



UNIVERSITY OF
ILLINOIS CHICAGO

School of Public Health

**Undergraduate
Student Handbook
2024-2025**

Revised August 2024

TABLE OF CONTENTS

INTRODUCTION TO THE SCHOOL OF PUBLIC HEALTH	5
SCHOOL STRUCTURE	5
SPH MISSION STATEMENT.....	5
SPH STATEMENT OF VALUES.....	5
MUTUAL RESPECT AND INCLUSIVITY STATEMENT.....	6
NONDISCRIMINATION STATEMENT	6
PUBLIC HEALTH BACCALAUREATE PROGRAM INFORMATION	7
ADMISSIONS.....	7
PROGRAM OVERVIEW	7
PROGRAM CONTACTS	7
MISSION STATEMENT.....	8
CURRICULAR THEMES.....	8
CURRICULAR GOALS AND LEARNING OUTCOMES	8
BACHELOR OF ARTS IN PUBLIC HEALTH CURRICULUM	10
BACHELOR OF ARTS PRE-PUBLIC HEALTH REQUIREMENTS (60 HOURS)	10
BACHELOR OF ARTS CORE MAJOR REQUIREMENTS (35 HOURS)	12
BACHELOR OF ARTS SELECTIVE AND ELECTIVE HOURS (25 HOURS).....	12
BACHELOR OF ARTS SELECTIVE OPTIONS.....	13
BACHELOR OF SCIENCE IN PUBLIC HEALTH CURRICULUM	28
BACHELOR OF SCIENCE PRE-PUBLIC HEALTH REQUIREMENTS (60 HOURS).....	28
BACHELOR OF SCIENCE CORE MAJOR REQUIREMENTS (35 HOURS).....	29
BACHELOR OF SCIENCE SELECTIVE AND ELECTIVE HOURS (25 HOURS)	29
BACHELOR OF SCIENCE SELECTIVE OPTIONS	30
PUBH 393: PUBLIC HEALTH FIELDWORK.....	44
PUBH 397: BACCALAUREATE PROJECT IN PUBLIC HEALTH.....	45
REQUIRED NON-CREDIT TRAINING	45
HONORS COLLEGE CAPSTONE GUIDELINES (FOR HONORS COLLEGE STUDENTS ONLY).....	46
COHORT MODEL	48
SAMPLE CORE MAJOR COURSE WORK SCHEDULE FOR FALL 2024 COHORT.....	48
JOINT DEGREE PROGRAMS	50
BACHELOR OF ARTS IN PUBLIC HEALTH / MASTER OF PUBLIC HEALTH.....	50
BACHELOR OF SCIENCE IN PUBLIC HEALTH / MASTER OF PUBLIC HEALTH	50
UNDERGRADUATE ACADEMIC POLICIES AND PROCEDURES.....	53

GRADE POINT AVERAGE (GPA) REQUIREMENT.....	53
MAJOR GRADE POINT AVERAGE (GPA) REQUIREMENT	53
GRADE POINT SYSTEM AND CALCULATING GPA.....	53
ACADEMIC STANDING	54
ENROLLMENT RESIDENCE REQUIREMENT	55
ACADEMIC LOAD	56
REGISTRATION APPROVAL	56
REGISTRATION.....	56
CHANGE OF COURSE SCHEDULE – ADDING AND DROPPING COURSES.....	57
UNIVERSITY WITHDRAWAL	58
WITHDRAWAL TO ENTER US MILITARY SERVICE.....	59
CONTINUING STUDENT STATUS.....	59
COURSE PREREQUISITES.....	59
CLASS ATTENDANCE	59
DISABILITIES REQUIRING ACCOMMODATION.....	60
REPEAT POLICY FOR STANDARD GRADED COURSES.....	60
UNDERGRADUATE GRADE POINT AVERAGE RECALCULATION POLICY	60
CREDIT/NO CREDIT OPTION	61
TRANSFER CREDIT.....	62
TRANSFER CREDIT FOR CONTINUING STUDENTS.....	62
DOUBLE DEGREES.....	62
SECOND BACHELOR’S DEGREE	63
MINORS	63
GRADUATE-LEVEL COURSES FOR UNDERGRADUATE STUDENTS.....	63
PUBH 396: INDEPENDENT STUDY IN PUBLIC HEALTH.....	63
GRADUATION PROCEDURES.....	63
OFFICIAL TRANSCRIPTS.....	65
ACADEMIC HONORS.....	65
ACADEMIC INTEGRITY GUIDELINES	65
ACADEMIC INTEGRITY TUTORIAL.....	65
STUDENT HONOR CODE	66
ACADEMIC DISHONESTY DISCIPLINARY PROCESS	66
PETITION AND ACADEMIC GRIEVANCE PROCEDURES.....	67
PETITION PROCEDURE.....	67

STUDENT ACADEMIC GRIEVANCE PROCEDURES	68
SELECTED STUDENT RESOURCES	68
PROFESSIONAL TOPICS SEMINAR.....	68
ACADEMIC ADVISING	68
SPH OFFICE OF STUDENT AFFAIRS	70
SPH CAREER SERVICES.....	70
SPH OFFICE OF DIVERSITY AND INCLUSION	70
DISABILITY RESOURCE CENTER.....	71
COUNSELING CENTER.....	71
SELECTED EDUCATIONAL/ACADEMIC SKILLS RESOURCES	72

INTRODUCTION TO THE SCHOOL OF PUBLIC HEALTH

The School of Public Health Undergraduate 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.

Note: *The Student Handbook is a static document that is updated each August. The degree requirements contained herein are applicable to students who matriculate into a degree program in Fall 2024. Students should consult the SPH website if interested in curriculum revisions adopted during the current academic year. Such changes will apply to next year's entering class.*

SCHOOL STRUCTURE

The School of Public Health is one of 16 colleges/schools that comprise the University of Illinois Chicago. Established in 1970, the fully accredited School of Public Health now offers seven degrees: Bachelor of Arts in Public Health (BAPH), Bachelor of Science in Public Health (BSPH), 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). In addition, the school offers a minor in public health at the undergraduate level as well as certificate programs and non-degree continuing education opportunities for both full and part-time students and professionals practicing in the field. The Bachelor of Arts in Public Health and the Bachelor of Science in Public Health are 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 RESPECT AND INCLUSIVITY STATEMENT

Public health deals with controversial issues from multiple perspectives. Consideration of these issues may cause disagreements among us, or may evoke strong personal feelings, depending on our individual experience, histories, identities, and worldviews. In an increasingly diverse society, we, as public health professionals, value inclusivity and difference, and the opportunity to learn together. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and appreciation for one another, and for any course guests and members of the community with whom we come into contact.

If you anticipate that you may have difficulty with a topic, please discuss this with an instructor as soon as possible, so that your needs can be accommodated. If you have specific concerns about class content, communications, or interactions, you are

encouraged to bring this up in class or discuss this privately with one of the instructors.

NONDISCRIMINATION STATEMENT

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

The University of Illinois System will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, order of protection status, genetic information, disability, pregnancy, 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 programs and activities of the University of Illinois System.

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

Revised November 12, 2020

PUBLIC HEALTH BACCALAUREATE 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 Director of Undergraduate Programs. 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 School of Public Health offers two baccalaureate degree programs: the Bachelor of Arts (BAPH) in Public Health and the Bachelor of Science (BSPH) in Public Health. The BA in Public Health is geared toward students with an interest in the socio-cultural determinants of health and aims to prepare students for public health practice, community engaged work, and careers and graduate education focused on social justice in health and well-being. The BS in Public Health is geared toward students seeking a deeper understanding of basic and applied sciences and aims to prepare students for graduate and professional degrees and career trajectories in fields such as epidemiology and biostatistics, environmental and occupational health sciences, dentistry, medicine, and pharmacy. Through these programs, students

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 baccalaureate degree 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 baccalaureate program in public health is administered by the following individuals:

Meghan Mason, PhD, MPH

Director of Undergraduate Programs
Clinical Associate Professor, Epidemiology and Biostatistics

Email: mmason12@uic.edu

Phone: (312) 996-6081

Office: 1182 SPHPI

Kevin Price, MA

Senior Academic Advisor

Email: kevprice@uic.edu

Phone: (312) 355-3566

Office: 155B SPHPI

Joshua (Josh) Prudowsky, MPH

Undergraduate Fieldwork Developer

Visiting Lecturer, Community Health Sciences

Email: jprudo2@uic.edu

Office: 155C SPHPI

Melissa Tag, MA

Associate Director of Undergraduate Operations

Email: 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.
6. Commit to being educated consumers of health information.
 - a. Explain the importance of cultural practices, values, and perspectives in the assessment and development of public health strategies.
 - b. Discuss the importance of collaboration with professional and non-professional stakeholders in the interest of public health.
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.

BACHELOR OF ARTS 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) ^a	16
Quantitative Reasoning course ^b – Select from: STAT 101, STAT 130, MATH 105, MATH 110, 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 ^c	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 ^d	3
Understanding U.S. Society course ^d	3
Understanding the Individual and Society course ^d	3
Understanding the Past course ^d	3
Understanding the Creative Arts course ^d	3
Additional General Education course(s) from any category, as necessary to total 24 hours of General Education credit ^d	1–3
Free electives to total 60 hours	
Total Hours - Pre-Public Health	60

^a 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.

^b 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.

^c 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.

^d 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 (required for the Bachelor of Arts in Public Health only)

Students in the Bachelor of Arts in Public Health must earn 16 hours in a single language or the equivalent. 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 Chicago. Students studying a 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 an Advanced Placement (AP) or International Baccalaureate (IB) examination in a foreign language, a qualifying score on a UIC foreign language placement test, a qualifying score on another authorized proficiency test for languages not offered at UIC, or appropriate course work as awarded per the State Seal of Biliteracy.
2. By demonstrating proficiency in a language other than English via transferring college-level credit for a full or partial sequence of approved courses, as determined by the results of a placement test or placement by a language department.
3. By completing four semesters of language courses at UIC. UIC currently offers complete sequences in Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Lithuanian, Modern Greek, 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 at UIC. 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 receives school approval for application of this rule.
6. By presenting evidence of entry to the U.S. for the first time at the age of 12 or older from a country where a language other than English is the dominant or official language.
7. By demonstrating proficiency in American Sign Language via transferring credit for a full or partial sequence of approved courses from an accredited U.S. college or university, as determined by the results of a placement test or placement by a language department. Courses must include the study of deaf culture.
8. If a disability prevents or greatly impedes academic success in foreign language courses, with the support of the UIC Disability Resource Center, and an approved petition of the school, the Foreign Language Requirement may be completed via college approved course substitutions. Approved course substitution plans are determined on a case-by-case basis and typically require four courses, taught in English, that represent the culture, history, and literature relevant to a specific language area.

Quantitative Reasoning for the Bachelor of Arts

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, for students in the Bachelor of Arts, such competence may 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 105, 110, 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 105 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.

BACHELOR OF ARTS 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
Total Hours – PUBH Courses		35

BACHELOR OF ARTS SELECTIVE AND ELECTIVE HOURS (25 HOURS)

Course/Category	Credits
Public Health Selectives: 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 representing an array of social and behavioral sciences as well as select 400-level public health courses with permission of instructor. Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options.	15
Public Health Electives: Pre-approved by Advisor as relevant to the student's plan of study	3
Free Electives	7
Total Hours – Selective and Elective Courses	25

Developing an Area of Focus Plan

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 8th 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 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.

BACHELOR OF ARTS SELECTIVE OPTIONS

This list reflects selective options for Bachelor of Arts students. Students in the Bachelor of Arts select their focus area/selective courses from an array of social and behavioral sciences as well as select 400-level public health courses. Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options.

The selective options below are current as of August 2024. 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.

Not all courses will necessarily be offered in a given term. Individual departments or units should be consulted for information regarding frequency of course offerings. Please consult the Schedule of Classes for information on the courses offered for a specific term. The information about a course that is listed in the Schedule of Classes is considered most accurate and applies to the term specified.

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 advance notice.

