.
2. Increase understanding of the expectations and opportunities in the public health workforce.
3. Relate specific jobs and contributions to the health and well-being of the public.
4. Formulate questions pertaining to the practice of public health.
5. Articulate how the field experience illustrates one or more of the curricular themes.

### ***Requirements***

Students work with the Fieldwork Developer in identifying an appropriate fieldwork site and are required to meet with the Fieldwork Developer by the end of the fifth week of the semester prior to the semester in which they intend to complete their fieldwork.

Students are required to:

1. Submit a Learning Contract that is approved by the Fieldwork Developer and signed by both the student and the fieldwork preceptor by the second Friday of the fall or spring semester or the first Friday of the summer 8-week term and then again at the end of the term, when the student's progress in meeting the objectives and deliverables is assessed. As part of the Learning Contract, students are required to review the *Principles of the Ethical Practice of Public Health* and agree to adhere to them while completing their fieldwork. **Students will not be permitted to register for PUBH 393: Public Health Fieldwork until an approved Learning Contract has been signed by the student and preceptor and submitted to the Fieldwork Developer. To meet this deadline and provide sufficient time for review, students must submit a draft of the Learning Contract to the Fieldwork Developer no later than the first day of the semester.**
2. Complete the Fieldwork Performance Self-Assessment, due to the Fieldwork Developer by the Friday of Final Exam Week.
3. Facilitate the completion of the Public Health Fieldwork Performance Evaluation by the fieldwork preceptor, due to the Fieldwork Developer by the Friday of Final Exam Week. Students are required to review this evaluation with their preceptor, and after the review, both the student and preceptor are required to sign it before submitting to the Fieldwork Developer.
4. Complete Journal entries starting in Week 3 through Week 14.

**Grading**

Students will earn either a “Satisfactory” (S) or “Unsatisfactory” (U) for this course. **Please note that all required evaluation documents must be completed, signed and submitted to the Fieldwork Developer in order for a final grade to be assigned.**

**International Students**

International students **must** receive authorization from the Office of International Services to begin their field experience. Visit the OIS webpage at <https://www.ois.uic.edu/> to receive information on eligibility factors, application procedures and to receive the appropriate application materials.

**PUBH 397: BACCALAUREATE PROJECT IN PUBLIC HEALTH**

PUBH 397: Baccalaureate Project in Public Health represents the students' culminating experience, providing them with opportunity to demonstrate through individual or group effort, attainment of the program's overarching curriculum goals. Students register for PUBH 397 during their final Spring semester in the program and complete a cumulative project on a topic that reflects two or more of the curricular themes and their significance to the selected topic. Project topics and groups will be selected by the students and a project strategic plan will be developed as part of PUBH 370: Using the Public Health Toolbox. Students will be required to present their work to an audience of faculty, public health professionals, and peers on Baccalaureate Celebration Day during the week of Commencement in a format appropriate to the project. Each project will be evaluated by a panel of faculty and designated others according to specified criteria. Participation in this event is a requirement for graduation.

**Baccalaureate Project Learning Objectives**

At the end of the baccalaureate project students will be able to:

1. Develop and implement a scholarly project using conceptual skills learned throughout their course of study.
2. Apply relevant public health tools and strategies in their work.
3. Analyze, synthesize, and summarize the outcomes of the project.
4. Illustrate the relationship of the endeavor to two or more of the curricular themes.
5. Generate recommendations for future endeavors.
6. Present the project in an appropriate format before an audience of faculty, students and community members.

**REQUIRED NON-CREDIT TRAINING**

Early in the curriculum, students will be required to complete the following trainings provided through the Online Collaborative Initial Training Initiative (CITI):

1. Online Collaborative Initial Training Initiative (CITI) Human Subjects Research (HSR) course: <https://about.citiprogram.org/en/course/human-subjects-research-2/>.
2. CITI information Privacy and Security (IPS) Health Privacy (HIPAA) Basic Course: <https://about.citiprogram.org/en/course/health-privacy/>.

Instructions will be provided as to when these trainings should be completed.

## HONORS COLLEGE CAPSTONE GUIDELINES (FOR HONORS COLLEGE STUDENTS ONLY)

The Honors College Capstone can be fulfilled by School of Public Health students in one of several ways outlined below. Any of these options is a good way of developing strong analytical skills, an aptitude for scholarly writing, and the ability to present scholarship in a public forum, all of which are key to the Honors College Capstone requirement.

The option students choose for completing their Honors College Capstone and the specific research topic they select should always be done in consultation with their Capstone Supervisors and their Honors College Fellows, who must ultimately approve the Capstone Proposal. Students should register for HON 322 for each semester in which they are working on the Capstone and should turn in a Capstone Agreement Form, approved by their Supervisor and their Fellow, by 4:00 p.m. Friday of the third week of each semester. At the end of each semester, a Capstone Progress Report or Capstone Completion Form should also be submitted by 4:00 p.m. Friday of the 15th week. Students who need more time to develop or finalize their Capstone projects should contact the Honors College to obtain an extension of the time to submit these forms. A "DFR" grade will be assigned if students fail to turn in the Completion or Progress Reports.

The three options are as follows:

1. Students may develop their own research projects on topics related to the public health enterprise, obtain an appropriate faculty Capstone Supervisor for their projects, and secure the approval of their Honors College Faculty Fellow. Following the general guidelines for the Honors College Capstone, students should choose theoretical topics of interest, engage in research that is either library-based or with some applied component (such as interviews of public health professionals, observations in public health settings, etc.), that lead to producing a scholarly paper of around 15-20 pages on their topic. Students are also required to present their projects in a public forum (e.g., the SPH Research and Practice Awards Day, the Honors College Student Research Symposium, an academic conference, or in a scholarly setting at the School of Public Health) in poster format or other format (e.g., PowerPoint presentation, lecture). Students should enroll in HON 322 for two semesters, focusing the first semester on the research and the second semester on writing the Capstone research paper.
2. Students may use their work as a research assistant on a faculty research project to write a 15-20 page scholarly paper pertaining to their own theoretical and methodological contributions to the project including their own evaluation of the results. Students must present their work in a public forum (the same venues as described in the first option). Because these types of projects are completed as part of a research team, students can use public presentations of joint work by the research team to fulfill their public presentation requirement as long as the student is in attendance to answer questions along with the other members of the research team. Students should enroll in HON 322 for two semesters, focusing the first semester on the research and the second semester on writing the Capstone research paper.
3. Students may choose to complete their Honors College Capstone as an extension of their work in PUBH 370/397. Note that completion of the requirements for PUBH 370/397 is not in itself sufficient to meet the Honors College Capstone requirement. Instead, the Baccalaureate Project in Public Health completed in PUBH 370/397 allows students to develop a research focus for their Capstone within a structured course, using background work that they can then expand into a more comprehensive exploration of a focused public health practice issue. In PUBH 370/397, students work in small groups to address a public health practice question through faculty guided community collaboration and inquiry. To fulfill their Honors College Capstone by building on work done in PUBH 370/397, students would

