CHS Student Handbook

Overview

The Division of Community Health Sciences (CHS) is one of four academic divisions of the School of Public Health (SPH). CHS focuses on health needs and multidisciplinary interventions, preparing students to assume leadership or middle-management positions. Three degree programs (MPH, MS and PhD) and two certificate programs (Basic and Advanced Community Public Health Practices) are offered in CHS The approach within CHS is analytical, critiquing today's programs in the light of their historical development and current realities. CHS faculty evaluate the effects of services on the health status of specific groups and work to improve the structure, process, and content of services through education concerning the latest scientific theories, practices, and policies.

There are both school-wide competencies for students in the School of Public Health and competencies specific to students in Community Health Sciences. These competencies reflect the most important mission of the program's faculty - to provide a relevant, substantial, and enabling educational experience for students. The competencies for each of our degree programs can be found in our on-line handbook. From time to time throughout their academic program, students should review the competencies to determine the extent of their progress. Questions regarding the competencies should be discussed with the faculty advisor.

Academic Degree Programs
CHS awards three graduate degrees: the Master of Public Health (MPH), Master of Science (MS), and the Doctor of Philosophy (PhD). The MPH curriculum provides students with a scientific knowledge base, practical public health experience (the practicum), and scientific research and writing experience (the Master's Paper). This degree is primarily directed toward students interested in practice and administrative positions. The MS and PhD curricula include basic course work designed to provide an understanding of substantive areas of public health as well as concentrated work undertaken related to a selected research project. The MS and PhD programs are largely directed to students interested in academic or research careers. Enrollment in all degree programs can be on a full or part-time basis. General SPH requirements apply to all three degrees, with Graduate College requirements also applying to the MS and PhD degrees. The Doctor of Public Health (DrPH) is a school-wide degree awarded by the School of Public Health.

Students entering CHS develop a course of study designed to meet their individual educational needs. CHS Specializes in several areas including 1) behavioral sciences and health promotion, 2) gerontology 3) community-based research methods and 4) maternal and child health (including MCH Epidemiology). Students may also choose to combine courses in other topic areas such as developmental disabilities, international health, public health nutrition, public health leadership and practice, and women's health studies. CHS students are also exposed to a wide range of quantitative and qualitative methods for assessing the health of populations as well as for program planning and evaluation. Individual programs of study are developed for each student based on previous experience, interests, and professional goals.

CHS offers the following special programs of study: the Maternal and Child Health Program (including the Maternal and Child Health Epidemiology Program), an MPH program based at the UIC College of Medicine at Peoria, and joint degree programs with the UIC College of Nursing leading to the MPH and the Master of Science (MS) in Nursing, the College of Medicine (MPH/MD), and the College of Business Administration (MPH/MBA).

Graduate and Professional Education Requirements
Graduate and professional education at CHS requires students to develop their independent thinking skills. Students are expected to critically review articles from scientific journals, interpret and discuss their findings in class (this is particularly relevant for seminar classes at the 500-level), and prepare papers and other student projects based on the conclusions drawn. Competence in English and scientific format (where appropriate in required papers) are part of what is evaluated for grading in many CHS courses. For this reason we encourage students to enroll in available writing courses specifically designed to assist graduate students to improve their skills. Students can find more about independent thinking, writing clearly, and reporting statistics in the on-line Self-Help Tips section of our Roundtables on the CHS website.

Many courses in CHS use active learning techniques. Students are involved individually and in small groups to learn the practice of public health. Many of these learning experiences require active participation and faculty often evaluate the extent and quality of students' individual participation.

Each student must have an approved program proposal on file in the SPH Dean's Office and successfully complete the program as specified in the proposal on file in order to be approved for graduation. For CHS students, program proposals must be approved by a student's academic advisor, the CHS Graduate Studies Committee, and the CHS Division Director. MPH students must submit an approved program proposal by the end of the first semester of study while MS and PhD students must submit one by the end of the second semester of study. Students wanting to petition for a transfer of credit or waiver of any courses should submit the appropriate documents with the initial program proposal. A revised program proposal is required if students change the content of their course of study in any way other than when courses are taken. All forms are available on the CHS website along with a detailed guide to the program proposal process.

All students, regardless of their degree program, should refer to the degree requirements listed in the SPH Student Handbook. Specific degree and track requirements are described fully later in this handbook.

Faculty

CHS has multidisciplinary faculty with backgrounds in the behavioral and community health sciences that include anthropology, epidemiology, health education and promotion, health services research, pediatrics, preventive medicine, psychology, public health administration, public health nursing, public health nutrition, social work, and sociology. Faculty have extensive experience in direct-care services, education, management, and research. Additional professionals from family medicine, obstetrics, occupational therapy, political science, psychiatry, and special education hold joint or adjunct appointments. Faculty are involved in numerous research activities related to their fields of interest. Opportunities are often available for students to participate in these studies. Brief biosketches of the faculty indicating their research interests are included in this handbook.

Careers

The possible careers vary widely for graduates and include public health practice, teaching, and research. While the skills a student brings to the School of Public Health remain relevant, graduate study in public health adds new knowledge and competencies in primary prevention and health promotion, the solution of health-related problems, health policy formation and analysis, and in planning, managing, and evaluating health programs for specific at-risk populations. The program also allows students to bring a broad perspective to their current position and increases the potential to advance to higher levels of responsibility. For example, a clinician with an MPH degree may become a public health program director, planner, consultant, or a legislative aide. A graduate with an MS or PhD degree may become a researcher or university faculty member.

Financial Assistance

Limited financial aid is available to qualified students and can be in the form of a traineeship, fellowship, tuition waiver, or loan. Research assistant positions are also available to some students. These positions, which may provide students with opportunities to participate in faculty research projects, include a salary and in most cases a tuition waiver. Students may contact the University's Office of Student Financial Aid, the SPH Office of Student Financial Services, and for MS and PhD students, the Graduate College for more information. See the Financial Assistance section of this handbook for eligibility and application requirements.

CHS Faculty and Staff

Chicago Campus Office Locations

SPHPI:	School of Public Health and Psychiatric Institute m/c 923 1603 West Taylor Street, Chicago 60612
IHRP:	Institute for Health Research and Policy, m/c 275, Westside Research Office Building 5th floor, 1747 W. Roosevelt Road, Chicago, IL 60608
DHSP:	Disability, Health, and Social Policy Building, m/c 626, 1640 West Roosevelt, Chicago 60608

CHS Faculty

Susan Altfeld, PhD, MSW
Clinical Assistant Professor, Community Health Sciences
Room 650/SPHPI, 312-355-1134 saltfeld@uic.edu
Interests Health promotion and disease prevention

Shaffdeen Amuwo, MPH, PhD
Clinical Associate Professor, Community Health Sciences
Associate Dean for Community, Government & Alumni Affairs
Room 1185/SPHPI, 312-996-1410 amuwo@uic.edu

Noel Chávez, PhD, RD, LDN
Associate Professor, Community Health Sciences
Co-Director, Maternal and Child Health Program
Room 659/SPHPI, 312-996-0747 nchavez@uic.edu
Interests Nutrition/health behaviors, attitudes, and services use, especially among Latinos.

David L. DuBois, PhD
Professor, Community Health Sciences
Room 677/SPHPI, 312-413-3564 dldubois@uic.edu
Interests Child and adolescent mental health, mentoring, program evaluation.

Michael Fagen, PhD, MPH
Clinical Assistant Professor, Community Health Sciences
Room 686/SPHPI, 312-355-0647 mfagen1@uic.edu
Interests: School health, program evaluation and translational research.

Glenn T. Fujiura, MEd, PhD
Departmental Affiliate, Community Health Sciences, UIC School of Public Health
Associate Professor and Director of Graduate Studies, Department of Disability and Human Development (AHS)
Room 246/DHSP, 312-413-1977 gfujiura@uic.edu
Interests Disability demographics; public finance; models of state policy determinants; cost/resource allocation in disabilities.

Arden S. Handler, DrPH
Professor, Community Health Sciences
Co-Director, Maternal and Child Health Program
Room 655/SPHPI, 312-996-5954 handler@uic.edu
Interests Reproductive and perinatal health, the delivery of health care for low-income women, children and families.

Tamar Heller, PhD
Departmental Affiliate, Community Health Sciences, UIC School of Public Health
Professor and Head, Department of Disability and Human Development (AHS)

Director of Aging Studies Program
Director, Institute on Disability and Human Development
Room 436/DHSP, 312-413-1647 theller@uic.edu
Interests Families and disabilities, health promotion and disabilities, aging and developmental disabilities.

Susan L. Hughes, DSW
Professor, Community Health Sciences
Co-Director, Center for Research on Health and Aging
Room 372/IHRP, 312-996-1473 shughes@uic.edu
Interests Long-term care policy, disability prevention, initiation and maintenance of wellness behavior, evaluation of interventions.

L. Michele Issel, PhD, RN
Clinical Associate Professor, Community Health Sciences
Room 657/SPHPI, 312-355-1137 issel@uic.edu
Interests Prenatal case management, organization/management of health services.

Michele A. Kelley, ScD, MSW, MA
Associate Professor, Community Health Sciences
Room 652/SPHPI, 312-413-3225 makelley@uic.edu
Interests Community and cultural protective factors, adolescent health, African-American, Puerto Rican/Latino community health, participatory action research.

Joan Kennelly, PhD, MPH
Research Assistant Professor, Community Health Sciences
Room 653/SPHPI, 312-996-5752 kennelly@uic.edu
Interests Social determinants of population health locally and globally, health inequalities, migration and health, women's health, data and evidence in public health policy and practice

Frederick J. Kviz, PhD
Professor, Community Health Sciences
Room 645/SPHPI, 312-996-4889 fkviz@uic.edu
Interests Health promotion, smoking cessation, Asian American/Pacific Islander populations.

Patrick Lenihan, PhD, MUPP
Clinical Associate Professor, Community Health Sciences
Room 681/SPHPI, 312-996-6342 dlenih1@uic.edu
Interests Public health systems research, organizational development of public health agencies, strategic planning in public health, emergency preparedness.

Naomi M. Morris, MD, MPH, FAAP, FACPM
Professor Emeritus, Community Health Sciences
Room 651/SPHPI, 312-996-5951 numi@uic.edu
Interests Adolescent health and risky behavior, hormonal effects on behavior, pathways from childhood to delinquency versus prosocial leadership.

Naoko Muramatsu, PhD
Associate Professor, Community Health Sciences
Room 687/SPHPI, 312-996-5679 naoko@uic.edu
Interests Health and aging, long-term care policies, access to and quality of health services.

Nadine R. Peacock, PhD
Associate Professor, Community Health Sciences
Room 649/SPHPI, 312-355-0185 npeacock@uic.edu
Interests Women's reproductive health, global health, qualitative methods.

Thomas R. Prohaska, PhD
Professor, Community Health Sciences

Co-Director, Center for Research on Health and Aging
Room 662/SPHPI, 312-413-9830 prohaska@uic.edu
Interests Exercise and aging, health promotion, coping with chronic illness, doctor/patient interaction.

Jesus Ramirez-Valles, PhD, MPH
Associate Professor, Community Health Sciences
Room 679/SPHPI, 312-996-6346 valles@uic.edu
Interests Health education and promotion, community mobilization, Latinos in U.S. and the Americas.

Louis Rowitz, PhD
Professor, Community Health Sciences
Deputy Director, Center for Public Health Practice
Room 658/SPHPI, 312-996-9659 lrowitz@uic.edu
Interests Public health leadership, public health practice, workforce development.

Laurie Ruggiero, PhD
Professor, Community Health Sciences
Room 689/SPHPI, 312-413-9825 lruggier@uic.edu
Interests Health behavior change in individuals through communities, community participatory research, technology in health promotion.

Myrtis Sullivan, MD, MPH
Clinical Assistant Professor, Community Health Sciences
Room 656/SPHPI, 312-996-7684 myrtis@uic.edu
Interests Collaborative community-based research, bronchial asthma, breast-feeding.

Bernard J. Turnock, MD, MPH
Clinical Professor and Director, Community Health Sciences
Director, Center for Public Health Practice
Room 671/SPHPI, 312-413-0107 bturnock@uic.edu
Interests Performance management, workforce development.

CHS Administrative Staff

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Room 682/SPHPI, 312-996-8940
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Program Manager
Room 678/SPHPI, 312-996-1164
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Madge Schwien
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Joan Chow
Program Support
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jchow3@uic.edu

MCH Administrative Staff

Katerina Barcal, MPH
Graduate Education Coordinator
Maternal and Child Health Program
Room 654, SPHPI, 312-413-5625
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Kris Risley, DrPH
Continuing Education Coordinator
Maternal and Child Health Program
Room 683 SPHPI 312-996-2875
kygupta@uic.edu

Peoria Regional MPH Program

Peoria Campus Office Location

UICOM-P: University of Illinois College of Medicine at Peoria,
Program in Population and Community Health
One Illini Drive, Box 1649,
Peoria, IL 61656-1649

Mary Ellen Simpson, PhD, RN
Adjunct Assistant Professor,
Community Health Sciences, UIC School of Public Health
Department of Family and Community Medicine
University of Illinois College of Medicine at Peoria
Director, Regional Master of Public Health Program at Peoria
Director, Program in Population & Community Health
UIC Peoria Regional Site, 309-671-3447, msimps2@uic.edu
Interests Maternal and Child Health Epidemiology, GIS and Public Health, Survey Development, Program Evaluation, Statistical Modeling.

Peoria Administrative Staff

Lois Hill
MPH Student Coordinator
UICOM-P, OL office 309-671-3447
lhill@uic.edu

Behavioral Sciences and Health Promotion (BSHP)

The purpose of this specialization is to train professionals in social and behavioral sciences to address public health problems in urban settings. Students learn to use social and behavioral theories and methodologies to understand health, illness and disease, and to develop health promotion programs. Particular emphasis is placed on community-based interventions addressing the unique infrastructure of the urban context, including the diversity of its population, poverty, violence, and health inequalities.

The BSHP specialization aims to develop several competencies, including the student's ability to: a) conceptualize public health interventions within relevant theoretical contexts; b) design, conduct and interpret evaluations of interventions and other public health programs; c) define the individual, social and environmental aspects of given public health issues; d) select appropriate personal or media-delivered health promotion messages and channels; e) understand the interrelationships of public health promotion and health behavior theory and research; and f) work collaboratively with community members to develop culturally relevant health promotion and education programs that reflect both the strengths and needs of the community.

Recommended Courses:
CHSC 485 – Communications, Mass Media and Public Health (3sh)
CHSC 584 – Community Organizing for Health (3sh)
CHSC 586 – Health Behavior Interventions (3sh)

Resources: Opportunities to enhance research and practice skills in behavioral sciences and health education are available to students through individual faculty research, the Health Research and Policy Centers, the various UIC research units, and the Department of Disability and Human Development (CHHDS). Resources and opportunities are also available in a variety of state, city, and nonprofit health and social service agencies in the Chicago area.

