



School of Public Health

MPH Degree

Student Handbook

2015-2016

Revised August 2015

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MPH DEGREE PROGRAM INFORMATION

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 the MPH program in Fall 2015. 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.

ACADEMIC CALENDAR

For the current academic calendar, please visit the UIC School of Public Health website: <http://publichealth.uic.edu/academics/academic-calendar>

CURRICULUM OVERVIEW

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

Programs of study leading to the MPH degree are offered by the four SPH divisions:

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

Most students are admitted into the **Comprehensive MPH program**.

Full-time students will be able to complete the Comprehensive MPH program in two years, including one summer.

Students with three or more years of previous experience in a public health related field, who intend to pursue a public health career in the same professional area, may be admitted into the **Professional Enhancement Program (PEP)**.

While divisional requirements vary, PEP students attending full-time will likely complete the degree in three semesters. Eligibility for this program includes students with pre-matriculation professional education (at a master's or doctoral level, as appropriate to the professional field) or equivalent professional experience of at least three years duration who intend to pursue a public health career in the same professional area. Examples of degrees which may be acceptable are the following: DDS, DO, DVM, JD, MD, PhD (e.g., microbiology, psychology, sociology), DEng, MBA, MSW, MS (e.g., entomology, nutrition, physical therapy). Others may be acceptable as individually justified.

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

1. School-wide Core Courses – (19 SH: Standard Core)* (14 SH: Integrated Core)**
2. Divisional Core Requirements and Electives – (variable based on chosen Division)
3. Culminating Experience–
 - IPHS 650 Field Experience in Public Health (3-5 SH)
 - IPHS 698 MPH Capstone Experience (1 SH)
4. Required Non-Credit Training
 - HIPAA Research Training
 - Investigator Training 101

*During the AY 2015-16 transition year, part-time and online MPH students will take the Standard Core. ** Onsite MPH students

attending full-time will take the Integrated Core.

ADMISSIONS

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

Conditional Admission Policy Statement

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

Change in Division

If a student's interests change after admission or the student determines that professional goals would be better achieved in a division different from the one originally assigned, the student should contact the Academic Coordinator for the current division to initiate the process for changing divisions. (Form: Request for Change of Degree.)

Students requesting a division change must meet the requirements of the division they wish to enter. Acceptance into the other division is not guaranteed.

DEGREE PROGRAM DEADLINE

MPH students must complete all degree requirements within five calendar years after their initial registration as a degree student within the SPH. In extraordinary circumstances an extension of time may be granted if the petition for an extension is filed before meeting the 5-year deadline. Time spent on an approved

Leave of Absence is not counted toward the degree time limit (see the Leave of Absence section of the [Academic Policies and Procedures Handbook](#)).

THE CULMINATING EXPERIENCE

The Culminating Experience has two components: the Field Practicum Experience and the Capstone Project.

FIELD EXPERIENCE IN PUBLIC HEALTH (IPHS 650)

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

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

Field Experience Learning Objectives

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

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

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

Credit Hours

The Field Experience may be taken in a single semester or over several semesters for a total of 3-5 sh (between 192 and 320 hours in the field, where one SH is equal to 64 contact hours.) The number of hours required for degree completion is decided in consultation with the student's Academic Advisor. Students must be officially registered for IPHS 650 in order to receive credit and officially attend a field practicum placement.

When a student's Field Experience occurs over at least 4 weeks of the summer session, summer registration in IPHS 650 is required. Students may choose a cost saving option by requesting to register for 0 semester hours in the summer term. Prior approval from the Academic Division's Field Experience Advisor is required. To qualify for the 0 hour summer option, the field experience must overlap a Fall or Spring term and the student must be registered for the required IPHS 650 3-5 semester hours in that term.

Students participating in field experiences outside of the greater Chicagoland area may be eligible to have certain fees waived. These fees currently include the General Fee, U-Pass Fee, Student to Student Fee, and the Sustainability Fee. Students must inform the Academic Coordinator in their division in writing at least two weeks prior to the start of classes if they believe they are eligible to have these fees waived.

Waiver

For information on waiving the field practicum, visit the Waivers section of the [Academic Policies and Procedures Handbook](#).

Contract Considerations

Each organization that partners with the UIC School of Public Health to offer field practicum experiences on a volunteer basis is required to have a contractual agreement with the university. The School of Public Health maintains contracts with many organizations, any of which can provide a valuable education experience. However, many students find opportunities with organizations that are not current active partners with the School. In this case, the School may pursue a contractual agreement with the organization to facilitate a placement for the student.

There are factors that affect the School's ability to obtain contracts:

- The contract process can take quite some time; in some instances as long as several months.
- There are occasions when an organization and the university cannot come to a contractual agreement despite earnest efforts by both parties.

Once a contract is in place, there are additional factors that may affect the student's ability to attend a practicum site:

- Either party can terminate a contract at any time.
- Contracts must be in place prior to the start of a student practicum experience and must be effective through the end of the practicum experience.
- Contracts do not guarantee that an organization will accept students for practicum placements.
- Sites may have additional requirements beyond those in the basic contract for placement: for example, an

organization may require background checks prior to placement.

With the preceding considerations in mind, it is imperative that students be proactive:

- Students should identify prospective host organizations at least a semester in advance of the academic term in which they plan to do their practicum.
- Students should review the [list of current valid contracted organizations](#) available on the School of Public Health web site.
- Students should determine if any organizations with valid contracts are viable options for their learning goals. (The list of sites should be consulted frequently as it is revised regularly.) . Students may contact the Field Practicum Coordinator (Annette Clemens, ajc@uic.edu, 312-355-4272) to inquire about an organization's contract status.
- If a student desires a field practicum experience with an organization that does not currently have a valid contract with the School, the student should contact the Field Practicum Coordinator to initiate the contract process.
- Students should explore the list of current valid contracts for potential backup opportunities.

Guidelines for the Field Experience (MPH Practicum) Process

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

Roles and Responsibilities of Division Field Experience Advisor

1. Assist student in clarifying educational goals for the Field Experience.

2. Interpret the purpose and requirements of the field practicum; approve requests for IPHS 650 registration or assist student with pursuing a practicum waiver when appropriate..

3. Assist student in selecting potential field practicum sites.

4. Approve Field Practicum Learning Agreement form, which describes the mutual expectations of the student and preceptor.

5. Ensure two original Agreements for Student Placement in a Practice Setting Forms are completed, if needed.

6. Assist student with IRB forms, where required.

7. Provide ongoing oversight of the practicum experience; respond to student's needs; and assure overall quality of the student's experience.

8. Review student's Summary Report.

9. Assess student's performance with input from the preceptor, and determine the final grade (Pass/Fail).

Roles and Responsibilities of Practicum Site Preceptor

1. Assist student in completing the Field Practicum Learning Agreement.

2. Provide student with guidance and training during the Field Experience as identified in the Learning Agreement.

3. Evaluate student's performance by completing the Preceptor's Evaluation of Student Performance and returning it to the student's Academic Coordinator.

For further detail see [Field Practicum Checklist](#).

MPH CAPSTONE PROJECT (IPHS 698)

Every student must register for IPHS 698, typically in the student's last semester. The capstone may be based on a variety of activities (e.g. field practicum, independent study, research project). Capstone requirements differ by division. For capstone experience and capstone product requirements by division, please refer to the specific divisional section in this handbook.

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

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

THE MPH CURRICULUM BY DIVISION

BIostatISTICS

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

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five SH of additional electives.

II. Divisional Core Requirements (19 SH)

Course	Title	Credits
BSTT 401	Biostatistics II	4 SH
BSTT 505	Logistic Regression and Survival Analysis	2 SH

BSTT 506	Design of Clinical Trials	3 SH
BSTT 507	Sampling and Estimation Methods Applied to Public Health	3 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
CHSC 447	Survey Planning and Design	3 SH

III. Enrichment Areas (7-10 SH for students taking the Standard Core) (12-15 SH for students taking the Integrated Core.)

All MPH students must choose **one** Enrichment Area and complete the requisite semester credit hours in their chosen area. Below are some examples of enrichment areas, but others may be proposed. The choice of courses should be worked out with the academic advisor.

Environmental and Occupational Health Sciences (9-10 SH)		
Course	Title	Credits
Recommended Course Options 1:		
EOHS 405	Environmental Calculations	2 SH
EOHS 411	Water Quality Management	4 SH
EOHS 418	Analysis of Water and Wastewater Quality	2 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
Recommended Course Options 2:		
EOHS 432	Air Quality Assessment and Management	4 SH
EOHS 440	Chemistry for Environmental Professionals	3 SH
EOHS 532	Air Quality Management II	2 SH

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

Health Policy and Administration (10 SH)		
Course	Title	Credits
Recommended Course Options:		
HPA 465	Health Information and Decision Support Systems	4 SH
HPA 522	Public Health Research Design and Methods	3 SH
HPA 557	Measurement in Health Services Research	3 SH

Performance Standards

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

Field Experience Requirements for the MPH in Quantitative Methods

Students pursuing the MPH in Quantitative Methods must undertake a field experience or practicum of 3 to 5 semester hours (64 contact hours equal 1 SH). The field experience must be practical, applied and public health in orientation, and should preferably be with an organized public or private agency. This is often the base of the student's capstone experience, although this is not a requirement. The field experience may be a paid internship.

For more detailed information, please refer to the section of this handbook entitled, *Field Experience in Public Health (IPHS 650)*.

Capstone Requirements for the MPH in Quantitative Methods

All MPH Quantitative Methods students are required to complete a capstone project in their area of concentration, typically a data management and analysis project for a study in that area. Each student will identify a committee of three, their academic advisor, one additional Biostatistics faculty member, and a supervisor or someone involved with the capstone project who may or may not be a faculty member. The student will work with the committee to design a plan for an appropriate capstone project, which should include substantive interpretation of results and discussion of consequences in addition to actually carrying out the analysis. The data set may arise from the student's field practicum experience.