extend an area of inquiry and select additional research articles and scholarly publications relevant to their focused public health practice issue and provide a more in depth analysis of that specific issue through enhanced research, inquiry and analysis. As with the other options discussed above, students selecting this option will need to identify a faculty Capstone Supervisor. Students choosing this option will prepare a scholarly paper of 15-20 pages on their selected research topic, addressing their individual work on the public health practice issue rather than the work of their PUBH 370/397 group. Note that the PUBH 370/397 presentations do NOT fulfill the public presentation requirement of the Honors College Capstone.

The HON 322 capstone is a two-semester sequence. Therefore, students pursuing the option of using their PUBH 370/397 work as the starting point for their Honors College Capstone are advised to decide on their Capstone topic and identify a Capstone Supervisor by Week 10 of the Fall semester. (\*\*\*)Since the deadline for submitting the Capstone Agreement Form is 4:00 p.m. Friday of the third week of the semester, please notify the Honors College if you will be submitting the form late). They should register for HON 322 again in the spring using that semester to complete the 15-20 page research paper and presentation associated with their PUBH 370/397 topic.

## COHORT MODEL

The Bachelor of Arts in Public Health program was designed as a cohort model whereby students proceed through the major courses as a group becoming a community of learners. Since all of public health is collaborative, this model was thought to be highly compatible with the goals and objectives of the curriculum and with public health practice. At the beginning of the program, students are randomly assigned to one of two cohorts and each cohort will enroll in the same sections of the core public health major courses as they progress through the program.

### SAMPLE CORE MAJOR COURSE WORK SCHEDULE FOR FALL 2019 COHORT

**Note:** This sample schedule assumes that all prerequisite/general education course work was completed prior to admission to the major. Students who were admitted to the major with an outstanding admission requirement (i.e., still needing to complete specified prerequisite/general education course work) will need to fit in that course work in addition to the courses listed below in order to complete their degree requirements. As a result, it may take longer than 4 semesters to complete the program. The course offering schedule listed below is subject to change.

Fall 2019		
Course	Title	Credits
PUBH 300	Critical Thinking in Public Health	4
PUBH 330	Health Equity and Health Disparities	3
PUBH 350	Health Systems, Health Policy	3
PUBH 395	Professional Topics Seminar	0
	Free Elective	3
	Free Elective	3
<b>Total Hours</b>		<b>16</b>
Spring 2020		
Course	Title	Credits
PUBH 301	Critical Thinking in Public Health II	2
PUBH 320	Ecologies of Health and Modern Life	3
PUBH 340	Health Literacy	3
PUBH 360	Local Citizenship and Community Health Initiatives	4
PUBH 395	Professional Topics Seminar	0
	Public Health Elective	3
<b>Total Hours</b>		<b>15</b>
Fall 2020		
Course	Title	Credits
PUBH 370	Using the Public Health Toolbox	3
PUBH 410	Historical and Contemporary Public Health Challenges I	2
	Public Health Selective - <i>Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options</i>	3
	Public Health Selective	3
	Public Health Selective	3
	Free Elective	1
<b>Total Hours</b>		<b>15</b>

<b>Spring 2021</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
PUBH 310	Public Health and Global Citizenship	3
PUBH 397	Baccalaureate Project in Public Health	3
PUBH 411	Historical and Contemporary Public Health Challenges II	2
	Public Health Selective	3
	Public Health Selective	3
<b>Total Hours</b>		<b>14</b>

## UNDERGRADUATE ACADEMIC POLICIES AND PROCEDURES

### GRADE POINT AVERAGE (GPA) REQUIREMENT

To be in good standing in the School of Public Health, a student must earn a cumulative grade point average of 2.50/4.00 in all work taken at UIC each term. In addition, the combined average of a student's transfer work and work taken at UIC must be at least 2.50/4.00. The minimum cumulative grade point average in core public health major course work is a 2.50/4.00. Failure to meet these GPA requirements will result in academic probation and possible dismissal from the University.

### MAJOR GRADE POINT AVERAGE (GPA) REQUIREMENT

The minimum cumulative grade point average required in core public health major course work is a 2.50/4.00. Core public health major course work is defined as 300- and 400-level required PUBH courses (i.e., PUBH 300, 301, 310, 320, 330, 340, 350, 360, 370, 395, 397, 410, and 411). Failure to meet the required minimum grade point average requirement in the major course work will result in academic probation and possible dismissal from the University. For any student ineligible to graduate due to an academic grade point average deficit in their major course work, the school will permit up to three credit hours of A earned in a non-core PUBH course to be factored into the major grade point average. This inclusion will only be allowed under the following conditions: students must be in their final semester of course work and the inclusion of the non-core PUBH course grade must raise the major course work grade point average to the minimum level required to graduate (a 2.50/4.00).

### GRADE POINT SYSTEM AND CALCULATING GPA

Effective Fall 2004, UIC adopted a 4.00 grade point system, where 4.00 = A. See the chart below for grade descriptions.

Grades	Equivalent	Grade Points per Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Poor but passing	1
F	Failure	0

Semester GPA is calculated by multiplying the grade points per hour associated with the grade earned by the number of credit hours of each course. Next, add up the points earned per course and divide by the total number of graded credit hours attempted for the term to determine the semester GPA. Please note that courses which are numbered 001-099 do not carry academic credit and are not calculated into the GPA.

#### **Sample GPA Calculation**

ENGL 160 (3 credit hours) = A	4 points (A) x 3 hours = 12 GPA Points
BIOS 120 (4 credit hours) = C	2 points (C) x 4 hours = 8 GPA Points
STAT 101 (4 credit hours) = B	3 points (B) x 4 hours = 12 GPA Points

PUBH 100 (3 credit hours) = A                      4 points (A) x 3 hours = 12 GPA Points  
**Total Credit Hours Attempted = 14            Total GPA Points Earned = 44**

**Total GPA Points (44)/Total Credit Hours Attempted (14) = 3.14 (A = 4.0)**

## ACADEMIC STANDING

At the end of each term, the school reviews the academic status of each undergraduate student. At that time, students are classified as being in good standing, probationary standing or dismissed from the University.