Faculty: Susan Altfeld, PhD, Clinical Assistant Professor; David L. DuBois, PhD, Professor; Michael Fagen, PHD, MPH, Clinical Assistant Professor; Frederick J. Kviz, PhD, Professor; Thomas R. Prohaska, PhD, Professor; Jesus Ramirez-Valles, PhD, MPH, Associate Professor; Laurie Ruggiero, PhD, Professor.

Contact: Jesus Ramirez-Valles, PhD, MPH, Associate Professor, 312-996-6346 valles@uic.edu

Gerontology

Purpose and student competencies: This track provides students with graduate education in research and practice on a wide range of health and health service issues in older populations. Students develop a course of study which satisfies their degree requirements and can select additional courses in gerontology from other sections of the school and university to meet their own professional goals. Students who complete this area should be equipped with the necessary skills and background to assume careers in the public and private sectors serving the social and health needs of the aging and aged.

Recommended Courses:
CHSC 425 – Public Health and Aging (3sh)
CHSC 527 – Critical Issues in Long Term Care Policy (3sh)
CHSC 528 – Societal Analysis of Aging, Health and Health Care (3sh)
CHSC 529 – Gerontological Health/Illness Behavior (3sh)

Resources: Opportunities in gerontological public health research are available to students through individual faculty research or through various UIC research centers such as the Institute for Health Research and Policy (IHRP) and the UIC College of Applied Health Sciences (AHS). Current projects in gerontological public health include health promotion interventions with minority older adults, policy research in long term care, cross-cultural studies of health and aging, doctor, older patient interactions and design of program evaluation. Opportunities in gerontological public health practice are available through a variety of health and social service agencies and programs serving older adults in the Chicago area. Pre- and Postdoctoral fellowships are available in gerontological public health. For further information visit www.uic.edu/depts/ovcr/hrpc/centers/rha.html.

Faculty: Susan L. Hughes, DSW, Professor; Naoko Muramatsu, PhD, Associate Professor; Thomas Prohaska, PhD, Professor

Contact: Thomas Prohaska, PhD, Professor and Director of the Gerontological Public Health Training Program
312-413-9830 or 312-996-6344 prohaska@uic.edu

Community Research Methods

Purpose and student competencies: Although not organized as a specialization, CHS offers courses in community-based research Methods. Courses focus on both quantitative and qualitative research methods.

Recommended courses:
CHSC 434 – Introduction to Qualitative Methods (3sh)
CHSC 447 – Survey Planning and Design (3sh)
CHSC 534 – Management and Analysis of Qualitative Date (3sh)
CHSC 577 – Survey Questionnaire Design (3sh)

Faculty: Frederick J. Kviz, Professor; Nadine Peacock, Associate Professor

Maternal and Child Health Program

The Maternal and Child Health Program (MCHP), based in the Division of Community Health Sciences (CHS), is a comprehensive, competency-based program focusing on the health needs of women, children and families, and on the services designed to meet these needs. Competencies include the ability to apply a historical, legislative and public health knowledge base to an understanding of MCH and related programs as well as knowledge and skills in community assessment, program planning and evaluation, policy and advocacy, administration/management, health care financing health promotion and disease prevention, to design and implement culturally competent intervention strategies, qualitative and quantitative research methods, interdisciplinary and community collaboration, and the application of basic behavioral/social sciences to MCH issues. The program adheres to the competencies developed by the Association of Teachers of Maternal and Child Health (ATMCH) and approved by the MCH Council of the Association of Schools of Public Health (ASPH) and the Association of Maternal and Child Health Programs (AMCHP).

Master of Public Health (MPH) Curriculum: In addition to meeting SPH and CHS requirements, MCH MPH students are required to complete four core MCH courses (CHSC 510: MCH Outcomes and Measurement, CHSC 511: MCH Delivery Systems, CHSC 512: Best Practices in MCH Programs, and CHSC 543: MCH Policy and Advocacy, which is also used to fulfill the CHS policy course requirement), MCH Seminar (CHSC 595), an epidemiological computing course (EPID 406), and a MCH elective relevant to student's needs and interests (see course requirements below). A field experience and Master's Paper in MCH are also required. Through the practicum project and/or an alternatively designated project selected with the advisor, students work on applied research related to the elimination of health disparities to improve the health of diverse MCH populations.

Research requirements: MPH students are required to engage in primary data collection and analysis or conduct secondary data analysis through practica, research assistantships, and/or faculty-mentored projects. One of these research projects is used as the basis for the Master's Paper. As part of their Master's Paper requirement, students are also required to prepare an abstract for submission to a conference (such as APHA, IPHA, MICHEP, etc.). Actual submission of abstracts to a conference is not required, but is strongly encouraged.

MCHP Faculty: Noel Chávez, PhD, RD, LDN, Associate Professor and MCH Co-Director; Arden S. Handler, DrPH, Professor and MCH Co-Director; L. Michele Issel, PhD, RN, Clinical Associate Professor; Michele A. Kelley, ScD, MSW, MA, Associate Professor; Naomi M. Morris, MD, MPH, Professor Emeritus; Nadine R. Peacock, PhD, MA, Associate Professor; Joan Kennelly, PhD, MPH, Research Assistant Professor.

MPH Course Requirements for MCH Students

MPH students entering the division of Community Health Sciences (CHS) in the fall term of 2008 are required to complete a minimum of 40 semester hour (sh) credits representing SPH and CHS core courses and additional 15-16 semester hours in maternal and child health. Some students may be permitted to waive courses if they can demonstrate having taken similar graduate level courses in the past. The final individualized curriculum including electives is planned with the assistance and approval of the student's faculty advisor. Courses are identified below including the semester in which they are *projected* to be offered.

School of Public Health core requirements (20 sh credits)

Course #	Course Name	# of Semester Hours	Term Offered
BSTT 400:	Biostatistics I	4	F, Sp
EPID 403:	Intro Epidemiology Course	3	F, Sp
CHSC 400:	Public Health Concepts and Practice	3	F, Sp
EOHS 400:	Principles of Environmental Health Sciences	3	F, Sp
CHSC 401:	Behavioral Sciences in Public Health	3	F, Sp
HPA 400:	Basic Principles of Management in Public Health	3	F, Sp
IPHS 698:	Capstone Experience (Masters Paper)	1	F, Sp, Su

Community Health Sciences Core Requirements (15 sh credits)

Course #	Course Name	# of Semester Hours	Term Offered
CHSC 431:	Community Assessment in Public Health	3	F, Sp
CHSC 433:	Public Health Planning and Evaluation	3	F, Sp
CHSC 446:	Research Methods in Community Health	3	F, Sp
CHSC 480:	Health Education and Health Promotion	3	F, Sp
CHSC 543:	MCH Policy and Advocacy (satisfies policy/advocacy requirement)	3	F

Maternal and Child Health Specialization (15-16 sh credits)

Core Courses

Course #	Course Name	# of Semester Hours	Term Offered
CHSC 510[1]:	MCH Health Outcomes and Measurement	3	F
CHSC 511*:	MCH Delivery Systems	3	Sp
CHSC 512*:	Best Practices in MCH Programs	3	Sp
EPID 406:	Epidemiological Computing	3	F
XXXX xxx:	MCH Elective (select 1 course from the list on the next page)	2-3	varies
CHSC 595:	MCH Seminar 1	F	

Field Experience (a CHS capstone experience) (3 or 5 sh credits)

IPHS 650:	Field Experience in Public Health	3 or 5	F, Sp, Su

(continued on next page)

MCH Electives[**]:

CHSC 419: Public Health Aspects of Sexuality and Women's Health (3 sh)
CHSC 456: Women's Health: A Primary Health Care Approach (3 sh)
CHSC 518: Epidemiology of Pediatric Diseases (3 sh)
CHSC 526: Family Perspectives on Disability (3 sh)
CHSC 544: Public Health Aspects of Adolescent Health (3 sh)
CHSC 545: Reproductive and Perinatal Health (3 sh)
CHSC 547: Public Health Approaches to Maternal and Child Nutrition (2 sh)
CHSC 548: Readings in Reproductive and Perinatal Epidemiology (2 sh)
CHSC 553: Family Planning: Practices and Policies (2 sh)
CHSC 554: Women's Health and International Development (3 sh)
CHSC 594: Public Health and the Family (3 sh)
CHSC 594: Children with Special Health Care Needs/including Mental Health (3 sh)
EPID 405: Human Growth and Nutrition (3 sh)

[1] Courses were previously offered as CHSC 594.
[**] Student may choose another elective with the approval of their advisor and/or MCH Program co-Directors.

NuWH 550: Issues for Research and Practice in Women's Health (3 sh)

Recommended CHS Electives:
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 584: Community Organizing for Health (3 sh)

NOTE: For more information on any of these courses, you may visit the course description section of the SPH student handbook at http://www.uic.edu/sph/course_descripts.htm.

Maternal and Child Health Epidemiology Program

Program Description**:** The Maternal and Child Health Epidemiology (MCHEPI) program, a joint effort by the Divisions of Community Health Sciences (CHS) and Epidemiology and Biostatistics (EPID/BSTT) at the University of Illinois at Chicago (UIC) School of Public Health (SPH) offers graduate training leading to either the Master of Public Health (MPH) or Doctor of Philosophy (PhD) degree. This program is designed for students wishing to focus on applied MCH Epidemiology. Graduates of this program have the analytic skills to enable them to perform many of the activities of the MCH planning cycle at a very high level: surveillance, assessment, planning, implementation, monitoring, evaluation, and policy development.

Curriculum**:**

Master of Public Health (MPH) – In addition to meeting the minimum SPH requirements, students in the MCHEPI MPH program are required to take courses in Biostatistics and Epidemiology (BSTT 401, EPID 404, EPID 406, and EPID 410 or EPID 411) with courses in Maternal and Child Health (2 of 4 core MCH courses: CHSC 510, CHSC 511, CHSC 512, and CHSC 543; CHSC 548; and CHSC 545 or EPID 518) as well as courses in planning, assessment and analytic methods (CHSC 431 and CHSC 433; and CHSC 434 or CHSC 446 or PA 540). Student practica must be conducted in conjunction with a state or local public health agency. (See course requirements below.)

*Research requirements***:** MPH students are required to engage in primary data collection and analysis or to conduct secondary data analysis through practica, research assistantships, and/or faculty-mentored projects. One of these research projects (conducted at a state or local public health agency) is used as the basis for the Master's Paper. As part of their Master's Paper requirement, students are required to prepare an abstract for submission to a conference (such as APHA, IPHA, MICHEP, etc.). Actual submission of abstracts to a conference is not required, but is strongly encouraged.

Doctor of Philosophy (PhD) - Students in the MCHEPI PhD program must fulfill SPH and Graduate College PhD requirements. Students must also take a combination of courses in Epidemiology, Maternal and Child Health, as well as courses in planning, assessment and analytic methods. Student dissertations must be conducted in conjunction with a state or local public health agency. (See course requirements below.)

Faculty: Arden S. Handler, DrPH, Professor and MCHEPI Director; Deborah Rosenberg, PhD, Research Associate Professor and MCHEPI co-Director; L. Michele Issel, PhD, RN, Clinical Associate Professor; Michele A. Kelley, ScD, MSW, MA, Associate Professor; Naomi M. Morris, MD, MPH, Professor Emeritus; Nadine R. Peacock, PhD, MA, Associate Professor; Joan Kennelly, PhD, MPH, Research Assistant Professor; Faith Davis, PhD, Professor; Victoria Persky, MD, Professor

MPH in MCH Epidemiology Course Requirements

The MPH in MCH Epidemiology is offered by both the Division of Community Health Sciences and the Division of Epidemiology and Biostatistics of SPH. Students may apply to either division. Regardless of division, the MPH in MCH Epidemiology program expects students to have a strong analytic background as well as an interest in applied epidemiology.

Students in the MPH in MCH Epidemiology track are required to take a program that combines courses in Epidemiology with courses in Maternal and Child Health as well as courses in planning, assessment and analytic methods. Student practica must be conducted at a state or local public health agency. Following are the requirements of this program.

Minimum credit hour requirement: 56 sh

SPH Core Courses (may be waived if taken previously) – 20 sh

BSTT 400	Biostatistics I	4 sh
EPID 403	Introduction to Epidemiology: Principles and Methods	3 sh
HPA 400	Basic Principles of Management in Public Health	3 sh
CHSC 400	Public Health Concepts and Practice	3 sh
EOHS 400	Principles of Environmental Health Sciences	3 sh
CHSC 401	Behavioral Sciences in Public Health	3 sh
IPHS 698	Capstone Experience (Master's Paper)	1 sh

MCH Epidemiology Courses (apply to both CHS & EPID/BSTT students) – 33-35 sh

BSTT 401	Biostatistics II	4 sh
EPID 406	Epidemiologic Computing (*Prereq. for EPID 404*)	3 sh
EPID 404	Intermediate Epidemiologic Methods	4 sh
	Choose one of the following courses:	
EPID 410 EPID 411	Introduction to Infectious Disease Epidemiology Introduction to Chronic Disease Epidemiology	2 sh 3 sh
CHSC 431	Community Assessment in Public Health	3 sh

CHSC 433	Public Health Planning and Evaluation	3 s h
	Choose <u>one</u> of the following courses:	
CHSC 434 CHSC 446 PA 540	Qualitative Methods Research Methods in Community Health Research Methods in Public Administration	3 s h 3 s h 4 s h
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	2 s h
	Choose <u>one</u> of the following courses:	
CHSC/EPID 545 EPID 518	Reproductive and Perinatal Health Epidemiology of Pediatric Diseases	3 s h 3 s h
	Choose <u>two</u> of the following courses:	
CHSC 510 CHSC 511 CHSC 512 CHSC 543	MCH Health Outcomes and Measurement MCH Delivery Systems Best Practices in MCH Programs MCH Policy and Advocacy	3 s h 3 s h 3 s h 3 s h

Field Experience – 3-5 sh
<u>Must be conducted in conjunction with a state or local health agency.</u>

IPHS 650	Field Experience in Public Health—a capstone experience	3-5 sh

Electives - Students may also select elective courses in conjunction with their advisor.

PhD in MCH Epidemiology Course Requirements

Students in the PhD in MCH Epidemiology are required to take a program that combines courses in Epidemiology with courses in Maternal and Child Health as well as courses in planning, assessment and analytic methods. Student dissertations **must be conducted in conjunction with a state or local public health agency.**

A limited amount of specially targeted federal funding is available for MCH Epidemiology students who are U.S. citizens or permanent residents.