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

Capstone Evaluation/Grading Procedures:

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

COMMUNITY HEALTH SCIENCES

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

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five SH of additional electives.

I. II. Divisional Core Requirements (15 SH)

Course	Title	Credits
CHSC 431	Community Assessment in Public Health	3 SH
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 446	Research Methods in Community Health	3 SH

CHSC 480	Health Education and Health Promotion	3 SH
Select one of the following policy/advocacy courses:		
CHSC 430	Public Health Policy and Advocacy	3 SH
CHSC 527	Critical Issues in Long-Term Care Policy	3 SH
CHSC 543	MCH Policy and Advocacy	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH

Students may present their research with an oral presentation or a poster presentation. In addition to the above, students may elect to also write a paper in journal manuscript form along with an annotated bibliography. Students selecting this option register for 2 hrs of IPHS 596 Independent Study in addition to the Capstone.

III. Electives (up to 11 SH for students taking the Standard Core) (up to 16 SH for students taking the Integrated Core.)

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

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

IV. Optional Tracks

1. Behavioral Sciences and Health Promotion

Course	Title	Credits
CHSC 485	Communications, Mass Media and Public Health	3 SH
CHSC 584	Community Organizing for Health	3 SH
CHSC 586	Health Behavior Interventions	3 SH

2. Gerontology*

Course	Title	Credits
CHSC 425	Public Health and Aging	3 SH
CHSC 528	Societal Analysis of Aging, Health and Health Care	3 SH
CHSC 529	Gerontological Health/ Illness Behavior	3 SH

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

3. Community-Based Research Methods

Course	Title	Credits
CHSC 434	Introduction to Qualitative Methods in Public Health	3 SH
CHSC 447	Survey Planning and Design	3 SH
CHSC 534	Management and Analysis of Qualitative Data	3 SH
CHSC 577	Survey Questionnaire Design	3 SH

V. Optional Concentrations

MATERNAL AND CHILD HEALTH (minimum additional 15-16 SH)

Course	Title	Credits
CHSC 510	Exploring Determinants and Variation in Population Health (new title)	3 SH
CHSC 511	MCH Delivery Systems: Services, Programs, and Policies	4SH
CHSC 512	Translating Evidence for MCH Practice (new title)	3 SH
EPID 406	Epidemiological Computing	3 SH
CHSC 595	MCH Seminar	1 SH
IPHS 596^	Independent Study in Public Health	2 SH

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

^Course is required only if student wishes to prepare a journal manuscript based upon their capstone research (IPHS 698)

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

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

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY (minimum additional 29-30 SH)

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

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

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

CHS Field Experience Requirements

IPHS 650 Field Experience in Public Health -The Field Experience is required for MPH students in Community Health Sciences. Students earn 5 semester hours of credit toward their degree by working 320 hours in a public health workplace or setting. Some students may qualify for a reduced practicum of 3 credit hours based on prior public health experience. The CHS field experience coordinator works with students to identify appropriate placements based on their interests and career goals. The field experience is carried out under the direct supervision of a site mentor in conjunction with the CHS field experience faculty coordinator who serves as the course instructor for IPHS 650.

This course component of IPHS 650 requires students (including those whose field placements take place outside of the Chicago area) to participate in four online assignments via Blackboard as well as to submit reflective journal entries to the IPHS 650 course instructor.

Class modules focus on a variety of issues that link the field placement to the student's educational and professional development objectives, such as: difference between classroom and workplace learning; managing the role of a young professional; assuring the field placement provides the learning experiences needed to achieve the learning objectives established for the student; and insights gained from collective problem-solving and reflective journaling.

During the Fall and Spring semester the class meets face-to-face for one 1 ½ hour session each month. All students are required to submit reflective journal entries to their faculty advisor to evaluate student performance. The reflective journal helps the student to synthesize the experience and to assess how the skills and knowledge gained during graduate study can be applied and integrated in a public health setting.

CHS Capstone Requirements

The purpose of the capstone is for the CHS student to integrate public health principles and knowledge of some aspect of the public health field at the end of the student's degree program. Capstone products may be the result of a survey, analysis of secondary data, systematic literature review, environmental impact statement, grant proposal, position paper, program evaluation or community-engaged research project.

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

Capstone Products

CHS Students may choose from the following capstone product options. In each instance, the product must be accompanied by a written abstract.

- Option 1: (A) Poster or (B) Oral Presentation for 1 credit hour
 - Option 2: (A) Poster or (B) Oral Presentation + (C) Paper for 1 to 3 credit hours
- A. Poster: A large format poster displayed with the student available for brief oral presentation and questions/answer sessions

- B. Oral Presentation: A 15-minute oral presentation followed by a 5-minute question/answer session
- C. Paper: A paper whose content and format will be negotiated by student and advisor

Note: The paper must be accompanied by either (A) a poster or (B) an oral presentation. Students selecting the paper option are strongly encouraged to augment the 1 credit capstone (IPHS 698) with a 1 to 2 credit hour independent study (IPHS 596).

Capstone Evaluation/Grading process

For both options 1 and 2, faculty advisors will serve as primary evaluators for their advisees and assign the final capstone grade. Advisors will help students select a second evaluator for option 1 (poster or oral presentation) or second reader for option 2 (paper), and consider feedback from these additional sources when assigning the capstone grade. In addition, for option 1, supplemental evaluations will be provided by additional CHS faculty members and invited community partners on an “as-available” basis using standardized evaluation tools.

COMMUNITY HEALTH SCIENCES – ONLINE PROGRAM

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

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five SH of additional electives.

I. Divisional Core Requirements (15 SH)

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

II. Electives (up to 11 SH)

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

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

CHS Field Experience Requirements

IPHS 650 Field Experience in Public Health -The Field Experience is required for MPH students in Community Health Sciences. Students earn 5 semester hours of credit toward their degree by working 320 hours in a public health workplace or setting. Some students may qualify for a reduced practicum of 3 credit hours based on prior public health experience. The CHS field experience coordinator works with students to identify appropriate placements based on their interests and career goals. The field experience is carried out under the direct supervision of a site mentor in conjunction with the CHS field experience faculty coordinator who serves as the course instructor for IPHS 650.

This course component of IPHS 650 requires students (including those whose field placements take place outside of the Chicago area) to participate in four online assignments via Blackboard as well as to submit reflective journal entries to the IPHS 650 course instructor.

Class modules focus on a variety of issues that link the field placement to the student's educational and professional development objectives, such as: difference between classroom and workplace learning; managing the role of a young professional; assuring the field placement provides the learning experiences needed to achieve the learning objectives established for the student; and insights gained from collective problem-solving and reflective journaling.

CHS Capstone Requirements

The purpose of the capstone is for the CHS student to integrate public health principles and knowledge of some aspect of the public health field at the end of the student's degree program. Capstone products may be the result of a survey, analysis of secondary data, systematic literature review, environmental impact statement, grant proposal, position paper, program evaluation or community-engaged research project.

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

Capstone Products

CHS Students may choose from the following capstone product options. In each instance, the product must be accompanied by a written abstract.

- Option 1: (A) Poster or (B) Oral Presentation for 1 credit hour
 - Option 2: (A) Poster or (B) Oral Presentation + (C) Paper for 1 to 3 credit hours
- A. Poster: A large format poster displayed with the student available for brief oral presentations and questions/answer sessions
 - B. Oral Presentation: A 15-minute oral presentation followed by a 5-minute question/answer session
 - C. Paper: A paper whose content and format will be negotiated by students and advisors

Note: The paper must be accompanied by either (A) a poster or (B) an oral presentation. Students selecting the paper option are strongly encouraged to augment the 1 credit capstone (IPHS 698) with a 1 to 2 credit hour independent study (IPHS 596).

Capstone Evaluation/Grading process

For both options 1 and 2, faculty advisors will serve as primary evaluators for their advisees and assign the final capstone grade. Advisors will help students select a second evaluator for option 1 (poster or oral presentation) or second reader for option 2 (paper), and consider feedback from these additional sources when assigning the capstone grade. In addition, for option 1, supplemental evaluations will be provided by additional CHS faculty members and invited community partners on an "as-available" basis using standardized evaluation tools.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES

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

Both of these programs include the following course requirements:

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five SH of additional electives.

II. Divisional Core Requirements (5-8 SH)

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

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

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

III. Electives (minimum of 12 SH for students taking the SPH Standard Core; minimum of 19 SH for students taking the SPH Integrated Core)

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

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

IV. Concentrations

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

ASAC ABET-ACCREDITED PROGRAM IN INDUSTRIAL HYGIENE (52 SH)

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 52 SH of credit. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

Industrial Hygiene Core		
Course	Title	Credits
EOHS 405	Environmental Calculations	2 SH

EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 425	Evaluation and Control of Physical Agents	4 SH
EOHS 426	Evaluation and Control of Chemical and Biological Agents	4 SH
EOHS 427	Evaluation and Control of the Psychosocial Work Environment	2 SH
EOHS 428	Industrial Hygiene Laboratory I	2 SH
EOHS 432	Air Quality Assessment and Management	4 SH
EOHS 529	Applied Industrial Hygiene and Safety	2 SH
EOHS 551	Occupational Diseases	3 SH
EOHS 563	Occupational Safety and Health Management Systems	3 SH

Recommended Electives		
Course	Title	Credits
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 521	Aerosol Science and Technology	3 SH
EOHS/EPID 530	Current Topics in Occupational and Environmental Epidemiology	2 SH

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

Trainees are required to:

1. Attend the weekly Illinois ERC Interdisciplinary Seminar (EOHS 495)
2. Attend Occupational Medicine Clinic (on a rotating basis ~ once every 3 weeks)
3. Present one Industrial Process Talk to the UIC Occupational Medicine Conference
4. Attend at least 4 Industrial Process Tours per academic year
5. Participate in an Illinois ERC Targeted Research Training Team

Prerequisite course work for entering the Industrial Hygiene program should be completed in the first year and includes a full year of general chemistry, at least one semester of organic chemistry, mathematics through differential and integral calculus, and a course in human physiology.