### ***Probation rules***

A student will be placed on academic probation in any term in which either a cumulative or semester grade point average of less than 2.50/4.00 is earned for all academic work or when the cumulative grade point average in core public health course work falls below 2.50. A student on probation is expected to earn greater than a 2.50 in the next term and have an overall UIC cumulative grade point average of 2.50 by the end of the second term on probation. Please note that academic probation at UIC cannot be remedied by taking course work at other colleges or universities, including programs of the Springfield and Urbana-Champaign campuses.

### ***Dismissal rules***

Students failing to earn a cumulative grade point average of 2.50 by the end of two terms on probation will be dismissed from the University. In any term, a student may be dismissed for one or more of the following reasons:

1. First-term students will be dismissed after their first term of enrollment if they earn zero credit or obtain a deficit of -15 points or more. Deficit points are calculated as follows: multiply the number of credit hours for each course taken by the points for the grade received, A=+2, B=+1, C=0, D=-1, F=-2. Add the points of each course taken during the semester. The total equals the deficit points used to determine probation status. Each deficit point equals one hour of B.
2. Continuing students will be dismissed at the end of any term in which their cumulative deficit points (see above) are -15 or more.
3. Failure to earn any credit.
4. Failure to earn at least a 1.00/4.00 (D) average for a term.
5. Failure to earn at least a 2.50/4.00 while on probation.
6. Failure to meet conditions of probation.
7. Failure to meet conditions specified at the time of admission.
8. Failure to make progress toward completion of the Public Health degree.
9. Two or more consecutive terms of University withdrawals.

The dean may waive the dismissal rules in extraordinary circumstances.

### ***Appeal of a Dismissal Decision***

Students who have been dismissed by the school may apply for readmission after two terms (excluding the summer session). Students who can document that poor academic performance was the result of

significant extenuating circumstances, such as a long-term or debilitating illness or personal crisis, may petition for immediate reinstatement. The student must complete an Academic Dismissal Appeal Petition Letter, attach supporting documentation, and make arrangements for an interview with the Assistant Dean for Undergraduate Public Health prior to the first day of instruction of the new term.

### ENROLLMENT RESIDENCE REQUIREMENT

For all course work, either the first 90 semester hours or the last 30 semester hours of university work must be taken at UIC. In addition, at least one-half of the semester hours required in core public health major course work must be completed at UIC. Concurrent attendance at the University of Illinois at Chicago and another collegiate institution, or enrollment during the summer at another institution, when approved by the school, does not interrupt the UIC enrollment residence requirement for graduation. Credit earned through the College Level Examination Program (CLEP) and proficiency examinations, and through the University of Illinois Guided Individual Study and extramural courses, neither applies toward nor interrupts the enrollment residence requirement. Under exceptional circumstances, the enrollment residence requirement may be waived by the Assistant Dean for Undergraduate Public Health upon petition of the student.

### ACADEMIC LOAD

In the Bachelor of Arts in Public Health program, while full-time student status is preferred, students may enroll in a part-time program of study. During the fall and spring semesters, a minimum full-time program is 12 hours of credit per semester. A program of 19 semester hours or more must be approved by the Assistant Dean for Undergraduate Public Health. For Summer Session 1 (four-week) and Summer Session 2 (eight-week), UIC considers a total aggregate of 6 semester hours as the minimum number necessary to constitute full-time enrollment. A program of 13 semester hours or more during the summer session must be approved by the Assistant Dean for Undergraduate Public Health.

### REGISTRATION APPROVAL

All new students are required to attend an orientation program prior to registration. In addition, all continuing students are required to meet with their Advisor at least once per semester prior to registration.

### REGISTRATION

Course registration occurs through UIC's student portal: [my.UIC.edu](https://my.UIC.edu). In order to login to the portal, students use their assigned netid and password. Once you have logged in, click on the "Student" tab where you will be able to access the Student Self-Service Registration Menu directly, check your account for holds, view your registration time ticket, etc.

#### ***Registration Availability***

Continuing UIC students are issued a time ticket prior to registration for the following term which specifies when their registration window will open. Students will receive an e-mail from the UIC Registrar with time ticket information and can also check this information in *my.UIC*. Students are

advised to plan their schedule *prior* to the opening of their registration window so that their registration will not be delayed.

### ***Registration Holds***

Students with holds on their accounts (advising hold, financial hold, immunization hold, transcript hold, etc.) will not be permitted to register or make any registration changes until that hold is lifted. Students are advised to check their hold status in *my.UIC* prior to their registration window being opened so that they can resolve any issues and register in a timely manner.

### ***Registration Helpline***

Students who need assistance with registration issues may contact the Registration Help Line at (312) 996-8600. The Help Line is available Monday through Friday from 8:30am to 5:00pm.

## **CHANGE OF COURSE SCHEDULE – ADDING AND DROPPING COURSES**

### ***Adding Courses***

Students may add courses for which they have met the prerequisite(s) if seats are still available by the following deadlines:

Fall Semester: Friday of Week 2  
 Spring Semester: Friday of Week 2  
 Summer Session 1: Wednesday of Week 1  
 Summer Session 2: Friday of Week 1

Students should seek approval of the instructor to enroll in a class after the fifth day of the semester as some courses prohibit enrollment during the second week in accordance with college policy. In addition, a student may find that he or she has missed too much content to be successful in the course. Adding a course after the term has begun is generally not recommended.

### ***Dropping Courses Online Using my.UIC***

Undergraduate students may drop courses online with no notation on the transcript using *my.UIC* following the deadlines listed below:

Fall Semester: Friday of Week 2  
 Spring Semester: Friday of Week 2  
 Summer Session 1: Wednesday of Week 1  
 Summer Session 2: Friday of Week 1

### ***Dropping Courses with a “W”***

After the deadlines listed on the previous page, students may late drop courses with the permission of the school and receive a W notation on their transcript following the timeline below:

Fall Semester: Week 3 through Friday of Week 10  
 Spring Semester: Week 3 through Friday of Week 10

Summer Session 1: Thursday of Week 1 through Wednesday of Week 3  
 Summer Session 2: Week 2 through Friday of Week 5

Undergraduate students may drop a maximum of 4 UIC individual courses that result in a W notation on their transcript during their entire undergraduate career. These drop requests are approved, regardless of the circumstances, provided that the student requests to drop the course by meeting with their Advisor within the designated period and that the student has not exceeded the limit of four late drops.

Because only four exceptions to the designated deadlines are available to students over the entire period in which they are enrolled at UIC, students are advised to evaluate their academic standing in the course with the instructor before requesting to exercise one of these four late drops.