Anthropology (ANTH)

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

Medical anthropology explores illness and health as both embodied and socially constructed. It maintains that illness reflects cultural understandings of the body, social/structural inequalities, and differential distributions of power. Course Information: Recommended for pre-health students who plan to work in multi-cultural settings. Prerequisite(s): Completion of the English Composition requirement; 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 or 4 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](#). 3 undergraduate hours. 4 graduate hours. 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.

Black Studies (BLST)**BLST 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 [LALS 225](#) and [SOC 225](#). Previously listed as AAST 225. Prerequisite(s): [SOC 100](#); or consent of the instructor. *Individual and Society course, and US Society course.*

BLST 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](#). Previously listed as AAST 258.

BLST 272. Race, Gender, and Sexuality. 3 hours.

Explores how Black feminist and queer intellectual work on race, gender and sexuality has been used to radically reimagine what a just world would look like. Course Information: Same as [GWS 272](#). Previously

listed as AAST 272. Prerequisite(s): Credit or concurrent registration in [ENGL 161](#). *Individual and Society* course, and *US Society* course.

BLST 406. Topics in Black Feminist and Queer Studies. 3 or 4 hours.

Advanced study of topics related to theories of race, gender and sexuality with a specific focus on black feminist and queer studies. Topics may vary. Course Information: Same as [GWS 406](#). 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. Prerequisite(s): Junior standing or above and one 100-level course in Black Studies or one 100-level course in Gender and Women's Studies; or consent of the instructor.

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. Consult the schedule of classes for mode of instruction. A high speed connection, while not required, is strongly suggested. Prerequisite(s): [COMM 103](#) and Credit or concurrent registration in [COMM 101](#) and Credit or concurrent registration in [COMM 102](#). MOVI minors should seek approval from 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: Some sections may be offered fully online or in a blended-online and classroom course setting. Consult the Schedule of Classes for the mode of instruction. 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): [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: Some sections may be offered fully online or in a blended-online and classroom course setting. Consult the Schedule of Classes for the mode of instruction. 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): [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. Some sections may be offered fully online or in a blended-online and classroom course setting. Consult the Schedule of Classes for the mode of instruction. 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): [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: Some sections may be offered fully online or in a blended-online and classroom course setting. Consult the Schedule of Classes for the mode of instruction. 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): [COMM 301](#).

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

Analysis of contemporary or historical issues in mediated communication. Course Information: Some sections may be offered fully online or in a blended-online and classroom course setting. Consult the Schedule of Classes for the mode of instruction. 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): [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). Some sections may be offered fully online or in a blended-online and classroom course setting. Consult the Schedule of Classes for the mode of instruction. 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): [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.

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: Same as [ANTH 262](#). 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.

Explores how Black feminist and queer intellectual work on race, gender and sexuality has been used to radically reimagine what a just world would look like. Course Information: Same as [BLST 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 344. Gender Theory. 3 hours.

Survey of theories of gender in culture. Course Information: Same as [ENGL 344](#). Previously listed as GWS 361. Recommended background: Any of [ENGL 207-209](#), [ENGL 245](#), or [GWS 101-102](#).

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: Prerequisite(s): [GWS 101](#) and [GWS 102](#) and [GWS 292](#); and junior standing or above.

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. Topics in Black Feminist and Queer Studies. 3 or 4 hours.

Advanced study of topics related to theories of race, gender and sexuality with a specific focus on black feminist and queer studies. Topics may vary. Course Information: Same as [BLST 406](#). 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. Prerequisite(s): Junior standing or above and one 100-level course in Black Studies or one 100-level course in Gender and Women's Studies; 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.

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.

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 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): One course in LALS 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): One course in LALS 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): One course in LALS or SOC; or consent of the instructor.

Psychology (PSCH)

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. The Psychology of Racism. 3 hours.

Within our country's context of racism, you might ask yourself: What is my role in resisting racism? How might I (as a Person of Color) heal from racism and work in solidarity with other People of Color to dismantle White supremacy? Course Information: Prerequisite(s): [PSCH 242](#), graduate standing, or consent of 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 Policy (PPOL)

PPOL 300. Urban Policy and Metropolitan Governance. 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. Policy Implementation and Management. 3 hours.

Policy implementation, management, organizing, budgeting, finance, leadership, motivation, economic development, accountability, ethics, legal and constitutional foundations. Course Information:

Previously listed as PA 303. Prerequisite(s): [PPOL 210](#) and admission to the BA in Public Policy or Urban Studies; or consent of the instructor.

PPOL 305. Policy Analysis. 3 hours.

Policy analysis and approaches to assessing policy problems and alternatives in the U.S. context. Course Information: Previously listed as PA 305. Prerequisite(s): [PPOL 210](#) and admission to the BA in Public Policy or Urban Studies or consent of the instructor.

School of Public Health Divisions

Note: Courses within Community Health Sciences (CHSC), Environmental and Occupational Health Sciences (EOHS), Epidemiology (EPID), Health Policy and Administration (HPA), and Interdisciplinary Public Health Sciences (IPHS) require permission of the offering division to enroll.

Community Health Sciences (CHSC)

CHSC 411. Nutrition for Public Health Professionals. 3 hours.

Foundation course to introduce nutrition principles and their application to public health populations and problems. Course Information: Prerequisite(s): Graduate or professional standing; or approval of the department.

CHSC 421. Community Health 1: Assessing, Promoting and Improving Community Health. 4 hours.

Provides an introduction to theory and methods for community health assessment, promotion, and improvement. Course Information: Credit is not given for [CHSC 421](#) if the student has credit in CHSC 431 or CHSC 480. Field work required. Prerequisite(s): Credit or concurrent registration in [IPHS 401](#) and credit or concurrent registration in [IPHS 402](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CHSC 430. Public Health Policy and Advocacy. 3 hours.

Frameworks and tools for understanding, developing and analyzing public health policy issues and processes. Course Information: Credit is not given for [CHSC 430](#) if the student has credit for [HPA 432](#). Prerequisite(s): [IPHS 401](#); and graduate standing; or approval of the department. MPH and Certificate students in Community Health Sciences will have priority in registration.

CHSC 434. Introduction to Qualitative Methods in Public Health. 3 hours.

Introduction to major methods and techniques used in qualitative research (observation, participant observation, in-depth interviews, focus groups); includes field and in-class exercises, and introduces computer-assisted qualitative data analysis. Course Information: Prerequisite(s): [CHSC 421](#) and credit or

concurrent registration in [CHSC 422](#); and graduate or professional standing; or approval of the department.

CHSC 460. Public Health Emergency Preparedness and Response. 3 hours.

Provides an overview of and introduction to public health emergency preparedness concepts and practice. Course Information: Same as [EOHS 406](#). Prerequisite(s): Graduate or professional standing.

CHSC 485. Communications, Mass Media and Public Health. 3 hours.

Examines the development, theoretical basis, and applications of mass media strategies in public health. Course Information: Prerequisite(s): [CHSC 421](#) and credit or concurrent registration in [CHSC 422](#); and graduate or professional standing; or approval of the department.

Environmental and Occupational Health Sciences (EOHS)

EOHS 401. Ethics and Justice in Environmental and Occupational Health. 2 hours.

Introduction to ethical principles relevant to environmental and occupational health and application of these principles to analyze and interpret environmental and occupational health problems and advocate for social and environmental justice.

EOHS 402. Systems Approach in Environmental and Occupational Health. 4 hours.

Introduces and applies systems approaches to anticipate, assess and solve environmental and occupational health problems. Course Information: Recommended background: [EOHS 401](#) and [IPHS 401](#).

EOHS 408. Biological, Chemical, Explosives, and Nuclear Weapons as Public Health Threats. 3 hours.

Preparation, understanding of threats, and rescue & response issues pertaining to potential terrorist incidents from a public health perspective. Course Information: Same as [EPID 408](#). Prerequisite(s): Graduate or professional standing; or consent of the instructor. Recommended background: [EOHS 400](#) and [EPID 410](#).

EOHS 411. Water Quality Management. 4 hours.

Water pollution; historical and current developments in problems and solutions: characterization of pollutants, regulatory framework, risk assessment, standards, modeling, water purification, public health concerns. Course Information: Prerequisite(s): Taught online. Consent of the instructor.

EOHS 418. Water Quality Analysis in Public Health. 2 hours.

Basic instrumentation and procedures related to measurement and surveillance of health-related water quality parameters and associated regulations. Course Information: Prerequisite(s): Credit or concurrent registration in [EOHS 401](#) and credit or concurrent registration in [EOHS 402](#); or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture.

EOHS 421. Occupational Health and Safety Practice. 2 hours.

An overview of the historical background, basic principles, practical tools and strategies for recognizing, evaluating and controlling chemical, biological and physical agents in the workplace. Course Information: Prerequisite(s): [EOHS 400](#) or consent of the instructor.

EOHS 424. Evaluation and Control of Radiation Exposures. 1 hour.

Introduces students to the principles of radiation, exposure and health outcomes, and appropriate control strategies. Course Information: Recommended background: [EOHS 401](#) and [EOHS 402](#) and [EOHS 421](#) and [EOHS 425](#).

EOHS 425. Evaluation and Control of Physical Agents. 2 hours.

Theory and methodology in assessing and controlling exposure to physical agents (noise, thermal hazards, barometric hazards and vibration) in the occupational environment. Course Information: Recommended background: Credit or concurrent registration in [EOHS 401](#) and [EOHS 402](#).

EOHS 426. Evaluation and Control of Airborne Contaminants. 4 hours.

Measurement and modeling methods are used to characterize exposures to airborne contaminants and control strategies. Class Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

EOHS 427. Evaluation and Control of the Psychosocial Work Environment. 2 hours.

Theory and methodology in assessing and controlling psychosocial stressors in the occupational environment.

EOHS 440. Chemistry for Environmental Professionals. 3 hours.

Introductory atmospheric chemistry, aspects of air pollution, chemistry related to natural water and water treatment; priority organic pollutants and heavy metals. Course Information: Same as [CME 411](#). Prerequisite(s): One year of college chemistry.

EOHS 461. Environmental Public Health Practice. 3 hours.

Taught primarily from a field perspective. Despite student's background and career pursuit, the knowledge acquired from this course will provide some value to student's career and personal life. Course Information: Prerequisite(s): Completion of the MPH Integrated Core or consent of the instructor.

Epidemiology (EPID)**EPID 408. Biological, Chemical, Explosives, and Nuclear Weapons as Public Health Threats. 3 hours.**

Preparation, understanding of threats, and rescue & response issues pertaining to potential terrorist incidents from a public health perspective. Course Information: Same as [EOHS 408](#). Prerequisite(s): Graduate or professional standing; or consent of the instructor. Recommended background: [EOHS 400](#) and [EPID 410](#).

EPID 409. The Epidemiology of HIV/AIDS. 2 hours.

Review of the HIV/AIDS pandemic and the global response to it focusing on patterns of transmission, risk factors and prevention/ intervention. Course Information: Prerequisite(s): [EPID 400](#) or consent of the instructor.

EPID 410. Epidemiology of Infectious Diseases. 2 hours.

Epidemiology of selected infectious diseases, including incidence, prevalence and control of disease. Epidemic investigation is emphasized. Course Information: Prerequisite(s): Credit or concurrent registration in [EPID 400](#); or credit or concurrent registration in [EPID 403](#).

EPID 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 [SOC 471](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): 6 hours of upper-division sociology, including [SOC 201](#), or consent of the instructor.

Health Policy and Administration (HPA)**HPA 415. Introduction to Public Health Policy. 3 hours.**

Provides an overview of all aspects of the public health policymaking process at the federal level with understanding, examples, and applications of topics at the state and local levels. Course Information: Credit is not given for [HPA 415](#) if the student has credit in [HPA 430](#). Prerequisite(s): Approval of the Department.

HPA 420. US Health Care System for Public Health Practitioners. 3 hours.

Introduces students to characteristics of the U.S. health care systems; healthcare organizations, financing, and delivery of services. Course Information: Credit is not given for [HPA 420](#) if student has credit in [HPA 403](#). Prerequisite(s): Approval of the Department.

HPA 431. Public Health Law and Ethics. 3 hours.