WATER QUALITY AND HEALTH (43-57 SH)*

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 43-57 SH of credit. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

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

SELECTIVES		
Course	Title	Credits
Select at least three of the following courses:		
EOHS 405	Environmental Calculations	2 SH
EOHS 475	Health Related Database Design and Analysis	4 SH
EOHS 556	Risk Assessment in Environmental and Occupational Health	3 SH
EOHS 512	Advanced Water Quality Management Topics	4 SH
EOHS 542	Water Chemistry	4 SH
EOHS 436	GIS for Environmental and Public Health Professionals	4 SH
EOHS 564	Geographic Information System Application in Public Health	3 SH
UPP 461	Geographic Information Systems for Planning	4 SH
EOHS 572	Environmental Risk Assessment and Management	4 SH
CME 521	Environmental Microbiology	4 SH
EPID 594	Outbreak Investigations/Field Epidemiology Methods	1-4 SH

* Students enrolling in this concentration should have at least one year of college chemistry in addition to standard divisional admission requirements to meet the prerequisites of the Water Quality and Health Core Requirements.

ENVIRONMENTAL AND OCCUPATIONAL HEALTH POLICY (43-51 SH)*

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 43-51 SH of credit. In addition, students must adhere to the divisional requirements as stipulated for their individual program of study.

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

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

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

* Students enrolling in this concentration should have at least one year of college chemistry in addition to standard divisional admission requirements to meet the prerequisites of the Environmental and Occupational Health Policy Core Requirement.

OCCUPATIONAL SAFETY (54-55 SH)

Students must complete the School-Wide Core Requirements and a sufficient number of the following courses as part of their divisional and elective choices as necessary to attain 54-55 SH of credit. In addition, students must adhere to additional requirements as stipulated for their individual program of study.

Occupational Safety Courses		
Course	Title	Credits
EOHS 405	Environmental Calculations	2 SH
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 427	Evaluation and Control of the Psychosocial Work Environment	2 SH
EOHS 428	Industrial Hygiene Laboratory I	2 SH
IE/EOHS 441	Ergonomics and Human Factors	4 SH
IE 461/EOHS 460	Safety Engineering	4 SH
EOHS 529	Applied Industrial Hygiene and Safety	2 SH
EOHS 551	Occupational Diseases	3 SH
EOHS 563	Occupational Safety and Health Management Systems	3 SH
EOHS/EPID 571	Injury Epidemiology & Prevention	3 SH

SELECTIVES (3-4 SH)		
Course	Title	Credits
Select one of the following courses:		
EOHS 425	Evaluation and Control of Physical Agents	4 SH
IE 446	Quality Control & Reliability	4 SH
TSM 421	Agricultural Safety & Injury Prevention	3 SH

Additional Requirements for Students Enrolled in the Occupational Safety Concentration

Trainees are required to:

1. Attend the weekly Illinois ERC Interdisciplinary Seminar
2. Attend Occupational Medicine Clinic (on a rotating basis ~ once every 3 weeks)

3. Present one Industrial Process Talk to the UIC Occupational Medicine Conference
4. Attend at least 4 Industrial Process Tours per academic year
5. Participate in an Illinois ERC Targeted Research Training Team
6. Complete the 54-hour First Responder training course

Prerequisite course work for entering the Occupational Safety program should be completed in the first year and includes a full year of general chemistry, at least one semester of organic chemistry, mathematics through differential and integral calculus, and a course in human physiology.

I. Optional Programs of Study

A. Other MPH Options

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

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

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

Course	Title	Credits
EOHS 421	Fundamentals of Industrial Hygiene	2 SH
EOHS 455	Environmental and Occupational Toxicology	3 SH
EOHS 551	Occupational Diseases	3 SH
EOHS 571	Injury Epidemiology and Prevention	3 SH
EOHS 563	Occ Safety & Health Mgmt Systems	3SH

Occupational Medicine Electives – Students must complete the number of electives necessary to bring total program hours to a minimum of 42 semester credit hours as required in the Professional Enhancement Program (PEP).

EOHS Field Experience Requirements

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

EOHS Capstone Requirements

A Capstone is an analytical project that addresses some aspect of occupational and environmental health through completion of a research project, program evaluation, needs assessment, policy white paper, analysis of secondary data, systematic literature review, or other approach approved by the student’s advisor. The Capstone project should consist of a hypothesis or specific question; problem or

hypothesis statement based on background reading and research; analysis; description of possible ways to solve the problem; and recommendation or conclusion.

Where appropriate, students in the comprehensive MPH track are encouraged (although not required) to select a Capstone project that is related to their Field Practicum experience. They may also base it on another experience, such as a research assistantship, volunteer activity, or public-health related employment. Students in the Professional Enhancement Program track may choose to report a research project or may evaluate some aspect of public health–related work.

The Capstone project must be summarized in a poster presentation and in a 1-page written abstract. The student will also present it via a brief (approximately 10 minute) oral presentation.

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

NOTE: All MPH students are required to undergo human subjects training. If the capstone project includes human subjects, students will need to have their protocols approved by the Institutional Review Board (IRB). For further information regarding specific EOHS Capstone protocol and timelines, please see the EOHS Forms and Resources website:

<http://publichealth.uic.edu/environmental-and-occupational-health-sciences/forms-resources>.

Capstone Evaluation / Grading Procedures

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

EPIDEMIOLOGY

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

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five SH of additional electives.

II. Divisional Core Requirements (18 SH)

Course	Title	Credits
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH

EPID 411	Epidemiology of Chronic Diseases	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
BSTT 401	Biostatistics II	4 SH

III. Electives (up to 12 SH for students taking the Standard Core; up to 17 SH for students taking the Integrated Core)

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

Comprehensive Program: Students may use their electives to pursue a course of study in the following divisional concentration; or may customize their program of study by selecting from a broad range of course work to meet their career goals and interests.

Optional Concentration- Maternal and Child Health Epidemiology (minimum additional 29-30 SH)

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

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

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

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

EPID Field Experience Requirements

All students must undertake a field experience for 3-5 semester hours, based on the field experience responsibilities (64 clock hours equals one semester hour). The field experience must be practical, applied and public health in orientation, and should preferably be with an organized public, not for profit, or private agency. The field experience need not be an unpaid internship. Working with his/her advisor, and with the latter's signed approval the student must submit a detailed (but brief) field experience proposal to the field site preceptor. Students must obtain signed agreements with the agency and the on-site supervisor. Final evaluations are required of both the supervisor and the student, and must be signed by the student's academic advisor. Final Student and Supervisor Evaluation Forms must be given to the advisor for review and signature in order to obtain a grade for IPHS 650.

NOTE: MPH students in the MCH Epidemiology program are required to conduct their practicum at a state or local public health agency.

EPID Capstone Requirements

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

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

The presentation should consist of the following:

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

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

Capstone Evaluation/Grading Procedures:

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

Performance Standards

In addition to school-wide standards, no grade below “B” is acceptable in any Epidemiology or Biostatistics required course. If a grade below “B” is achieved in such a course, it may be repeated once. Failure to maintain this standard will be grounds for dismissal from the Epidemiology Program.

HEALTH POLICY AND ADMINISTRATION

HPA offers four distinct MPH programs: 1. an MPH in Public Health Policy and Management (PHPM) Comprehensive Program (51 SH); 2. an onsite Professional Enhancement Program (PEP) (42 SH); 3. an online Professional Enhancement Program (PEP) (42 SH); and 4. an MPH in Public Health Informatics (45 SH).

MPH in PUBLIC HEALTH POLICY AND MANAGEMENT (PHPM) (50 OR 51 SH)

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five SH of electives.

II. Divisional Core and Selective Requirements (27 SH) ^

Divisional Core (16 SH):

Course	Title	Credits
HPA 402	Social Ethics and Public Health	3 SH
HPA 403	U.S. Health Care System	3 SH
HPA 430	Introduction to Public Health Policy Analysis	3 SH
HPA 432	Public Health Advocacy	3 SH
HPA 468	HPA MPH Capstone Experience	1 SH

HPA Selectives (12 SH) select any two:

Course	Title	Credits
HPA 435	Argumentation and Negotiation in PH	3 SH
HPA 443	Health Planning Concepts and Practice	3 SH
HPA 444	Healthcare Budgeting and Strategic Planning	3 SH
HPA 445	Organizational Leadership in Public Health	3 SH
HPA 446	PH Resource Management: Methods, Ethics and Policy	3 SH
HPA 460	Introduction to the Economics of Health and Healthcare	3 SH
HPA 465	Health Information and Decision Support	4 SH
HPA 467	Public Health Policy	3 SH

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

III. Electives (5 SH for students completing the SPH Integrated Core).

Students who complete the SPH Standard Core are not required to take electives but are encouraged to do so. Students are encouraged to work with their advisor to identify electives from elsewhere within the School; based upon (a) their career interests and (b) their academic and professional preparation at the time of matriculation.

^ Program changes pending final Campus approval

HPA Field Experience Requirements

The Field Experience is required of all MPH students. The Field Experience provides the student with practical experience in a public health setting. The overall learning objective of the Field Experience is for the student to apply and integrate the skills and knowledge learned during their graduate study in a real-world application. The Field Experience may be taken in a single semester or over several semesters for a total of 3-5 sh. The number of hours is decided in consultation with the student's faculty advisor. One semester hour of credit is awarded for every 64 contact hours.