Requests to drop a course after the tenth week of the fall and spring semesters, or requests to drop a course within the approved exception period in excess of the four automatic drops are not routinely granted unless there are extenuating circumstances outside of the student's control that can be documented. Such requests require a written petition and documentation of extenuating circumstances. **Please note that poor performance in a course is not a sufficient reason to approve a request.**

### ***Registration Issues for International Students***

International students in F-1 or J-1 status are required to be registered full time (12 semester hours) every semester. International students who wish to register for less than 12 semester hours should speak with an advisor in the Office of International Services (OIS) prior to dropping courses or under-enrolling. In order to maintain immigration status, permission must be granted by OIS in advance of dropping below full time. OIS is located in 2160 Student Services Building (SSB) and may be contacted at (312) 996-3121 or [ois@uic.edu](mailto:ois@uic.edu).

## UNIVERSITY WITHDRAWAL

Withdrawal from the University is governed by specific regulations that must be observed to protect the student's academic standing. Failure to do so results in a grade of F (failure) in each course in which the student is registered.

During the online drop/add period for each term, students may cancel their enrollment using *Student Self-Service*. You can find instructions for cancelling enrollment online on the Registrar's website ([https://registrar.uic.edu/registration/policies\\_procedures.html#withdrawal](https://registrar.uic.edu/registration/policies_procedures.html#withdrawal)).

After the online drop/add period, students should initiate an official withdrawal from the University (i.e., withdrawal from all courses registered for the term) by contacting the Associate Director of Undergraduate Operations or Assistant Dean for Undergraduate Public Health in person or by written request. Please note that telephone requests to withdraw must be verified by the student in writing. Students may also submit a Term Withdrawal Request online at the following website: <http://registrar.uic.edu/registration/term-withdrawal>. Students are eligible to withdraw from the term up until the last day of instruction for the term (i.e., prior to final's week) provided that a final grade has not been earned in any course.

Students who withdraw from all courses for which they are enrolled are considered withdrawn from the University. Students who withdraw from the university are eligible to register for a subsequent term

unless they lose their continuing student status. Students lose their continuing student status when they have not attended UIC for two or more semesters in succession (excluding summer session or an approved leave of absence). Students whose enrollment has been interrupted for two or more semesters in succession must submit an application for readmission to the university.

A student who has been charged with an offense that may result in disciplinary action may not officially withdraw from the university until the hearing of the case has been conducted by the appropriate disciplinary committee.

### **WITHDRAWAL TO ENTER US MILITARY SERVICE**

There are specific policies and procedures which govern withdrawals to enter US military service. Please visit the Registrar's website ([https://registrar.uic.edu/registration/withdrawal\\_military\\_undergrad.html](https://registrar.uic.edu/registration/withdrawal_military_undergrad.html)) for more information on these policies.

### **CONTINUING STUDENT STATUS**

As described above, students lose their continuing student status when they have not attended UIC for two or more semesters in succession (excluding summer session or an approved leave of absence). Students whose enrollment has been interrupted for two or more semesters in succession must submit an application for readmission to the University. Readmission is not guaranteed.

### **COURSE PREREQUISITES**

Students are responsible for completing all prerequisites prior to enrolling in a course. For some (but not all) courses, the student registration system will prevent students from registering if prerequisites have not been completed. Regardless of whether or not the registration system prevents a student from enrolling in a course, the university will not be responsible for a student's failure to adhere to those prerequisites.

Course prerequisites are listed in both the course descriptions in the Undergraduate Catalog (<http://catalog.uic.edu/all-course-descriptions/>) as well as the online Schedule of Classes. Only the instructor may waive the prerequisite, if given evidence that the student is adequately prepared to pursue the subject. Please note that a student's ability to register for a course without meeting prerequisites does not imply approval of the registration.

### **CLASS ATTENDANCE**

Each instructor may establish his/her own attendance policy, including penalties for nonattendance. Failure to attend classes does not result in automatic withdrawal from a course. The school expects that students will attend all classes.

### **DISABILITIES REQUIRING ACCOMODATION**

Students with disabilities requiring accommodation are responsible for obtaining timely documentation of their disability and their accommodation needs from the UIC Disability Resource Center (DRC). The

student must provide notice of special needs to their instructors before the semester begins or at the beginning of each term and provide instructors with a Letter of Accommodations (LOA) to verify eligibility. Services, access, and reasonable accommodations can be arranged for students with various types of documented disabilities. This can include need for time limited accommodations due to illness and injury as well as longer term disability. The campus Disability Resource Center, (312) 413-2183, [drc@uic.edu](mailto:drc@uic.edu), is available to assist students with obtaining documentation and accommodation. Additional questions may be directed to the Associate Dean for Academic Affairs, Susan Altfeld, [saltfeld@uic.edu](mailto:saltfeld@uic.edu).

### REPEAT POLICY FOR STANDARD GRADED COURSES

Students may repeat a course to increase their knowledge of the subject matter. There are circumstances under which repeating a course is advisable and to a student's advantage. There are also circumstances where repeating a course may disadvantage a student and narrow a student's options. The Public Health program requires students to discuss any plan to repeat a course with their Academic Advisor before they register to repeat the course.

Courses with A or B grades may not be repeated. Normally, courses with a C grade may not be repeated. Courses with D or F grades may be repeated once without written permission. In all cases, the original grade for the course and the grade for each repeat will appear on the transcript. The original grade and the grade for each repeat will be calculated into the grade point average. Only one registration for the course counts toward the total number of credits required for graduation. A course cannot be repeated after receiving credit in a course for which the repeat course is a prerequisite.

To repeat a course more than once due to a grade of D or F requires written permission from the Assistant Dean for Undergraduate Public Health. Students who have been dismissed may not appeal on the grounds of intention to repeat courses. Certain courses may not be repeated; students should consult their Academic Advisor before repeating a course.

### UNDERGRADUATE GRADE POINT AVERAGE RECALCULATION POLICY

- Colleges/Schools may elect to implement this policy as early as the end of the junior year, or as late as the final semester during degree certification.
- The college/school will evaluate each student unable to graduate because of an academic grade point average deficit. The deficit may occur in the UIC GPA, the program GPA, or both.
- The academic record is examined so as to determine if courses, deemed appropriate by each college/school, with grades of F or grades of D, may be excluded from the student's grade point average.
- A total of four courses may be excluded, with one course excluded at a time until the necessary quality points are obtained to meet the UIC GPA requirement and/or degree program minimum GPA. The credit hours associated with excluded course grades will not count towards graduation requirements.
- Only the college/school can initiate course exclusions, and only in consultation with the evaluated student.
- Students may not request exclusions.
- Only courses taken at UIC may be converted as part of this policy.
- This policy only applies to undergraduate degree seeking students.
- All courses taken and all grades will remain on the official transcript.