Provides a dynamic approach to learning about public health law, the relationship between law and the public's health, and will examine the ethical underpinnings and context of public health practice. Course Information: Prerequisite(s): [HPA 415](#); and approval of the department.

HPA 432. Public Health Advocacy. 3 hours.

Designed to provide prospective public health policy professionals strategies for collecting, analyzing, assimilating and delivering pertinent health policy information to policy makers, stakeholders, and other interested parties. Course Information: Credit is not given for [HPA 432](#) if the student has credit for [CHSC 430](#). Prerequisite(s): Approval of the Department. Recommended background: [HPA 415](#).

HPA 436. GIS for Environmental and Public Health Professionals. 4 hours.

Aims to promote a critical understanding of the basic practices and techniques associated with GIS applications in the environmental and public health areas. Course Information: Online course. Prerequisite(s): Students outside of EOHS must seek consent of the instructor. Co-requisite(s): [EOHS 475](#) or [HPA 480](#). Recommended background: Computer skills (knowledge of Excel is a minimum) and a strong quantitative background. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

HPA 459. Introduction to Health Inequities in the United States. 3 hours.

Introduction to the origins, evolution and debates surrounding "disparities" in health. Through readings, discussions and lectures participants will be exposed to debates about health inequities in the US and how they might be eliminated. Course Information: Extensive computer use required. Prerequisite(s): Graduate or professional standing; and consent of the instructor. Students in the Health Disparities Research Certificate will be given first priority for the online section of this course.

HPA 460. Introduction to the Economics of Health and Healthcare. 3 hours.

Examines health, the health care sector, and healthy policy issues using economic theoretical frameworks and empirical evidence. Course Information: Credit is not given for [HPA 460](#) if the student has credit in [HPA 463](#). Prerequisite(s): Approval of the Department.

HPA 465. Health Information and Decision Support Systems. 4 hours.

Introduction to computer assisted management information and decision systems in health organizations: analysis and design of databases; data and information flow; reports; and uses microcomputers. This is an on-line course.

HPA 499. Introduction to Research Design for Public Health Practitioners. 1 hour.

Introduces students to data collection techniques for qualitative and quantitative research. Data gathering and analysis are central methods for conducting research to inform policy. Course Information: Prerequisite(s): Approval of the Department.

Interdisciplinary Public Health Sciences (IPHS)**IPHS 430. Epidemics of Injustice. 2 hours.**

Developed through a collaboration between members of Radical Public Health and faculty who were brought together by a sense of urgency to address ongoing threats to democracy, social justice, and the public's health.

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. (Note: Students are highly encouraged to consider PUBH 393 for one of their selectives.)

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 399. Research in Public Health Sciences - Undergraduate. 1-3 hours.

Research experience under the guidance of a faculty member who will act as a research supervisor. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Application of credit toward the degree is contingent upon the approval of the student's college and/or department. Previously listed as IPHS 399. Prerequisite(s): Approval of the department or school and consent of the instructor supervising the research experience.

PUBH 420. Public Health Problem Solving: Epidemiology in Action!. 3 hours. (Note: Students interested in pursuing epidemiology are highly urged to consider PUBH 420 for one of their selectives.)

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.

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 [BLST 225](#) and [LALS 225](#). Prerequisite(s): [SOC 100](#); or consent of the instructor. *Individual and Society course, and US Society course.*

SOC 271. Race and the Politics of Incarceration. 3 hours.

Examines how incarceration and criminalization affects black people in contemporary society. Course Information: Same as [BLST 271](#) and [CLJ 271](#). Prerequisite(s): Grade of C or better or concurrent registration in [BLST 100](#) or Grade of C or better or concurrent registration in [SOC 100](#) or Grade of C or better in [CLJ 101](#). *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): One course in LALS or SOC; or 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 one 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. Class Schedule Information: To be properly registered, students must register for one Lecture and one Discussion/Recitation.

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 [US 240](#); or Grade of B 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): Grade of C or better in [US 240](#); or Grade of B or better in [ECON 120](#); or consent of the instructor.

BACHELOR OF SCIENCE IN PUBLIC HEALTH CURRICULUM

To earn a Bachelor of Science 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.

BACHELOR OF SCIENCE 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
Quantitative Reasoning course ^a – Select from: STAT 101, STAT 130, MATH 121, MATH 170, or MATH 180	4-5
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 ^b	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: BIOS 110 or BIOS 120	4
Exploring World Cultures course ^c	3
Understanding U.S. Society course ^c	3
Understanding the Individual and Society course ^c	3
Understanding the Past course ^c	3
Understanding the Creative Arts course ^c	3
Additional General Education course(s) from any category, as necessary to total 24 hours of General Education credit ^c	0–2
Free electives to total 60 hours	
Total Hours - Pre-Public Health	60

^a 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 below.

^b 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.

^c 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.

Quantitative Reasoning for the Bachelor of Science

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, for students in the Bachelor of Science, such competence may 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.

- Grade of B or better in any one of the following courses: MATH 121, MATH 170, MATH 180, STAT 101, or STAT 130. STAT 101 or STAT 130 is recommended.
- Transfer students may present equivalent courses taken elsewhere, for which they have received a grade of B or better, to satisfy this requirement.

BACHELOR OF SCIENCE 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
Total Hours – PUBH Courses		35

BACHELOR OF SCIENCE SELECTIVE AND ELECTIVE HOURS (25 HOURS)

Course/Category	Credits
Public Health Selectives: 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 representing an array of bench, lab, and applied sciences within the School of Public Health and across campus. Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options. PUBH 420: Public Health Problem Solving: Epidemiology in Action! is among the selective options and may be a prerequisite requirement for some other public health courses on the list.	15
Public Health Electives: Pre-approved by Advisor as relevant to the student's plan of study	3
Free Electives	7
Total Hours – Selective and Elective Courses	25

Developing an Area of Focus Plan

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 8th 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 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.

BACHELOR OF SCIENCE SELECTIVE OPTIONS

This list reflects selective options for Bachelor of Science students. Students in the Bachelor of Science select their focus area/selective courses from an array of bench, lab, and applied sciences. Students are highly encouraged to consider PUBH 393: Public Health Fieldwork for one of their selective options. Students in the Bachelor of Science interested in pursuing epidemiology are highly urged to consider PUBH 420: Public Health Problem Solving: Epidemiology in Action! for one of their selectives.

The selective options below are current as of August 2024. 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.

Not all courses will necessarily be offered in a given term. Individual departments or units should be consulted for information regarding frequency of course offerings. Please consult the Schedule of Classes for information on the courses offered for a specific term. The information about a course that is listed in the Schedule of Classes is considered most accurate and applies to the term specified.

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 advance notice.

Biological Sciences (BIOS)

BIOS 220. Genetics. 3 hours.

Principles of genetics, gene and chromosome structure, gene expression, inheritance of complex traits, Mendelian and non-Mendelian inheritance, genomes, and genetic engineering. Course Information: Prerequisite(s): BIOS 100 or [BIOS 110](#); and BIOS 101 or [BIOS 120](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Lecture.

BIOS 222. Cell Biology. 3 hours.

The physiological processes that govern cell function. Topics include enzyme kinetics, metabolism, membranes, membrane transport, electrical and chemical signaling, intracellular motors, motility, and junctions. Prerequisite(s): BIOS 100 or [BIOS 110](#).

BIOS 230. Evolution and Ecology. 3 hours.

Molecular and ecological basis of evolutionary change through adaptation or natural selection to explain diversity of species, behaviors, populations, communities and ecosystems and how these interactions are affected by the changing environment. Prerequisite(s): BIOS 101 or [BIOS 120](#).

BIOS 236. Animal Behavior. 3 hours.

Examine the proximate and ultimate causes of animal behavior; neural and hormonal mechanisms; diversity of behavior and their relationship to an organism's ecology and evolution. Course Information: Prerequisite(s): BIOS 101 or [BIOS 120](#).

BIOS 272. Comparative Vertebrate Anatomy. 4 hours.

Comparative vertebrate anatomy through the analysis of varying morphological features of hard and soft tissues. Course Information: Animals used in instruction. Prerequisite(s): BIOS 100 or [BIOS 110](#); and BIOS 101 or [BIOS 120](#). Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture.

BIOS 305. Plant Evolutionary Ecology. 3 hours.

Fundamental aspects of plant structure and function, plant-environment interactions, and how they shape biodiversity, with an emphasis on their evolutionary context. Prerequisite(s): [BIOS 230](#).

BIOS 310. Genetics Laboratory. 2 hours.

Advanced laboratory techniques in gene inheritance, expression and regulation using genetic engineering, molecular biology and bioinformatic and statistical analysis to study Mendelian, microbial, molecular, human and population genetics. Course Information: Previously listed as BIOS 221. Animals used in instruction. Credit is not given for [BIOS 310](#) if student has credit in BIOS 221. Prerequisite(s): Credit or concurrent registration in [BIOS 220](#).

BIOS 312. Cell Biology Laboratory. 2 hours.

Laboratory training in advanced cell biology methods used in research and clinical settings. Microscopy, protein extraction and quantification, immunoassays, cell culture, experimental design, data analysis and scientific writing are emphasized. Course Information: Previously listed as BIOS 223. Credit is not given for [BIOS 312](#) if the student has credit in BIOS 223. Prerequisite(s): Credit or concurrent credit in [BIOS 222](#).

BIOS 325. Human Embryology. 3 hours.

Major events in human development between fertilization and birth. The developmental origins of adult body structure and function, normal anatomical variations, and congenital malformations. Course Information: Prerequisite(s): BIOS 100 or [BIOS 110](#).

BIOS 326. Embryology Laboratory. 1 hour.

Examination of histological sections of mammalian embryos. Identification of cells and tissues from their microscopic appearance, reading serial sections. Prerequisite(s): Credit or concurrent registration in [BIOS 325](#).

BIOS 331. General Ecology Laboratory. 3 hours

Field and laboratory data collection for hypothesis testing; required field trips to representative plant communities. Course Information: Animals used in instruction. Required field trips on Saturdays. Prerequisite(s): BIOS 101 or [BIOS 120](#). Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Practice.

BIOS 340. Environmental Physiology. 3 hours.

The performance of an organism or group of organisms in the context of their natural environment and their evolutionary background. The organism as an integrated system rather than a collection of cellular or organ processes. Course Information: Prerequisite(s): BIOS 100 or [BIOS 110](#); and BIOS 101 or [BIOS 120](#).

BIOS 343. Animal Physiological Systems. 3 hours.

How the human body works including digestive, neuromuscular, sensory, respiratory, excretory, endocrine and cardiovascular systems using examples across animal species and human case studies. Course Information: Previously listed as BIOS 240. Credit is not given for [BIOS 343](#) if student has credit in BIOS 240. Prerequisite(s): BIOS 100 or [BIOS 110](#); and BIOS 101 or [BIOS 120](#). Recommended background: [BIOS 222](#).

BIOS 350. General Microbiology. 3 hours.

An introduction to the morphology, staining, genetics, physiology and biochemistry of microbial life. Medical significance of bacteria, archaea, fungi, protozoa, algae and helminthes. The significance of viruses, prions, and viroids. Prerequisite(s): BIOS 100 or [BIOS 110](#); and Credit or concurrent registration in [CHEM 130](#) or [CHEM 230](#) or [CHEM 232](#). Recommended background: BIOS 101 or [BIOS 120](#).

BIOS 351. Microbiology Laboratory. 2 hours.

Laboratory experience with aseptic and pure culture techniques; staining and microscopy of microorganisms; identification of unknown bacteria; control of microbial growth; antibiotics; medical microbiology. Prerequisite(s): Credit or concurrent registration in [BIOS 350](#).

BIOS 352. Introductory Biochemistry. 3 hours.

Structure and function of cellular constituents; enzymology; metabolism of carbohydrates, lipids, amino acids, nucleotides; molecular biology of biosynthesis of proteins and nucleic acids. Course Information: Same as [CHEM 352](#). No credit given for [BIOS 352](#) if student has credit in [BIOS 452](#) or [BIOS 454](#) or [CHEM 452](#) or [CHEM 454](#). No credit toward the degree in biochemistry. Prerequisite(s): BIOS 100 or [BIOS 110](#); and BIOS 101 or [BIOS 120](#); and [CHEM 230](#) or [CHEM 232](#).