HPA Capstone Requirements

By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the Capstone Advisor for approval. Strategies for completing the Capstone requirement might involve a field practicum, self-study, research project or other experience. The Capstone project must lend itself to demonstrating the integration of HPA core areas with at least one other core area of public health.

At least six weeks prior to the public presentation of the Capstone project, the student will present a draft of the presentation to the Capstone Advisor and the HPA faculty member that is their first Evaluator for comment and feedback.

The completed Capstone product will include the following elements:

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

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

Evaluation / Grading Procedures:

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

ONSITE MPH - PROFESSIONAL ENHANCEMENT PROGRAM (PEP) (42 SH)

Students who are eligible to pursue the MPH PEP program have the following requirements:

I. School-Wide Core Requirements

During this transition year online and part-time MPH students will take the **Standard Core**; full-time onsite MPH students will take the **Integrated Core**.

Standard Core (23-25 SH)

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

Integrated Core (18-20 SH)*

Course	Title	Credits
IPHS 494	Determinants of Population Health	4 SH
IPHS 494	PH Analytic and Research Methods	6 SH
IPHS 494	PH Systems, Policy and Management	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the Integrated Core must complete five additional SH of electives.

II. Electives (19 SH or 24 SH)

Students completing the SPH Standard Core must take 19 SH of electives. Students completing the SPH Integrated Core must complete 24 SH of electives. In both instances at least half of the elective courses must be HPA courses. Electives are to be selected in consultation with the advisor, based upon the student's individualized program learning objectives. The individualized learning objectives and course electives must be identified in the student's program proposal.

HPA Field Experience Requirements: same as above.

HPA Capstone Requirements: same as above

HEALTH POLICY AND ADMINISTRATION – ONLINE PROGRAM (PEP ONLY)**I. School-Wide Core Requirements (23-25 SH) (Standard Core)**

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 400	Principles of Epidemiology	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

II. Electives (19 SH)

Students completing the SPH Standard Core must take 19 SH of electives. At least half of the elective courses must be HPA courses. Electives are to be selected in consultation with the advisor, based upon the student's individualized program learning objectives. The individualized learning objectives and course electives must be identified in the student's program proposal.

III. HPA Field Experience Requirements: same as above.**IV. HPA Capstone Requirements: same as above****ONLINE MPH IN PUBLIC HEALTH INFORMATICS**

The MPH in Public Health Informatics requires a minimum of 45 semester hours (SH).

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

Course	Title	Credits
BSTT 400	Biostatistics I	4 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
EPID 400	Principles of Epidemiology	3 SH
HPA 400	Principles of Management in Public Health	3 SH
IPHS 650	Field Experience in Public Health	3 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

II . PHI Core Requirements (7 SH)

Course	Title	Credits
HPA 465	Health Informatics and Decision Support Systems	4 SH
HPA 481	Development of Public Health Surveillance Information Systems	2 SH

III. PHI Selectives (select 3 courses)

In consultation with the advisor, the student should select three (3) courses from the following list. The selection should define a coherent profile of competencies.

Course	Title	Credits
HPA 436	GIS Applications for Environmental and PH Professionals	4 SH
HPA 480	Database Design and Analysis	4 SH
HPA 483	Management of Communication Systems for PHI Applications	4 SH
HPA 485	Legal and Ethical Issues in Public Health Informatics	3 SH
HPA 486	Survey of Public Health Information Systems	4 SH
HPA 488	PH Information Systems Evaluation and Program Management	3 SH
HPA 563	Web-Based Public Health Information Systems	4 SH
HPA 564	Geographic Information Systems Applications in Public Health	3 SH
HPA 565	Datamining Applications in Public Health	3 SH

I. Program Electives –

Students should select at least (2) courses from the following list that will supplement the student's desired profile of competencies. The number of electives selected must bring the total semester hours to at least 45.

Course	Title	Credits
HPA 455	Geographic Information Systems Integrative Project	2 SH
HPA 444	Strategic Planning and Budgeting Applications	3 SH
HPA 445	Organizational Leadership	3 SH
BHIS 509	Informatics for Clinical Investigators	3 SH
BHIS 527	Knowledge Management in Healthcare Organizations	3 SH
BHIS 528	Consumer Health Informatics in PH	3 SH

PHI Field Practicum and Capstone Experience

All PHI students must complete a Field Practicum (3 SH) and Capstone Experience (1 SH). Waivers will not be granted. (64 contact hours equals 1 SH of credit.) The main purpose of the field practicum is to give students an opportunity to study a real-world application of information technologies or information systems in a public health or healthcare setting. Each student must work with his/her advisor to design and customize the practicum based upon the student's individual experience, background, and interests.

Overall Objective of Field Practicum

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

Field Practicum Learning Objectives:

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

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

Students are encouraged to choose a topic and a preceptor from a setting close to their workplaces or home.

The required Field Practicum forms may be found at:

<http://publichealth.uic.edu/current-students/student-forms>

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

1. IPHS Registration Form
2. Field Practicum Learning Agreement

At the completion of the Field Practicum, two additional forms must be completed:

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

PHI Capstone Experience

By the end of the semester prior to the semester of graduation, the student will present a Capstone project proposal, with specific learning objectives, to the advisor for approval. The capstone product is designed to demonstrate that students are able to integrate the theories, concepts and competencies that they have acquired in addressing a public health or healthcare problem. The Capstone product will take the form of a report (10 to 15 pages, double spaced) consisting of: Title; Purpose and Objectives; Literature Review; Methods and Analysis; Results and Discussions; Public Health Significance of the Project; Limitations. At least six weeks prior to the completion of the Capstone project, the student will present a draft of the paper to the advisor for comment and feedback.

Exemplary reports will be considered for publication in the Online Journal of Public Health Informatics (<http://ojphi.org>).

Overall Capstone Learning Objectives:

The student's report must demonstrate his or her ability to:

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

Registering for the MPH Capstone (IPHS 698) PHI students must register for 1 SH of IPHS 698 in the semester immediately prior to graduation. Students must complete the IPHS Registration Form found at: <http://publichealth.uic.edu/current-students/student-forms>.

Evaluation / Grading Procedures

The Capstone paper will be reviewed, evaluated and graded by a Program Director/ Advisor.

Graduation

Students must complete the following forms before the end of the 2nd week of the semester in which the student expects to graduate:

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

Please contact Rocelia Viramontes (rviram1@uic.edu) Online Education Program Coordinator, for more information about these forms.

JOINT DEGREE PROGRAM INFORMATION

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

Joint Degree	Availability of Joint Degree Programs by Division				
	CHS	EOHS	Epi	Bio	HPA
MBA/MPH *	X	X	X		X
MSW/MPH	X	X	X		X
DC/MPH	X	X	X		X
JD/MPH					X
DVM/MPH			X		
MD/MPH	X	X	X	X	X

*Admission to the MBA/MPH joint degree is suspended for AY 2015-16 to allow for revisions to the program.

MBA/MPH

***Admission was suspended for AY 2015-16 to allow for revisions to the program.**

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

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

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

Length of Program

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

Admission Requirements

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

Program Requirements

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

Core Requirements by School (44 SH)

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

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

IPHS 650	Field Experience in Public Health	3 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training: http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the MPH Pilot Core complete 14 SH of coursework, IPHS 650 and IPHS 698; increasing elective hours by 5 SH.

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

Electives (minimum 12 SH)

MBA Electives (12 SH)

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

MPH Electives

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

Tuition and Fees Assessment

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

Advising

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

Transferring into the MBA / MPH joint degree program

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

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

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

Contact Information

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

School of Public Health

Brandon Sieglaff
Assistant Director, Admissions & Recruitment
(312) 996-6628
sieglaff@uic.edu

Liautaud Graduate School of Business

Dawn Birkland
Assistant Director, Student Services
(312) 355-2275
birkland@uic.edu

MSW/MPH

The UIC School of Public Health (SPH) and Jane Addams College of Social Work (CSW) offer a joint program leading to the Master of Social Work/Master of Public Health (MSW/MPH).

Programs of study leading to joint MSW/MPH degrees are offered by each of the following SPH Divisions:

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

Length of Program

Full time students may complete the programs in three to three and ½ years.

Admission Requirements

Students must apply to and be admitted separately to both the School of Public Health and the College of Social Work master's degree programs. The policies of each program with respect to admission requirements, degree requirements, and other academic requirements are applicable. To be considered for admission students must take the GRE (required for admission to SPH), have earned a baccalaureate degree from an accredited institution, and satisfy other application requirements for each college.

Program Requirements

Students must complete a minimum of 42 semester hours of course work at SPH as required by the specific SPH division and must complete 62 semester hours of course work as required for the MSW (inclusive of shared credit hours).

Required Coursework

The coursework for the joint degree will include 1) core courses in Social Work (1st year MSW), 2) core courses in Public Health, 3) divisional core courses in either Community Health Sciences, Epidemiology, Environmental and Occupational Health, or Health Policy and Administration; 4) concentration courses in Social Work (2nd year MSW), 5) shared electives; 6) field work, optimally at a site which allows the student to integrate his or her training in social work and public health, and 7) a capstone project reflecting the integration of the student's public health and social work training.

Required coursework for the MSW includes: SocW430 Practice I: Generalist Practice with Individuals, Families & Groups, SocW410 Human Behavior and the Social Environment, SocW460 Research I: Social Work Research, SocW570, Field Instruction I, SocW431 Practice II: Generalist Practice with Task Groups, Organizations, & Communities, Socw411 Social Work in a Multicultural Society, SocW420 Policy I: Social Welfare Policy & Services, and SocW571 Field Instruction II; and six semester hours of electives which may be satisfied by counting public health coursework.

In addition, 34 SH of advanced coursework in one of three areas of concentration: Community Health and Urban Development (CHUD), Child and Family, or Mental Health Concentration.