Minimum credit hour requirement: 96 sh

SPH Core Courses (may be waived for students with a MPH and/or if taken previously)

EPID 403	Introduction to Epidemiology: Principles and Methods	3 sh
BSTT 400	Biostatistics I	4 sh
BSTT 401	Biostatistics II	4 sh

MCH Epidemiology Courses (apply to both CHS & EPID/BSTT students)

EPID 406	Epidemiologic Computing (*Prereq. for EPID 404*)	3 sh
EPID 404	Intermediate Epidemiologic Methods	4 sh
	Choose one of the following courses:	
EPID 410 EPID 411	Introduction to Infectious Disease Epidemiology Introduction to Chronic Disease Epidemiology	2 sh 3 sh
	Choose one of the following courses:	
BSTT 440 PA 588	Sampling & Estimation Methods Applied to Public Health Survey Data Reduction and Analysis	3 sh 2 sh
BSTT 505	Logistic Regression and Survival Analysis (*Prereq for EPID 501*)	2 sh
CHSC/EPID 549	Advanced Applied Methods in MCH	3 sh
CHSC 551	Foundations of Public Health Inquiry	3 sh

CHSC/EPID 545 EPID 518	*Choose <u>one</u> of the following two courses:* Reproductive and Perinatal Health Epidemiology of Pediatric Diseases	3 sh 3 sh
CHSC 548	Readings in Reproductive and Perinatal Epidemiology	2 sh
EPID 501	Advanced Quantitative Methods in Epidemiology	3 sh
CHSC 543 CHSC 510 CHSC 511 CHSC 512	*Choose <u>one</u> of the following courses:* MCH Policy and Advocacy MCH Outcomes and Measurement MCH Delivery Systems Best Practices in MCH Programs	3 sh 3 sh 3 sh 3 sh
EPID 595 EPID 591	*Choose <u>one</u> of the following:* Epidemiology Research Seminar Current Epidemiologic Literature	1 sh 2 sh

Electives – 4-6 sh[2] (*plus* 32 credits from MPH)
One or more of the following courses are strongly encouraged:

BSTT 513	Longitudinal Data Analysis	4 sh
CHSC 434	Introduction to Qualitative Methods in Public Health	3 sh
CHSC 534	Management Analysis of Qualitative Data	3 sh
CHSC 577	Survey Questionnaire Design	3 sh
CRJ 560	Quantitative Methods and Design	4 sh
ED 502	Essentials of Qualitative Inquiry in Education	4 sh
EPID 471	Population I	3 sh
EPID 510	Advanced Epidemiology of Infectious Diseases	2 sh
EPID 520	Genetic Epidemiology	2 sh
EPSY 594	Hierarchical Linear Modeling	4 sh
EPID 594	Social Epidemiology	2 sh

HPA 557	Measurement in Health Services Research	3 sh
HPA 564	Geographic Information System Application in Public Health	3 sh
NUSC 548	Methodological Issues for Cross-Cultural Research	3 sh
NUSC 594	Neighborhoods and Health	2 sh
PA 540	Research Methods for Public Administration	4 sh
PA 541	Advanced Data Analysis I	4 sh
PA 581	Cross-Cultural Survey Measurement	2 sh
PA 582	Survey Data Collection Methods	2 sh
PA 588	Survey Data Reduction and Analysis	2 sh
Biological Sciences Requirement Depending on clinical background, one or more of the following courses are strongly encouraged:		
HND 510	Nutrition, Physiologic Aspects	3 sh
HND 520	Maternal Nutrition & Perinatal Development	3 sh
HND 522	Adv. In Pediatric Nutrition	2 sh
NuMC 507	Scientific Basis for Women's Health & Perinatal Nursing I	2 sh
NuMC 508	Scientific Basis for Women's Health & Perinatal Nursing II	2 sh
NuSc 214	Clinical Pathophysiology I (*Doesn't qualify for grad. course credit*)	N/A
NuSc 216	Clinical Pathophysiology II (*Doesn't qualify for grad. course credit)*	N/A

PhD Research - 32 sh

IPHS 599: Research in Public Health Sciences

[2] Must include at least one course (2-3sh) in biological sciences (depending on student's clinical background).

MPH Requirements

Students are admitted to either the Comprehensive Program or the Professional Enhancement Program (PEP). The number of credits required for graduation is determined at admission. Programs of study are developed by the student and his/her faculty advisor based on conditions set at admission and the requirements of the MPH curriculum including elective courses that are selected to enhance the students' background and professional goals. CHS students in the MPH program may select one of the following three tracks:

- Behavioral Sciences and Health Promotion
- Gerontology
- Community-based Research Methods
- Maternal and Child Health (including MCH Epidemiology)

Students not wanting to focus their studies in any of these areas may select a general course of study. Additional course work is available in the areas of developmental disabilities, global health, public health nutrition, public health leadership and practice, and women's health. The curriculum below represents the minimum requirements for a comprehensive program in CHS. Advisors often recommend additional courses for students. A suggested course sequence for MPH students in the comprehensive program is found in this handbook. Students in a joint degree program should refer to the appropriate section of this handbook.

Comprehensive MPH Curriculum (49-54 minimum semester hour credits)

SPH Core Requirements (20 semester hour credits)
BSTT 400: Biostatistics I (4)
EPID 403: Introduction to Epidemiology: Principles and Methods (3)
HPA 400: Basic Principles of Management in Public Health (3)
CHSC 400: Public Health Concepts and Practice (3)
EOHS 400: Principles of Environmental Health Sciences (3)
CHSC 401: Behavioral Sciences in Public Health (3)
IPHS 698: Capstone Experience (Master's Paper) (1)

CHS Core Requirements (15 semester hour credits)
CHSC 431: Community Assessment in Public Health (3)
CHSC 433: Public Health Planning and Evaluation (3)
CHSC 446: Research Methods in Community Health (3)
CHSC 480: Health Education and Health Promotion (3)

Students must select *one* of the following policy/advocacy courses:
CHSC 527, CHSC 543 or HPA 430 (3)

Elective requirements (11 semester hour credits, 6 of which must be in CHS)

Many CHS students choose to concentrate their studies in maternal and child health, heath education/health promotion, health and aging or community research methods. Four or more CHS courses are offered in each of these topic areas. See CHS specializations section for more information.

Field Experience (a CHS capstone experience) (3 or 5 semester hour credits)
IPHS 650: Field Experience in Public Health

The student's course of study will be planned with the assistance and approval of his/her faculty advisor. SPH and CHS core courses may be waived if the student can demonstrate having had comparable graduate education in the past. All necessary approval documents must be attached to the initial MPH Program Proposal.

CHS Capstone Experiences: Completion of both the field experience (IPHS 650) and a Master's Paper (IPHS 698) are required to meet the capstone requirements in CHS. For some students, the paper will be directly related to the practicum. The requirements for the MPH Field Experience and the Master's Paper are described in the appropriate sections of this handbook.

Through the capstone/culminating experience, MPH students will demonstrate their mastery of the following MPH competencies. Students will demonstrate their ability to:

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

The students' capstone experience will be evaluated by their successful completion of the practicum (including the practicum summary report) and the Master's Paper (including the oral presentation).

Professional Enhancement Program MPH Curriculum

(42 minimum semester hour credits)

The MPH Professional Enhancement Program (PEP) requires a minimum of 34 semester hour credits for medical, nursing, and public health professionals working in public health organizations or in community settings. The admission criteria require the applicant to have a Bachelor's or advanced degree in a health or related profession plus 3 years of paid public health or community health experience. Health professionals in training (including medical students and physicians in residency training programs) and others not meeting these public health experience requirements, must also complete a field experience (5 semester hours) in addition to the 34 semester hours of course work..

PEP Curriculum (42 minimum semester hour credits)

SPH Core Requirements (20 semester hour credits):
BSTT 400: Biostatistics I (4)
EPID 403: Introduction to Epidemiology: Principles and Methods (3)
HPA 400: Basic Principles of Management in Public Health (3)
CHSC 401: Behavioral Sciences in Public Health (3)
CHSC 400: Public Health Concepts and Practice (3)
EOHS 400: Principles of Environmental Health Sciences (3)
IPHS 698: Capstone Experience (Master's Paper) (1)

CHS Core Requirements (15 semester hour credits)**:**
CHSC 431: Community Assessment in Public Health (3)
CHSC 433: Public Health Planning and Evaluation (3)
CHSC 446: Research Methods in Community Health (3)
CHSC 480: Health Education and Health Promotion (3)
Students select one of the following policy and advocacy courses:
CHSC 527, CHSC 543 or HPA 430 (3)

Field Experience (5 semester hour credits for those not meeting the experience requirements--including physicians in training): IPHS 650: Field Experience in Public Health

The curriculum above represents the minimum requirements for a PEP program in CHS. Advisors often encourage students to take additional elective courses.

Electives
Course electives as necessary to bring total program to 42 semester hours.

Competencies for the MPH Degree (revised 2/15/08)

Listed below are the school-wide competencies for the MPH degree at the UIC School of Public Health and the additional MPH competencies for students completing their MPH degree in the Division of Community Health Sciences.

SPH Competencies for the MPH Degree	CHS-Specific Additional Competencies for the MPH Degree
Basic Health Science Skills *Graduates should be able to:* 1. 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. 2. Identify the research methods used in all basic public health sciences. 3. 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. 4. Describe the potential linkages and interactions among multiple determinants of health at intrapersonal, interpersonal, organizational, community, and societal levels (i.e., ecological model). 5. Communicate an understanding of theoretical explanations of racial and ethnic disparities in forces influencing health. 6. Describe the role of molecular determinants in health and illness within an ecological model of public health.	
Analytic Skills *Graduates should be able to*: 1. Define a problem in public health. 2. Use appropriate data and statistical methods for problem identification and resolutions and for program planning, implementation and evaluation. 3. Select and define variables relevant to defined public health problems. 4. Use data to illuminate ethical, political, scientific, economic and overall public health issues. 5. Synthesize core public health knowledge using analytic tools. 6. Integrate theory into public health practice. 7. Apply empirical knowledge to public health practice. 8. Apply rigorous critical thinking to the analysis of public health problems.	**Analytic Skills** *MPH graduates in CHS will be able to:* 1. Identify components of good research design. 2. Design a simple quantitative research study to include: a. Develop hypotheses and frame research questions; b. Select a research question and focus; c. Defend research question's conceptualization; d. Place the question in the context of appropriate theoretical constructs; e. Select methods of inquiry (type of quantitative or combination of methods; select or monitor selection of appropriate research tools); 3. Select the qualitative research method appropriate for a particular public health research problem and explain how qualitative research would interact with public health data sets and their quantitative information sources in the field. 4. Critically evaluate the design, assessment, analytical method, and conclusions of research in CHS.

SPH Competencies for the MPH Degree	CHS-Specific Additional Competencies for the MPH Degree
Cultural Skills *Graduates should be able to:* 1. 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. 2. Interact sensitively, effectively and professionally with people from diverse ethnic, socioeconomic, educational and professional backgrounds, and with persons of all ages and lifestyle preferences. 3. Identify the role of cultural factors in determining disease, disease prevention, health promoting behavior, and health care services organization and delivery. 4. Develop and adapt approaches to public health that take into account cultural differences.	**Cultural Skills** *MPH graduates in CHS will be able to:* 1. Promote cultural competence within an organization.
Information and Technology *Graduates should be able to:* 1. Define a public health problem for purposes of literature research process. 2. Demonstrate library skills, including the ability to conduct computerized literature searches, for researching problems in public health. 3. Use one of several statistical packages (e.g., EPI Info, SAS) to analyze data to address public health problems. 4. Use basic data management software in public health. 5. Use one of several graphics software packages (e.g., POWERPOINT) to develop presentations for public health problems. 6. Describe the role of information systems in improving the effectiveness of public health activities.	**Information and Technology** *MPH graduates in CHS will be able to:* 1. Access and use national/state/local data sets with respect to: a. Data management; b. Statistical significance of data; c. Primary and secondary analysis of data. 2. Monitor data gathering (review instruments, observation, interviews, etc.). 3. Monitor and review data analysis.
Communication Skills *Graduates should be able to:* 1. Communicate effectively both in writing and orally to diverse professional and lay audiences regarding public health issues. 2. Present accurately and effectively demographic, statistical, programmatic and scientific public health information for professionals and lay audiences. 3. Lead and participate in groups to address specific public health issues. 4. Use the media to communicate important public health information.	

SPH Competencies for the MPH Degree	CHS-Specific Additional Competencies for the MPH Degree
Policy Development *Graduates should be able to:* 1. Understand the historical development and structure of state, local and federal public health-related agencies. 2. Describe the U.S. institutions and processes of policy-making in public health and recognize that these differ in different societies. 3. Communicate an understanding of the impact of public policies and policy-making on one's work in public health. 4. Recognize relevant theories of social policy and how they explain policy-making in public health. 5. Describe the use of evidence-based decision-making in policy-making in public health. 6. 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.	**Policy Development** *MPH graduates in CHS will be able to:* 1. Analyze public policy regulation and/or legislation. 2. Design a policy position and write a policy statement. 3. Design and carry out an advocacy plan promoting the policy. 4. Prepare and deliver testimony to a governmental agency. 5. Create, debate, and defend a policy position in a controversial area.
Leadership and Systems Thinking *Graduates should be able to:* 1. Know what is required to assess a public health organization's structure and performance. 2. Participate in and contribute to strategic planning in public health. 3. Describe public health and health care delivery systems. 4. Describe the elements of organizational leadership including strategies for coordinating teams, managing conflicts, motivating staff, and continuous quality improvement.	**Leadership and Systems Thinking** *MPH graduates in CHS will be able to:* 1. Use analytical, synthesis and critical thinking skills to develop solutions to complex public health problems and situations demonstrating creative problem-solving. 2. Access relevant resources for further professional development.
Financial Planning and Management *Graduates should be able to:* 1. Develop and justify a budget. 2. Manage public health programs within budget constraints. 3. Monitor performance of public health programs. 4. Understand the role of cost-effectiveness, cost-benefit, and cost utility analyses in the management of public health resources.	**Financial Planning and Management** *MPH graduates in CHS will be able to:* 1. Develop a competitive application for funding a public health program or project.
Community Dimensions of Practice *Graduates should be able to:* 1. Establish and maintain linkages with key stakeholders in community-based initiatives to address public health issues. 2. Describe the process for developing, implementing, and evaluating a community public health assessment. 3. Describe the scientific, ethical, and practice dimensions of community-based participatory research.	**Community Dimensions of Practice** *MPH graduates in CHS will be able to:* 1. Involve community in assessing need for health programs, selecting health program approach, planning, implementing and evaluating health programs and policies. 2. Use participatory and translational principles in intervention dissemination.

SPH Competencies for the MPH Degree	CHS-Specific Additional Competencies for the MPH Degree
Ethics *Graduates should be able to:* 1. Use and apply ethical analysis to inform decision-making in public health. 2. Apply ethical principles to the collection, maintenance, use, and dissemination of data and information.	
	Health Education/Health Promotion *MPH graduates in CHS will be able to:* 1. Select an appropriate health education/promotion strategy for health need, and provide rationale for this selection. 2. Design a health education program for a specific audience, including program objectives, strategies and evaluation. Provide rationale for all decisions. 3. Know when and how to use principles of mass media communication in selecting/designing a health education intervention. 4. Monitor media for coverage of public health issues. 5. Using this information, involve community in problem identification and choosing media outreach vehicle. 6. Using this information, identify cultural/values/behaviors/systems involved in outreach plan, carry out plans (brochure, oral presentation, mass media, etc.), monitor media coverage of a public health issues, and analyze media coverage in influencing public opinion/behavior. 7. Using this information, select an appropriate plan for health promotion/disease prevention and defend/explain choice of approach based in theory and historical precedents.