BIOS 365. Human Ecological Systems. 3 hours.

Human-environmental interactions and feedbacks (positive and negative) and the ecological basis for health and sustainability of human-dominated landscapes. Case studies of real-world environmental issues. Course Information: Prerequisite(s): BIOS 101 or [BIOS 120](#) or [EAES 101](#) or [PSCH 100](#) or [SOC 100](#); or consent of the instructor.

BIOS 427. Ecosystem Ecology. 3 or 4 hours.

Flow of energy and matter between the environment and biological organisms including biological interactions that govern the cycling of water, carbon and nutrients at various spatial and temporal scales. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): [BIOS 230](#).

BIOS 430. Evolution. 4 hours.

Focuses on empirical evolutionary data and theory, with an intro to data science, modeling, simulations in R programming language; it covers the history of evolution, population genetics, the species problem, biodiversity, macroevolution. Course Information: Extensive computer use required. Prerequisite(s): [BIOS 120](#) AND either [BIOS 220](#) or consent of the instructor. Recommended background: [BIOS 230](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

BIOS 450. Advanced Microbiology. 3 hours.

Comprehensive analysis of metabolic, ecological, genomic, and functional diversity among the major groups of microorganisms. Relationship between microbial diversity and biogeochemistry in the environment, human/animal hosts, and engineered systems. Course Information: Prerequisite(s): [BIOS 350](#).

BIOS 480. Introduction to Modern Biostatistics with R. 3 hours.

An in-depth intro to research design, data visualization, and modern univariate statistics, from basic linear model to generalized linear models and linear mixed-effects models. Course Information: Extensive computer use required. All work done in the open-source R statistical computing language. Prerequisite(s): [MATH 170](#) or [MATH 180](#) or [STAT 130](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

Biomedical and Health Information Sciences (BHIS)**BHIS 405. Medical Sciences and Human Pathophysiology. 3 hours.**

Introduction of fundamental concepts in pathophysiology. Specific disorders of major organ systems including etiology, manifestations, diagnostic tests, treatment modalities, pharmacotherapy and complications. Course Information: Extensive computer use required. Meets eight weeks of the semester. Taught fully online. Students must have an active UIC NetID with valid password and access to a computer and the Internet. Prerequisite(s): Grade of C or better in KN 251 and Grade of C or better in KN 252; or Grade of C or better in [KN 253](#) and Grade of C or better in [KN 254](#); or consent of the instructor.

BHIS 499. Information Sources in Biomedical & Health Information Sciences. 1 hour.

Prepares students to locate, interpret and evaluate pertinent research information sources. Course Information: Meets eight weeks of the semester. Extensive computer use required. Taught fully online. Students must have an active UIC netid with valid password and access to a computer and the internet. Prerequisite(s): Junior standing or above required; or consent of the instructor.

Chemistry (CHEM)**CHEM 222. Analytical Chemistry. 4 hours.**

Theory and application of chemical equilibria and instrumentation in quantitative analysis. Includes two weekly three-hour laboratories. Course Information: Prerequisite(s): Grade of C or better in CHEM 114; or Grade of C or better in [CHEM 124](#) and Grade of C or better in [CHEM 125](#); or Grade of C or better in [CHEM 118](#) or the equivalent. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture.

CHEM 232. Structure and Function. 3 hours.

First semester of a one-year organic chemistry sequence. Structure, reactivity, and synthesis of organic molecules. Course Information: Prerequisite(s): Grade of C or better in [CHEM 122](#) and Grade of C or better in [CHEM 123](#); or Grade of C or better in [CHEM 116](#) and Grade of C or better in [CHEM 118](#). Recommended background: Concurrent registration in [CHEM 233](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Quiz.

CHEM 233. Synthesis Techniques Laboratory. 2 hours.

Introductory organic chemistry laboratory. Basic techniques (distillation, crystallization, chromatography, MP and BP), reactions (substitution, elimination, Diels-alder, oxidation-reduction),

instrumentation (gas and liquid chromatography, IR.). Course Information: Prerequisite(s): Grade of C or better in [CHEM 230](#) or Grade of C or better or concurrent registration in [CHEM 232](#); and Grade of C or better in [CHEM 122](#) and Grade of C or better in [CHEM 123](#); or Grade of C or better in [CHEM 116](#) and Grade of C or better in [CHEM 118](#); or consent of the instructor.

CHEM 234. Chemical Synthesis. 3 hours.

Second semester of a one-year organic chemistry sequence; continuation of [CHEM 232](#). Course Information: Prerequisite(s): Grade of C or better in [CHEM 232](#); and Grade of C or better in [CHEM 124](#) and Grade of C or better in [CHEM 125](#); or Grade of C or better in [CHEM 118](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Quiz.

CHEM 352. Introductory Biochemistry. 3 hours.

Structure and function of cellular constituents; enzymology; metabolism of carbohydrates, lipids, amino acids, nucleotides; molecular biology of biosynthesis of proteins and nucleic acids. Course Information: Same as [BIOS 352](#). No credit given for [BIOS 352](#) if student has credit in [BIOS 452](#) or [BIOS 454](#) or [CHEM 452](#) or [CHEM 454](#). No credit toward the degree in biochemistry. Prerequisite(s): BIOS 100 or [BIOS 110](#); and BIOS 101 or [BIOS 120](#); and [CHEM 230](#) or [CHEM 232](#).

CHEM 452. Biochemistry I. 4 hours.

Chemistry of proteins, nucleic acids, carbohydrates and lipids. Course Information: Same as [BIOS 452](#). Prerequisite(s): Grade of C or better in [CHEM 230](#); or Credit or concurrent registration in [CHEM 234](#). Class Schedule Information: To be properly registered, students must enroll in one Discussion/Recitation and one Lecture.

Earth and Environmental Sciences (EAES)

EAES 285. Earth Systems. 4 hours.

Earth systems and global change; global processes, greenhouse gases and global warming; geologic hazards; energy and the environment; human impact on the physical environment; geology of waste management. Course Information: Saturday field trip required at nominal fee. Prerequisite(s): [EAES 101](#) and [EAES 111](#); or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion and one Lecture.

EAES 416. Organic Geochemistry. 3 hours.

Global carbon cycle, chemical composition of biogenic matter, sedimentology and diagenesis of organic matter, molecular fossils, geopolymers, fossil fuels, anthropogenic organic compounds, carbon isotope geochemistry. Course Information: Prerequisite(s): [EAES 230](#) or [EAES 320](#); and CHEM 114, or [CHEM 124](#) and [CHEM 125](#), or [CHEM 130](#); or consent of the instructor.

EAES 418. Introduction to Biogeochemistry. 3 hours.

Explores the interaction of the biosphere, geosphere, and atmosphere on Earth, with focus on biogeochemical cycles and the methods used to study them. Examination of conditions on early Earth and the changes brought by the introduction of life. Course Information: Prerequisite(s): CHEM 112 or [CHEM 122](#) and [CHEM 123](#); and CHEM 114 or [CHEM 124](#) and [CHEM 125](#); and [EAES 230](#) or [EAES 285](#) or [EAES 111](#); or consent of the instructor. Recommended background: BIOS 100 or BIOS 101.

EAES 480. Statistical Methods in Earth and Environmental Sciences. 4 hours.

Techniques of probability and data analysis as applied to problems in environmental sciences. Sampling, statistical inference, descriptive statistics, multivariate methods, time series analysis. Course

Information: Prerequisite(s): Completion of at least one 200- or 300-level course in the earth and environmental sciences or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture.

Kinesiology (KN)

KN 230. Anatomy and Physiology Lecture I. 3 hours.

The structure and function of mammalian cells and tissues and human skeletal, muscular and nervous systems are discussed. Integrating the functions of the various systems is emphasized. Course Information: Extensive computer use required. Credit for [KN 230](#) is not given if the student has credit in KN 251 or [KN 253](#). Prerequisite(s): Grade of C or better in [BIOS 110](#) and cumulative undergraduate GPA of at least 2.5 (A=4.0).

KN 231. Anatomy and Physiology Lecture II. 3 hours.

The structure and function of the human endocrine, circulatory, respiratory, digestive, sensory, and reproductive systems are discussed. Integrating the functions of the various systems is emphasized. Course Information: Extensive computer use required. Prerequisite(s): [KN 230](#). Credit for [KN 231](#) is not given if the student has credit in KN 252 or [KN 254](#).

KN 232. Anatomy and Physiology Laboratory I. 2 hours.

Course to complement [KN 230](#). Includes wet and dry lab activities. Human cadavers used in instruction. Course Information: Credit for [KN 232](#) is not given if the student has credit in KN 251 or KN 255. Prerequisite(s): Credit or concurrent registration in [KN 230](#) or the equivalent.

KN 233. Anatomy and Physiology Laboratory II. 2 hours.

Course to complement [KN 231](#). Includes wet and dry lab activities. Human cadavers used in instruction. Course Information: Credit for [KN 233](#) is not given if the student has credit in KN 252 or KN 256. Prerequisite(s): Credit or concurrent registration in [KN 231](#) or the equivalent.

KN 253. Human Anatomy and Physiology I. 4 hours.

The structure and function of mammalian cells and tissues and human skeletal, muscular and nervous systems are discussed. Integrating the functions of the various systems is emphasized. Course Information: Credit is not given for [KN 253](#) if the student has credit for KN 251 or [KN 230](#). Extensive computer use required. Prerequisite(s): Grade of C or better in [BIOS 110](#); Cumulative GPA of at least 2.5.

KN 254. Human Anatomy and Physiology II. 4 hours.

The structure and function of the human endocrine, circulatory, respiratory, digestive, sensory, and reproductive systems. Emphasis on integrating the functions of the various systems. Course Information: Credit is not given for [KN 254](#) if the student has credit in KN 252 or [KN 231](#). Extensive computer use required. Prerequisite(s): [KN 253](#); or KN 251.

Mathematics (MATH)

MATH 210. Calculus III. 3 hours.

Vectors in space, functions of several variables, partial differential and optimization, multiple integrals, vector fields, Green's Theorem, Stokes Theorem. Course Information: Prerequisite(s): Grade of C or better in [MATH 181](#). Class Schedule Information: To be properly registered, students must enroll in one Discussion and one Lecture. *Natural World - No Lab course.*

MATH 220. Introduction to Differential Equations. 3 hours.

Techniques and applications of differential equations, first and second order equations, Laplace transforms, series solutions, graphical and numerical methods, and partial differential equations. Course Information: Prerequisite(s): Grade of C or better in [MATH 210](#). Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion and one Lecture.

MATH 310. Applied Linear Algebra. 3 hours.

Matrices, row reduction algorithm, vector spaces, LU-decomposition, orthogonality, Gram-Schmidt process, determinants, inner products, eigenvalue problems, applications to differential equations and Markov processes. Course Information: [MATH 310](#) cannot be used as an elective for the Major in Mathematics. Prerequisite(s): Grade of C or better in [MATH 181](#).

MATH 320. Linear Algebra I. 3 hours.

Linear equations, Gaussian elimination, matrices, vector spaces, linear transformations, determinants, eigenvalues and eigenvectors. Course Information: Prerequisite(s): A grade of C or better in [MATH 215](#).

MATH 425. Linear Algebra II. 3 or 4 hours.

Canonical forms of a linear transformation, inner product spaces, spectral theorem, principal axis theorem, quadratic forms, special topics such as linear programming. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Grade of C or better in [MATH 320](#).

Physics (PHYS)**PHYS 215. Computational and Mathematical Methods for the Physical Sciences. 4 hours.**

Computational and mathematical methods applied to basic problems in physics. Course Information: Extensive computer use required. Prerequisite(s): Grade of C or better in [PHYS 142](#); or Grade of B or better in PHYS 107 or Grade of B or better in [PHYS 132](#); and Grade of C or better in [MATH 181](#) and Grade of C or better or concurrent registration in [MATH 210](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Laboratory.

