



**University of Illinois at
Chicago**

**School of Public
Health**

Academic Certificate

Student Handbook

2009-2010

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INTRODUCTION

This Student Handbook contains information that is useful to all students in the School of Public Health throughout their program of study. Students should refer to this handbook first whenever they have a question about their program's requirements, SPH policies, educational and research opportunities, or SPH resources, among a variety of other things.

The Student Handbook is all-encompassing, and each student will be held responsible for its content and the policies and regulations that apply, regardless of whether the student is informed of these points through other means.

MISSION STATEMENT

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

STATEMENT OF VALUES

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

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

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

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

STEWARDSHIP of natural, human and financial resources.

IDEALISM whether secularly or spiritually motivated.

CARING promoting compassion for and action on behalf of others.

JUSTICE whereby everyone is given access to the resources necessary to live a humane life and necessary to fulfill his or her full potential.

DIVERSITY celebrating unique contributions to the fabric of our community.

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

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

MUTUAL TOLERANCE AND RESPECT STATEMENT

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

NONDISCRIMINATION POLICY

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

The University of Illinois will not engage in discrimination or harassment against any person because of race, color,

religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

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

For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact:

Office for Access and Equity (M/C 602)
717 Marshfield Avenue Building
809 South Marshfield Avenue
Chicago, IL 60612-7207
(312) 996-8670

ACADEMIC POLICIES AND STANDARDS

HUMAN RESEARCH SUBJECTS TRAINING

All incoming SPH matriculated students are required to receive training in initial human research subjects protection and the protection of health information.

Training must be completed within the student's **first two** academic semesters of entering the School of Public Health.

The two mandatory sessions are:

Investigator Training 101- This training session on human subjects protection introduces the participant to a historical perspective, ethical principles and regulatory requirements, applicable Illinois State Laws, UIC institutional policies and procedures, investigator's responsibility when conducting research with human subjects, IRB's role and responsibility and the institution's responsibility, among other topics.

HIPAA Research 101- This training session focuses on the policies and procedures with respect to protected health information as necessary and appropriate for the members of the workforce to carry out their function within the covered entity.

Both training sessions are offered by the Office of the Vice Chancellor for Research, Office for the Protection of Research Subjects (OPRS). Training dates for both sessions are listed on the [OPRS website](#). In addition, both sessions are offered online as an

alternative to attending a classroom session. Upon completion, students receive a certificate of completion.

Students who have received prior human research subjects protection and health information privacy training must contact OPRS to have their prior training evaluated on a case-by-case basis before they are considered exempt from the University's offerings and have met the College's requirement.

STUDENT HONOR CODE

PREAMBLE

The UIC School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, the nation, and others throughout the world. We achieve this mission through education, research and public health service. Truth and accuracy are essential to achieving our goals. Integrity and intellectual honesty in scholarship, scientific investigation and service are, therefore, of paramount importance. A breach committed by an individual member of our community, is a violation committed against the whole and undermines our mission.

PLEDGE

We, students of the University of Illinois at Chicago School of Public Health are committed to promoting the ideals of the public health profession, and to the values embodied in our School's

Statement of Values relating to Community, Knowledge, Professionalism, Stewardship, Idealism, Caring, Justice, Diversity, Respect and Humility.

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

We further pledge not to be party to any misconduct, and agree to report to the Honor Committee any acts of unethical behavior of which we have knowledge

ACADEMIC DISHONESTY DISCIPLINARY PROCESS

All faculty, students, staff, administrators, field site preceptors and others who are involved with academic training of our students, have an obligation to report witnessed violations of the Honor Code. The UIC School of Public Health firmly believes that all members of the academic community are responsible for the academic integrity of our programs. Faculty and students have a joint responsibility to maintain the high standards of honor and values of this institution by reporting any instances of academic dishonesty to persons outlined below.

Academic dishonesty falls within the following categories:

- Plagiarism - using another's work without giving credit. The words of others must be put in quotation marks and cited as one's source(s). One must also give

citations when using others' ideas, even if those ideas are paraphrased in one's own words.

- Cheating - giving and/or receiving unauthorized assistance in the completion of one's academic work.
- Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Dishonesty - making false or fraudulent statements (verbal or written) with the intent to deceive; acting with intent to do the same. Dishonesty includes making intentionally false accusations against another under the Honor Code.
- Bribes, favors, threats - (1) Threatening, bribing, or attempting to bribe any person with the intention of affecting an evaluation of academic performance; (2) conspiring to bribe or threaten a person with the intention of affecting an evaluation of academic performance.
- Examination by proxy - Impersonating another student during an exam, or intentionally allowing such an impersonation.
- False authorship - claiming papers and other academic products authored by others to be one's own (for example, claiming work downloaded from a website as one's own; and/or presenting the downloaded material without proper citation.)