- The grade exclusion policy does not apply to courses failed as the result of a student conduct hearing.
- In cases where these procedures would impact program accreditation, licensure or similar, colleges/schools may use their discretion to allow the policy. Colleges/schools, departments, and programs may have discretion in choosing courses that impact the student's major.

### **CREDIT/NO CREDIT OPTION**

The credit/no credit option allows the student to complete a course with a grade of credit (CR) or no credit (NC) instead of a letter grade. Courses completed with a grade of CR carry credit and apply toward degree requirements. In general, grades of CR and NC are final and cannot be changed to letter grades.

The Bachelor of Arts in Public Health program's policy coincides with campus policy with the following conditions:

1. Only students in good standing may elect to take a course under the credit/no credit option. Students on probation and those whose status is undetermined at the time at which they elect the option are not eligible (i.e., students in their first term at UIC).
2. A student may request only one course per term as credit/no credit.
3. No more than two courses in a single discipline may be taken as credit/no credit.
4. Only free elective courses may be taken on a credit/no credit basis; courses being used to meet any graduation course requirements must be taken for letter grades.
5. The following describes the restrictions that apply to all students regardless of major or curriculum:
  - a. Students may not take English 160 or 161 as credit/no credit.
  - b. Students may not take any course used to satisfy the foreign language requirement as credit/no credit.
  - c. Students may not take any course used to satisfy the General Education Core requirements as credit/no credit. Until students have completed the minimum requirement in each General Education Core category, courses from these areas may not be taken as credit/no credit.
  - d. Students may not take any course used to satisfy the quantitative reasoning requirement as credit/no credit.
  - e. Students may not take any course being used to satisfy the requirements of the Public Health major or required prerequisite and collateral courses of the major as credit/no credit.
6. A student may earn no more than 21 semester hours of credit at UIC under the credit/no credit option.

Students must apply to take a course credit/no credit by meeting with their Advisor no later than the tenth day of the term (first Wednesday of Summer Session 1 or first Friday of Summer Session 2). After that date, students may not request courses on a credit/no credit basis nor may they change a credit/no credit request previously submitted. It is the responsibility of the student to determine eligibility under the regulations. Students will be informed if they are ineligible and will receive a grade for the course. Students with questions concerning their eligibility should contact their Advisor.

## TRANSFER CREDIT

Course work completed at other colleges and universities may apply toward partial fulfillment of graduation requirements and may be used as prerequisites for courses at UIC. The University of Illinois at Chicago is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows for the transfer of the IAI-approved General Education Core Curriculum between participating institutions. Please consult *Illinois Articulation Initiative* in the *Admissions* section of the Undergraduate Catalog. The final decision, however, regarding the acceptance of credit and courses that apply toward degree requirements is made by the School of Public Health.

## TRANSFER CREDIT FOR CONTINUING STUDENTS

Continuing students who want to take course work for credit at another institution, either concurrent with UIC enrollment or during the summer term, must obtain prior written approval from the School of Public Health. Students will have to provide justification for the request.

If prior approval is not obtained from the school, credit may not be allowed. Students are obligated to report all work from other institutions once enrolled at UIC.

Please note that when transferring credit from a community college, a student must earn at least 60 of the required semester hours either at the University of Illinois at Chicago or another accredited four-year college or university. The enrollment residence requirements must also be met. Thus, students ordinarily should not register at a community college after completing their sophomore year.

Transferology is an online tool that helps students view program requirements and course equivalencies. Transferology may be accessed at <http://www.transferology.com/state/il?all>.

## DOUBLE DEGREES

Double degrees consist of two bachelor's degrees completed concurrently. Double degrees with the School of Public Health Bachelor of Arts program and a program in another college may be possible. Students should consult the college section of the Undergraduate Catalog for the second degree program to determine if this option is available.

Students seeking two bachelor's degrees concurrently must formally request acceptance into the second degree program. Students must complete a minimum of 30 semester hours beyond those required for the first degree and all requirements for each of the degree programs as specified by the college and major department. All students interested in pursuing a double degree should discuss this option with their Advisor.

Double degrees are not permitted when there is substantial course overlap between the first and second degrees.

Students who obtain double degrees receive a diploma for each degree. No more than two bachelor's degrees may be awarded concurrently.

## SECOND BACHELOR'S DEGREE

Students who have already earned a bachelor's degree at UIC or another institution are required to follow the same application procedures as all other applicants in order to pursue a second bachelor's degree. Students must complete all requirements for the second degree as specified by the college and the major department, including a minimum of 30 semester hours beyond those required for the first degree. The UIC enrollment residence requirement must also be met, i.e., the last 30 semester hours for the second degree must be completed at UIC. A second bachelor's degree is not permitted when there is substantial course overlap between the first and second degrees.

## MINORS

The School of Public Health does not currently offer any undergraduate minors. However, students in the Bachelor of Arts in Public Health may choose to pursue a minor offered in another UIC college with permission of that college. Students interested in pursuing a minor should first discuss their interest with their Advisor. As the final determination of whether the student has fulfilled the minor requirements will be made by the college/department that offers that minor and not the School of Public Health, students are advised to consult their minor department for review of minor requirements.

## GRADUATE-LEVEL COURSES FOR UNDERGRADUATE STUDENTS

With approval of the Assistant Dean for Undergraduate Public Health and permission of the professor offering the course, an undergraduate student may enroll in a course at the graduate level (400-level) for undergraduate credit. Prior to enrollment, students must obtain approval and must have met course prerequisites.

Students should understand that graduate-level courses taken by undergraduate students are generally not applicable toward a graduate degree.

## PUBH 396: INDEPENDENT STUDY IN PUBLIC HEALTH

To be eligible to enroll in PUBH 396: Independent Study in Public Health, a student must have a minimum 2.50/4.00 grade point average in all course work taken at UIC as well as obtain consent of the independent study instructor and the BA in Public Health program prior to registration. No student may enroll in an independent study course after the tenth day of the term without approval of the BA in Public Health program.

## GRADUATION PROCEDURES

### ***Graduation Declaration***

Students declare their intent to graduate online using *my.UIC*. The deadline to submit intent to graduate is the Friday of the third week (fall and spring) or second week (Summer Session 2) of the term in which graduation is sought. Failure to submit the request by these deadlines may delay the awarding of the degree. Please note that if you submit an intent to graduate for one term and do not graduate

that term, you must submit another intent to graduate for the new term in which you are attempting to graduate.