PHYS 230. Fundamentals of Relativity. 3 hours.

Introduction to the theory of relativity, including special relativity (Lorentz contraction, time dilation, energy-mass equivalence, kinematics and electrodynamics) and general relativity (gravity, black holes). Course Information: Prerequisite(s): Grade of C or better in [MATH 181](#); and Grade of C or better in [PHYS 142](#); or Grade of B or better in PHYS 107 or Grade of B or better in [PHYS 132](#).

PHYS 240. Fundamentals of Modern Quantum Theory. 3 hours.

Modern introduction to the quantum theory including discrete systems (qubits, etc.), quantum measurement theory, entanglement, Bell's Theorem, the Uncertainty Principle, one-dimensional potential models, and the Schrodinger-von Neumann equation. Course Information: Prerequisite(s): Grade of C or better in [MATH 181](#); and Grade of C or better in [PHYS 142](#); or Grade of B or better in PHYS 107 or Grade of B or better in [PHYS 132](#). Physics majors (BA and BS) are required to register concurrently for [PHYS 241](#).

PHYS 241. Experiments in Modern Physics. 1 hour.

Companion course to [PHYS 240](#) that includes laboratory experiments on introductory quantum theory and modern physics. Course Information: Prerequisite(s): Grade of C or better in [MATH 181](#); and Grade of C or better in [PHYS 142](#); or Grade of B or better in PHYS 107 or Grade of B or better in [PHYS 132](#). Requires concurrent registration in [PHYS 240](#) or approval of the department.

PHYS 245. Introduction to Vibrations, Waves, and Thermal Physics. 4 hours.

Free, forced, damped, and coupled oscillations; normal modes; Fourier analysis; resonance; waves; interference; diffraction; heat energy; entropy; introduction to thermodynamics, kinetic theory of gases, and basic statistical physics. Course Information: Prerequisite(s): Grade of C or better in [MATH 181](#); and Grade of C or better in [PHYS 142](#); or Grade of B or better in PHYS 107 or Grade of B or better in [PHYS 132](#). Recommended background: Credit or concurrent registration in [MATH 220](#). Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture.

PHYS 401. Electromagnetism I. 4 hours.

Vector calculus; electrostatic and magnetostatic fields in vacuum; electrostatic boundary-value problems; electrodynamics; Maxwell's equations; electromagnetic waves in vacuum; reflection and transmission phenomena in linear media. Prerequisite(s): [PHYS 215](#) and [MATH 220](#); or approval of the department.

PHYS 402. Electromagnetism II. 4 hours.

Electrostatics, magnetostatics, and electromagnetic waves in matter; radiation; relativistic electrodynamics; special topics chosen by the instructor. Course Information: Prerequisite(s): [PHYS 230](#) and [PHYS 401](#); or approval of the department.

PHYS 411. Quantum Mechanics I. 4 hours.

Wave particle duality; wave functions; matrix representation; operators and observables; 1-D potentials; harmonic oscillator; eigenvalues and eigenfunctions; time-independent perturbation theory; approximation methods; 3-D Schrodinger's equation. Course Information: Prerequisite(s): [PHYS 215](#) and [PHYS 240](#) and [PHYS 245](#); or approval of the department. Recommended background: [MATH 220](#).

PHYS 412. Quantum Mechanics II. 4 hours.

This is the second semester of a two-semester undergraduate level sequence on the concepts and methods of Quantum Mechanics and their applications. Course Information: Prerequisite(s): [PHYS 411](#); or approval of the department.

PHYS 425. Modern Optics. 4 hours.

Review of electromagnetic wave theory and introductory optics; advanced geometrical optics; Fourier transforms and optics; interference and diffraction; solar cells and LEDs; laser cavities and gain media; introduction to nonlinear and fiber optics. Course Information: Prerequisite(s): [PHYS 240](#); or approval of the department. Class Schedule Information: To be properly registered, students must enroll in one Discussion, one Laboratory and one Lecture.

PHYS 441. Theoretical Mechanics. 4 hours.

Review of Newtonian mechanics, variational calculus, Lagrangian mechanics, central force problems, non-inertial frames, rigid body motion, coupled oscillators, non-linear mechanics, Hamiltonian mechanics, and numerical examples. Course Information: Prerequisite(s): [PHYS 215](#) and Credit or concurrent registration in [PHYS 245](#); or approval of the department.

PHYS 461. Thermal and Statistical Physics. 4 hours.

Thermal equilibrium (Zeroth Law); thermodynamic states (First Law); irreversibility; entropy (Second Law); thermodynamic potentials and properties; phase transitions; kinetic theory of gases; classical statistical mechanics. Course Information: Prerequisite(s): [PHYS 245](#); or approval of the department.

PHYS 481. Modern Experimental Physics I. 4 hours.

Theory and experimental use of linear circuits, semiconductor devices, amplifiers, oscillators. Techniques and experiments in atomic, molecular and solid-state physics. Course Information: Prerequisite(s): [PHYS 240](#); or approval of the department. Requires concurrent registration in [PHYS 499](#) for students enrolled in the BA or BS in Physics programs. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture-Discussion.

PHYS 482. Modern Experimental Physics II. 4 hours.

Techniques and experiments in nuclear and particle physics. Gamma-gamma correlations, muon lifetime, Compton scattering, alpha particle scattering. Computer-based experimentation. Course Information: Prerequisite(s): [PHYS 481](#); or approval of the department. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture-Discussion.

School of Public Health Divisions

Note: Courses within Community Health Sciences (CHSC), Environmental and Occupational Health Sciences (EOHS), Epidemiology (EPID), Health Policy and Administration (HPA), and Interdisciplinary Public Health Sciences (IPHS) require permission of the offering division to enroll.

Community Health Sciences (CHSC)**CHSC 411. Nutrition for Public Health Professionals. 3 hours.**

Foundation course to introduce nutrition principles and their application to public health populations and problems. Course Information: Prerequisite(s): Graduate or professional standing; or approval of the department.

CHSC 421. Community Health 1: Assessing, Promoting and Improving Community Health. 4 hours.

Provides an introduction to theory and methods for community health assessment, promotion, and improvement. Course Information: Credit is not given for [CHSC 421](#) if the student has credit in CHSC 431 or CHSC 480. Field work required. Prerequisite(s): Credit or concurrent registration in [IPHS 401](#) and credit or concurrent registration in [IPHS 402](#). Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CHSC 430. Public Health Policy and Advocacy. 3 hours.

Frameworks and tools for understanding, developing and analyzing public health policy issues and processes. Course Information: Credit is not given for [CHSC 430](#) if the student has credit for [HPA 432](#). Prerequisite(s): [IPHS 401](#); and graduate standing; or approval of the department. MPH and Certificate students in Community Health Sciences will have priority in registration.

CHSC 434. Introduction to Qualitative Methods in Public Health. 3 hours.

Introduction to major methods and techniques used in qualitative research (observation, participant observation, in-depth interviews, focus groups); includes field and in-class exercises, and introduces computer-assisted qualitative data analysis. Course Information: Prerequisite(s): [CHSC 421](#) and credit or concurrent registration in [CHSC 422](#); and graduate or professional standing; or approval of the department.

CHSC 460. Public Health Emergency Preparedness and Response. 3 hours.

Provides an overview of and introduction to public health emergency preparedness concepts and practice. Course Information: Same as [EOHS 406](#). Prerequisite(s): Graduate or professional standing.

CHSC 485. Communications, Mass Media and Public Health. 3 hours.

Examines the development, theoretical basis, and applications of mass media strategies in public health. Course Information: Prerequisite(s): [CHSC 421](#) and credit or concurrent registration in [CHSC 422](#); and graduate or professional standing; or approval of the department.

Environmental and Occupational Health Sciences (EOHS)**EOHS 401. Ethics and Justice in Environmental and Occupational Health. 2 hours.**

Introduction to ethical principles relevant to environmental and occupational health and application of these principles to analyze and interpret environmental and occupational health problems and advocate for social and environmental justice.

EOHS 402. Systems Approach in Environmental and Occupational Health. 4 hours.

Introduces and applies systems approaches to anticipate, assess and solve environmental and occupational health problems. Course Information: Recommended background: [EOHS 401](#) and [IPHS 401](#).

EOHS 408. Biological, Chemical, Explosives, and Nuclear Weapons as Public Health Threats. 3 hours.

Preparation, understanding of threats, and rescue & response issues pertaining to potential terrorist incidents from a public health perspective. Course Information: Same as [EPID 408](#). Prerequisite(s): Graduate or professional standing; or consent of the instructor. Recommended background: [EOHS 400](#) and [EPID 410](#).

EOHS 411. Water Quality Management. 4 hours.

Water pollution; historical and current developments in problems and solutions: characterization of pollutants, regulatory framework, risk assessment, standards, modeling, water purification, public health concerns. Course Information: Prerequisite(s): Taught online. Consent of the instructor.

EOHS 418. Water Quality Analysis in Public Health. 2 hours.

Basic instrumentation and procedures related to measurement and surveillance of health-related water quality parameters and associated regulations. Course Information: Prerequisite(s): Credit or concurrent registration in [EOHS 401](#) and credit or concurrent registration in [EOHS 402](#); or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Laboratory and one Lecture.

EOHS 421. Occupational Health and Safety Practice. 2 hours.

An overview of the historical background, basic principles, practical tools and strategies for recognizing, evaluating and controlling chemical, biological and physical agents in the workplace. Course Information: Prerequisite(s): [EOHS 400](#) or consent of the instructor.

EOHS 424. Evaluation and Control of Radiation Exposures. 1 hour.

Introduces students to the principles of radiation, exposure and health outcomes, and appropriate control strategies. Course Information: Recommended background: [EOHS 401](#) and [EOHS 402](#) and [EOHS 421](#) and [EOHS 425](#).

EOHS 425. Evaluation and Control of Physical Agents. 2 hours.

Theory and methodology in assessing and controlling exposure to physical agents (noise, thermal hazards, barometric hazards and vibration) in the occupational environment. Course Information: Recommended background: Credit or concurrent registration in [EOHS 401](#) and [EOHS 402](#).

EOHS 426. Evaluation and Control of Airborne Contaminants. 4 hours.

Measurement and modeling methods are used to characterize exposures to airborne contaminants and control strategies. Class Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

EOHS 427. Evaluation and Control of the Psychosocial Work Environment. 2 hours.

Theory and methodology in assessing and controlling psychosocial stressors in the occupational environment.

EOHS 440. Chemistry for Environmental Professionals. 3 hours.

Introductory atmospheric chemistry, aspects of air pollution, chemistry related to natural water and water treatment; priority organic pollutants and heavy metals. Course Information: Same as [CME 411](#). Prerequisite(s): One year of college chemistry.

EOHS 461. Environmental Public Health Practice. 3 hours.

Taught primarily from a field perspective. Despite student's background and career pursuit, the knowledge acquired from this course will provide some value to student's career and personal life. Course Information: Prerequisite(s): Completion of the MPH Integrated Core or consent of the instructor.

Epidemiology (EPID)**EPID 408. Biological, Chemical, Explosives, and Nuclear Weapons as Public Health Threats. 3 hours.**

Preparation, understanding of threats, and rescue & response issues pertaining to potential terrorist incidents from a public health perspective. Course Information: Same as [EOHS 408](#). Prerequisite(s): Graduate or professional standing; or consent of the instructor. Recommended background: [EOHS 400](#) and [EPID 410](#).

EPID 409. The Epidemiology of HIV/AIDS. 2 hours.

Review of the HIV/AIDS pandemic and the global response to it focusing on patterns of transmission, risk factors and prevention/ intervention. Course Information: Prerequisite(s): [EPID 400](#) or consent of the instructor.

EPID 410. Epidemiology of Infectious Diseases. 2 hours.

Epidemiology of selected infectious diseases, including incidence, prevalence and control of disease. Epidemic investigation is emphasized. Course Information: Prerequisite(s): Credit or concurrent registration in [EPID 400](#); or credit or concurrent registration in [EPID 403](#).