Process

1. **File Complaint:** The individual who files an Honor Code complaint against a

student, hereinafter known as the “Grievant”, must file a complaint in writing to the Associate Dean for Academic Affairs within thirty (30) days of a person first learning of an alleged violation of the Honor Code.

2. **Honor Committee:** Upon receipt of the complaint, the Committee on Academic Progress (CAP) Chair will convene the Honor Committee, a panel comprised of eight members of the School community: five elected students, the Director of Student Affairs, ex officio, the Associate Dean for Academic Affairs ex officio, and CAP Chair. The Honor Committee has forty-five (45) days from the date the complaint was lodged within which to hold a hearing and file its recommendation. Decisions of the Committee shall be based on majority vote of the student panel. Members of the Honor Committee shall take an oath of confidentiality; and all records generated as a result of a complaint shall similarly be kept confidential.
3. **Accused Party Representation:** The person accused of wrong-doing (hereinafter referred to as the “accused party”) shall be given notice of the accusation, and have an opportunity to hear and present evidence respecting the allegation. Those charged may have a representative of their choosing accompany them to the hearing for advisement purposes only; that person is not permitted to speak on behalf of the accused party or to otherwise participate in the proceedings. If the selected representative is an attorney, written notice must be provided to the Associate Dean for Academic Affairs at least five days prior to the scheduled hearing. If the accused party chooses to have an advisor present, the grievant

has a right to have a Judicial Liaison present to serve as his/her advisor.

4. **Record of Hearing:** A record of the hearing shall be maintained in the form of a summary of the proceedings, a recording, or a verbatim transcript. The record shall be maintained in the office of the Associate Dean for Academic Affairs. The record of the hearing shall be made available to the accused party or to the grievant at no cost, upon receipt of a written request within ten (10) days of the conclusion of the hearing.
5. **Written Decision:** Within five (5) days after the conclusion of the hearing, a written decision including a recommended penalty where deemed warranted, shall be issued to the accused party, the grievant, the CAP Chair, the Director of Student Affairs and the Associate Dean for Academic Affairs.
6. **Penalties for Academic Dishonesty:** If the panel is persuaded by clear and convincing evidence that the accused party has engaged in wrongdoing the panel shall have the discretion to recommend the full range of sanctions as described in the UIC Student Disciplinary Proceedings as modified by the School of Public Health.

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

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

Appellate Process

The decision of the Honor Committee is binding unless the student or grievant appeals the Committee's decision in writing within 10 calendar days.

1. **File Appeal Statement:** If the accused party or grievant wishes to appeal the Honor Committee's recommendation s/he must file a written statement to that effect with the Senior Associate Dean within ten (10) days of receiving the initial decision, setting forth the reason for the appeal.
2. **Grounds for Appeal:** The grounds for appeal are limited to one or more of the following: 1) procedural error in handling the case which substantially affected the outcome of the hearing; 2) new evidence which was not available at the time of the hearing; 3) argument that the decision reached was not based on clear and convincing evidence that a violation occurred; and/or 4) argument that the sanction(s) imposed were excessively severe (or weak) in light of the violation(s) the accused party was found to have committed.
3. **Appellate Decision:** The Senior Associate Dean shall limit his or her review to the record of the initial hearing (including any documents or written statements considered by the hearing panel) and documents submitted to support the grounds for appeal and shall enter a decision on review within ten calendar days.
4. **Final Appeal:** The Senior Associate Dean's decision is final except when it is alleged that there has been unlawful discrimination in the academic determination based on race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual

orientation including gender identity, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era.

Record-keeping

All matters involving an allegation of academic dishonesty shall be brought to the attention of the Senior Associate Dean who shall maintain such notices (including the student's name, identifying information, and nature of the complaint) in a confidential file. This notice and record-keeping provision relates to any matter whether raised and resolved at the instructor, Division Director and/or School-level. The purpose of such records shall be to provide early warning in the event a student is the subject of repeated allegations of misconduct.

Relation to UIC Student Code of Conduct

Nothing in the School's Honor Code System shall prevent a grievant or the accused party from raising the matter before the University Judiciary Committee.