- **Community Health and Urban Development (CHUD) Concentration Requirements:**
SocW 519, 531, 572, 520, [563, 565 or 567], 573; and 3 SH electives
- **Child and Family Concentration Requirements:**
SocW 582, 552, 572, 583, [563, 565 or 567], 573; and 3 SH electives
- **Mental Health Concentration Requirements:**
SocW 586, 554, 572, 587, [563, 565 or 567], 573; and 3 SH electives
- **School Social Work Concentration Requirements:** SocW 588 Practice III: School social work, SocW 555: Policy II School social work, SPED 410 Survey of characteristics of learners with disabilities, SocW 572 Field III: School social work, SocW 589 Practice IV: School social work, SocW 565 Research II: School social work, SocW 573 Field IV: School social work, and 3 sh of electives.

Required coursework for all MPH students includes: CHSC 400, BSTT 400, HPA 400, EPID 403 or EPID 400 depending on the student's division, EOHS 400, IPHS 698, IPHS 650. (*Students in the MPH Pilot Core complete 14 SH of coursework, IPHS 650 and IPHS 698; increasing elective hours by 5 SH.) Remaining courses and their distribution depend on the specific area within the Master of Public Health chosen. The further required coursework for these degrees are:

- **Community Health Sciences Core Requirements: MPH**
Students in Community Health Sciences must complete CHSC 431, CHSC 433, CHSC 446, CHSC 480. In addition, students must select one of the following: CHSC 527, CHSC 543 or HPA 430.
- **Environmental and Occupational Health Core Requirements: MPH**
Students in EOHS must complete: Select one of the following **Exposure Assessment courses:** EOHS 411 Water Quality Management, EOHS 421 Fundamentals of Industrial Hygiene, OR EOHS 432 Air Quality Management. Select one of the following **Health Assessment Courses:** EOHS 455 Toxicology OR EOHS 551 Occupational Diseases. Along with these divisional requirements, students in the joint MSW/MPH program would also be required to complete EOHS 480 Environmental and Occupational Health Policy. In addition students must complete up to 9 semester hours of electives in consultation with their advisor.
- **Epidemiology Core Requirements: MPH**
Students in Epidemiology must complete EPID 404, EPID 406, EPID 410, EPID 411, EPID 591 and BSTT 401.
- **Health Policy and Administration Core Requirements: MPH**

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

Shared Credit Hours

- Shared Elective Hours** Except for students in the *School Social Work concentration*, students may reduce the number of credit hours by six, counting six semester hours of public health coursework toward the MSW course electives. *Since School Social Work concentration students must take SPED 410 as a part of their required concentration-specific coursework, they only have 3 sh of electives instead of the 6 sh of electives in the other MSW concentrations.* Depending on the student's MPH concentration, the joint program may be reduced by an additional 1 to 9 semester hours by counting advisor-approved social work courses toward MPH elective hours. Available elective hours by MPH concentration: 2 sh CHS; 1 sh Epidemiology; up to 3 sh (one pre-approved SocW course) EOHS; 9 sh HPA].
- Shared Field Work/ Field Instruction Hours** With proper planning and approval of the SPH advisor, the joint program may be reduced by an additional three to five semester hours by incorporating a significant public health experience into the Social Work Field Instruction (SocW 570-573).
- Shared Didactic Course Hours** Students in the Community Health Sciences Division may count the following required Social Work courses as satisfying CHS divisional requirements, further reducing their program of study by up to six semester hours: SocW 460 Research 1 Social Work + SocW Research II course (SocW 563, 565, or 567) may substitute for CHSC 446 Research Methods in Community Health; and SocW 420 Policy I: Social Welfare Policy and Services + SocW Policy II course (SocW 552, 531 or 554 may substitute for the CHSC policy/advocacy selective (CHSC 430, CHSC 527, CHSC 543 or HPA 430). Similarly, MSW students have the option of taking CHSC 446 in lieu of SocW 460.

Maximum Permissible Shared Hours:

The maximum allowable number of shared credit hours is 17 semester hours for students in the School Social Work Concentration. The maximum allowable number of shared credit hours for students in the other three MSW concentrations is 20 semester hours. The actual number of shared credit hours that will be permitted is dependent upon the student's division and advisor approval.

Progression through the Program

Students will typically alternate between the colleges beginning with the MSW; for example, in Year 1 students will complete the MSW core course requirements in Year 2. Students will complete the majority of MPH course requirements in Year 3. Students will return to the College of Social Work to

complete their MSW concentration requirements and may also take MPH coursework. Students may require one additional semester to complete their MPH coursework within the School of Public Health.

Tuition and Fees

Tuition and fees charged by the two programs differ. Students will be charged MSW tuition and fees for their first year of study and MPH tuition and fees for the second year. In year three, MSW tuition and fees will be applied again. If students must then complete remaining credit hours for the MPH program, the student will be charged MPH tuition and fees for their final semester of attendance.

Transferring into MSW/MPH joint degree program

Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Students entering from the SPH individual degree program will begin the Social Work core sequence immediately.

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

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

Contact Information

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

School of Public Health

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

Jane Addams College of Social Work

Christopher Mitchell, PhD
Associate Dean for Doctoral Studies and Academic Programs
(312) 996-8509
cgm@uic.edu

DC/MPH COORDINATED PROGRAM

The UIC School of Public Health (SPH) and the National University of Health Sciences (NUHS) offer a coordinated program leading to the Doctor of Chiropractic (DC) and the Master of Public Health (MPH).

Programs of study leading to coordinated DC/MPH degrees are offered by each of the following SPH Divisions:

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

Program Goals

The goals of this coordinated program include: (1) providing students with a core understanding of the ways in which complementary and alternative medicine (CAM), chiropractic and public health work together and can be integrated for efficient and effective health care, health policy and research, (2) enhancing the educational value of each degree by coordinating respective curricula, and (3) increasing the professional impact of both degrees by developing a well-trained group of professionals capable of integrating and addressing issues at the intersection of public health and CAM.

Length of Program

Full time students may complete the programs in four and one-half years including twelve trimesters of required DC course work, concurrent UIC SPH courses and one full-time semester at UIC.

Admission Requirements

Students must apply to and be admitted separately to both the School of Public Health and the National University of Health Sciences Doctor of Chiropractic degree program. The policies of each program with respect to admission requirements, degree requirements, and other academic requirements are applicable.

To be considered for admission students must take the GRE, have earned a baccalaureate degree from an accredited institution, and satisfy other application requirements for each institution.

Applicants must be accepted into both schools and complete the DC/MPH application available from NUHS, Thomas Grieve, DC, MPH, phone: (630) 889-6442, tgrieve@nuhs.edu.

Program Requirements

Students must complete a minimum of 42 semester hours of course work at SPH as required by the specific SPH division. Students' work at UIC may qualify for up to twelve hours of elective credit at the National University of Health Sciences, depending on the specific courses chosen and applicability to the elective credit required for the NUHS DC program. Students will be required to meet all other curricular requirements of both NUHS and the UIC SPH division. Students are strongly encouraged to begin studies at both schools in the Fall term. Students receiving financial aid through NUHS will be designated as students with NUHS as the "home" school and UIC as the "host school" through an NUHS – UIC consortium agreement.

Progression through the Program

DC/MPH students will be enrolled in the year-round, 12 trimester NUHS DC program, concurrently taking UIC SPH courses. Students will take one full-time term at UIC (UIC intensive term) with no NUHS courses, permitting students to complete courses not offered on-line and to become immersed in the culture of research and academic inquiry at UIC. During the final 2 DC terms (clinical internship), students will be assigned to the NUHS Chicago Clinic located in the UIC Marketplace near the UIC SPH campus. In addition to the regular clinical hours, the student will complete MPH courses, field work or any required or elective courses not available on-line.

Advising

Students in the coordinated program have a NUHS DC faculty advisor and are mentored by Dr. Thomas Grieve, DC, MPH at NUHS. In addition, the DC/MPH students will be assigned a UIC SPH division specific advisor for the MPH program, take part in the UIC SPH orientation, and complete required non-credit training.

Contact Information

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

School of Public Health

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

National University of Health Sciences

Thomas Grieve, DC, MPH
(630) 889-6442
tgrieve@nuhs.edu

JD/MPH COORDINATED PROGRAM

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

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

1. [Health Policy and Administration](#)

Length of Program

Full-time students may complete the degree in four and one-half years; part-time students in up to five and one-half years.

Admission Requirements

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

Program Requirements

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

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

Core Requirements by School (60 SH)

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

Law 275	Constitutional Law	4 SH
Law 415	Professional Responsibility	2 SH
Law 431	Legal Writing 3	1 SH
Law 432	Legal Writing 4	3 SH
School of Public Health Core Courses (23 SH)*		
Course	Title	Credits
EPID 400	Principles of Epidemiology	3 SH
BSTT 400	Biostatistics I	4 SH
HPA 400	Principles of Management in Public Health	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
IPHS 650	Field Experience in Public Health*	3 SH
IPHS 698	MPH Capstone Experience**	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit

*Students in the MPH Pilot Core complete 14 SH of coursework, IPHS 650 and IPHS 698; increasing elective hours by 5 sh.

Electives – (69 SH)

JD Electives (47 SH; inclusive of shared courses)

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

MPH Electives (19 SH)

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

Shared Courses

Twelve hours of course-work (roughly one semester's worth of credit) taken at the School of Public Health will count toward elective credit at Chicago-Kent, enabling full-time students to complete both degrees in 4 ½ years. With proper planning, participation in clinical experiences and/or externships at Chicago-Kent also may satisfy the School of Public Health's field practicum requirement and provide a foundation for the MPH Capstone project.