Suggested MPH Course Sequence

For Full-Time Students in the CHS Comprehensive Program

Year One	**Prerequisites**	**Milestones**
Fall (full-time is 13 credits or more)		
CHSC 400: Public Health Concepts and Practice (4 credits)		*Students must complete their program proposal by the end of the Fall semester. Begin planning for the Field Experience.*
CHSC 401: Behavioral Sciences in Public Health (3 credits)		
BSTT 400: Biostatistics I (4 credits)		
Electives or CHSC 480		
Spring (full-time is 12 credits or more)		
CHSC 431: Community Assessment in Public Health (3 credits)	BSTT400, EPID403, CHSC400	
CHSC 446: Research Methods in Community Health (3 credits)	BSTT400	
OR		
CHSC 480: Health Education and Health Promotion (3 credits)		*Finalize plans for the Field Experience*.
EPID 403: Introduction to Epidemiology--Principles and Methods (3 credits)		
Electives		
Summer (full-time is 6 credits or more)		
IPHS 650: Field Experience in Public Health (3 or 5 credits)	MPH Core Courses	*Begin planning for the Master's Paper. Complete Summary Report of Field Experience.*
Electives		

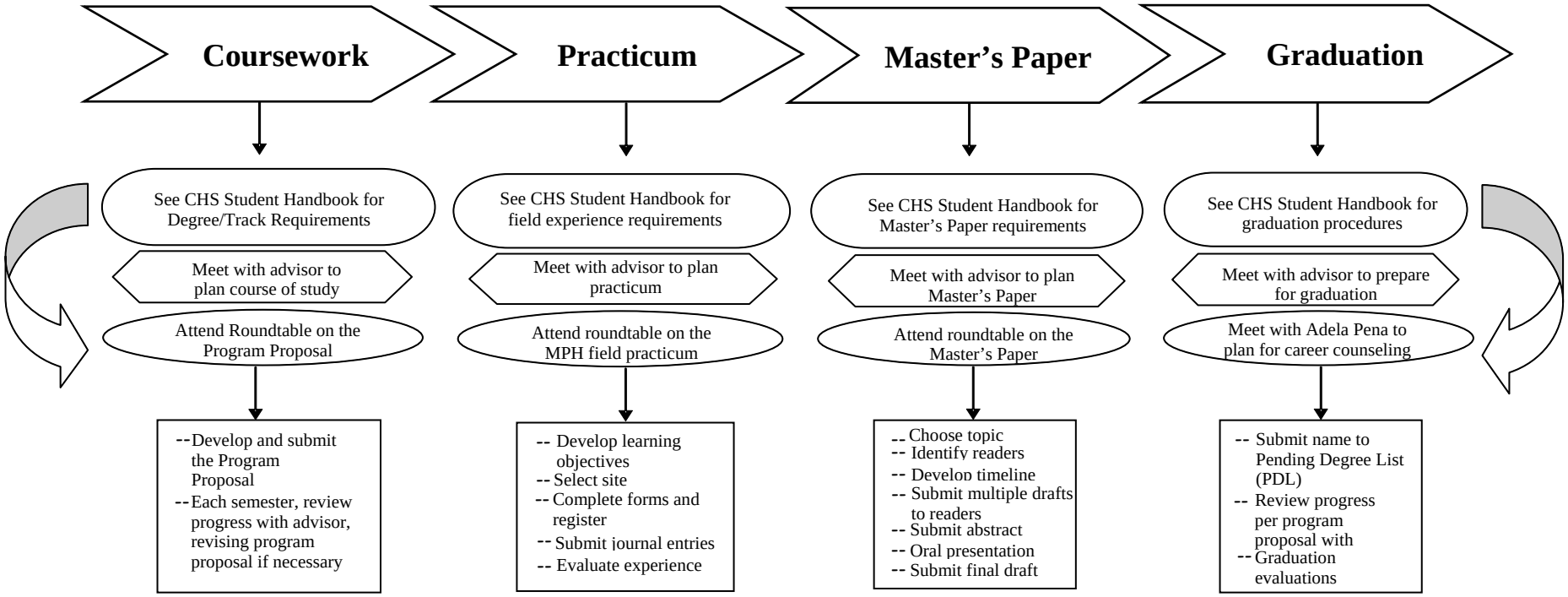
Year Two	**Prerequisites**	**Milestones**
Fall (full-time is 12 credits or more)		
HPA 400: Basic Principles of Management in Public Health (3 credits)		*Finalize plans for the Master's Paper with advisor. At end of term, submit name to graduation list and revise program proposal (if necessary).*
CHSC 433: Public Health Planning and Evaluation (3 credits)	CHSC431, CHSC480	
CHSC 446: Research Methods in Community Health (3 credits)	BSTT400	
OR		
CHSC 480: Health Education and Health Promotion (3 credits)		
Electives		
Spring (full-time is 12 credits or more)		
Policy/advocacy course (3 credits), choice of:		
CHSC 527	CHSC400, CHSC425	
CHSC 543	CHSC441	
HPA 430	HPA400	*Give oral presentation and submit final Master's Paper.*
EOHS 400: Principles of Environmental Health Sciences (3 credits)		
Electives		
IPHS 698: Capstone Experience (Master's Paper) (1 credit)	Instructor Approval	

Students registering for more than 17 credits in any one semester must have their faculty advisor approval prior to registration.

Major MPH Milestones

The amount of time needed to complete the MPH degree requirements will depend on whether students attend full or part-time. However, the following major milestones will apply to most MPH students in CHS.

There are three resources to help you: the Student Handbook, your faculty advisor, and the CHS Roundtables. Plan on regular



MPH Field Experience in Public Health (IPHS 650)

The field experience (practicum) is a component of the capstone experience and is required of all MPH students in Community Health Sciences. The experience provides the student with a practical experience in a public health setting requiring the student to apply and integrate the skills and knowledge learned during their graduate study.

Overall Objective: Students will learn relevant skills in a public health practice setting.

Learning Objectives - Through the field experience, MPH students will be able to:

1. Integrate public health theory, knowledge, and skills in a practice setting;

2. Experience the "realities" of public health practice - organizational structure, local and organizational politics, program administration, community relationships, program coordination;

3. Complete a defined project(s) in an area of public health practice including core public health functions such as a needs assessment, program plan, program evaluation, policy development, educational campaign, applied research project;

4. Gain/expand/develop skills and knowledge in an area of interest not covered in depth elsewhere in the student's 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.

Requirements: Most CHS students are required to complete a 5 credit (320 contact hours) practicum. A few students may qualify for a reduced practicum of 3 credits (192 contact hours) depending on their prior public health experience and career goals. To qualify for a 3 credit practicum, a student would need to have had at least two years paid experience in a public health setting. At the time of the initial submission of the student's program proposal, the faculty advisor must submit a letter documenting how the student's experience has met the CHS practicum objectives, thereby allowing the student to request a reduced practicum.

The field experience is waived infrequently; however, this requirement may be waived for students who have had three or more years paid relevant public health practice experience in a field of public health that is similar to the one in which they currently are preparing to pursue a career. A petition to waive the field experience must be submitted at the time the student's initial program proposal is presented to the CHS Graduate Studies Committee for approval. The petition must include a description of the nature and extent of the student's prior experience, and describe how that experience is related to the student's future public health career goals. It must specifically describe how the student's prior experience fulfills each of the overall learning objectives for the field experience listed above. Prior completion of a clinical degree (e.g., MD, RN) and/or clinical experience does not justify a waiver of the field experience. The petition must include a separate, signed statement from the advisor that specifies the reasons why the advisor does or does not support the petition. A student who is eligible for the waiver may still elect to include up to 5 semester hours of a field experience in his or her program.

Planning: Students must be in good academic standing and have completed all MPH course requirements prior to registration for IPHS 650. Students must have the approval of their faculty advisor prior to registration for the field experience. The field experience may be taken in a single semester or over several semesters. Students who take their field placement across two semesters should register for the full credit during the first semester. The student will receive an incomplete until a final grade (satisfactory or not satisfactory) can be given.

A CHS Roundtable Discussion is scheduled during the academic year to provide the student with more information about how to plan for or create a field practicum opportunity, steps toward a successful field experience and journaling techniques. See the current Roundtable Discussion schedule on the CHS website for the date when this will be held. Handout materials are available online.

Planning for the field practicum should begin at least six months before its projected starting date. This begins with the student developing his/her own educational objectives with the approval of the faculty advisor. Placement recommendations are discussed with the advisor. The CHS Academic Coordinator maintains a listing of students'

past field experiences and other agencies that have expressed a desire to have students placed within their organization. On occasion, students may identify a site on their own or the advisor may suggest one. Selection must be agreed upon by both the student and the advisor.

Before visiting sites, students should develop an informational packet including their resume, courses taken, skills, and practicum objectives to show the agency's representatives. They should also take a Preceptor's Handbook that describes the academic requirements of the field experience. Once a site location has been selected and the agency agrees, an agency representative will be designated as the student's preceptor.

The following three forms are due at least one month prior to registration for the Field Experience (IPHS 650):

1. The Field Learning Agreement identifies the student's educational objectives, specific assignments the student will have at the agency, interaction with and knowledge of other employees and their functions, and contact with other organizations to which the agency relates. The student and preceptor with the advisor's approval mutually develop the plan. A copy of the preceptor's resume should also be attached.

2. The Agreement for Student Placement in a Practice Setting must have original signatures by authorized practicum facility personnel on each of two required copies. In many cases, this form may be optional. The student should check with the CHS Academic Coordinator about this requirement.

3. The IPHS Registration Form will document the advisor's permission for the student to register for their practicum.

All forms must be completed and returned to the CHS Academic Coordinator at least one month prior to beginning field placement. Students may NOT register for IPHS 650 unless these forms have been submitted and approved by the faculty advisor.

International students are recommended to contact the UIC Office of International Services (312-996-3121) for Curricular Practical Training Approval (CPT). Students with a F-1visa seeking a paid placement must have CPT approval. Allow 2-3 weeks to process this request).

Reflective Journal and Summary Report: During placement, students are to keep a journal recording their weekly experiences. The purpose is to provide the student with an opportunity for self-reflection and synthesis of the practicum. Students are also expected to prepare a written Summary Report. The Summary Report should include:

1. Description of activities performed during placement, noting any deviations from the field learning agreement.

2. How well did the field experience integrate what the student learned in their formal MPH course work?

3. What the student gained from the experience, identifying problems if they occurred.

4. Extent to which the student's educational objectives (identified in the Field Learning Agreement) were achieved.

5. Extent to which overall field experience learning objectives (identified on preceding page) were achieved.

Performance Evaluations: The preceptor supervises and evaluates the student's on-site performance. During placement it is expected that there will be communication between the faculty advisor and the student, and between the faculty advisor and the preceptor, particularly when questions or issues arise. At midpoint through the placement period, contact is made by the advisor to discuss the student's progress. In addition, two weeks before the practicum is to be completed, the Academic Coordinator distributes evaluation forms to both the preceptor and the student.

The faculty advisor will determine the final grade for the practicum. This is based on the preceptor's evaluation, the student's evaluation, the written Journal and Summary Report and any other relevant information. Students are graded on a satisfactory/not satisfactory basis. If a students' work is unsatisfactory, a student may be required to complete an additional practicum experience.

MPH Master's Paper

Students using human subjects in any research must have approval from the campus Institutional Review Board before they begin data collection. Students should refer to the following sources for more information:

- Website of the UIC Office for Protection of Research Subjects (OPRS) at http://www.uic.edu/depts/ovcr/oprs/ for requirements and a training schedule
- Website of the School of Public Health at http://www.uic.edu/sph/research_guides.htm (Human Subjects Research) for a flowchart showing what SPH investigators need to do prior to submission of their human subject protocols and a SPH Student Reference Guide for Conducting Human Subject Research

Students should work with their supervising faculty member to complete the necessary training and forms for this process. This process can take up to several months to complete.

Academic Integrity
Academic dishonesty is considered to be an offense against the University, and instructors are obligated to report any incident to the Associate Dean for Academic Affairs in the School of Public Health. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests, reserve materials), and unauthorized changing of one's grade. Students should be aware of plagiarism issues—how to recognize it and strategies for avoiding it. Information can be found on the SPH Reference Center's website at http://www.uic.edu/sph/resources/reference/writ_res.htm. To understand proper procedures for referencing citations and quotation from source documents, students may consult the instructor or websites, such as http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796 on how to correctly cite material and ideas of others. Students are also strongly encouraged to review and use the UIC document addressing academic integrity at http://www.vcsa.uic.edu/MainSite/departments/dean_of_students/Our+Services/Student+Judicial+Affairs.htm.

Course Term Papers
Typically, term papers are original works authored by a student and written solely for submission to a particular course. Any deviation from this rule must be discussed with and specifically allowed by the instructor. For example, it is possible that a paper represents a significant extension of a paper submitted previously for another course. A paper may also be substantially the same as one currently being submitted for another course. In both of these cases, the student must inform the instructor about the status of the paper and get prior approval before its submission. A student misrepresenting his or her work may receive a failing grade for the course or disciplinary action may be taken (see the School's policy on Academic Dishonesty in the SPH Student Handbook). Students are required to complete and attach a Term Paper/Master's Paper Certification Face Sheet to each term paper submitted as a CHS course requirement.

MS Theses
Students should refer to the requirements stated in the Graduate College Thesis Manual and SPH Student Handbooks. The thesis chairperson should also be consulted regarding the requirements of the written document. A final copy of the thesis/dissertation must be presented to all committee members.

Master's Paper
The Master's Paper is a component of the capstone experience and is a MPH graduation requirement for CHS students. Its purpose is for the MPH student to demonstrate substantial knowledge of some aspect of the field of public health at the end of the period of study. The paper should represent the student's ability to generate an informative, logically-developed product of high quality. The paper can take many forms, but all must include a comprehensive literature review. Papers that report the results of a study (e.g., a community survey, a secondary analysis of existing data, an environmental impact statement, a program evaluation) should include a literature review, methods and results sections, and a discussion of implications. Papers designed to persuade individuals or groups to adopt a particular point of view, strategy, or policy about a contemporary public health issue (e.g., a position statement, proposed testimony to a city, state, or national organization) should include a literature review and consideration of important policy issues. A research proposal should include a review of pertinent literature and relevant data, and a detailed methods section. The paper could be an extensive critical literature review that proposes directions for future research or changes in professional public health practices. The final written product should be approximately 25-50 standard (typewritten, double-spaced) pages in length (consult your advisor).