### ***Graduation Review/Certification***

A final review will be made following the close of the term. If a student has satisfactorily completed all the degree requirements (course work, credit hours, GPA requirements, residency, etc.), the student's name will be placed on the official degree list for that term. The degree earned will be posted to the transcript approximately 3 to 4 weeks after the end of the term and diplomas are mailed to graduates 1 to 2 months following the date of graduation. More information regarding diplomas is available on the UIC Registrar's website ([https://registrar.uic.edu/student\\_records/diplomas.html](https://registrar.uic.edu/student_records/diplomas.html)).

### ***Graduate Exit Survey***

An Exit Survey must be completed near the end of the student's graduating semester. Failure to do so may delay certification of graduation. The surveys are reviewed by the Associate Dean for Academic Affairs. Once the semester is over and the student has graduated survey feedback is given to the Assistant Dean for Undergraduate Public Health and other relevant program staff/faculty.

### ***Commencement***

The School of Public Health holds its annual Commencement Ceremony each year in May for spring graduates. Summer and fall graduates participate in the campus-wide Commencement Ceremony in December. Commencement is the occasion for the recognition of graduates by the school and conferring of the degree.

Students who will officially graduate in the summer term following the Spring Commencement Ceremony may be allowed to participate in the Spring Commencement Ceremony by seeking permission from their academic program. To be eligible students must meet the following conditions:

1. The student must be in good academic standing.
2. The student must notify their Advisor of their request to participate by March of the spring term.
3. The student must be able to complete their course work and all other degree requirements by the end of the summer term. This must be evidenced by the program's documentation of the student's progress based on their course history and current registration.
4. Names of summer graduates will not appear in the Commencement Ceremony program's list of graduates until the Commencement Ceremony following their official term of graduation. Students may request a copy of the following year's program through the Office of Student Affairs, while supplies last.

**Please note:** Participation in the Commencement Ceremony does not imply that a student has graduated and earned the degree. Students are not awarded a degree until all degree requirements are met and certified by SPH administration.

## OFFICIAL TRANSCRIPTS

Official transcripts are only available from the University's Office of Registration and Records. Transcripts may be requested online through *my.UIC* or in writing. There is a charge for a transcript. For more information, visit the Registrar's website ([https://registrar.uic.edu/student\\_records/transcripts/](https://registrar.uic.edu/student_records/transcripts/)).

## ACADEMIC HONORS

### *University Honors*

The School of Public Health recognizes and conforms with the campus-wide honors program. University Honors are awarded to graduating students who satisfy UIC hours residency requirements with a UIC grade point average that falls within the following honors categories:

**Summa cum laude:** 3.90 and above

**Magna cum laude:** 3.75 to 3.89

**Cum laude:** 3.50 to 3.74

University Honors will be awarded based on the UIC GPA at the end of the term prior to the term of graduation for commencement ceremony purposes. UIC will make permanent adjustments to student transcripts and diploma related to University Honors based on final grades.

### *Dean's List*

Exceptional academic achievement in the School of Public Health is recognized each term by inclusion on the Dean's List. Eligibility is based on a 3.50/4.00 term GPA with a minimum enrollment of 12 semester hours per term, exclusive of basic military science and basic activity courses in physical education. Please note that at least 9 semester hours must be earned for letter grades, in addition to a grade of Credit earned in any course taken on a credit/no credit basis.

## ACADEMIC INTEGRITY GUIDELINES

### ACADEMIC INTEGRITY TUTORIAL

All students entering the School of Public Health are required to complete an online Academic Integrity Tutorial via Blackboard during their first semester of enrollment. Course instructors may also specify completion of the tutorial as a class requirement.

## STUDENT HONOR CODE

### **PREAMBLE**

The UIC School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, the nation, and others throughout the world. We achieve this mission through education, research and public health service. Truth and accuracy are essential to achieving our goals. Integrity and intellectual honesty in scholarship,

scientific investigation and service are, therefore, of paramount importance. A breach committed by an individual member of our community, is a violation committed against the whole and undermines our mission.

### **PLEDGE**

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

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

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

## **ACADEMIC DISHONESTY DISCIPLINARY PROCESS**

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

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

Academic dishonesty falls within the following categories:

- Plagiarism - using another's work without giving credit. The words of others must be put in quotation marks and cited as one's source(s). One must also give citations when using others' ideas, even if those ideas are paraphrased in one's own words.
- Cheating - giving and/or receiving unauthorized assistance in the completion of one's academic work.
- Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Dishonesty - making false or fraudulent statements (verbal or written) with the intent to deceive; acting with intent to do the same. Dishonesty includes making intentionally false accusations against another under the Honor Code.
- Bribes, favors, threats - (1) Threatening, bribing, or attempting to bribe any person with the intention of affecting an evaluation of academic performance; (2) conspiring to bribe or threaten a person with the intention of affecting an evaluation of academic performance.
- Examination by proxy - Impersonating another student during an exam, or intentionally allowing such an impersonation.

- False authorship - claiming papers and other academic products authored by others to be one's own (for example, claiming work downloaded from a website as one's own; and/or presenting the downloaded material without proper citation).

Campus guidelines regarding academic integrity can be found on the UIC Office of the Dean of Students website (<https://dos.uic.edu/community-standards/academic-integrity/>).

### ***Penalties for Academic Dishonesty***

Students suspected of academic dishonesty will be referred to the Campus Office of the Dean of Students for further action. See the Student Disciplinary Policy for more information:

<https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>.

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

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

## **PETITION AND ACADEMIC GRIEVANCE PROCEDURES**

### **PETITION PROCEDURE**

Any rule, regulation, or action of the Bachelor of Arts in Public Health program may be appealed in writing. Petitions are submitted to the Associate Director of Undergraduate Operations in the School of Public Health. It is the student's responsibility to provide documentation in support of the petition. Submission of a petition does not imply approval.

### **STUDENT ACADEMIC GRIEVANCE PROCEDURES**

The Student Academic Grievance Procedures define the administrative process through which students may seek resolution of complaints or grievances regarding academic standing and/or other decisions of an academic nature made about them by an agent of UIC during their enrollment at UIC. The SPH procedures implement the Student Academic Grievance Procedures adopted by the University of Illinois at Chicago effective March 1, 2007 and revised April 27, 2017. The Student Academic Grievance

Procedures can be found at: <https://dos.uic.edu/student-assistance/academic-concerns/academic-grievances/>. Please contact Susan Altfeld, Associate Dean for Academic Affairs, at [saltfeld@uic.edu](mailto:saltfeld@uic.edu) for more information regarding SPH grievance procedures.