STUDENT ACADEMIC GRIEVANCE PROCEDURES

These procedures describe the process through which students may seek resolution of complaints or grievances arising from a decision made about them by an agent of the University of Illinois at Chicago (UIC).

The School of Public Health Student Academic Grievance Procedures forms

and documentation can be located [here](#). For non-academic grievance resolution, students may contact Dr. Ronald Hershaw, ombudsperson for SPH, [here](#).

Academic Determinations

The Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or Grievances regarding academic standing during their enrollment at UIC. The procedures are based upon the Student Academic Grievance Procedures adopted by the University of Illinois at Chicago eff. March 1, 2007.

- Section I defines eligibility to use these Procedures.
- Section II describes informal processes which must be pursued before initiating a formal Grievance.
- Sections III through V outline the formal Grievance procedure itself.
- Section VI contains information that is essential to the proper interpretation and use of these Procedures and should be read carefully by any person involved in the handling of a Grievance.

The University Guidelines on Grievance Procedures for Complaints of Discrimination at the University of Illinois (Appendix A: ,approved by The Board of Trustees (November 14, 1996) incorporated into Student Academic Grievance Procedures eff. Mar. 1 2007) are considered to be part of these Student Academic Grievance Procedures. In the event of conflict between the Guidelines and these Procedures, the Guidelines will govern.

These Procedures may only be used by Students:

1. with a Complaint or Grievance regarding academic standing during their enrollment at UIC.
2. about an academic decision made about them by an agent (e.g., faculty or staff member, administrator, committee) of the University of Illinois-Chicago that directly and adversely affects the Student. Absent compelling evidence of arbitrary and capricious behavior or discriminatory intent, the Grievance Officer will not substitute its judgment for that of an instructor.

These Procedures may not be used:

1. in deciding or appealing issues relating to student discipline under the purview of the Senate Student Judiciary Committee; [See: http://www.vcsa.uic.edu/NR/rdonlyres/C10B0B31-31AD-4386-9A7A-17CA7A579C2D/962/Student_Discipline_Book.pdf]
2. in resolving any complaint, request, or question involving student records subject to campus procedures established under the Family Educational Rights and Privacy Act (FERPA) and contained in the Guidelines and Procedures Governing Student Records (http://www.uic.edu/depts/oar/rr/records_policy.shtml);
3. by applicants for admission;
4. in review of any decision by any university administrator or properly constituted board or committee relating to allocation of resources to support any unit's projects or programs.

ADVISEMENT

Advisor Assignments for Degree Students

Upon admission, each degree student is assigned an individual faculty advisor, based on his/her educational background, experience, and career goals as indicated in the application for admission. For the PhD student, the major advisor must be a member of the Graduate College Faculty.

Role of the Advisor – All Students

A continuing relationship between the student and faculty advisor is considered to be an integral part of the educational experience of the School of Public Health. In most effective relationships between student and advisor, the latter is a general counselor. As a person with experience and with broad knowledge of the School and the University, the advisor has specific responsibility to:

- Participate in the orientation program for the entering class in the Fall Semester.
- Provide information and guidance to advisees on a continuing basis.
- Assist advisees in understanding the curriculum and in developing an appropriate program of study.
- Ensure that advisees are acquainted with and correctly follow academic policies and procedures, with particular reference to grading practices, standards of performance, graduation requirements, registration and change in registration, prerequisites, waivers, transfers of

credit, and timely submission of the program proposal.

- Provide continued surveillance of the academic progress of advisees and counsel those experiencing academic problems.
- Be actively involved in the selection and carrying out of independent studies, independent research, the field practicum, or internship, as appropriate.
- Refer advisees, as indicated and appropriate, to other faculty, to the Office of the Dean, to the Director of Student Health Services, to the Campus Counseling Office, or to other points of assistance for student needs.

Research Advisors –PhD Students

For research students, the advisors help to select the thesis advisor and the members of the Preliminary Examination Committee (PhD) and the Dissertation Examining Committee (PhD). The major advisor also usually serves as supervisor of the student's research and, where required, internship (or works closely with the student to ensure an appropriate placement).

The research advisor works actively with the student in identifying an appropriate topic, developing a research protocol and, where required, an internship plan. The advisor also helps the student with obtaining approval for use of human subjects when indicated, and implementing the project; and makes arrangements for the required examinations. The advisor maintains contact with the Committee on Academic Progress and the Office of the

Dean for general oversight of the student's work.