EPID 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 [SOC 471](#). 3 undergraduate hours. 4 graduate hours. Prerequisite(s): 6 hours of upper-division sociology, including [SOC 201](#), or consent of the instructor.

Health Policy and Administration (HPA)**HPA 415. Introduction to Public Health Policy. 3 hours.**

Provides an overview of all aspects of the public health policymaking process at the federal level with understanding, examples, and applications of topics at the state and local levels. Course Information:

Credit is not given for [HPA 415](#) if the student has credit in [HPA 430](#). Prerequisite(s): Approval of the Department.

HPA 420. US Health Care System for Public Health Practitioners. 3 hours.

Introduces students to characteristics of the U.S. health care systems; healthcare organizations, financing, and delivery of services. Course Information: Credit is not given for [HPA 420](#) if student has credit in [HPA 403](#). Prerequisite(s): Approval of the Department.

HPA 431. Public Health Law and Ethics. 3 hours.

Provides a dynamic approach to learning about public health law, the relationship between law and the public's health, and will examine the ethical underpinnings and context of public health practice. Course Information: Prerequisite(s): [HPA 415](#); and approval of the department.

HPA 432. Public Health Advocacy. 3 hours.

Designed to provide prospective public health policy professionals strategies for collecting, analyzing, assimilating and delivering pertinent health policy information to policy makers, stakeholders, and other interested parties. Course Information: Credit is not given for [HPA 432](#) if the student has credit for [CHSC 430](#). Prerequisite(s): Approval of the Department. Recommended background: [HPA 415](#).

HPA 436. GIS for Environmental and Public Health Professionals. 4 hours.

Aims to promote a critical understanding of the basic practices and techniques associated with GIS applications in the environmental and public health areas. Course Information: Online course. Prerequisite(s): Students outside of EOHS must seek consent of the instructor. Co-requisite(s): [EOHS 475](#) or [HPA 480](#). Recommended background: Computer skills (knowledge of Excel is a minimum) and a strong quantitative background. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

HPA 459. Introduction to Health Inequities in the United States. 3 hours.

Introduction to the origins, evolution and debates surrounding "disparities" in health. Through readings, discussions and lectures participants will be exposed to debates about health inequities in the US and how they might be eliminated. Course Information: Extensive computer use required. Prerequisite(s): Graduate or professional standing; and consent of the instructor. Students in the Health Disparities Research Certificate will be given first priority for the online section of this course.

HPA 460. Introduction to the Economics of Health and Healthcare. 3 hours.

Examines health, the health care sector, and healthy policy issues using economic theoretical frameworks and empirical evidence. Course Information: Credit is not given for [HPA 460](#) if the student has credit in [HPA 463](#). Prerequisite(s): Approval of the Department.

HPA 465. Health Information and Decision Support Systems. 4 hours.

Introduction to computer assisted management information and decision systems in health organizations: analysis and design of databases; data and information flow; reports; and uses microcomputers. This is an on-line course.

HPA 499. Introduction to Research Design for Public Health Practitioners. 1 hour.

Introduces students to data collection techniques for qualitative and quantitative research. Data gathering and analysis are central methods for conducting research to inform policy. Course Information: Prerequisite(s): Approval of the Department.

Interdisciplinary Public Health Sciences (IPHS)

IPHS 430. Epidemics of Injustice. 2 hours.

Developed through a collaboration between members of Radical Public Health and faculty who were brought together by a sense of urgency to address ongoing threats to democracy, social justice, and the public's health.

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. Note: Students are highly encouraged to consider PUBH 393 for one of their selectives.)

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 399. Research in Public Health Sciences - Undergraduate. 1-3 hours.

Research experience under the guidance of a faculty member who will act as a research supervisor. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Application of credit toward the degree is contingent upon the approval of the student's college and/or department. Previously listed as IPHS 399. Prerequisite(s): Approval of the department or school and consent of the instructor supervising the research experience.

PUBH 420. Public Health Problem Solving: Epidemiology in Action!. 3 hours. (Note: Students interested in pursuing epidemiology are highly urged to consider PUBH 420 for one of their selectives.)

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.

Statistics (STAT)

STAT 381. Applied Statistical Methods I. 3 hours.

Graphical and tabular representation of data; Introduction to probability, random variables, sampling distributions, estimation, confidence intervals, and tests of hypotheses. Includes SAS and SPSSX applications. Course Information: Prerequisite(s): Grade of C or better in [MATH 181](#).

STAT 382. Statistical Methods and Computing. 3 hours.

Statistical computation with the SAS and R software packages: data structure, entry, and manipulation; numerical and graphical summaries; basic statistical methods; select advanced methods. Course Information: Prerequisite(s): Grade of C or better in [STAT 381](#). Students in the BS in Data Science may satisfy the prerequisite with grade of C or better in [IE 342](#) or [ECE 341](#) instead of [STAT 381](#).

STAT 401. Introduction to Probability. 3 or 4 hours.

Probability spaces, random variables and their distributions, conditional distribution and stochastic independence, special distributions, sampling distributions, limit theorems. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Grade of C or better in [MATH 210](#); or approval of the department.

STAT 481. Applied Statistical Methods II. 3 or 4 hours.

Testing hypotheses, linear regression, generalized linear models, analysis of variance, factorial design, and nested design. SAS and R applications. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Grade of C or better in [STAT 381](#); or consent of the instructor. Students in the BS in Data Science may satisfy the prerequisite with C or better in [IE 342](#) or [ECE 341](#) instead of [STAT 381](#).

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 with 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 Joshua (Josh) Prudowsky (jprudo2@uic.edu). Appointments to discuss fieldwork opportunities can be scheduled via the following calendar link: <https://calendly.com/joshuaprudowsky/30min>.

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. Appointments can be scheduled via the following calendar link: <https://calendly.com/joshuaprudowsky/30min>.

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 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 training below provided through the Online Collaborative Initial Training Initiative (CITI). Instructions will be provided as to when the training should be completed. See the following site for more information:

<https://research.uic.edu/compliance/human-subjects-irbs/education-training/>.

1. Online Collaborative Initial Training Initiative (CITI) Human Subjects Research (HSR) course: <https://about.citiprogram.org/en/course/human-subjects-research-2/>.

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 baccalaureate program in public health 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 2024 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 four semesters to complete the program. The course offering schedule listed below is subject to change.

Fall 2024		
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
Total Hours		16
Spring 2025		
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
Total Hours		15
Fall 2025		
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
Total Hours		15

Spring 2026		
Course	Title	Credits
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
Total Hours		14

JOINT DEGREE PROGRAMS

BACHELOR OF ARTS IN PUBLIC HEALTH / MASTER OF PUBLIC HEALTH

BACHELOR OF SCIENCE IN PUBLIC HEALTH / MASTER OF PUBLIC HEALTH

Joint degree programs allow students to earn two separate degrees while applying a certain percentage of shared course hours to both degrees. The School of Public Health offers joint degrees with the Bachelor of Arts in Public Health (BAPH) or Bachelor of Science in Public Health (BSPH) and the Master of Public Health (MPH). Students will earn the BAPH or BSPH when the student has completed at least 120 semester hours and fulfilled all baccalaureate degree requirements, and the MPH will be awarded upon completion of the master's program requirements, with 8 or 9 hours of course work shared between the two degrees, depending on the concentration.

Students who plan to pursue the joint degree program must first be eligible for early admission to the bachelor's degree, which enables students to begin their public health major course work in the Fall semester of their sophomore year, rather than in the Fall semester of their junior year. Students who intend to pursue the joint degree program will indicate their intent during their first year at UIC and must meet with their SPH Advisor to plan accordingly for early admission to the bachelor's degree. Students who enter the BAPH or BSPH programs in their sophomore year and desire to move forward with the joint degree will apply to the joint degree program by early in the Spring semester of their junior year.

There are eight joint degree programs that combine the following degrees and concentrations:

- BA in Public Health / MPH, Concentration in Community Health Sciences (BAPH/MPH-CHS)
- BS in Public Health / MPH, Concentration in Community Health Sciences (BSPH/MPH-CHS)

- BA in Public Health / MPH, Concentration in Epidemiology (BAPH/MPH-EPI)
- BS in Public Health / MPH, Concentration in Epidemiology (BSPH/MPH-EPI)

- BA in Public Health / MPH, Concentration in Environmental and Occupational Health Sciences (BAPH/MPH-EOHS)
- BS in Public Health / MPH, Concentration in Environmental and Occupational Health Sciences (BSPH/MPH-EOHS)

- BA in Public Health / MPH, Concentration in Health Policy and Administration (BAPH/MPH-HPA)
- BS in Public Health / MPH, Concentration in Health Policy and Administration (BSPH/MPH-HPA)

Admission Requirements

Students are admitted separately to each degree program. Students who plan to pursue the joint degree program must first be eligible for early admission to the BA or BS in Public Health degree, which enables students to begin their public health major course work in the Fall semester of their sophomore year, rather than the Fall semester of their junior year. To be eligible for early admission to the BAPH or BSPH, students must have successfully completed at least 30 credit hours including at least one of the three 100-level public health prerequisite courses (PUBH 100, PUBH 110, or PUBH 120) with a minimum

cumulative GPA of at least 3.25/4.00. Students who intend to pursue the joint degree program should indicate their intent during their first year at UIC and will meet with their SPH Advisor to plan accordingly for early admission to the BAPH or BSPH degree.

Students who enter the BAPH or BSPH degree program in their sophomore year and desire to move forward with the joint degree will apply to the joint degree program by early in the Spring semester of their junior year. Applicants to the joint degree program must have a minimum cumulative UIC GPA of 3.40/4.00 at the time of application. In addition, applicants' public health major course work GPA must be at least a 3.40 as well. Applications to the joint degree will be reviewed by the designated divisional admissions committee within the student's proposed graduate division. Students who are admitted to the joint degree program will begin enrollment in shared hours toward both degrees during the fourth year of study.

Length of Program

The requirements for completion of the joint BAPH/BSPH and MPH degrees are 111-112 credit hours at the undergraduate level; plus 8 or 9 credit hours of shared course work counting toward both the BAPH/BSPH and MPH degrees; plus 34-44 credit hours of course work at the MPH level, which varies by concentration. The joint degree reduces the total credit hours needed to complete both degrees by a maximum of 8 or 9 credit hours. Depending on the selected concentration at the MPH level, it may be possible for full-time students to complete the joint degree program in five and one-half years. However, this time frame will vary by concentration. The joint degree program is not open to part-time students due to its accelerated nature.

Program Requirements

Students must satisfy the requirements for both the BA/BS in Public Health and MPH program. The requirements for the combined BA/BS in Public Health and MPH are identical to the completion of these two separate degrees; however, there are 8 or 9 credit hours of shared course work between the two degrees, depending on the concentration. To be awarded a BA/BS in Public Health, students must accrue a minimum of 120 semester hours, meet all University and General Education requirements, as well as all School of Public Health and public health major requirements. For the MPH, students must complete a minimum of 43 semester hours of MPH course work as required by specific SPH divisions including a school-wide core, concentration specific core (varies by concentration), electives, and selectives. A summary of total required credit hours by degree and concentration is provided below:

Total Credit Hours for Joint BAPH-BSPH/MPH by Concentration					
Public Health Undergraduate Degree	Public Health Graduate Degree / Concentration	Undergraduate Credit Hours	Graduate-Level Credit Hours	Shared Credit Hours	Total Credit Hours
BAPH	MPH / Community Health Sciences	112	37	8	157
BSPH	MPH / Community Health Sciences	112	37	8	157
BAPH	MPH / Environmental & Occupational Health Sciences	111	34	9	154

BSPH	MPH / Environmental & Occupational Health Sciences	111	34	9	154
BAPH	MPH / Epidemiology	111	44	9	164
BSPH	MPH / Epidemiology	111	44	9	164
BAPH	MPH / Health Policy and Administration	111	40	9	160
BSPH	MPH / Health Policy and Administration	111	40	9	160

Tuition and Fees Assessment

During the first four years, the BAPH/BSPH program will be the primary program code and tuition assessed will align with the undergraduate rate within SPH. The MPH program code will be added as a secondary program code upon admission to the joint degree program. Once the student earns 120 credit hours and completes their BAPH or BSPH degree requirements, the MPH will be moved to the primary program code and tuition assessed will be updated to the MPH rate.