A CHS Roundtable Discussion is scheduled during the academic year to provide the student with more information about the Master's Paper including its elements and content, timeline for preparation and how to conduct an

effective MPH presentation. Materials for this roundtable discussion are available on the CHS Website.

All MPH students working on their Master's Papers must take IPHS 698: Capstone Experience (Master's Paper) for 1 sh. In addition, students have an option of taking up to 2 sh of IPHS 596: Independent Study. IPHS 698 is graded satisfactory or unsatisfactory; however, IPHS 596 is graded by a letter grade A through E.

The Master's Paper is completed under the direction of two reviewers, one of whom is the student's faculty advisor. Selection of the second reviewer is based on expertise needed and relevancy. While usually a CHS faculty member, the second reviewer can be a UIC faculty member from an appropriate field *or* an academic person outside UIC with approval of the advisor and the Division Director. The second reviewer should be selected early during the initial planning for the paper. Specific criteria for the paper, including the amount of credit, will be determined by joint planning among the student, the student's advisor and reviewer. PLANNING SHOULD BEGIN EARLY. Students should adhere to the timeline for preparation of the Master's Paper which will be given to students at a Roundtable Discussion.

All CHS students are required to give an oral presentation on their Master's Paper topic. This is not intended to be a presentation of the final product. Rather, it is to be a presentation of the work nearly completed, in order to stimulate discussion and give feedback to the student for maximizing the quality of the final product. It is also intended to give students experience in preparing and making a short but comprehensive oral presentation of a scholarly nature. Students are expected to attend all the CHS/MPH student presentations.

Presentations take place at Student Symposia that are scheduled during each semester. Depending on the time of year there may be one, two or three symposia per semester, but in no case will there be one later than three weeks before the end of the semester. Students schedule the date of their oral presentation with the CHS Academic Coordinator. A one-page abstract is due one month prior to the first presentation date in the series. The abstract should include the student's name, title, reviewers' names, and a summary/description. The abstract must be approved by the faculty advisor prior to submission. It can be faxed to the CHS Academic Coordinator at 312-996-3551 or mailed to room 682, SPHPI, m/c 923. In addition, no later than one week before the student's presentation, a minimum of one complete draft of the Master's Paper must have been submitted to the faculty advisor and the second reviewer. At that time, if sufficient progress has been demonstrated, the faculty advisor will inform the Academic Coordinator whether or not the student can proceed with their presentation as scheduled. No student will be allowed to present without the authorization of his or her faculty advisor.

At the Student Symposia each student is allowed 20 minutes. This includes a 15-minute presentation followed by 5 minutes for discussion and feedback. This time limit will be strictly enforced. Symposia are typically held on Thursdays (1:00 to 3:00) and Fridays (10:00 to 12:00). The actual duration will depend on the number of student presenters. A laptop and LCD projector are available for PowerPoint Presentations. Students will be evaluated on content and presentation style by attending faculty. Students may be asked to repeat their presentation if it is unsatisfactory. No student will be allowed to submit a final written product until after the oral presentation.

Important Dates	Abstract Due	Draft of Master's Paper Due	Student Symposia--Dates for Oral Presentation	Approved Master's Paper Due: 12:00 noon
Fall 2008	October 3	One week prior to presentation	October 30 & 31	December 5
Spring 2009	March 6	One week prior to presentation	April 2 & 3	May 1
Summer 2009	June 26	One week prior to presentation	July 16	August 7

The final, fully approved Master's Paper is due no later than the last day of instruction (before finals week) of the semester in which the student intends to graduate. Students not having full approval from both reviewers by that date will not graduate that term. The faculty advisor will submit a grade (satisfactory or unsatisfactory) for IPHS 698: MPH Capstone Experience (Master's Paper) only after the paper has been fully approved by both reviewers. Students will not graduate until after they meet these requirements. A final and approved copy should be given to the faculty advisor, the second reviewer, and the CHS Academic Coordinator. A collection of CHS Master's Papers is kept for reference in room 682.

Any previously written paper that is incorporated into the Master's Paper must be acknowledged on the Term Paper/Master's Paper Certification Face Sheet. In addition, each Master's Paper should be submitted with a title page identifying the topic, student's name and date. In the lower right hand corner of the title page, the following should appear:

This Master's Paper is submitted in partial fulfillment of the capstone requirements of the Master of Public Health Degree in Community Health Sciences at the School of Public Health, University of Illinois at Chicago.

Submitted by: _____ _____
student signature date

Approved by: _____ _____
*****primary reviewer signature date

_____ _____
second reviewer signature date

*****Signing this document indicates the student has met the capstone competencies.

MS Requirements

Academic requirements for completion of the Master of Sciences (MS) degree in CHS are outlined below. Students should also review the MS degree requirements as outlined in both the SPH Student Handbook and the Graduate College Catalogue. The minimum SPH requirement for the MS degree is 48 semester hours, although more hours may be required by the student's advisor. MS students in CHS are required to select a designated CHS major area of concentration and conform to its course requirements as set forth in the CHS Student Handbook, obtaining advisor approval in all course selections.

MS Curriculum (48 minimum semester hour credits)

SPH core courses (7 semester hour credits):
BSTT 400: Biostatistics I (4)
EPID 403: Introduction to Epidemiology—Principles and Methods (3)

CHS requirements (6 semester hour credits):
CHSC 400: Public Health Concepts and Practice (3)

Plus: Students must also select one from the following:
HPA 400: Basic Principles of Management in Public Health (3)
EOHS 400: Principles of Environmental Health Sciences (3)
CHSC 401: Behavioral Sciences in Public Health (was HPA 401) (3)

Major area and electives/seminars (20 semester hour credits):
At least 9 credits must be at the 500-level in the major area of concentration

MS Research (16 semester hour credits):
IPHS 598: Research in Public Health Sciences (16)

Competencies for the MS Degree

Listed below are CHS competencies for MS students in the division of Community Health Sciences at the UIC School of Public Health.

MS degree students are prepared for intermediate to senior research positions in local, state or federal agencies, in private or public health organizations, or in health research programs. MS degree students also are prepared for continuing studies through the PhD program.

In general, the MS graduate will be able to:

a. Demonstrate knowledge and understanding of a well-defined public health discipline and its connection to, and impact on, public health.

b. Demonstrate understanding of discipline-specific theoretical constructs, research design, research methodology and analytical strategies.

c. Demonstrate the ability to evaluate and interpret scientific literature.

d. Participate in an original research project that makes a contribution to the body of knowledge of their discipline.

e. Demonstrate the ability to disseminate research findings to the scientific community.

PhD Requirements

For students entering Fall 2008

Academic requirements for completion of the Doctor of Philosophy (PhD) degree in CHS are given below. Students should also review the requirements of the PhD degree described in the SPH Student Handbook as well as the Graduate College Catalogue. For the PhD degree, the minimum SPH requirement is 96 semester hour credits, although more hours are often necessary. PhD students in Community Health Sciences are required to select a major area of concentration relevant to community health and obtain advisor approval in all course selections. For students selecting a PhD in MCH Epidemiology, there are additional requirements.

Theory Courses (6 semester hour credits):
CHSC 550 - Advanced Introduction to Community Health Sciences
CHSC 551 - Foundations of Public Health Inquiry

Advanced Research Methods courses (6 semester hour credits):
EPID 403 and CHSC 446 also required if equivalent courses not taken in master's program

Select 6 SH from approved list:
CHSC 447 - Survey Planning and Design (3sh)
CHSC 594 - Advanced Special Topics: Research Synthesis and Meta-Analysis (3 sh)
CHSC 577 - Survey Questionnaire Design (3 sh)
CRJ 560 - Quantitative Methods and Design (4 sh)
CRJ 561 - Qualitative Methods and Design (4 sh)
ED 501 - Data and Interpretation in Educational Inquiry (4 sh)
HPA 522 - Health Evaluation Methods (3 sh)
NUSC 548 - Methodological Issues for Cross-Cultural Research (3 sh)
NUSC 562 - Primary Health Care Research Methods (3 sh)
PSCH 533 - Advanced Community and Prevention Research (3 sh)
PSCH 534 - Prevention Research, Theory, and Practice (3 sh)
PA 528 - Public Program Evaluation (4 sh)
PA 540 - Research Design for Public Administration (4 sh)
PA 581 - Cross-Cultural Survey Research Methods (2 sh)
PA 582 - Survey Data Collection Methods (2 sh)
UPP 508 - Geographic Information Systems for Planning (4 sh)
UPP 588 - Research Design and Evaluation (4 sh)

Advanced Analytic Methods courses (6 semester hour credits):
BSTT 400 and BSTT 401 required if equivalent courses not taken in master's program

Select 6 SH from approved list:
CHSC 534 - Management and Analysis of Qualitative Data (3 sh)
CHSC 549 - Advanced Applied Methods in MCH Epidemiology (3 sh)
EPID 501 - Advanced Quantitative Methods in Epidemiology (4 sh)
HPA 557 - Measurement in Health Services Research (3 sh)
PSCH 545 - Multivariate Analysis (3 sh)
PA 541 - Advanced Data Analysis I (4 sh)
PA 542 - Advanced Data Analysis II (4 sh)
PA 588 - Survey Data Reduction and Analysis (2 sh)
POLS 501 - Data Analysis II (4 sh)

Basis of Public Health courses
CHSC 400 and CHSC 480 required if equivalent courses not taken in master's program

Concentration courses (12 semester hours)
Select 12 SH in concentration area; at least 9 SH must be 500-level courses

Doctoral Seminar (2 semester hours)
Take 1 SH CHSC 595 Doctoral Seminar for 2 semesters

PhD Dissertation (32 semester hours)
Take 32 SH of IPHS 599 (Research in Public Health Sciences)

Transfer Credits for Prior Master's Degree (32 hours)

PhD Requirements

For students entering previous to Fall 2008

Academic requirements for completion of the Doctor of Philosophy (PhD) degree in CHS are given below. Students should also review the requirements of the PhD degree described in the SPH Student Handbook as well as the Graduate College Catalogue. For the PhD degree, the minimum SPH requirement is 96 semester hour credits, although more hours may be required by the student's advisor or track. PhD students in Community Health Sciences are required to select a major area of concentration relevant to community health and obtain advisor approval in all course selections. For students selecting a PhD in MCH Epidemiology, there are additional requirements.

PhD Curriculum (96 minimum semester hour credits)

SPH core courses (11 semester hour credits):
BSTT 400: Biostatistics I (4)
BSTT 401: Biostatistics II (4)
EPID 403: Introduction to Epidemiology—Principles and Methods (3)

Major area of concentration (9 semester hour credits):
Major area must include at least 9 credits of 500-level courses selected from CHS, SPH or UIC

Collateral area of concentration (6 semester hour credits):
Collateral area must include at least 6 credits of 500-level courses selected from CHS, SPH or UIC

Seminars/electives (and CHS required courses) (39 semester hour credits):
CHS required courses:
CHSC 400: Public Health Concepts and Practice (3)
CHSC 551: Foundations of Public Health Inquiry (3)

Plus: Students must also select one from the following:
HPA 400: Basic Principles of Management in Public Health (3)
EOHS 400: Principles of Environmental Health Sciences (3)
CHSC 401: Behavioral Sciences in Public Health (was HPA 401) (3)

Other seminars and electives (30 credits)

PhD Research (32 semester hour credits):
IPHS 599: Research in Public Health Sciences

PhD students in CHS are *required* to obtain experience in classroom teaching in at least one course for at least some part of a semester. Students should refer to the teaching requirements established for PhD students in the SPH Student Handbook. Student preparation for the PhD preliminary examination should begin early (9-12 months prior to the exam is suggested) with consultation from the student's committee members.

Up to 32 semester hour credits from a previous public health related master's degree can be applied towards the PhD degree program.

Competencies for the PhD Degree

Listed below are CHS competencies for PhD students in the division of Community Health Sciences at the UIC School of Public Health.

PhD degree students are prepared to assume academic or research careers in a basic or applied science related to public health or careers in public health practice within both the public and private sectors.

In general, the PhD graduate will be able to:

a. Demonstrate an in-depth knowledge and understanding of issues in his/her substantive interest area in the biological, physical or behavioral/social sciences related to public health.

b. Demonstrate a high degree of mastery in appropriate theories, analytical skills, research design and methodology in the biological, physical or behavioral/social sciences related to public health.

c. Identify knowledge gaps in the selected field, synthesize relevant information, and formulate focused research questions to address these gaps.

d. Design and conduct original research that contributes to the knowledge in his/her selected field.

e. Incorporate knowledge of cultural, social, behavioral and biological factors in formulating research questions, and design and implement research.

f. Effectively and clearly communicate orally and in writing, and present public health issues and research findings in his/her area of expertise to peers, students, and the general public.

g. Demonstrate teaching skills in working with students and other professionals in academic, research or practice settings.

Additional division objectives follow:

Community Health Sciences Perspective

To accomplish the above objectives in the context of community health sciences, the student is expected to identify and master an appropriate set of theoretical perspectives and research methods in behavioral or social science disciplines that are useful to study his/her selected area. In addition, in order to develop careers in the multidisciplinary field of Community Health Sciences, it is essential that the student develop mastery in both a major and collateral area along with the capacity to communicate and work with researchers and professionals in a wide variety of disciplines. Finally, in the rapidly changing public health environments, it is important to develop the attitudes and capacity to continuously seek and identify perspectives and methods that allow critical analysis of phenomena related to the student's specialized area.

CHS Guide to the PhD Requirements

The PhD degree in Public Health Sciences is an academic degree awarded by the UIC Graduate College and is subject to the requirements described in the UIC Graduate Catalog. Therefore, PhD students should refer frequently to the requirements set by the Graduate College, as well as those of the School of Public Health and Community Health Sciences.

Websites: UIC Graduate College website includes the Thesis Manual and downloadable forms (http://www.uic.edu/depts/grad/gcforms/index.shtml)
UIC Office of the Vice Chancellor for Research (OVCR) website includes the Office for Protection of Research Subjects (OPRS) (http://www.research.uic.edu/)
School of Public Health website includes the SPH Student Handbook, research guides and forms (http://www.uic.edu/sph/index.shtml)
Community Health Sciences website includes the CHS Student Handbook and forms (http://www.uic.edu/sph/chs.htm)

Key SPH academic staff:

CHS: Academic Coordinator (312-996-8940) room 682, SPHPI
Madge Schwien (312-996-8867) or by email at mschwien@uic.edu, room 666, SPHPI
SPH: Julie Kong (312-413-8508) or by email at jckong@uic.edu in room 1154, SPHPI

Milestones and time limits to complete PhD degree:

Time limit to complete degree: Students with a prior master's degree, must complete the PhD within 7 years of matriculation; students without a prior master's degree have 9 years to complete the degree. Time spent on a leave of absence approved by the program and the Graduate College is not counted toward the degree time limit. Leave will not be granted to doctoral candidates who have passed the preliminary exam, except for students whose programs require a formal off-campus activity (e.g. internship), or for documented medical or other extraordinary reasons.