### OMBUDSPERSON

For non-academic grievance resolution, students may contact the Ombudsperson for SPH. The Ombudsperson advises students regarding procedures and methods available to resolve problems, provides dispute resolution services to resolve conflicts, and directs students to available resources. More information is available on the SPH website (<http://publichealth.uic.edu/current-students/ombudsperson>).

## SELECTED STUDENT RESOURCES

### PROFESSIONAL TOPICS SEMINAR

A seminar led by the Assistant Dean for Undergraduate Public Health is conducted regularly for students in the major. This seminar serves to provide a forum for discussion of programmatic issues, public health skills/knowledge, community building, and other special topics. A semester schedule will be distributed.

### ACADEMIC ADVISING

The Bachelor of Arts in Public Health program encourages the intellectual growth and development of the student as an individual. Newly admitted students are required to participate in either a small group or individual advising session prior to their initial registration. Continuing students must consult their Academic Advisor at least once each semester. Advisors assist students in individual program planning and course selection, discuss with students the feasibility of various career paths based on interests and academic performance, and support students in the development of their educational, career, and personal goals. Additionally, Advisors explain school and program rules and requirements, help resolve special registration problems, and refer students to additional resources on campus.

The responsibility for selecting courses and meeting graduation requirements rests with the students, who must plan diligently to make their programs consistent with their goals and with school requirements.

Students are required to meet with their assigned SPH Advisor at least once per semester. To arrange an advising appointment, students may contact Kevin Price, Undergraduate Academic Advisor, at (312) 355-3566 or [kevprice@uic.edu](mailto:kevprice@uic.edu) or Melissa Tag, Associate Director of Undergraduate Operations, at (312) 355-2536 or [mtag@uic.edu](mailto:mtag@uic.edu).

#### ***uAchieve Degree Audit***

The uAchieve Degree Audit is an advising tool used to show a student's progress toward graduation in a particular degree program. Advisors will use this tool to monitor progress and provide an overview to students during advising appointments. If you are interested in reviewing your uAchieve Degree Audit, please set up a meeting with your Advisor utilizing the contact information above. In addition, students may run their own unofficial uAchieve Degree Audit through the uAchieve Degree Audit portlet located under the Student tab of *my.UIC*. However, please note that official confirmation of degree requirements is subject to approval of the School of Public Health.

#### ***Advising Tips - How to Get the Most Out of Your Meetings***

In order to make appointments with your Advisor most effective, please consider the following tips:

##### **1. Set up regular meetings**

Students are required to meet with their assigned SPH Advisor at least once per semester. Please make arrangements to see your Advisor in advance of your registration window opening for the following term. Regular meetings allow you to be updated on new information and make sure that you are progressing toward graduation in a timely manner.

**2. Be an active participant!**

Advising is a collaborative process and you are encouraged to be an active participant. Come to your appointment prepared with questions that you would like to ask your Advisor. Also, if you are meeting with your Advisor for assistance in choosing courses for next term, please develop your own possible schedule prior to your appointment. This preparation will allow you to get the most out of your meetings.

**3. Keep your own records**

It is important that you maintain your own records of your advising meetings and curricular information. We suggest that you keep a folder with notes from your advising appointments, your own copy of your uAchieve Degree Audit, course offerings, etc. Bring this folder to your appointment so you and your Advisor can refer to it.

**4. Cancel appointments you cannot make**

If you cannot attend an appointment you have scheduled, please contact your Advisor to cancel the appointment rather than just not showing up. This cancellation will allow other students to be scheduled in your place.

**5. Use of E-mail**

If you have a short and general question, you can feel free to e-mail your Advisor. However, the majority of issues (what should I schedule next term, when can I graduate, what are my career/grad school options, etc.) need to be addressed in an appointment.

### SPH OFFICE OF STUDENT AFFAIRS

The mission of the Office of Student Affairs (OSA) is to enrich the student experience at the UIC School of Public Health through a wide range of social programming and student services. The Office of Student Affairs is your point of contact for assistance in financial services, general admissions questions, student organizations, student events, career services, and other important aspects of your experience at the UIC School of Public Health. Please visit the SPH Office of Student Affairs on the first floor of the School of Public Health and Psychiatric Institute (SPHPI) Building.

### SPH CAREER SERVICES

School of Public Health Career Services offers key resources to help students and graduates develop and fulfill their career goals. Their mission is to provide the tools to empower students in their career development, foster confidence, and create competitive Public Health professionals in today's job market.

**Services Include:**

- Individualized career development sessions to discuss job search strategies, career decision-making, interviewing, salary negotiation, networking, etc.
- Resume/CV and cover letter reviews
- Video-taped mock interviews
- Career-related workshops (resume and cover letter writing, interview essentials, how to work a career fair, job search strategies)
- Information on post-graduate and employment-based fellowships

More information is available here: <https://publichealth.uic.edu/current-students/career-services/>.

### SPH OFFICE OF DIVERSITY AND INCLUSION

Diversity is an essential element of our commitment to public health practice. Our research, education, and practice engage and serve individuals and communities around the world. We are also strengthened by the diversity of our students, faculty, and staff whose life experiences and viewpoints enrich our shared endeavors. As students here, you will be part of a distinct, diverse and caring community. Please explore the Office of Diversity and Inclusion online and in person to learn more about the many programs, services, and activities provided by the office including:

- GRE Prep Course
- Public Health Leadership Program
- Recruitment Initiatives
- Peer Support Team

152 School of Public Health and Psychiatric Institute (SPHPI) Building  
<https://publichealth.uic.edu/academics/diversity-inclusion/>

### DISABILITY RESOURCE CENTER

The Disability Resource Center, as part of the Office for Access and Equity, is committed to providing accommodations and access to all students with disabilities and to working collaboratively with faculty, staff, and University services across the campus to provide students with disabilities an equal opportunity to participate in all aspects of the educational experience at UIC, while maintaining compliance with relevant federal and state laws. Services, access, and reasonable accommodations can be arranged for students with various types of documented disabilities. This can include need for time limited accommodations due to illness and injury as well as longer term disability.

Phone: (312) 413-2183  
1070 Student Services Building (SSB)  
<http://drc.uic.edu/>

### COUNSELING CENTER

The Counseling Center offers assessment and counseling (individuals, couples, and group) and psychiatric services for students' personal, career, academic, and other concerns. Consultation, crisis management, and referrals are also provided. Workshops are conducted on topics such as assertiveness, choosing a major, diversity issues, personal style differences in communication, stress management, and other topics by request.