Advising

Upon formal admission to the joint degree program, students will be assigned advisors from each program: one staff member from the undergraduate program and one faculty member from the MPH program.

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 2.00/4.00 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 2.00/4.00. The minimum cumulative grade point average in core public health major course work is a 2.00/4.00. Failure to meet these GPA requirements will result in being placed on academic notice 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 2.00/4.00. 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 being placed on academic notice 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 2.00/4.00).

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 standing of each undergraduate student. At that time, students are classified as being in good standing, on academic notice, or dismissed from the University.

Academic Notice and Dismissal Rules

A student will be placed on academic notice in any term in which either a cumulative or term grade point average of less than 2.00/4.00 is earned for all academic work or when the cumulative grade point average for required public health major courses falls below 2.00/4.00. A student on academic notice is expected to earn greater than a 2.00/4.00 in the next term and have an overall UIC and cumulative grade point average of 2.00/4.00 by the end of the second term on academic notice. Please note that academic notice at UIC cannot be remedied by taking course work at other colleges or universities, including programs of the Springfield and Urbana-Champaign campuses.

Term Notice Rules

1. A student not currently on academic notice or term notice will be placed on term notice at the end of any term in which the student earns less than a 2.00/4.00 grade point average but whose UIC grade point average is equal to or greater than a 2.00/4.00. For such a student, term notice serves as a warning.
2. A student on term notice who earns a UIC Term GPA of at least 2.00/4.00 will be removed from term notice.

Academic Notice Rules

1. A student not currently on academic notice, will be placed on academic notice in any term in which a cumulative grade point average of less than 2.00/4.00 is earned for all academic work or when the cumulative grade point average for required public health major courses falls below 2.00/4.00.
2. An entering transfer student may be placed on academic notice when admitted by petition with a cumulative GPA lower than 2.00/4.00.
3. A student readmitted by petition may be placed on academic notice when admitted with a UIC GPA lower than 2.00/4.00.
4. A student readmitted by petition may be placed on academic notice when admitted with a combined cumulative GPA from UIC and other institutions that is lower than 2.00/4.00.
5. A student on academic notice will be removed from academic notice when they meet the following criteria:
 - a. The cumulative GPA in all work taken at UIC is at least 2.00/4.00; and
 - b. The combined average of the student's transfer credit and UIC course work is at least 2.00/4.00; and

- c. The cumulative grade point average in required public health major courses is at least 2.00/4.00.
6. The School of Public Health Office of the Dean determines the conditions of academic notice. In addition to specifying the GPA, the school may require the completion of specific courses, may limit the number of hours for which the student registers, and/or may exclude the student from taking certain courses while on academic notice.

Dismissal Rules

Students failing to earn a cumulative grade point average of 2.00/4.00 by the end of two terms on academic notice 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 academic notice 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 2.00/4.00 average for a term while on academic notice.
6. Failure to meet conditions of academic notice.
7. Failure to meet conditions specified at the time of admission.
8. Failure to make progress toward completion of the Public Health degree. Examples include failure to complete required courses, accumulation of an excessive number of Incomplete grades, failure to earn credit in any semester, and failure to maintain a 2.00/4.00 average in public health major course work.
9. Two or more consecutive terms of university withdrawals.

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 an extension of academic notice/immediate reinstatement. To do so, the student must submit an appeal with supporting documentation for review by the Committee on Academic Progress and Advising (CAPA) by the deadline specified in their dismissal notification. It is strongly recommended that the appeal be submitted prior to the first day of instruction for the new term, including summer (even if the student does not desire to enroll in summer classes).

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 Chicago and another collegiate institution, or enrollment at another institution, when approved by the

student's college, does not interrupt the UIC enrollment residence requirement for graduation. Credit earned through military service or non-UIC test-based credit such as but not limited to College Level Placement Examination Program (CLEP), Advanced Placement Program (AP), International Baccalaureate Program (IB), and State Seal of Biliteracy will not apply to the last 30 semester hours of enrollment residence.

Enrollment Residence Requirement in the Minor

A student must complete at least one-half of the course work required for the minor field in enrollment residence at the University of Illinois Chicago.

ACADEMIC LOAD

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 Director of Undergraduate Programs. 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 Director of Undergraduate Programs.

REGISTRATION APPROVAL

All new students are required to participate in an orientation/new student advising 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. 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 XE Registration, 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 Assistance

Students who need assistance with registration issues may contact the Office of the Registrar via email or phone. Please note that emails are reviewed during normal business hours (Monday – Friday; 9:00am to 4:00pm) so there may be a delay in response depending on when your email was sent.

Phone: (312) 996-4350, option 3 (Monday – Friday; 9:00am to 4:00pm)

Email: registration@uic.edu

Suite 1200 Student Services Building (SSB)

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

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 they have 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.

Please note that courses dropped after the online add/drop period resulting in a W notation on the student's transcript in Spring 2020, Summer 2020, Fall 2020, and Spring 2021 will not be counted toward the maximum of four late-drop courses over the duration of an undergraduate degree program.

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 may be contacted at (312) 996-3121 or 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 for which the student is registered.

During the online drop/add period for each term, students may cancel their enrollment using *XE Registration* or *Student Self-Service*. You can find instructions for cancelling enrollment online on the Registrar's website (<https://registrar.uic.edu/registration/policies-procedures/#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 Director of Undergraduate Programs 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/>) 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 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 their 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 and participate in all classes.

DISABILITIES REQUIRING ACCOMMODATION

Students with disabilities requiring accommodation are responsible for obtaining timely documentation of their disability and their accommodation needs from the UIC Disability Resource Center (DRC). The student must provide notice of accommodation 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 the 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, is available to assist students with obtaining documentation and accommodation. Information regarding requesting accommodations is available here: <https://drc.uic.edu/students/new-drc-student/new-to-drc/>

Additional questions may be directed to the SPH Senior Associate Dean, Jamie Chriqui, jchriqui@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 baccalaureate program in public health 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 Director of Undergraduate Programs. 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 School of Public Health'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 academic notice 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 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 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 a School of Public Health baccalaureate 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. 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.

All students interested in pursuing a double degree should discuss this option with their Advisor.

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

Students in the School of 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.

The School of Public Health offers a minor in public health. However, this minor is only open to undergraduate students from other colleges (not those majoring in public health). Information about the public health minor is available on the SPH website (<https://go.uic.edu/public-health-minor>).

GRADUATE-LEVEL COURSES FOR UNDERGRADUATE STUDENTS

With approval of the Director of Undergraduate Programs 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 baccalaureate program in public health prior to registration. No student may enroll in an independent study course after the tenth day of the term without approval of the baccalaureate program in public health.

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 end 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 three to four weeks after the end of the term and diplomas are mailed to the student's diploma address approximately a week or two after their degree has been awarded. Please make sure to review or create a diploma address through *Student Self-Service* as necessary before leaving the university. More information regarding diplomas is available on the UIC Registrar's website (<https://registrar.uic.edu/student-records/diplomas/>).

Graduate Exit Survey

An Exit Survey must be completed near the end of the student's graduating semester. 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 Director of Undergraduate Programs 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*, via the electronic transcript ordering page on the Registrar's website, 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/>).

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. More information about the Academic Integrity Tutorial is available at the following site: <https://publichealth.uic.edu/current-students/academic-integrity-tutorial/>.

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 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 Senior Associate Dean, Jamie Chriqui.

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: <http://go.uic.edu/DisciplinaryPolicy>.

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 baccalaureate program in public health 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 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 John Slavick, Associate Dean for Student Affairs, at jslavi1@uic.edu or Jamie Chriqui, Senior Associate Dean, at jchriqui@uic.edu for more information regarding SPH grievance procedures.

SELECTED STUDENT RESOURCES

PROFESSIONAL TOPICS SEMINAR

A seminar led by the Director of Undergraduate Programs or designee 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 School of Public Health 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 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. Please note that advising services are offered primarily in a virtual format via video conferencing (Zoom). However, in-person appointments may be available upon request. Students may schedule a virtual advising appointment via iAdvise (available on the *Advising* tab of *my.UIC*) or may contact Kevin Price, Senior Academic Advisor, at kevprice@uic.edu or Melissa Tag, Associate Director of Undergraduate Operations, at mtag@uic.edu.

iAdvise

iAdvise is UIC's integrated planning and advising system. It provides a mechanism for students to schedule appointments and communicate with advisors. It also allows advisors to make referrals to

other advisors, coaches, or student success units and provides an opportunity for advisors to work with instructors and collaborate with resource units on campus to assist students. Students can access iAdvise through the *Advising* tab of *my.UIC*.

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. Advising services are offered primarily in a virtual format via video conferencing (Zoom). However, in-person appointments may be available upon request. 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 (either physical or virtual) with notes from your advising appointments, your own copy of your uAchieve Degree Audit, course offerings, etc. Have these materials on hand during your appointment so you and your Advisor can refer to them.

4. Cancel appointments you cannot make

If you cannot attend an appointment you have scheduled, please cancel it via iAdvise or 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 register for next term, when can I graduate, what are my career/grad school options, etc.) may 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. OSA staff work closely with officers of the student government, oversee the progress of students throughout their studies as informed by policies of both the University and the School's Office of the Dean, and act as the liaison between students, administration, and faculty. In addition, OSA plans and implements major annual student events including new graduate student orientation and commencement. More information is available here: <https://publichealth.uic.edu/current-students/office-student-affairs/>.

SPH CAREER SERVICES

The 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;
- Career-related workshops (resume and cover letter writing, interview essentials, how to work a career fair, job search strategies, networking, etc.); and
- Information on post-graduate and employment-based fellowships.

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

SPH OFFICE OF DIVERSITY AND INCLUSION

At the UIC School of Public Health (SPH), our vision is to create an inclusive, equitable, welcoming, and stimulating climate shared by all members of this community. Our students, faculty, staff, and community partners represent different geographic locations, religious backgrounds, political viewpoints, gender identities, abilities, and social/cultural perspectives, resulting in a truly rich learning environment. Our diversity serves as a source for provocative, robust, and respectful discourse and debate that allows for us to create a pathway to equity.

The SPH Office of Diversity and Inclusion (ODI) contributes to this vision of an inclusive community by promoting justice, respect, wellness, and positive social impact. Working with campus partners, including the Urban Health Program, we support the recruitment, retention, and academic success of students from historically marginalized backgrounds. We also promote and serve as a resource for diverse, equitable, and inclusive practices in the recruitment and hiring of faculty and staff and other SPH initiatives. Our efforts include:

- Summer pre-matriculation programs for incoming first-year undergraduate and graduate students;

- Retention, leadership development, and academic success initiatives including our Peer Support Team and Public Health Leadership Program;
- Events and programs around diversity and inclusion for the UIC SPH community;
- Planning of a yearly Minority Health Conference;
- Advising of the Minority Students for the Advancement of Public Health (MSAPH); and
- Participation in recruitment activities among high school, postsecondary, and post-traditional populations.

More information is available here: <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 the need for time limited accommodations due to illness and injury as well as longer term disability.

Additional information regarding requesting accommodations is available here:

<https://drc.uic.edu/students/new-drc-student/new-to-drc/>

Phone: (312) 413-2183

Email: drc@uic.edu

1070 Student Services Building (SSB)

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

COUNSELING CENTER

The Counseling Center provides a wide range of mental health services to UIC students including assessment and diagnosis of mental health concerns, group and individual therapy, outreach and educational programming, consultation services, virtual drop-in spaces, workshops, peer support groups, and 24/7 crisis intervention services. They also help connect students to additional mental health resources at UIC and in the Chicago community to meet individualized needs. The Counseling Center staff is committed to social justice and proud to provide culturally affirming mental health services to UIC's diverse student body.

You may call the Counseling Center phone number, (312) 996-3490, during current business hours (8:30am to 5:00pm) to schedule an appointment or to contact a counselor. Crisis services are available 24/7 by calling (312) 996-3490. During business hours, please inform the receptionist that you are experiencing a mental health crisis. If you are calling in crisis after hours, please select option 2 on the automated menu to be connected to a crisis counselor. Additional information regarding services is available here: <https://counseling.uic.edu/services/>.