Preliminary Examination: The Preliminary Examination should be taken as soon as possible after the student has completed the required program of study. Students must complete the degree within 5 years after taking the Preliminary Examination or they must retake the exam.

Dissertation Proposal Defense:

Oral Dissertation Defense: A minimum of one year must elapse before defense of the dissertation after passing the Preliminary Examination.

The following table has been prepared to help assist you through the PhD requirements:

Requirements	Time Limit or Prerequisites	Documents/Forms	Process
A. Coursework and Preparation for the Preliminary Exam			
By April 1st each year, an *Annual Assessment of PhD Student Progress* is to be completed (found in the Forms section of the CHS website).			
Initial PhD Program Proposal required with CAP approvals for transfer of credit and waiver of required courses.	Due by end of the 2nd semester of study	PhD Program Proposal, transfer petition and waiver forms are available in the forms section of the CHS website.	Develop program proposal with approval of faculty advisor and submit to the Academic Coordinator. Will be reviewed and approved by CHS Graduate Studies Committee
All core, major and collateral courses taken All elective courses taken			Consult regularly with advisor
Begin preparation for the preliminary exam	Begin preparation 9-12 months prior to exam		Meet with advisor to begin planning
1. Select preliminary examining committee	Student must be registered the term in which this form is submitted.	Go to Graduate College website for the Committee Recommendation Form, type information directly on the form and then print it out.	Confer with advisor and meet with individual faculty. Completed and signed form submitted to The Academic Coordinator. An Examination Report Form will be returned by the Graduate College (allow 3 weeks processing time) and kept in the student's file.
2. Test date and testing structure confirmed			At a joint meeting of student with prelim committee

Requirements	Time Limit or Prerequisites	Documents/Forms	Process
3. Reading list developed and approved			At a joint meeting of student with prelim committee
4. Written exam taken	Exam should be taken as soon as possible after completing course work. Student must be registered the term in which the prelim is taken.		
5. Oral exam taken	No more than four weeks after written exam.	Obtain Examination Report Form from The Academic Coordinator.	After Examination Report Form is dated, approved and signed by committee members, return to The Academic Coordinator, who will submit it to the Graduate College.
B. Post Prelim and Preparation for the Dissertation **Following successful completion of the prelim, students must be registered every Fall and Spring semester through the term of graduation. See registration options below.**			
By April 1st each year, an *Annual Assessment of PhD Student Progress* is to be completed (found in the Forms section of the CHS website).			
Instructional experience	Begin planning for experience a term or two before you do it. Actual instructional experience must be done after preliminary examination		Students may participate in the campus-wide teaching assistant orientation sponsored by CETL at website: http://www.uic.edu/depts/oaa/cetl/taenrichment/index.html. Faculty approval of the student's teaching will be attached to the Program Proposal and kept in student's file.
Begin preparation for the dissertation			
1. Select general topic	Can be chosen anytime before prelim		Explore options and discuss with advisor
2. Select Dissertation Examining Committee		Go to Graduate College website for the Committee Recommendation Form, type information directly on the form and then print it out.	Consult with advisor, meet individually with potential faculty and get their commitment to serve on the committee. Submit the completed form to The Academic Coordinator. An Examination Report Form and Red Border pages will be returned by the Graduate College and kept in the student's file for safekeeping.
3. Dissertation proposal drafted			Download Graduate College Thesis Manual from the Graduate College website to use as a format guide when writing the dissertation. Begin using this format when writing proposal. Dissertation proposal usually takes several drafts. Set up meeting with committee to present proposal (expect questions and discussion).
4. Proposal reviewed/approved by committee	Recommend no more than two semesters elapse following prelims before approval of dissertation proposal.	Obtain PhD Dissertation Proposal Approval Form from Madge	Schedule proposal defense. After meeting, submit signed/approved form to The Academic Coordinator.
Dissertation Research			
1. Human Subjects approval	Allow at least 5-6 weeks from time of protocol submission for review and revision.	Go to OVCR website for forms.	Must first complete approved IRB Training and then submit protocol. See the Student Reference Guide for Conducting Human Subjects Research (PDF) on the SPH website.
2. Grant proposal for funding submitted (optional)			
3. Data collection/analyses completed	Begin as soon as feasible after approval of proposal and IRB approval.		
4. Draft of dissertation approved by chair			
5. Draft of dissertation sent to committee			Work with committee members regarding their timelines and preferences.

Requirements	Time Limit or Prerequisites	Documents/Forms	Process
6. Dissertation defense date set			Schedule public presentation with The Academic Coordinator.
Submit name to Pending Degree List	Semester prior to semester expected to graduate.	Go to the UIC Website at: http://www.uic.edu/depts/ims/webstudent/graduationpdl.htm	Inform The Academic Coordinator of the term that you expect to graduate.
Dissertation Defense and Final Approvals			
1. Dissertation defense (Final Oral Examination) and public presentation	Student must be registered the term in which the dissertation is defended.		After consulting with advisor, a near final draft is submitted to committee (allow at least two weeks for faculty to review before defense date).
2. Final draft of dissertation (incorporating final changes) completed and sent to committee			
3. Chair and committee sign-off on dissertation		Obtain Examination Report Form and Red Border pages from The Academic Coordinator.	Committee signs exam report and submits to The Academic Coordinator. Signed/approved Red Border pages will be submitted with dissertation.
4. Prepare for the dissertation format approval. process		Obtain the Thesis/Dissertation Formatting Guidelines and forms on the SPH website: http://www.uic.edu/sph/students_thesis.htm	
5. Submit the final defended dissertation to Julie Kong, SPH Dean's Office by deadline for format approval.	Observe deadlines posted on the SPH academic calendar: http://www.uic.edu/sph/osa_dates.htm Allow 2-3 weeks for the review process.	With the dissertation include the Red Border pages (2), SPH Checklist of Contents Prior to Final Format Review, Thesis/Dissertation Information Form, and the Graduate College Dept/Program Format Approval Form.	
6. Submit two copies of dissertation and required documentation (identified on page 18 of the Graduate College Thesis Manual) to the Graduate College.	Observe deadlines posted on the SPH academic calendar: http://www.uic.edu/sph/osa_dates.htm		Provide courtesy copies of bound dissertation to committee members, CHS, and SPH
Exit Interview and Self Assessment of Competencies,	Complete prior to end of final semester	Obtain Self-Assessment forms from the Forms section of the CHS website.	Consult with The Academic Coordinator about scheduling the exit interview.

Registration options following the preliminary exam:

Students who do not hold a fellowship, assistantship or tuition and fee waiver, and who have completed all degree requirements (including the 32 PhD Research credits) but not the dissertation, and who do not wish to register for additional coursework must either:

OPTION A: Register for zero hours of credit (IPHS 599) each semester until the degree is awarded (excluding summer unless defending dissertation). The first time a student desires to register for zero hours, the student must complete a Graduate College petition requesting authorization to register. If approval is given, the student may register for zero hours until they graduate.

OPTION B: Students must renew Graduate College petition for each new academic year and specify the terms involved. Only zero hour tuition is assessed. No fees are assessed. Students who elect this option are ineligible for student health insurance, library and laboratory privileges, computer facilities, an ID card and loan deferments. The division must certify that no use of university facilities will be made.

CHS Guide to the Ph.D Preliminary Examination
For PhD Students

Introduction

The Preliminary Examination is an important milestone for PhD Students. Successful completion of the prelim indicates that you are ready to work on your dissertation research. The prelim should be taken as soon as possible after the student has completed the required coursework of the program. Students must complete the degree within 5 years after taking the Preliminary Examination or they must retake the exam.

This document provides general guidance for CHS PhD students who are preparing for the preliminary examination and complements the CHS Guide to the PhD Requirements http://www.uic.edu/sph/downloads/phdreqguide.pdf.

These guidelines are strongly recommended and meant to be flexible. There will be ambiguities in the process which should be discussed with your advisor.

The following consists of three sections: (1) processes and procedures, and(2) post-prelim and preparation for dissertation.. They provide general guidelines and the range of options you will have. However, each student has a unique set of educational goals, strengths and weaknesses. Thus you, your advisor and committee members will jointly decide specific options and procedures that best suite your goals and unique circumstances.

1. Process and Procedures

A. Determining Committee members.
1. As part of a general discussion of the preliminary examination, the student should meet with their chair to discuss the committee membership
2. The committee should be determined well in advance of actual testing date.
3. The committee should represent or have expertise in the areas that you want to be on the examination with the goal of matching each committee member for each area.
4. It would be best if you had at least one course with each of the committee members or have research experience with the committee members
5. A professional association with outside committee members is sufficient.
6. Each committee member should be selected based primarily on your preferences for examination content areas and their expertise.
7. While it is a good idea to have a diverse group of committee members in terms of content areas, it is fine if they overlap in some areas

B. Content of the Preliminary examination
1. The content areas for examination are based on the student's interest and areas of expertise.
2. It is a good idea to have at least one area in the preliminary examination reflect the possible focus of the student's dissertation topic.
3. Even if none of the areas cover methodology and research design, the student should expect that at least one committee member will include this as part of their questions—the same can be said for theory

C. Preparing for the examination
1. Once the committee has been approved, the chair should discuss with the committee members the structure and format of the examination including:
   a. The date and location for the examination.
   b. The timeline (reading lists, submitting questions to the chair, etc.)
   c. Testing procedures.
   d. Understand the paperwork processes that are involved and file promptly and accurately. (The necessary paperwork can be found on the timeline listed on this link: http://www.uic.edu/sph/downloads/phdreqguide.pdf)
   e. It is recommended to have a lower course load (no more than 3 credits) for the semester you are taking your prelims. Always discuss courseloads with your advisor prior to your prelims.

2. It is expected that the student should meet with committee members at least once prior to the examination as needed.
3. The student should develop the first draft of the reading list for each content and then share it with the committee member—the committee member will likely suggest additional readings.
4. Well before the examination, the student and committee members should agree on final reading list.
5. It is useful to organize a reading list into themes, sub areas or in an area of specialization as these may reflect the content of the exam. In general, students should expect the content of the exam to center around theory, methods and public health related content/topics.
6. It is a good idea to write an answer to a practice question and have the chair review your answer (preparing for the prelim exam is more than just reading).

D. The written examination

1. The formats of the written examination vary. Possible options include: (a) a written examination (usually taken over a 3 to 4 day period with the student responding to 1 to 2 committee members' questions per day), (b) a take home written examination, and (c) a set of papers that integrate the agreed-upon content areas (usually written over the course of two to several months). In general, the longer the time available for the examination, the higher the expected quality of written products.
2. A written examination is the most common format used in CHS historically.
3. A take-home written examination may take place over the course of 3 to 4 days. In this format, it is common for the chair of the committee to send the questions to the student by e-mail and for the student to submit the response by e-mail. This may be a one-day process repeated 3 or 4 times. Alternatively, the student may receive a set of questions at once and submit the response to all the questions at the end of the examination period.
4. The rules of the examination may vary as well and need to be determined prior to the examination. In some cases, students are allowed to have access to the reading materials during the test (an "open book" policy). This policy has advantages and disadvantages. While you have opportunities to check accuracy of information, you may waste valuable time looking for a specific paper. The examination is not about mastering content but rather about applying and synthesizing information. ADVICE: Be organized enough so that you can quickly access information you may need and not distracted with searching. Additional information on the examination guidelines can be found in the SPH Handbook: http://www.uic.edu/sph/shandbook_phd.htm

E. Review of the written examination.

1. While each committee member is responsible for fully reviewing the answers to their questions, all committee members have the responsibility to read all the answers.
2. Committee members can provide feedback to the chair concerning any section of the preliminary examination (see SPH report on expectations and criteria for a good preliminary examination).
3. Based on the performance of the written exam the committee may decide not to proceed to the oral examination.

F. Oral examination

1. The date for the oral exam is set usually at the time the date for the written preliminary exam is set and has to be within preferably 2-3 weeks of the written exam.
2. Committee members take the lead in asking questions of the student for their section of the exam. Other committee members are encouraged to ask questions on other committee sections.
3. Upon completion of the examination, the committee has a private discussion on the strengths and weaknesses of the written portion of the exam and the degree to which the oral portion of the exam helped to address these concerns.
4. Once voting is completed, the student is called in to receive the decision.

2 Post Prelim and Preparation for Dissertation

Following successful completion of the prelim, you are expected to prepare for your dissertation. Please refer to CHS Guide to the PhD Requirements http://www.uic.edu/sph/downloads/phdreqguide.pdf for more details.

Annual Assessment of PhD Student Progress

Purpose
The purpose of completing this annual review is to assess the progress being made through the academic milestones and toward scholarship activities as well as to provide constructive feedback to both the student and the faculty advisor.

Assessment Form
An example of the Annual Assessment of PhD Student Progress form is available for review on the CHS website. A section for comments has been provided in order to allow faculty and students to make note of plans for the coming year as well as any issues or obstacles along with strategies for dealing with them. Notes can also be made on the quality of any accomplishment. Any other information relevant to progress being made in any area is encouraged and welcomed.

Procedures
Each PhD student completes the form, and writes a brief paragraph summarizing their long-term career goals, research interest, and particularly note any concerns or plans that are not noted elsewhere on the form. The faculty advisor (or dissertation chair) meets with the student to review the completed form and discusses the student's progress and plans for the upcoming year. It is recommended that the faculty and the student confer, and make any changes before submitting the copy of the form to the CHS Graduate Studies Committee. The advisor's comments are noted on the form in the space provided at the end of the document.

The completed form along with any supporting materials such as abstracts, is submitted as a packet to the CHS Graduate Studies Committee. The faculty advisor must submit the form to the Chair of the CHS Graduate Studies Committee by April 1st of each year, in keeping with the academic cycle. Specific details on the assessment process as well as submission procedures will be disseminated to both students and faculty advisors in early March prior to the assessment due date.

The CHS Graduate Studies Committee reviews the progress of each student as recorded by the faculty advisor and student. The Committee reports to the Division Director on the progress of each PhD student, and notes for whom progress reports are missing. A letter is sent to PhD students and their advisors indicating that their progress has been reviewed and where appropriate, notes any recommendations regarding the adequacy of the progress, particularly of academic milestones. While the yearly review is required, the point of the review is not for disciplinary action.

This annual review process does not in itself constitute a review that leads to academic sanctions. It is intended and viewed as a means of supporting PhD students in their effort to graduate in a timely manner and to achieve the milestones needed to be successful in their career paths. It can help identify at earlier points in their program, students who may need attention with regard to their progress toward their career goals.

Joint Degree Program for the Master of Science in Nursing and Master of Public Health (MS/MPH)

For students entering Fall 2008

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

The joint-degree program is designed for registered nurses seeking an advanced nursing degree and public health experience to prepare them for high-level administrative, consulting, and leadership positions in the public health field. Nurses who complete the joint-degree program will be well prepared to take leadership positions in a variety of settings and programs that are community-based or population-focused. The joint-degree program helps nurses to integrate clinical knowledge and administrative expertise with public health practice to improve the delivery of health services in a variety of settings.