Advisors for Credit Non-Degree Students

Students participating in SPH courses through Credit Non-Degree status are advised by Babette J. Neuberger, Associate Dean for Academic Affairs, 1159 SPHPI, (312) 996-5381; bjn@uic.edu.

Change of Advisor

A request for change of advisor should be submitted to the Division Director of the division to which the student has been assigned. The Division must notify the Director of Student Affairs of a change in advisor.

DISABILITIES REQUIRING ACCOMMODATION

Students with disabilities requiring accommodation are responsible for obtaining timely documentation of their disability and their accommodation needs from the UIC Disability Resource Center. The student must provide notice of special needs to their instructors before the semester begins or at the beginning of each term. Services, access, and reasonable accommodations can be arranged for students with various types of documented disabilities. Babette Neuberger, Associate Dean for Academic Affairs, (312) 996-5381, bjn@uic.edu, and the campus [Disability Resource Center](#), (312) 413-2183 (Voice/TT), drc@uic.edu, are available to assist students with obtaining documentation and accommodation.

RESEARCH INVOLVING HUMAN SUBJECTS

Review of research protocol involving human subjects is a federally mandated, legal responsibility of the University of Illinois at Chicago. It is undertaken to ensure that the rights and welfare of human subjects involved in research are protected. Research protocols involving human subjects must be reviewed and approved before human subjects can participate in the research. Anyone conducting research that involves human subjects must comply with these rules.

Generally, projects that may require Institutional Review Board (IRB) approval include doctoral dissertations, master's theses, and field research.

The review process begins with submission of a protocol with the appropriate IRB forms. Review of human subject research protocol is done according to the type of protocol submission. If the research protocol is exempt or expedited, the protocol is reviewed at OPRS by a few members of IRB Board.

If the protocol is a full review, the protocol is (1) submitted at the school level with review by the Departmental Review Committee (DRC) and (2) then submitted at the campus level for review by the IRB.

The functions of the School of Public Health's DRC are:

1. To consider the protocol's scientific merit and the qualifications of the researcher(s) and methodology; and

2. To thoroughly review the project to ascertain that it a) does not generate unwarranted risks, b) may provide beneficial and useful information, and c) provides satisfactory safeguards for the rights of the subjects.

How to Obtain IRB Forms

You can obtain forms from <http://www.research.uic.edu/protocolreview/>. For additional questions about the process, contact Julie C. Kong, Associate Director of Research Services at jkong@uic.edu or (312) 413-8508. For questions related to policies in conducting human subjects research, contact Associate Dean for Research, Dr. Faith G. Davis at fayed@uic.edu or (312) 996-6620.

Please see the following pages for more information on the IRB submission process:

- [IRB Submission Flowchart](#)
- [Student Reference Guide](#)

ACADEMIC PROCEDURES

REGISTRATION

DEADLINES

The registration period for all students, degree and non-degree, generally begins in the 12th week of the preceding academic semester. A specific date is established each semester for official registration and announced to students via the preceding semester's SPH Course Schedule. The registration of continuing students who have encumbrances from the preceding term will be prohibited until their debt to the university has been satisfied.

Students should consult with their advisors before registering for classes. Certain courses, for example, Independent Study (IPHS 596), require consent of the instructor and on-campus registration through the SPH Office of the Registrar.

Late Registration

The late registration period is the 1st through the 10th day of Spring and Fall term (Summer Session I – 1st through 3rd day of classes; Summer Session II - 1st through 5th day of classes). A late registration fee is automatically assessed to all students who register during the late registration period.

Credit Hours

The maximum number of credit hours for which a student can register mainly

depends on the student's level as follows:

- Graduate = 20 hours (Fall, Spring and Summer)
- Non-Degree = 18 hours (Fall and Spring; 10 hours Summer) [Note: SPH will place a "registration hold" on a non-degree student after 12 SH]
- Professional = no limit during any semester

If a student attempts to register for hours beyond his or her maximum limit, the student will get a "Maximum Hours" error message that will block the addition of more credit hours for that term.

NOTE: Students may not add EPID 400, EPID 403 or BSTT 400 after the end of the first week of a semester.

How to Register for Classes:

1. To see what SPH courses are being offered, go to the [SPH Course Schedules](#) page, and click on the SPH course schedule for the appropriate semester.
2. **Register for Classes via UIC Web for Student.** For detailed information on registration, visit: http://www.uic.edu/depts/oar/registration/registration_instructions.html
3. If you need help registering, call the Registration Help Line at (312) 996-8600 Mon-Fri 8:30 am - 5:00 pm.