Tuition and fees

While a student is attending one school, he or she will be considered on official leave of absence at the other school. Thus, the student will pay tuition and be eligible for scholarship support at only one school at a time. Students must file a leave of absence with SPH for the terms they will be attending Law School.

Advising

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

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

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

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

Contact Information

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

School of Public Health

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

IIT Chicago-Kent College of Law

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

DVM/MPH

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

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

1. [Epidemiology](#)

Length of Program

Full-time students may complete the degree in five years.

Admission Requirements

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

Program Requirements

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

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

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

Pre - YEAR 1 – Summer (3 SH)		
Course	Title	Credits
CHSC 401	Behavioral Sciences in Public Health	3 SH
YEAR 1 (23.5 SH)		
FALL and SPRING SEMESTERS		
DVM1 Curriculum		
SUMMER SEMESTER		
HPA 400	Principles of Management in Public Health	3 SH

YEAR 2 (39.5 SH)		
FALL and SPRING SEMESTERS		
DVM2 Curriculum		
YEAR 3 (35-38 SH)		
FALL and SPRING SEMESTERS		
DVM3 Curriculum		
YEAR 4 (35-43 SH) - School of Public Health Courses		
Course	Title	Credits
EPID 403	Introduction to Epidemiology: Principles and Methods	3 SH
BSTT 400	Biostatistics I	4 SH
HPA 400	Principles of Management in Public Health (<i>if not taken previously</i>)	3 SH
EOHS 400	Principles of Environmental Health Sciences	3 SH
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health (<i>if not taken previously</i>)	3 SH
EPID 404	Intermediate Epidemiologic Methods	4 SH
EPID 406	Epidemiologic Computing	3 SH
EPID 410	Epidemiology of Infectious Diseases	2 SH
EPID 411	Epidemiology of Chronic Diseases	3 SH
EPID 591	Current Epidemiologic Literature	2 SH
BSTT 401	Biostatistics II	4 SH
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
Required Non-Credit Training:		
http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit
YEAR 5 – 4 th YEAR DVM CLINICAL ROTATIONS		

* Note: Students in the MPH Pilot Core complete 14 SH of coursework, IPHS 650 and IPHS 698; increasing elective hours by 5 SH.

Electives

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

Shared Courses

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

Tuition and fees

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

Advising

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

Transferring into DVM/MPH joint degree program

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

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

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

Contact Information

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

School of Public Health

Babette J. Neuberger, JD, MPH

Associate Dean for Academic Affairs, School of Public Health

(312) 996-5381

bjn@uic.edu

Liliana Aceves

Academic Coordinator

Division of Epidemiology and Biostatistics

(312) 996-4795

laceves@uic.edu

UIUC - College of Veterinary Medicine

Jack Herrmann, DVM, MPH

Director, DVM/MPH Program

(217) 265-6586

jah1110@uic.edu

MD/MPH

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

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

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

Length of Program

Full-time students may complete the degree in five years.

Admission Requirements

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

Program Requirements

All students must satisfy the requirements for both the MD and MPH program; including a minimum of 42 semester hours of MPH course work. (More may be required depending on SPH division.)

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

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

Course	Title	Credits
M1 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M1 Year requirements		
SUMMER SEMESTER		
Students may take 1 or 2 of the aforementioned MPH courses in the Summer following M1 Year		
M2 YEAR		
FALL AND SPRING SEMESTERS		
Students complete M2 Year requirements		
M3 YEAR		
FALL AND SPRING SEMESTERS		

Students complete M3 Year requirements		
YEAR 4 (30 SH) - School of Public Health Courses		
Students pursue one year of full-time study at the School of Public Health. Students typically take 15 SH of course work in both the Fall and Spring semesters for a total of 30 SH.		
Required Non-Credit Training:		
http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml		
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit
YEAR 5		
IPHS 650	Field Experience in Public Health	3-5 SH
IPHS 698	MPH Capstone Experience	1 SH
M4 Rotations:		
Med or Peds Sub – 1 to 4 weeks		
Specialties – 18 weeks		
Anesthesia/ Radiology – 4 weeks		
Ophthalmology – 1 weeks		
Otolaryngology – 2 weeks		
Orthopaedics – 2 weeks		
Dermatology – 2 weeks		
Neurology – 2 weeks		

Shared Courses

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

Tuition and Fees

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

Advising

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

Transferring into MD/MPH joint degree program Students who enter either of the individual degree programs and later decide to transfer into the joint program may do so before entering their second

year of study if they meet the admissions requirements of the other degree program. Students must apply and be accepted into both individual degree programs. Medical students should contact Dr. Jorge Girotti, Associate Dean and Director, Admissions, Special Curricular Programs, COM, for assistance with putting together an application package for the MPH program.

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

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

Contact Information

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

School of Public Health

Brandon Sieglaff

Assistant Director of Admissions & Recruitment

(312) 996-6628

sieglaff@uic.edu

College of Medicine

Jorge Girotti, PhD

Associate Dean and Director, Admissions, Special Curricular Programs

(312) 996-6920

jorgeg@uic.edu

INTERDEPARTMENTAL CONCENTRATIONS

MPH students may participate in the following Interdepartmental Concentrations :

Interdepartmental Concentration	CHS	EOHS	Epi Bio	HPA
Gender and Women's Studies	x	x	x	x
Global Health	x	x	x	x
Survey Research	x	x	x	x
Violence Studies	x	x	x	x
Women's Health	x	x	x	x

Students may also be interested in the following:

	CHS	EOHS	Epi Bio	HPA
Peace Corps Masters International	x	x	x	x
Occupational and Environmental Residency		x		

GENDER AND WOMEN'S STUDIES CONCENTRATION

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

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

For additional details about the program visit:

<http://www.uic.edu/depts/wsweb/academics/graduate.html>.

Contact Information

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

Jennifer Brier
Director of Gender and Women's Studies
312-413-2458
jbrier@uic.edu

GLOBAL HEALTH CONCENTRATION

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

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

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

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

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

Concentration Course Requirements (6 SH)

Course	Title	Credits
IPHS 409	Global Public Health Challenges	3 SH
IPHS 410	Global Public Health Solutions	3 SH

Electives (3 SH)

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

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

***Additional Requirements for MPH Students**

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

MPH students must complete the **MPH Field Experience and the MPH Capstone Experience** with a **global health focus**. For most students it is anticipated the Capstone Project will be based upon the student's global health field experience. Students must assure that the MPH Field Experience and Capstone Experience meet the academic requirements of the division in which the student is enrolled. As such, students must meet with both the divisional field practicum coordinator and Alyson Lofthouse, Projects Coordinator, to assure the experience meets the academic requirements for both the division and the global health concentration.

Students without prior international experience are encouraged to complete a field experience based internationally or to identify an appropriate alternative. Global health field experiences include but are not limited to: working with an international NGO, a global health agency, or an ethnic community in the U.S.

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

Potential Global Health Elective Courses and Offering Departments

School of Public Health

- CHSC 594 International Women's Health: Current and Emerging Issues (1-4 SH)
- EPID 409 The Epidemiology of HIV/AIDS (2 SH)
- EPID 471 Population I (4 SH)
- EOHS 553 Global Environmental and Occupational Health Sciences (2 SH)
- EPID 594 Outbreak Investigation/Field Epidemiology (3 SH)
- EPID 529 Epidemiology of Sexually Transmitted Infections (3 SH)
- EOHS 553 Global Environmental and Occupational Health Sciences (2 SH)

Anthropology

- ANTH 415/IPHS 415 Anthropology and Global Health Foundations I (4 SH)
- ANTH 416/IPHS 416 Anthropology and Global Health Foundations II (4 SH)
- ANTH 474 - Urban Cultures of Africa (3 or 4 SH)
- ANTH 516/IPHS 516 Anthropology and Global Health Integrative Seminar (4 SH)
- ANTH 591/IPHS 591 Readings in Anthropology and Global Health (1-8 SH)
- ANTH 592/IPHS 592 Research in Anthropology and Global Health (1-8 SH)
- ANTH 593/IPHS 593 Special Topics in Anthropology and Global Health (4 SH)

Geography

- GEOG 453 Seminar in Cultural Ecology (4 SH)

Communication

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

Economics

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

Gender and Women's Studies

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

Management

- MGMT 557 International Management (4 SH)

Nursing

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

Public Administration

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

Political Science

- POLS 479 Advanced Topics in Comparative Politics (4 SH)
- POLS 570 Comparative Politics and Public Policy (4 SH)
- POLS 571 Seminar in International Relations (4 SH)
- POLS 572 International Political Economy (4 SH)
- POLS 579 Research Topics in Comparative Politics (4 SH)

Social Work

- SOCW 522 Crisis Intervention (3 SH)

Sociology

- SOC 448 Sociology of Development (4 SH)

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

- SOC 548 Seminar: Comparative Societies (1-7 SH)
- SOC 571 Seminar: Population and Human Ecology (1-7 SH)

Urban Planning and Policy

- UPP 520 Globalization and International Planning I: Theory and Applications (4 SH)
- UPP 521 Globalization and International Planning II: Comparative Planning and Policies (4 SH)
- UPP 525 Globalization and International Planning: Special Topics (1-4 SH)

Contact Information

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

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

Also, visit the School of Public Health Global Health website
at <http://publichealth.uic.edu/global-health-program/>.

SURVEY RESEARCH METHODOLOGY CONCENTRATION

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

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

Core Courses (minimum of 7 SH)

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

Course	Title	Credits
CHSC 447	Survey Planning and Design	3 SH
CHSC 577	Survey Questionnaire Design	3 SH
BSTT 440	Sampling & Estimation Methods Applied to Public Health	3 SH
STAT 431	Introduction to Survey Sampling	4 SH
PA 588	Survey Data Reduction and Analysis	2 SH
PA 579	Practicum in Survey Research	2 SH

Elective Courses

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

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

Course Substitutions

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

Election of the Concentration

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

Contact Information

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

Allyson Holbrook, PhD
Associate Professor, Public Administration
312-996-0471
allyson@uic.edu

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

VIOLENCE STUDIES

The School of Public Health is a participating department in the graduate concentration in Violence Studies offered in collaboration with the Departments of Criminology, Law, and Justice, Psychology, and Political Science as well as the Gender and Women's Studies Program and the Jane Addams College of Social Work. The concentration is administered jointly through the Department of Criminology, Law, and Justice and the College of Social Work.