Nurses take both CON and SPH courses to satisfy the degree requirements of the joint program. A faculty advisor is assigned from each academic department to assist the student. Within CHS, students focus on assessing public health needs and developing community-based programs and interventions. Students are strongly encouraged to take elective courses in the areas of behavioral sciences and health promotion, maternal and child health, gerontology, or public health practice.

Admission to the Program

Nurses interested in this program must be admitted separately to both the School of Public Health (SPH) through the Community Health Sciences Division (CHS) and the College of Nursing (CON) through the Department of Public Health, Mental Health and Administration (PMA).

Program of Study

The following 56-58 credit program is tailored to accommodate full-time students working to complete both degrees in two academic years. The required coursework also can be completed on a part-time basis for up to four years. Courses designated with an asterisk (*) meet both CON and SPH/CHS degree requirements.

SPH Core Courses (17 semester hour credits)

*BSTT 400: Biostatistics I (4)
CHSC 400: Public Health Concepts and Practice (3)
EOHS 400: Principles of Environmental Health Sciences (3)
EPID 403: Introduction to Epidemiology: Principles and Methods (3)
CHSC 401: Behavioral Sciences in Public Health (3)
IPHS 698: Capstone Experience (MPH Master's Paper) (1)

CHS Core Requirements (12 semester hour credits)

*CHSC 431: Community Assessment in Public Health (3)
*CHSC 433: Program Planning and Evaluation (3)
CHSC 480: Health Education and Health Promotion (3)
Choose one of the following CHSC 527, CHSC 543 or HPA 430 (3)

CHS Field Experience (3 or 5 semester hour credits. Students approved for a 3 sh field experience must complete an additional 2 sh of SPH course-work).

IPHS 650: Field Experience in Public Health--a CHS capstone experience

CON Courses (23-25 semester hour credits)

*NUPH 505: Nursing Systems Operation Management (3)
NUPH 507: Advanced Community Health Nursing: Introductions & Interventions (4)
NUPH 512: Healthcare Human Resource Management (3)
*NUPH 517: Budget and Finance of Health and Nursing Services (3)
*NUSC 526: Nursing Inquiry I (2)
*NUSC 527: Nursing Inquiry II (2)
NUSC 528: Health, Environment, and Systems (2)
NUSC 529: Issues of Advanced Practice in Nursing (1)

Choose one of the following NUSC 597 Project Research (3) or NUSC 598 Thesis Research (5)

CHS Field Experience

The curriculum for the MPH includes an extensive community-based practicum that each student selects whereas the CON courses have community-based clinical components. The MPH practicum and the Master's Paper represent the capstone/culminating experience in the CHS curriculum. The practicum provides an opportunity for nurses to move from acute care to community-based practice. Students choose a practicum site based on his or her interest, thus the practicum serves as a stepping-stone for moving into the community setting and into leadership roles that involve program development and administration. Students who have been approved for the 3-credit field experience are required to take an additional SPH course of at least 2 credits. The CHS practicum requirements are described fully in this handbook.

Contacts: Sheryl L. Stogis,RN, DrPH, Assistant Clinical Professor, College of Nursing, 312-355-2041, sheryls@uic.edu, or L. Michele Issel, PhD, RN, Clinical Associate Professor, School of Public Health, 312-355-1137, issel@uic.edu.

MPH Program at UIC College of Medicine at Peoria

For students entering Fall 2008

The MPH program based at the UIC College of Medicine at Peoria (UICOM-Peoria) offers a professional enhancement MPH degree. The program is offered through the UIC School of Public Health Division of Community Health Sciences (CHS) in coordination with UICOM-Peoria and the UIC College of Nursing, Peoria Regional Program, and complements the UICOM-Peoria Program in Population and Community Health. Students will complete the program using a combination of on-line distance learning and Peoria-based instruction. Students will also have the option of taking courses at the School of Public Health in Chicago. Student admission and performance standards are the same as those for students at the Chicago campus.

The MPH Professional Enhancement Program (PEP) is a 34 semester hour program for medical, nursing, and public health professionals working in public health organizations or in community settings. The admission criteria require the applicant to have a Bachelor's or advanced degree in a health or related profession plus 3 years of paid public health or community health experience. Physicians in training, including medical students and physicians in residency training programs, must also complete a field experience (5 semester hours) in addition to the 34 semester hours. Nurses seeking an advanced nursing degree and a graduate public health degree may apply to the joint MS/MPH (Master of Science in Nursing and the Master of Public Health) degree program described more fully in the relevant section of this handbook.

Peoria MPH Regional Curriculum

SPH Core Requirements (20 semester hour credits)**:**

BSTT 400:	Biostatistics I (4)
EPID 403:	Introduction to Epidemiology: Principles and Methods (3)
HPA 400:	Basic Principles of Management in Public Health (3)
CHSC 401:	Behavioral Sciences in Public Health (was HPA 401) (3)
CHSC 400:	Public Health Concepts and Practice (3)
EOHS 400:	Principles of Environmental Health Sciences (3)
IPHS 698:	Capstone Experience (Master's Paper) (1)

CHS Core Requirements (15 semester hour credits)**:**

CHSC 433:	Public Health Planning and Evaluation (3)
CHSC 446:	Research Methods in Community Health (3)
CHSC 480:	Health Education and Health Promotion (3)
NUPH 509:	Population-Focused Assessment (3) (alternate course for CHSC 431)
CHSC 543:	MCH Policy and Advocacy (3) (alternate course for CHSC 527 and HPA 430)

Field Experience (5 semester hour credits for physicians in training):

IPHS 650:	Field Experience in Public Health

Students are encouraged to take additional elective courses.

For further information, contact the Regional Program Directors at 309-671-3447:

Contacts: Mary Ellen Simpson, PhD, RN, Adjunct Assistant Professor with the Department of Family and Community Medicine, Peoria Regional Program and UIC School of Public Health, Community Health Sciences, msimps2@uic.edu.

Graduate Concentration in Survey Research Methodology

The Graduate Concentration in Survey Research Methodology (GCSRM) provides state-of-the-art knowledge and skills in scientifically grounded survey research methodology. Using a multidisciplinary strategy that draws on survey research resources across the UIC campus, the GCSRM provides a unique opportunity for systematic, integrated study of the conduct of professional survey research. This is the only program of its kind serving Chicago and the Illinois region.

Eligibility/Application
The GCSRM is open to students who are enrolled in a UIC graduate degree program, master's or doctoral, in any GCSRM participating academic unit.

Application to the GCSRM may be submitted at any time while a student is admitted or enrolled as a student in a UIC graduate degree program in a GCSRM participating academic unit. However, both application and acceptance to the GCSRM must be accomplished no later than the end of the semester immediately prior to the semester in which an applicant intends to complete a UIC graduate degree. Applications are considered on an individual, noncompetitive basis. There is no fee for applying to or participating in the GCSRM.

Relationship to UIC Graduate Degree
The GCSRM is undertaken concurrently with completing course work toward a UIC graduate degree in the student's major academic unit. A student who elects the GCSRM must meet all degree requirements of his/her academic unit and the UIC Graduate College, as appropriate.

Curriculum
Students are exposed to scholarship regarding all elements of the process of conducting professional survey research. The GCSRM requires a minimum of 14 semester hours of course work, consisting of at least 7 hours in core courses, plus electives. Students may pursue a generalist program or specialize in one of the following areas:

- Sampling
- Questionnaire Design
- Data Collection
- Data Analysis

Recognition
Completing the GCSRM is recognized by being recorded on the student's official UIC transcript and by a certificate of completion awarded by the GCSRM.

For further information, contact: Allyson Holbrook PhD, Co-Director, 140 CUPPA Hall, M/C 336, 312-996-0471, allyson@uic.edu or Frederick J. Kviz, PhD, Co-Director, 645 SPHPI, M/C 923, 312-996-4889, fkviz@uic.edu.

Summary of GCSRM Concentration Requirements

For students entering Fall 2008

Requirements: In addition to fulfilling requirements for a master's or doctoral degree, students must:

- Formally elect the concentration by submitting an application to the GCSRM Co-Directors
- Fulfill core course requirements (at least 7 hours).
- Complete a total of at least 14 hours (including the requirement of at least 7 hours of approved core courses, elective courses and no more than 3 hours of independent study).

Program of Study: The Graduate Concentration in Survey Research Methodology curriculum is designed to expose students to scholarship regarding all elements of the process of conducting professional survey research. It involves 14 hours of course work, divided between at least 7 hours of core course work plus elective course work selected from among relevant courses offered by participating academic units and no more than 3 hours of independent study.

Core Courses: All students will be required to complete three of the seven 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):

CHSC 447: Survey Planning and Design	3 sh
STAT 431: Introduction to Survey Sampling	4 sh
BSTT 440: Sampling and Estimation Methods Applied to Public Health	3 sh
CHSC 577: Survey Questionnaire Design	3 sh
PA 582: Survey Data Collection Methods	2 sh
PA 588: Survey Data Reduction and Analysis	2 sh
PA 579: Practicum in Survey Research	2 sh

Additional Relevant Courses – For completing the requirements of GCSRM, students may substitute credit from another course or from independent study of no more than three hours with the permission of their Adviser and the GCSRM Co-Directors. In general, no more than one course or independent study course of up to three hours may be substituted. However, under special circumstances, a student may petition for approval of additional courses.

Elective Courses: All students will be required to complete elective courses from the list below sufficient to complete the total required course work. Also, 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 for no more than three hours of credit may be used as an elective.

POLS 467 (same as COMM 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 583: The Psychology of Survey Measurement: Cognitive and Social Processes	2 sh
PA 584: Internet Surveys	2 sh
PA 585: Survey Research Ethic	2 sh
PA 586: History of Survey Research	2 sh
STAT 531: Sampling Theory I	4 sh
STAT 532: Sampling Theory II	4 sh

Graduate Concentration in Women's Health

Concentration Description
The Graduate Concentration in Women's Health is an elective concentration for graduate students sponsored by the College of Nursing, the School of Public Health, and the Gender and Women's Studies program. Courses for the Concentration, which are housed in several academic units, provide foundational knowledge and address concepts essential to an understanding of the field of Women's Health, including gender issues, culture, social issues, holistic approaches, multidisciplinarity, and the ethical foundations of the field.

Students who complete this Concentration will have a good theoretical understanding of the interrelationships among gender, culture, class, psychosocial factors and biomedical factors affecting health, and will be able to articulate holistic and population based approaches to health and illness that acknowledge the gendered nature of health.

The Concentration is open to all SPH students, and can be combined with other programs of study (e.g. academic tracks joint degree programs within CHS). Interested students must formally elect the Concentration, select a Concentration advisor from a list of designated faculty, and fulfill all course requirements. Basic requirements are listed below, and more complete information can be found on the Concentration webpage, which can be accessed through the following url: http://www.uic.edu/nursing/forms/WHConcentrationWebInfo.pdf

General Course Requirements

4 courses for 12 credit hours minimum

Course Distribution:
3 Core courses and 1 Elective course (minimum 3 hours each)
Core Courses (one each):
Introductory Women's Health course
Women's Health Specific Issues course
Theory/Methods course

Multidisciplinary Course Hour Requirements

Overall: At least 6 hours outside of Home Area *(student's Sponsoring Unit)*
Specifically:
At least 3 hours in social sciences/humanities
At least 3 hours in health related sciences

Sample course distribution for an SPH student:

- NuWH 550 Issues for Research and Practice in Women's Health (fulfills Introductory Women's Health Core)
- NuMc 524 Dimensions of Midwifery and Women's Health Practice (fulfills Women's Health Specific Issues Core and 3-hour multidisciplinary health-related science requirement)
- CHSc 584 Community Organizing for Health (fulfills Theory/Methods Core requirement)
- GWS 547 Race, Class, and Gender Dimensions of Crime and Justice (fulfills 3-hour multidisciplinary social sciences/humanities requirement)

For questions not answered here or at the url listed above, please contact:
Mary Kleinman, UIC Center for Research on Women and Gender, 312-413-7817, kleinman@uic.edu
Carrie Klima, Concentration Director, College of Nursing, cklima@uic.edu.

Graduation Procedures

Students expecting to graduate in a particular term should complete the following procedures:

1. All students must indicate their intention to graduate by submitting their name to the UIC Pending Degree List (PDL) at http://www.uic.edu/depts/ims/webstudent/graduationpdl.htm. The PDL can be accessed through the third week of the graduating semester in the fall and spring, and the second week in the summer.

2. Students wishing to be considered for Delta Omega (the national honorary society for graduate studies in public heath) are required to submit a letter explaining their qualifications and a CV (or resume) to the President of the Lampda Chapter of the Delta Omega Society early in the Spring Semester. Delta Omega is considered to be equivalent to Phi Beta Kappa for undergraduate studies or Alpha Omega Alpha in medicine. Graduating students who want to be considered for this honor must be ranked in the upper 25% of their graduating class (usually this translates to a GPA of 4.8 or higher) and they should demonstrate qualities of leadership in public health in addition to academic excellence. Additional information can be found on the SPH website.

3. To be considered for graduation, students must have an approved program proposal on file with the Office of Student Affairs. MS and PhD students should consult the SPH Student Handbook and the Graduate College for further graduation requirements.

4. Students should be aware of the dates by which their final thesis, dissertation or Master's Paper are due. MS and PhD students should consult the Graduate College Catalog for time limitations of final submission of the thesis/dissertation. MPH students should refer to the relevant section of this handbook for the Master's Paper and presentation deadlines.

5. Prior to graduating, all CHS students are required to complete an exit interview. The purpose of the exit interview is to allow students an opportunity to provide feedback regarding their educational experience at the School of Public Health. Student feedback is sought regarding course work, the field experience and Master's Paper (for MPH students), program of study, SPH/CHS policies and procedures, ways to improve our academic program, etc. The exit interview is an important mechanism that we use to determine how well we are meeting the needs of our students.

   MPH Students may choose one of the following options for their exit interview:

   - Participate in an interview with a CHS faculty member other than their advisor. The CHS Academic Coordinator will work with students to identify the faculty member with whom they will interview.
   - Participate in a group discussion with other graduating students. This option is available only for MPH students during the Spring semester.

   MS and PhD students must participate in an interview with a CHS faculty member other than their advisor. The CHS Academic Coordinator will work with students to identify the faculty member with whom they will interview.

6. Graduating students must also complete a self-assessment of their degree competencies. This self-assessment tool assesses the extent to which students believe they have achieved their degree competencies upon completion of their program of study. The Academic Coordinator will provide students with information on completing the competency assessment prior to graduation.

7. Finally, an SPH school-wide graduate survey, student evaluation of academic advisor, and, for MS and PhD students, student evaluation of research advisor are distributed electronically to graduating students each term. Students will be prompted to complete these forms online.

500-Level Courses
Suggested for CHS Doctoral Students

Listed for each course below are the credit hours earned, course description, and prerequisites. Discuss these electives with your faculty advisor. Call the college or department for confirmation of the semester when the course will be taught next.