Students will use the UI-Integrate Self-Service system to drop courses. Students may drop courses for a partial refund through the 10th day of the Spring and Fall terms (Summer Session I and II – by the end of the 1st day of courses). Courses dropped before the 10th day of Spring and Fall terms

(Summer Session I – 1st through 3rd day of classes; Summer Session II - 1st through 5th day of classes) will not receive a “W” on the student's transcript. A final drop date is established each semester, which is printed in the schedule; typically the sixth week of the semester. Courses dropped after the 10th day (Summer Session I – 3rd day of classes; Summer Session II – 5th day of classes), but before the final drop date will appear on the student's transcript as a “W”. Students should pay particular attention to the refund policy published in the semester Timetable.

Modular Courses - Registration and Dropping

Modular courses are full-length courses that are offered within a compressed 8 week period during a semester. In the UIC Timetable, modular courses are indicated by the start and end dates, if available before print deadline.

Regardless of what half of the semester the modular course is offered, a student must register for all modular courses during the regular registration period.

The same Late Registration and Add/Drop policies also apply to all modular courses.

AUDITING COURSES

Undergraduate and graduate students as well as persons not registered at the University of Illinois at Chicago are permitted to attend on-site courses other than laboratory, military, or physical education classes as auditors. To do so a Visitor's Permit bearing the approval of the class instructor and the Dean of the

college concerned must be placed on file at the UIC Office of Admissions and Records. Forms are available from the UIC Office of Admissions and Records and can be processed from the 2nd day to the 10th day of the semester. Auditors need not apply for admission to the University. No credit is awarded for audited courses.

An auditor is a listener in the class, **not** a participant. A person attending class as an auditor is not allowed to take an examination (including a proficiency exam) for credit, nor are computer facilities available. The names of auditors do not appear on class rosters. No instructor should admit auditors to any class unless the approved form is presented showing compliance with the conditions stated above. An auditor must pay the Course Auditors Fee if not registered as a full-time student. The fee is refunded if the person withdraws during the first 10 days of class. No refund is given for a later withdrawal. A student registered on a full-fee (Range I) schedule does not pay an auditor fee. University employees may audit courses without paying the fees if the following conditions are met: 1. recommendation by the head of the employing unit; 2. consent of the instructor; 3. approval of the Dean of the appropriate college; 4. approval of the Personnel Service Office.

A \$15 fee is charged for the privilege of visiting/auditing a class. A full-time registered student or a person who is a permanent support staff employee of the University does not pay the visitor fee.

NOTE: Students, even currently registered SPH students, may not

"JUST SIT-IN" on a course. UIC policy requires all students attending a course to have some official status as a registered student or as an auditor. Faculty are instructed to ask persons who cannot prove that they hold an approved student or auditor status (for that specific term) to leave their classroom.

Currently, auditors are not accepted in online courses. For more information on auditing classes, please visit <http://www.uic.edu/depts/oar/rr/audit.shtml>.

OTHER TYPES OF REGISTRATION

Registration for Courses in Other Colleges and Departments within the University System: SPH students may concurrently take courses at SPH and at other colleges or departments at UIC. Students may also register for courses at the Urbana or Springfield Campuses. The following should be noted:

Students who wish to take non-SPH courses must have the approval of their faculty advisors, and all students must have included such courses in their Program Proposals (or amend the proposal accordingly).

Registration for non-SPH courses should be made at the time of registration for SPH classes. The adding and dropping of courses may be made simultaneously. Please check with the Office of Student Affairs regarding complete withdrawals.

COURSE DESCRIPTIONS

For a comprehensive list of course descriptions, please visit: <http://www.uic.edu/ucat/courses/>

LEAVE OF ABSENCE

A Leave of Absence may be granted when a student wants to withdraw temporarily from the School because of illness or special circumstances which the student is unable to control. A request for Leave of Absence must be received prior to the beginning of the semester for which the leave is desired. It must be submitted by the student in writing, and must carry the signature of the faculty advisor and Division Director. PhD degree candidates must complete forms from the Graduate College, located [here](#).

If an extension of the Leave of Absence is needed, the extension must also be requested in writing. A request for Leave of Absence must be filed whenever the student plans to not register for more than one semester (Fall or Spring) plus the Summer term. Time spent on a Leave of Absence approved by the program and the Graduate College is not counted toward the degree time limit. Doctoral candidates will generally not be granted leaves of absence after passing the preliminary examination.