Composed of courses from multiple disciplines, this concentration provides students with a holistic view of the problem of violence in society and deepens their knowledge and skill set to address it. This concentration aims to produce broadly trained individuals who can apply theories and methods from multidisciplinary perspectives to critically analyze and effectively respond to various types of violence in society through innovative programs of research, policy development, treatment, and prevention. The concentration requires a minimum of 11 semester hours (4 courses) with two courses selected from a list of foundational courses and then two additional supplementary courses.

For additional details about the program including the required course work, review the Graduate Catalog description at <http://www.uic.edu/gcat/SWVIOS.shtml>.

Contact Information

For further information about the concentration in Violence Studies please contact:

Patricia O'Brien, PhD
Associate Professor, Jane Addams College of Social Work
(312) 996-2203
pob@uic.edu

WOMEN'S HEALTH CONCENTRATION

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

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

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

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

For a complete description of the concentration, including its target audience, course requirements, and designated and affiliated faculty see the College of Nursing website at:
<https://www.nursing.uic.edu/academics-admissions/certificate-programs#womens-health-concentration>

Contact Information

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

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

PEACE CORPS MASTERS INTERNATIONAL

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

Interested students must apply to Peace Corps no more than one year prior to their estimated departure date. Departure date is based on the student's SPH program proposal. (or "SPH program of study")

Contact Information

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

Alyson Lofthouse, MUPP
Associate Director, Global Health
(312) 996-0054
alofth2@uic.edu

Also, visit the School of Public Health Global Health website

at <http://publichealth.uic.edu/global-health-program>

RESIDENCY IN OCCUPATIONAL AND ENVIRONMENTAL MEDICINE

The School of Public Health offers a two-year, fully accredited residency program leading to board eligibility in Preventive Medicine/Occupational Medicine. The program is open to physicians with MD or DO degrees who have completed an Accreditation Council for Graduate Medical Education-accredited internship year in the U.S. and are eligible for licensure in Illinois. The first academic year entails completion of course work for the MPH degree, plus one day per week of clinical work and sixteen weeks of elective rotations. The second year consists of the academic culminating experience as well as residency practicum work including four months of industrial-based medicine, two months of research, and four months of electives in occupational and environmental medicine-related areas. Outpatient clinical work, weekly conferences, and monthly industrial site visits are integrated into both the academic and practicum years of the program. For further information on the UIC Occupational and Environmental Medicine Residency Program, contact [Daniel Bakston](#), MD, MPH, at 312-355-3554 or dbakston@uic.edu.

The UIC Occupational and Environmental Medicine residency works in conjunction with the Occupational and Environmental Health and Safety Education and Research Center at the University of Illinois at Chicago, one of seventeen NIOSH-funded training centers in the United States. Now in its thirty-fifth year, it supports 35-40 trainees in MPH, MS, DrPH, and PhD programs in industrial hygiene, occupational safety, occupational epidemiology, agricultural safety and health, and occupational health nursing as well as the physician residency program in occupational medicine. Lisa Brosseau, ScD, MS, is the center director.

MPH DEGREE COMPETENCIES

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

Basic Health Science Skills

Graduates should be able to:

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

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

Analytic Skills

Graduates should be able to:

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

Cultural Skills

Graduates should be able to:

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

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

Information and Technology

Graduates should be able to:

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

Communication Skills

Graduates should be able to:

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

Policy Development

Graduates should be able to:

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

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

Leadership and Systems Thinking

Graduates should be able to:

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

Financial Planning and Management

Graduates should be able to:

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

Community Dimensions of Practice

Graduates should be able to:

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

Ethics

Graduates should be able to:

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

DIVISION COMPETENCIES

BIOSTATISTICS

In addition to school-wide competencies for all MPH graduates in Public Health, an MPH graduate in Quantitative Methods will attain skills in the practice of biostatistics for research in academic, government, and industry settings. Upon graduation s/he will be able to:

- Apply standard biostatistics methods to public health problems.
- Work with data files and statistical packages.
- Demonstrate the ability to recognize the appropriate research design for an analysis problem.
- Communicate effectively about biostatistical methods, results and interpretation.

COMMUNITY HEALTH SCIENCES

In addition to the school-wide competencies, for students pursuing the MPH degree in Community Health Sciences, the following competencies apply:

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

- policy; and defend a policy position in a controversial area.
- Identify components of a good research design; create a simple quantitative and qualitative research study; select the quantitative, qualitative or combination of analytical methods research process appropriate for a particular public health research problem; select/monitor appropriate research tools; select the qualitative research method appropriate for a public health research problem; and explain how qualitative research will "interact" with public health data sets and other quantitative information.

MATERNAL AND CHILD HEALTH CONCENTRATION

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

SCIENTIFIC BASIS

Students will have basic knowledge and demonstrate an understanding of:

- The major domestic and international causes of mortality and morbidity within MCH populations, including differences between the U.S. and other developed and less developed countries.
- The normal patterns of individual and family growth and development from an intergenerational and lifespan perspective.
- The determinants of health and illness, and concomitant theories including biological, behavioral and socio-cultural influences such as racism, sexism, and economic disparity, as well as protective factors.
- The characteristics of health care systems, including dimensions of, use of, and access to health care.

- The principles and theories of population-based health promotion at the individual, family and community levels.
- The theories and principles of community organization, change, and development.
- A comprehension of the foundations of scientific inquiry, and the uses and limitations of conceptual frameworks.

Students will be able to:

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

METHODOLOGICAL/ANALYTICAL SKILLS

Students will have basic knowledge and demonstrate an understanding of:

- Research design, sampling, basic descriptive and inferential statistics, validity and reliability assessment of measures.
- Epidemiological concepts and descriptive epidemiology.
- Use of data to illuminate ethical, political, scientific, economic and overall public health issues.
- Strengths and limitations of qualitative and quantitative methods.
- Data collection strategies and their strengths and limitations, including surveys,

focus groups, and record-based information.

- Principles and key features of community assessment, program design, implementation, and evaluation.

Students will be able to:

- Prepare and interpret data from vital statistics, censuses, surveys, service utilization, and other relevant reports on the health of MCH populations, and have the ability to detect meaningful inferences from data and the translation of data into information.
- Apply appropriate qualitative methods to understand maternal and child health status.
- Conceptualize and appropriately use data and statistical/epidemiological methods for problem and asset identification, assessment, program planning, implementation, and evaluation.
- Formulate hypotheses or research questions, develop and implement an analytic strategy.
- Evaluate the integrity and comparability of data and identify existing gaps.
- Extract data from primary and secondary sources; use basic statistical and graphics software, including programs such as EPID-info, SPSS, and SAS for data management, analysis, and the linkage of data sets.

MANAGEMENT AND COMMUNICATION

Students will have basic knowledge and demonstrate an understanding of:

- Organizational and management theories and practices, and their administration in both public and private agencies.
- The application of inter-organizational theories including contractual agreements and linkages and the use of principles of systems development, management, and analysis.

- The purpose, rationale, activities, and performance measures for existing major MCH programs.
- Appropriate use of networking, team building, small group processes, advocacy, negotiation, and conflict resolution skills, and the knowledge of community organization and coalition-building techniques to address maternal and child health issues and problems.
- Techniques of soliciting and maintaining consumer and other constituency involvement at all levels of organization.
- The processes, organization, and administration of quality management techniques in maternal and child health programs and agencies, including an understanding of the appropriate use, analysis, and interpretation of quality improvement data as it applies to employees, clients, and management.

Students will be able to:

- Apply knowledge of management and organizational theories and practices to the development, planning, staffing, administration, and evaluation of public health programs, including the implementation of strategies promoting integrated service systems for MCH populations.
- Integrate population-based health promotion and disease prevention strategies within primary care and other service delivery systems.
- Develop mechanisms to monitor and evaluate programs and service networks for their effectiveness and quality, including the use of performance measures.
- Develop, justify, and present a budget.
- Develop the background and significance section of a grant application and/or develop the rationale for a program or intervention, incorporating scientific, methodological, and practice knowledge and skills as appropriate.

- Effectively write and present reports to agency boards, administrative organizations, legislative bodies, consumers, and/or the media using demographic, statistical, programmatic, and scientific information.
- Use appropriate techniques for development and dissemination of professional development and continuing education programs for MCH professionals.
- Effectively resolve internal employee and/or organizational conflicts through knowledge of applicable management techniques.
- Develop and maintain an affiliation with community/consumer boards, boards of directors, and coalitions.
- Effectively and appropriately use information technology, including but not limited to computer graphics and other software necessary for efficient program management and communication.

POLICY AND ADVOCACY

Students will have basic knowledge and demonstrate an understanding of:

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

insurers to financially support maternal and child health services.

Students will be able to:

- Identify essential gaps in existing MCH programs and implement appropriate policy and advocacy measures to assure optimal care.
- Identify public health laws, regulations, and policies related to specific programs.
- Place a maternal and child health program within the historical and current context of related programs.
- Collect and summarize data relevant to a particular policy/problem; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.
- State the feasibility and expected outcomes of and barriers to achieving each policy option and decide on the appropriate course of action.
- Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience.
- Develop a plan to implement a policy, including goals, outcome and process objectives, implementation steps and evaluation plan.
- Translate policy into organizational plans, structures and programs.