Theory Courses

These courses provide content in explanatory frameworks or models to build public health knowledge and are required of CHS PhD students:

CHSC 550 - Advanced Introduction to Community Health Sciences (3 sh)
Critical review of landmark publications in community health, with analysis of current literature for developing community health science and practice. Prerequisite: CHSC 400. Open only to PhD students.

CHSC 551 - Foundations of Public Health Inquiry (3 sh)
Examination of research paradigms, precepts of theory development, literature synthesis, and ethical principles, all enhance the scholarliness and meaningfulness of doctoral students' public health inquiry. Prerequisite: Open only to Ph.D. degree students.

Advanced Research Methods

These courses provide strategies for inquiry, measurement or data collection.

EPID 403 and CHSC 446 are recommended pre-requisites for all Advanced Research Methods sections

Community Health Sciences

CHSC 447 Survey Planning and Design (3sh)
Same as PA 447. Theory and applications of sample survey planning and design for conducting research in health sciences and related fields. Addresses three major topics: survey design and planning, sampling and data collection procedures.

CHSC 594 Advanced Special Topics in Community Health Sciences: Research Synthesis and Meta-Analysis (3 sh)
This course examines recent developments in research synthesis in the behavioral, social, and medical sciences. Research synthesis is conceptualized as a rigorous and systematic scientific activity employing primary studies as the units of data. Special attention is paid to (a) the use of library and computer searches for locating research and (b) quantitative techniques for synthesizing research findings across studies. The course is open to all graduate students. A knowledge of statistics through analysis of variance is assumed. Consent of instructor is required.

CHSC 577- Survey Questionnaire Design (3 sh)
Concepts and strategies for developing survey questionnaires for various modes of survey data collection. Students develop and present questionnaires related to their individual interests. Prerequisite: CHSC 446 or 447; or consent of instructor.

Criminal Justice

CRJ 560- Quantitative Methods and Design (4 sh)
Fundamentals of scientific inquiry, the logic of causal inference, and qualitative methods. Development of critical perspective and identification of weaknesses in research design and measurement. Development of skills in proposal development and data collection unique to criminal justice. Prerequisite: CRJ 262 or consent of the instructor.

CRJ 561- Qualitative Methods and Design (4 sh)
Theories and techniques of qualitative research methods, particularly fieldwork and in-depth interviews. Criminal justice problems amenable to these techniques and methods and interrelationship between the researcher role and substantive findings. Prerequisite: CRJ 262 or consent of the instructor.

Education

ED 501- Data and Interpretation in Educational Inquiry (4 sh)
Data, interpretation, reliability, validity, accuracy, stability, and generalizability from different methodological perspectives; how research design, data collection, and interpretation vary with different philosophical approaches. Prerequisite: Admission to the Ph.D. in Education program or consent of the instructor.

Health Policy and Administration

HPA 522- Health Evaluation Methods (3 sh)
Applies social science research methods and theory to the evaluation of health interventions. Uses quasi-experimental designs to evaluate program effectiveness. Students design their own studies. Prerequisite: BSTT 401 and HPA 400, or consent of the instructor.

Nursing

NUSC 548- Methodological Issues for Cross-Cultural Research (3 sh)
Conceptual, methodological and ethical issues for research with varied racial/ethnic backgrounds. Applies acculturation, translation, immigration, and health behavior issues to clinical, community, and international settings. Prerequisites: NUSC 511 and consent of the instructor.

NUSC 562- Primary Health Care Research Methods (3 sh)
Conceptual issues, advanced methodologies and dissemination strategies for scientifically sound and policy relevant globally primary health care research. Building community relationships for primary health care research. Prerequisites: NUSC 560 and NUSC 511 or the equivalent or consent of the instructor.

Psychology

PSCH 533- Advanced Community and Prevention Research (3 sh)
Overview of community psychology theory and intervention research in areas like prevention, empowerment, diversity, ecology, competence enhancement, and social change from historical and contemporary perspectives. *Prerequisite(s)*: Graduate standing in psychology or

consent of the instructor.

PSCH 534- Prevention Research, Theory, and Practice (3 sh)
Emphasizes issues related to the conceptualization, design, implementation, and evaluation of prevention and competence-promotion programming. Prerequisite(s): Consent of the instructor.

Public Administration

PA 528- Public Program Evaluation (4 sh)
Theory and procedures for evaluating the effectiveness of programs administered by public and non-profit organizations. Includes application of research design, quantitative, and qualitative methodologies. Prerequisite(s): PA 542 or equivalent; and admission to the Ph.D. in Public Administration program or consent of the instructor.

PA 540- Research Design for Public Administration (4 sh)
Logic and methods of quantitative and non-quantitative research in public administration. Issues in measurement; causal inference; experimental and quasi-experimental designs; and methods of data collection. Prerequisite: Admission to the Ph.D. program in Public Administration or approval of the program director.

PA 581- Cross-Cultural Survey Research Methods (2 sh)
This course will provide graduate students with a clear understanding of the methodological issues involved in collecting survey data across multiple cultural groups and best practices when conducting cross-cultural research. Recommended background: Admission to the MPA or Ph.D. program in PA or consent of the instructor.

PA 582- Survey Data Collection Methods (2 sh)
This course will address the impact of data collection methods on survey responses and data quality. Prerequisite: Admission to the MPA or Ph.D. program in PA or consent of the instructor.

Urban Planning and Policy

UPP 508- Geographic Information Systems for Planning (4 sh)
Same as GEOG 589. Applications of Geographic Information Systems to urban planning and policy making. Prerequisite: Graduate standing in urban planning and policy or consent of the instructor.

UPP 588- Research Design and Evaluation (4 sh)
Methods used to evaluate policies and programs; quasi-experimental designs, valuation problems, and emerging evaluation methods. Prerequisite(s): Consent of the instructor.

Advanced Analytic Methods

These courses provide content in data management and analysis.

BSTT 400 and BSTT 401 are recommended pre-requisites for all Advanced Analytic Methods sections

Community Health Sciences

CHSC 534- Management and Analysis of Qualitative Data (3 sh)
A hands-on course that teaches conceptual and technical skills for organizing and analyzing qualitative (textual) data from focus groups, in-depth interviews and other sources, using specialized text-analysis computer software. Extensive computer use required. Prerequisite: CHSC 434 or consent of the instructor.

CHSC 549- Advanced Applied Methods in MCH Epidemiology (3 sh)
Gives conceptual and technical understanding of statistical and epidemiological methods, builds skills/proficiency in applying these. Attention is given to data handling tasks and to statistical/epidemiologic strategies for analysis and presentation. Same as EPID 549. Prerequisite(s): EPID 402 or EPID 404; and BSTT 401 and EPID 406; or consent of the instructor. Recommended background: Credit or concurrent registration in EPID 501.

Epidemiology

EPID 501- Advanced Quantitative Methods in Epidemiology (4 sh)
Advanced quantitative methods used in the analysis of case-control and cohort studies, including computer applications. *Prerequisite(s)*: EPID 403 and EPID 404; and BSTT 401 and BSTT 505; and consent of the instructor.

Health Policy and Administration

HPA 557 Measurement in Health Services Research (3 sh)
Presents measurement, reliability and validity theory and assessment using correlation, internal consistency, factor analysis and others. Application in developing, analyzing and reporting behavioral and/or organizational measures. Prerequisites: BSTT 400 and 401; or consent of the instructor.

Psychology

PSCH 545- Multivariate Analysis (3 sh)
The statistical analysis of functional relationships among two ore more variables; multivariate regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal components, factor analysis, logistic regression, cluster analysis. Prerequisites: PSYCH 543 and graduate standing in psychology; or consent of the instructor.

Public Administration

PA 541- Advanced Data Analysis I (4 sh)
Elements of matrix theory; introduction to the theory of estimation; hypothesis testing; logit and probit models; factor analysis; and principal components analysis. Application of techniques to public administration research. Prerequisite: PA 540 or equivalent or approval of the instructor.

PA 542- Advanced Data Analysis II (4 sh)
For those likely to pursue careers in the more quantitative aspects of public administration research. Discrete multivariate analysis and regression; multivariate analysis of variance; other advanced techniques. Prerequisite: PA 541 or equivalent or approval of the instructor.

PA 588- Survey Data Reduction and Analysis (2 sh)
This course will provide an in-depth overview of available procedures and standards for survey data reduction and data analysis activities. Prerequisite: Admission to the MPA or Ph.D. program in PA or consent of the instructor.

Political Science

POLS 501- Data Analysis II (4 sh)
Same as PPA 501. Interpretation and application of multivariate methods of analysis in the social sciences. Regression specification and diagnostics, limited dependent variable models, measurement issues. Prerequisite: PPA 401 or POLS 401.

Financial Assistance

Most of our students receive some form of financial assistance through the school or campus during their time of graduate study. For about 85% of our full-time students who seek funding, support is given in the form of assistantships. Other students receive support through traineeships. The description and criteria for the different types of financial assistance are described fully below. Although CHS will assist its students in obtaining needed assistance, the primary responsibility rests with the student.

Assistantships

Assistantships are salaried appointments for which students earn a wage and usually qualify for a tuition and service fee waiver. Graduate students can be employed as research, graduate, or teaching assistants. Students who hold appointments between 25-67% for at least three-quarters of the term (91 calendar days in the Fall or Spring semester, and 41 calendar days during the Summer semester) are eligible for the tuition and service fee waiver. In most cases, students must be registered for at least 8 semester hours during the Fall and Spring semesters and 3 semester hours during the Summer semester for the waiver to be effective. Students who hold assistantships for the Spring semester and received a tuition and service fee wavier are entitled to a waiver for the following Summer semester. Assistantships are ideal for out-of-state students who otherwise would have to pay the non-resident tuition rate. Please note that the tuition waiver does not cover fees other than the service fee and does not cover the SPH tuition differential.

Depending on SPH distributions and faculty grants, CHS may have some research assistant positions for its students. In the past, positions have also been available through other UIC colleges, particularly the College of Nursing, College of Medicine and the College of Dentistry. Job announcements are posted through the SPH student listservs (SPHNEWS and SPHVIEWS) and it is therefore important to be registered for these listservs before the Fall semester begins. In order to do so, you can contact Gwen Slaughter at gwens@uic.edu to request to be added to the SPH student listservs. Your faculty advisor is another good source for finding an assistantship. In addition, the Division will assist by distributing students' resumes to CHS faculty and research centers. However, it is always the students' responsibility to apply for job announcements when they become available.

CHS Traineeships

CHS administers the financial aid programs described below for its own students. These traineeships are given in the form of research assistantships, payment of tuition and other fees, and (in very limited circumstances) travel allowances. New students are considered at the time of admission into CHS. Awards are typically given on a semester basis with possible renewal contingent on the availability of funds and student performance. Students must maintain a cumulative GPA of 3.0 (on a 4.0 scale) and have an approved program proposal on file within the designated time period. Selection is competitive based on past academic performance, professional experience, and financial need with preference given to full-time students. The sources identified below are available specifically for CHS students.

Public Health Traineeships

Public Health Traineeships are federally funded and typically awarded as payment of tuition and fees, either in part or whole depending on the availability of funds. In order to qualify, a student must be either a U.S. citizen or permanent resident at the time of application.

Community Health Sciences Traineeships

CHS Traineeships are funded through the tuition differential and are available to students who have matriculated into one of its degree programs. The award is typically awarded as payment of tuition and fees, either in part or whole depending on the availability of funds. In addition, funding may also be available to provide full-time students with research assistant positions, which also qualify them for a tuition and service fee waiver. All CHS students are eligible for these traineeships.

In order to be considered for either of these awards, students must complete a CHS Application for Financial Assistance which can be found at the CHS website. Complete application forms should be directed to the CHS Academic Coordinator, room 682, SPHPI, m/c 923. In addition, a current FAFSA application (Free Application for Federal Student Aid) must be completed for the year that funding is requested. The FAFSA is available at www.fafsa.ed.gov .

Maternal and Child Health (MCH) Traineeships

A limited number of MCH Traineeships are available to students in the MCH track (including MCH Epidemiology) and are awarded through the federal DHHS Maternal and Child Health Bureau or through the local Harris Foundation. These traineeships can either include a small stipend, payment of in-state tuition, or a graduate assistantship. Graduate assistantships are available only to full-time MCH students (12 credits or more). Students who receive these assistantships are given a 25% appointment (10 hours per week) for which they earn a wage and tuition/fee waiver.

CHS students officially admitted to the Maternal and Child Health Program are eligible to apply for these traineeships and assistantships. The amount of assistance available is limited and is awarded based on a combination of academic excellence, professional MCH experience, a commitment to MCH, and financial need. Students who hold a terminal clinical degree within their designated discipline (such as an MD or a Master's degree in Nursing or Social Work) are given special consideration. Consideration will be given to some applicants who may not meet all of these qualifications. Students must maintain MCH or MCH Epidemiology as their major course of study.

New students should apply for funding no later than June 1 for the following academic year (beginning the fall semester) by returning the attached CHS Request for Financial Assistance Application to the CHS Academic Coordinator, room 682, SPHPI, m/c 923. The application will be forwarded to the MCH Program. Notification will be given by July 15. Questions about MCH financial assistance can be directed to Katerina Barcal at 312-413-5625 or kbarcal@uic.edu.

Board of Trustee (BOT) Tuition and Service Fee Waiver

This waiver is provided by the Graduate College and is awarded through the SPH Office of the Dean based on recommendations from the Division. SPH is allocated six waivers each semester (fall, spring and summer)—three for full-time students and three for part-time students. The award provides a waiver of tuition and service fee. All CHS students (including foreign nationals) in the MS or PhD degree programs who are enrolled on a full or part-time basis are eligible to receive a BOT wavier.

Gerontological Public Health Fellowships

These fellowships are sponsored by the National Institute on Aging and provide funding support for up to 4 years at the pre-doctoral level and 2-3 years at the postdoctoral level. The goal of the program is to develop highly trained future faculty and researchers in public health and aging. Each Fellow is assigned a primary and secondary mentor to guide them through the training program. Fellows receive an annual stipend, plus tuition waiver (if applicable), health benefits and travel support. Additional information can be found at the program's website at: www.uic.edu/depts/ovcr/hrpc/centers/rha.html. Application announcements will be posted to student listserv.

Illinois Public Health Research Fellowship Program

This program is funded through CDC and seeks to develop interdisciplinary health protection research training opportunities in preparedness and primary prevention across the life stages, with emphasis on research to reduce health disparities and promote environmental justice. Fellowships are funded at both the pre-doctoral and post-doctoral levels. Applicants must be U.S. citizens, non-citizen nationals or lawfully admitted permanent residents at the time of the award. Additional information can be found at the program's website at http://apr.sph.uic.edu/manual/IllFellowship/description.htm. Application announcements will be posted to student listserv.

For further information contact: CHS Academic Coordinator, room 682, SPHPI, 312-996-8940 or Madge Schwien, room 666, SPHPI, 312-996-8867.