Phone: (312) 996-3490  
2010 Student Services Building (SSB)  
<http://counseling.uic.edu/>

## SELECTED EDUCATIONAL/ACADEMIC SKILLS RESOURCES

The University of Illinois at Chicago offers a variety of tutoring and other academic resources that we encourage students to utilize. The following information is excerpted in part, from the UIC Student Life Guide and is not an exhaustive list of UIC resources. Additional resources may be found on the SPH Current Student website (<http://publichealth.uic.edu/current-students/>) as well as the Savvy Student's Guide to UIC (<http://catalog.uic.edu/ucat/the-university/savvy-students-guide/>).

### ***Academic Center for Excellence***

The Academic Center for Excellence (ACE) is a multifaceted program designed to help all UIC students accomplish their academic goals. ACE courses, listed under the Academic Skills Program (ASP) in the course schedule, assist students to improve their study strategies, critical reading and thinking, vocabulary, and ESL skills. ACE also offers academic coaching and long term academic planning. In addition, ACE offers workshops and workshop series on the following topics: Time Management, Study Skills, Preparation for Grad School, Pre-Health/Professional Major Topics, and Academic Difficulty Concerns.

Phone: (312) 413-0031  
2900 Student Services Building (SSB)  
<https://ace.uic.edu/>

### ***African American Academic Network***

The African American Academic Network (AAAN) is eager to assist you on your journey to academic success by offering academic advising, major/career exploration, tutoring, study skills, a computer lab, and campus activities. Walk-ins are always welcome.

Phone: (312) 996-5040  
2800 Student Services Building (SSB)  
<https://aan.uic.edu/>

### ***Honors College Tutoring***

Qualified Honors College students are available to help you in almost every subject. Stop by 220 Burnham Hall during the week between 9:00 am and 4:00 pm. Tutors open to helping all students on campus, and the schedule for each semester can be found on the Honors College website.

Phone: (312) 413-8013  
220 Burnham Hall (BH)  
<http://www.honors.uic.edu/tutoring/>

### ***Language and Writing Studio***

The Language and Writing Studio can assist foreign language students with the following:

- For 100-level language courses, you can meet with a language coach;
- For major/minor writing courses, level 200 and up, you can meet with a language-specific writing coach.

1650 University Hall (UH)  
<https://lcsi.uic.edu/foreign-languages-at-uic/language-tutoring/>

**Latin American Recruitment and Educational Services**

The Latin American Recruitment and Educational Services (LARES) program provides academic support for students. LARES specializes in recruitment and retention efforts by providing academic, career and financial aid counseling. The program also offers study skills courses, tutoring, and outreach activities throughout the year.

Phone: (312) 996-3356

2640 Student Services Building (SSB)

<https://lares.uic.edu/>

**LAS Math and Science Learning Center**

LAS is offering a new Math and Science Learning Center (MSLC) beginning in Fall 2018. All UIC students are welcome and no appointments are necessary. The free services are offered five days per week and include:

- Tutoring for Math and Science Courses
- Peer-Led Study Group Sessions
- Teaching Assistant (TA) Office Hours

Center Hours:

Monday - Thursday: 9:00am to 6:00pm; Friday 9:00am to 5:00pm

Phone: (312) 355-4900

3<sup>rd</sup> Floor, Science and Engineering South (SES)

<http://mslc.uic.edu/>

**Native American Support Program**

The Native American Support Program (NASP) strives to increase the enrollment, retention and graduation of Native American students by offering: community outreach, financial aid assistance, academic advising, leadership and professional development, Native American Heritage Celebration, and the Native American Student Organization.

Phone: (312) 996-4515

2700 Student Services Building (SSB)

<https://nasp.uic.edu/>

**SPH Peer Support Team: Writing Specialist**

The SPH Peer Support Team through the Office of Diversity and Inclusion is available for 45-minute individual appointments which can be scheduled online. Walk-ins may also be accommodated. Any piece of writing is welcome and the Writing Specialist will assist with brainstorming topics, providing writing feedback, citation formatting, etc. In addition, Peer Review Sessions are offered once per week.

154 School of Public Health and Psychiatric Institute (SPHPI)

<https://publichealth.uic.edu/academics/diversity-inclusion/peer-support-team/>

**Study Abroad Office**

Through more than three hundred program opportunities on six continents, offering course work across all academic disciplines, the Study Abroad Office seeks to engage as many UIC students as possible in becoming intentional learners with enhanced global awareness. Earn UIC credit. Apply for a wide range of scholarships.

Phone: (312) 413-7662  
502 University Hall (UH)  
<https://studyabroad.uic.edu/>

### ***TRIO Academic Support Program***

TRIO/ASP extends service to students from low-income families, students with disabilities, and/or students who are the first person in their family to attend college. Applicants also must have been admitted to UIC and demonstrated a need for academic support. The goal of TRIO/ASP is to help increase the retention and graduation of low-income, first-generation college students and to foster an institutional climate supportive of their success. These goals are accomplished through supportive services that foster academic achievement, personal growth and development, self-actualization, self-confidence, and leadership.

Phone: (312) 996-5046  
2720 Student Services Building (SSB)  
<https://trio.uic.edu/>

### ***University Library***

The Richard J. Daley Library on East Campus has books and other materials for study in the humanities, social sciences, and engineering. In addition, the Library of the Health Sciences on West Campus offers materials for study in public health and other health sciences.

In the library, there are computers for students to use to write papers and prepare presentations. The library's website is available 24/7, and you will find many books, journal articles, and databases online. Many readings assigned by professors are available online through electronic course reserves. Librarians can help you find information for classes or writing research papers; you can consult with them in person, or by email, chat, or text.

**Richard J. Daley Library**  
Phone: (312) 996-2724  
801 South Morgan Street  
<https://library.uic.edu/>

**Library of the Health Sciences**  
Phone: (312) 996-8966  
1750 West Polk Street  
<https://library.uic.edu/libraries/lhs-chicago>

### ***The Writing Center***

The Writing Center provides peer tutors to help students working in any course to improve as writers. The Writing Center is open on the third Thursday of the semester and closes on Friday during the fifteenth week of the semester. Students are strongly encouraged to make appointments two weeks in advance. The Writing Center begins group work the sixth week of the semester.

Phone: (312) 413-2206  
105 Grant Hall (GH)  
<http://writingcenter.uic.edu/>