VALUES/ETHICS

Students will have basic knowledge and demonstrate an understanding of:

- The philosophy, values, and social justice concepts associated with public health practices in MCH, and an appreciation that concepts and theories apply to all MCH populations, irrespective of socioeconomic or Title V eligibility status.
- The principles and issues involved in the ethical and sensitive conduct of practice and research within MCH populations, and in the organization and delivery of public health services within communities and

governmental agencies; including the ethical and confidential collection of data and its management, analysis, and dissemination.

- The philosophical concepts and rationale underlying the delivery of family-centered, comprehensive, community-based, and culturally competent MCH and public health services and programs, including recognition of community assets.

Students will be able to:

- Practice ethical conduct in program management, research, and data collection and storage.
- Promote cultural competence concepts within diverse MCH settings.
- Build partnerships within MCH communities and constituencies to foster community empowerment, reciprocal learning and involvement in design, implementation, and research aspects of MCH programs and systems.

MCH LEADERSHIP

Students will be able to:

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

intervals, and use of appropriate statistical tests.

- Understand the theories pertaining to conflict management and negotiation affect groups with conflicting interests.
- Understand the influence of personal biases and assumptions influence individual and organizational behavior.

MENTORSHIP

Students will be able to:

- Identify the characteristics of a positive mentoring relationship, including confidentiality, mutuality of purpose, and trust.
- Understand the responsibility of both parties in the mentor-mentee relationship.
- Participate in a mutually beneficial mentoring relationship.

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY

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

SURVEILLANCE & ASSESSMENT

Students will be able to:

- Identify the major domestic and international causes of mortality and morbidity within MCH populations, including differences between the U.S. and other developed and less developed countries.
- Describe the normal patterns of individual and family growth and development from an intergenerational and lifespan perspective.
- Understand the determinants of health and illness, and concomitant theories including biological, behavioral and socio-cultural

influences such as racism, sexism, and economic disparity, as well as protective factors.

- Apply understanding of human and environmental biology and behavioral sciences principles to determine potential biological mechanisms underlying maternal and child health status outcomes.
- Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity.
- Describe populations by age, race/ethnicity, culture, and other societal factors of relevance to the MCH population.
- Identify environmental, social, and cultural factors that affect the health of women, children, and families in the community.
- Identify key sources of population data needed to answer questions of interest in maternal and child health.
- Synthesize key findings from primary and secondary data to determine whether and the extent to which an MCH public health problem exists.
- Identify different types of surveillance methods for specific MCH public health problems.
- Evaluate sources, quality, and limitations of surveillance data for MCH health problems.
- Document the community health care delivery system in relation to the health needs of the MCH population.
- Identify specific populations within a geographical entity that each MCH public health program seeks to reach.
- Use principles and key features of community assessment, program planning and design, implementation, and evaluation.
- Develop mechanisms to monitor and evaluate programs and service networks for their effectiveness and quality, including the use of performance measures.

- Identify the scientific underpinnings and determine the validity of evidence for interventions addressing MCH problems.

STUDY DESIGN AND IMPLEMENTATION OF STUDIES

Students will be able to:

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

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

DATA ANALYSIS AND INTERPRETATION

Students will be able to:

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

DATA REPORTING, TRANSLATION, AND DISSEMINATION

Students will be able to:

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

MCH LEADERSHIP

Students will be able to:

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

POLICY AND ADVOCACY

Students will be able to:

- Describe the historical development and scientific basis of MCH public policies and practices in the United States for federal, state, and local agencies and programs serving maternal and child health populations.
- Identify significant past and current national legislative mandates relevant to the development and delivery of MCH services.
- Describe the structure and roles of legislative, judicial and administrative bodies at the national, state and local levels.
- Identify the theories and mechanisms of MCH policy development and implementation within the scope of health and other public policy programs in the United States.
- Collect and summarize data relevant to a particular policy/problem and articulate the

health, fiscal, administrative, legal, social, and political implications of each policy option.

- Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience.
- Develop a plan to implement a policy, including goals, outcome and process objectives, implementation steps and evaluation plan.

VALUES/ETHICS

Students will be able to:

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

**ENVIRONMENTAL AND OCCUPATIONAL
HEALTH SCIENCES**

In addition to the school-wide competencies, for students pursuing the MPH degree in

Environmental and Occupational Health Sciences, the following competencies apply:

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

ABET-ACCREDITED PROGRAM IN INDUSTRIAL HYGIENE

In addition to the EOHS MPH competencies, students in the **ABET-Accredited Industrial Hygiene** concentration have both applied science and industrial hygiene competencies. :

For applied science knowledge and skills, students will be able to:

1. Apply knowledge of mathematics, science, and applied sciences
2. Design and conduct experimental investigations
3. Analyze and interpret data
4. Formulate or design a system, process, or program to meet desired needs
5. Function on multidisciplinary teams

6. Identify and solve applied science problems

7. Demonstrate professional and ethical responsibility

8. Communicate effectively

9. Describe the impact of solutions in a global and societal context

10. Recognize the need for engaging in life-long learning

11. Discuss and critique contemporary issues relevant to environmental and occupational health

12. Use the techniques, skills, and modern scientific and technical tools necessary for professional practice

For industrial hygiene knowledge and skills, students will be able to:

1. Identify agents, factors, and stressors generated by, or associated with, defined sources, unit operations, or processes
2. Describe qualitative and quantitative aspects of generation of agents, factors, and stressors
3. Recognize, analyze, and evaluate the physiological and toxicological interactions of physical, chemical, biological, and ergonomic agents, factors, and stressors with the human body
4. Apply qualitative and quantitative methods to assess exposures through multiple routes of entry
5. Understand dose-response models and regulatory approaches to risk assessment
6. Integrate exposures with dose-response models to estimate health risk through multiple routes of entry
7. Compare exposure and risk estimates with guidelines and regulations to characterize the magnitude of health hazard

8. Employ statistical methods to analyze and interpret data
9. Apply epidemiologic methods to interpret exposure-health outcome relationships
10. Recommend and evaluate engineering, administrative, and personal protective equipment controls and other interventions to reduce or eliminate hazards
11. Apply management practices to health and safety programs
12. Be able to make a business case for workplace health and safety
13. Interpret and apply occupational and environmental regulations
14. Appreciate and apply a multidisciplinary perspective that includes occupational safety, occupational medicine, occupational health nursing, environmental health, occupational and environmental epidemiology, and injury prevention
15. Recognize the importance of life-long learning and attaining professional certification
16. Describe conceptual models used in the assessment, evaluation, and control of occupational hazards
17. Apply conceptual and mathematical models to the assessment, evaluation, and control of occupational hazards

ENVIRONMENTAL AND OCCUPATIONAL HEALTH POLICY

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

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

OCCUPATIONAL SAFETY

In addition to the Environmental and Occupational Health Sciences MPH competencies, students in the Occupational Safety concentration will be able to:

- Evaluate workplace safety hazards and anticipate related adverse health consequences.
- Utilize exposure and injury data as the basis for developing solutions to workplace safety hazards.

WATER QUALITY AND HEALTH

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

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

EPIDEMIOLOGY

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

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

MATERNAL AND CHILD HEALTH EPIDEMIOLOGY

In addition to the school-wide competencies, students pursuing the Maternal and Child Health Epidemiology concentration should refer to the competencies listed on page 75.

HEALTH POLICY AND ADMINISTRATION

PUBLIC HEALTH POLICY AND MANAGEMENT (COMPREHENSIVE PROGRAM)

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

- Communicate a basic understanding of American jurisprudence and its application to public health policies and programs.
- Describe the processes by which laws and regulations are made and the factors that influence those decisions.
- Analyze a particular state or federal policy making process to identify the determinants of its outcome.
- Demonstrate a theoretical understanding of the forces that have shaped and continue to shape those processes.
- Describe basic principles of economics and demonstrate an ability to interpret studies (as opposed to produce studies), knowing the lexicon of the technologies of economic analysis and their strengths and weaknesses.
- Illustrate different policy analytic and program evaluation techniques, again with an emphasis on interpretation, not production.
- Demonstrate an understanding of the institutions of public health and of the health services system in the United States.
- Display strong written and oral communication skills, as well as skills in negotiating and in advocacy, an understanding of the importance of community support for public health programs, an ability to communicate effectively with the community, an understanding of the role of the media in public health policy-making, and an ability to communicate effectively with the media.
- Identify ethical principles that are involved in public health policy-making and programming.

- Identify the skills necessary to administer public health programs, such as community assessment, strategic management, budgeting and organizational control, and leadership.
- Demonstrate the ability to evaluate a public policy problem and to communicate the results effectively in writing and orally.
- Put into practice the skills learned in previous coursework by engaging in a field experience.

COMPETENCIES FOR HPA PROFESSIONAL ENHANCEMENT PROGRAM (PEP) STUDENTS

- Demonstrate an understanding of the basic principles, practices and theories of public health.
- Demonstrate an understanding of selected problems in public health administration and public health policy.
- Apply selected tools to the solution of those problems.
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- Communicate these abilities in writing and orally.

In addition, students will work with their faculty advisor to identify additional competencies they wish to attain commensurate with their background and career goals, which are documented in students' program proposals.

ONLINE MPH IN PUBLIC HEALTH INFORMATICS

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

- Employ the basic principles of public health sciences in public health practice.
- Analyze the role of public health information systems and informatics in public health decision-making.
- Specify the requirements for the development or adaptation of public health-related information systems.
- Plan, specify and manage the implementation of public health information systems projects.
- Discuss the security, privacy and confidentiality issues involved in utilizing health data and information systems.
- Explain the existence, structure and uses of public health and health care databases and networks.
- Evaluate the basic functions and operations of information technologies that have significant application in public health practice such as geographic information systems, web-based information dissemination and data mining