Phone: (312) 996-3490

2010 Student Services Building (SSB)

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

SELECTED EDUCATIONAL/ACADEMIC SKILLS RESOURCES

The University of Illinois 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/>), the Savvy Student's Guide to UIC (<http://catalog.uic.edu/ucat/the-university/savvy-students-guide/>), as well as the UIC Tutoring Resources website (<https://tutoring.uic.edu/>). When available, information regarding remote/virtual offerings has been included below.

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; critical reading; goal setting; exam preparation and test taking strategies; overcoming procrastination; and more.

ACE is currently operating both in-person and remotely. Students can make an appointment with an ACE Academic Success Specialist by submitting the contact form on their website.

Phone: (312) 413-0031

Email: uicace@uic.edu

2900 Student Services Building (SSB)

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

African American Academic Network

The African American Academic Network (AAAN) promotes success and high impact engagement through comprehensive advising, developmental programming, student advocacy, peer tutoring, and other structured learning experiences within an inclusive community.

Phone: (312) 996-5040

Email: aaan@uic.edu

2800 Student Services Building (SSB)

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

Burnham Hall Tutoring Center

All UIC students are welcome to take advantage of personalized attention at the Burnham Hall Tutoring Center. At the Center, trained volunteers support learning in the subjects they themselves know best, ranging across sciences, social sciences, quantitative disciplines, foreign language, writing, and more. All tutors are Honors College students who have previously taken the courses listed at UIC, and offerings vary each semester according to their expertise. Tutoring is offered as a mix of appointments and “drop-in” hours and both in-person and virtual options are available. Visit the website below for a complete schedule or to make an appointment.

2nd Floor Burnham Hall (BH)

<https://honors.uic.edu/resources/tutoring/>

Language Tutoring

The School of Literatures, Cultural Studies and Linguistics offers two types of free language tutoring for students enrolled in their courses:

- **Instructor-Led Tutoring:** Work with 100-level language instructors in Chinese, Italian, Japanese, Korean, and Latin.
- **Peer Tutoring:** Work with UIC undergrad peer tutors in French, German, Italian, and Spanish. For 100-level students only.

Visit the website below for additional information and the tutoring schedule:

<https://lcls.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.

The LARES Office is serving students virtually and in-person and appointments can be scheduled via iAdvise. LARES tutors are also available to provide assistance with writing, math, and chemistry courses. Contact the appropriate tutor to schedule a session: <https://lares.uic.edu/services/tutoring/>

Phone: (312) 996-3356

Email: lares@uic.edu

2640 Student Services Building (SSB)

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

Math and Science Learning Center

The Math and Science Learning Center (MSLC) is a welcoming learning environment that provides diverse forms of free academic support to students enrolled in Biological Sciences, Chemistry, Earth and Environmental Sciences, Mathematics, and Physics introductory courses at UIC.

Through the MSLC, you will find a friendly team of supporters (Peer Leaders/ Learning Assistants, Faculty, Teaching Assistants, Staff) who are here to help you learn as much as you can during your time at UIC and to help you take the next step in your academic career. MSLC Peer Leaders and Learning Assistants are familiar with the curriculum each semester as they have direct connections with the courses and work together with faculty. Please bring questions from your classes, homework problem sets, lab reports, and projects to receive support and to learn, together with your instructors and classmates. Services are offered five days per week and both in-person and online academic support is available. No appointment is necessary.

Phone: (312) 355-4900

Email: mssl@uic.edu

3rd Floor, Science and Engineering South (SES)

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

Native American Support Program

The Native American Support Program (NASP) is a Student Success Unit of the Office of Student Success and Belonging. NASP provides Indigenous Principles informed support to all students. NASP, the oldest office in Illinois designed for Native Americans, is dedicated to promoting academic success and achievement for all students, especially those of Native American, Alaska Native, Native Hawaiian, and Native Pacific Islander ethnicity, culture, community, and heritage. The mission of NASP is to assist

students in achieving their academic goals, increase student admissions and retention rates, and engage and inform the Chicago and UIC community of Indigenous cultures by providing academic and career coaching, culturally relevant activities, and creating a safe and supportive space for Indigenous student concerns.

Phone: (312) 996-4515

Email: nasp@uic.edu

2700 Student Services Building (SSB)

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

School of Public Health Peer Support Team

The Peer Support Team members are advanced master's or doctoral students who are dedicated to helping SPH students succeed academically. The team offers individual and group sessions to help students understand public health concepts and skills, and to assist with class assignments in a relaxed and supportive environment. Services are free of charge and available to all undergraduate and graduate public health students, regardless of skill level or comfort with the material. From understanding basic content to more advanced support, connecting with the Peer Support Team is a fantastic way to increase your comfort and success in your academic work.

The Peer Support Team is currently comprised of four members: one Writing Specialist; two Quantitative Methods Specialists; and one Undergraduate Specialist.

- The Writing Specialist provides assistance with all aspects of written assignments, including brainstorming paper topics, thesis development, paper organization, proofreading and citations.
- The Quantitative Methods Specialists review basic concepts and methods, review homework assignments, conduct exam review sessions, provide SAS assistance, and more.
- The Undergraduate Specialist provides assistance with undergraduate public health (PUBH) course material including brainstorming paper topics, paper organization, proofreading and citations, exam preparation, presentations, infographics, and more.

All four Specialists work with one another and in consultation with course instructors, TAs, and Office of Diversity and Inclusion staff to ensure that SPH students have the support they need to succeed in their course work. Appointments may be scheduled online. Visit the website below to schedule an appointment.

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 (SAO) seeks to engage as many UIC students as possible in becoming intentional learners with enhanced global awareness. No matter your major or goals for studying abroad, SAO can help find a program for you. Please visit the following site to learn more about the study abroad process: <https://studyabroad.uic.edu/students/get-started/>

Phone: (312) 413-7662

Email: sao@uic.edu

502 University Hall (UH)

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

TRIO Academic Support Program

At TRIO, our mission is to increase access to higher education and post-secondary education, and increase retention and graduation rates of low-income individuals, first-generation college students, and students with documented disabilities. To achieve this mission, TRIO provides an atmosphere of creativity and belonging where students are nurtured and supported in achieving academic excellence that leads to college graduation and career endeavors. Our students are developed to become critical thinkers, leaders, and effective communicators who are prepared for living and working in a global world. UIC is home to two TRIO programs: Student Support Services (SSS) and Upward Bound (UB).

Phone: (312) 996-5046

Email: asp@uic.edu

2080 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 via email, chat, or text.

Richard J. Daley Library

Phone: (312) 996-2724

Email: lib-ref@uic.edu

801 South Morgan Street

<https://library.uic.edu>

Library of the Health Sciences

Phone: (312) 996-8966

Email: lib-cref@uic.libanswers.com

1750 West Polk Street

<https://library.uic.edu/libraries/lhs-chicago>

The Writing Center

The Writing Center is a friendly space that provides UIC students with free 1:1 peer feedback and support for writing. Writing Center tutors will work with you on class assignments, research, personal statements, lab reports, memos, applications, or resumes.

Tutors can work with you at any stage of writing: you can come with no writing and talk to a tutor about getting started (or moving past a writer's block), or you can come with a draft and discuss possibilities for next steps. In the most productive sessions, both you and the tutor participate. Tutors offer options, share their own writing experience, and help you use writing resources. Of course, responsibility for making final changes in the writing remains with you, the author. Many students have found that tutoring sessions help not only improve the assignment, but also confidence and motivation about writing.

Students are strongly encouraged to make appointments two weeks in advance. Services are provided both in-person and online.

Phone: (312) 413-2206

105 Grant Hall (GH)

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

Centers for Cultural Understanding and Social Change

The seven Centers for Cultural Understanding and Social Change are a collaborative group that aims to make UIC a welcoming and inclusive place for all students, faculty, and staff. The Centers are committed to student success, intercultural engagement, vibrant scholarship, and dynamic community partnerships. You will find more information about each center below.

Arab American Cultural Center

The Arab American Cultural Center (ArabAmCC) is the first cultural center serving Arab Americans on a college campus in the United States. The ArabAmCC seeks to affirm the diverse needs of the Arab and Arab American students; increase awareness about Arab and Arab American and Muslim American cultures and histories; and build community, solidarity, and brave spaces on campus while promoting social justice, equality, and inclusivity at UIC and the Chicagoland area and cherish cultural diversity.

Phone: (312) 413-3253

Email: arabamcc@uic.edu

101 Taft Hall (TH)

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

Asian American Resource and Cultural Center

The Asian American Resource and Cultural Center (AARCC) promotes the intellectual and personal growth of UIC students, staff, and faculty; advocates for greater access, equity, and inclusion of Asian Americans; and educates the UIC community about Asian Americans. AARCC is an inclusive space where students, staff, and faculty can use computers, take a break and engage with others, study with student peers, borrow from our lending library, and seek advice, guidance, and resources. In addition, AARCC offers social, cultural, and educational programs that promote knowledge of and foster engagement with issues relating to Asian Americans and Asian American studies.

Phone: (312) 413-9569

Email: aarcc@uic.edu

723 West Maxwell Street

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

Black Cultural Center

The Black Cultural Center (BCC) is a place to gather, learn, share and explore the diverse histories, cultures, and arts of people of African descent in the United States and around the world. We dedicate ourselves to building community for Black students and making our space a home away from home. We welcome everyone in the UIC community who is eager to expand their knowledge about race, culture, and social justice in the United States and throughout the African Diaspora.

Phone: (312) 996-9549

Email: blacc@uic.edu

209 Addams Hall (AH)

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

Disability Cultural Center

The Disability Cultural Center (DCC) was established to continue engaging in cultural, social, and educational programming, and community outreach to advance understanding of the disability experience as a source of pride, knowledge, and artistic expression. The DCC offers public programs,

discussion series, arts-based workshops, and one-on-one support — as we work to engage an understanding of disability issues as social justice issues, and disability as a site for identity, community, and culture.

Phone: (312) 355-7050

Email: dcc@uic.edu

235 Behavioral Science Building (BSB)

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

Gender and Sexuality Center

The Gender and Sexuality Center (GSC) is a cultural center serving UIC's Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual + students, faculty, and staff. Through the production, curation, and preservation of intersectional LGBTQIA+ culture we aim to provide critical thinking, learning, and action on campus and beyond. Through programs, initiatives, events, and workshops, the GSC creates a more inclusive campus and catalyzes positive social change in the world. Underlying the Center's work is an understanding of intersecting identities and the multiple layers of diversity within LGBTQIA+ identities including race, class, ability, geography, immigration status, and religious affiliation.

Phone: (312) 413-8619

Email: lgbtqa@uic.edu

181-183 and 1180 Behavioral Science Building (BSB)

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

Rafael Cintrón Ortiz Latino Cultural Center

The Latino Cultural Center (LCC) engages campus and local communities to deepen understanding of the diverse cultural heritages and identities of Latinxs, issues affecting their lives, and creative solutions they are using to improve community life. The LCC offers engaged learning and co-curricular opportunities that feature cultural and artistic expressions, intercultural and civic dialogues, scholarly presentations, and first-voice stories. The LCC was named after the late Rafael Cintrón Ortiz who unconditionally supported the creation of the center and was an inspirational figure to students on campus.

Phone: (312) 996-3095

Email: lcc@uic.edu

Lecture Center (LC) B2

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

Women's Leadership and Resource Center

The mission of the Women's Leadership and Resource Center (WLRC) is to increase awareness of and affirm the diverse needs of woman-identified persons in higher education; provide opportunities to learn about the histories of and contemporary issues in feminist movements, activism, and scholarship, especially as they relate to white supremacy, ableism, heterosexism, transphobia, wealth inequality, et al; and promote gender equity, anti-violence, inclusion, and social justice on campus and in the larger society and world.

Phone: (312) 413-1025

Email: wlrcc@uic.edu

1700 Student Services Building (SSB)

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

This page intentionally left blank