WITHDRAWAL

Students who wish to discontinue studies without prejudice and in good standing, permanently or for some indefinite period of time, should address a letter to that effect to the Dean. (For temporary withdrawal, follow procedures

for Leave of Absence as discussed in the previous section.) If a student withdraws within ten (10) days after the beginning of instruction, all fees except a non-refundable portion are refunded. A student who has withdrawn from the School of Public Health (and the Graduate College) in good standing, and who subsequently wishes to resume studies, must reapply to the program. **Readmission is not guaranteed.**

If a student is readmitted after withdrawing from the School of Public Health, the curriculum and course requirements that are in effect at the time of his/her readmission must be adhered to and will remain in effect until the student graduates.

STANDARDS OF STUDENT PERFORMANCE

Grade Point Average (GPA): As a minimum academic criterion, a student must maintain a cumulative GPA of at least 3.0 (on a 4.0 scale) in all UIC 400- and 500-level courses. General transfer credit taken at other institutions is not computed in the cumulative grade point average. Grades earned at SPH as a Credit Non-Degree student are included in the GPA.

Graduation: In order to graduate, the student must have a cumulative GPA of 3.00 or better (on a 4.0 scale).

ACADEMIC PROBATION

If the cumulative GPA is below 3.0 (on a 4.0 scale) after completion of 12 semester hours of credit, the student is

placed on probationary status. Students who are in academic trouble must consult with their academic advisor. A student with less than 12 semester hours of credit and a cumulative GPA below 3.0 (on a 4.0 scale) will be sent a warning letter.

A hold will be placed on the student's registration by the Office of Student Affairs if the student is placed on the probation list or probation warning list. A memo will be sent to the student and copied to the advisor and Division Director indicating the hold has been placed on the student's registration. The hold will be removed after the student meets with his/her advisor and the advisor contacts Renita Moore-Shannon, SPH Registrar, with instruction to remove the hold.

Students on probation will not be permitted to register for any course that is graded on an S/U basis.

Disqualification from further study: Students have two semesters of enrollment (including Summer, if registered), after the term on which they are placed on probation, to remove themselves from probation. If a 3.0 (on a 4.0 scale) cumulative GPA is not attained, the student will be dismissed from the University. A student can petition for an additional semester.

A division may establish a higher standard of performance for courses in the major discipline. Division standards are published in the SPH Handbook and elsewhere as appropriate.

REPEATING COURSES

If a student must repeat a required course, the course must be taken in the next semester it is offered.

In calculating a Grade Point Average, all grades obtained that have been repeated are included in the average and appear on the student's transcript, although the credit hours of a repeated course are counted only once in satisfying graduation requirements.

No course may be repeated more than one time, with the exception of courses described in the SPH Handbook or catalog as repeatable or continuing activities. Courses taken at other campuses which duplicate completed SPH course work cannot be counted toward graduation requirements.

ACADEMIC DISMISSAL PROCESS

The following process applies once it is determined by the Office of Student Affairs that a student has failed to satisfy probation requirements:

1. The Director of Student Affairs notifies the student of his/her status and that his/her dismissal will be considered at an upcoming CAP meeting. Notice is by a) phone and b) email. The director also notifies the student's advisor by a) phone and b) email.
2. The student has two options: a) accepting the dismissal or b) petitioning for extension of the probation period. The student needs to inform CAP in writing of his/her decision within five working days of receiving notification. This correspondence should be addressed to CAP and delivered to the Director of Student Affairs. It is strongly recommended that the petition to extend probation be accompanied by a letter from the student's advisor indicating the advisor's support of the student's petition (if in fact the advisor is supportive); and a letter from the student describing how he/she plans to resolve his/her academic difficulties if given the opportunity.
3. If the student accepts the dismissal, the Associate Dean for Academic Affairs sends an email notification and overnight letter on behalf of CAP notifying the student of the academic dismissal. Dismissal results in cancellation of any current registration.
4. If the student elects to petition for extension of probation, the petition will be considered at the next CAP meeting, which will occur before the end of the late registration period for the following semester. The student has until five working days prior to the meeting to submit supporting documentation. The student may submit a written request to attend the meeting and may bring a representative of his/her choice. If the selected representative is legal counsel, CAP requires notification five working days prior to the meeting. All written correspondence and documentation should be delivered to the Director of Student Affairs. CAP may seek information from the student's advisor, Division Director or other school faculty or staff.
5. At the meeting, CAP decides whether to a) accept the petition to extend probation, or b) dismiss the student. If CAP extends probation, the Associate Dean for Academic Affairs sends the student an overnight letter on behalf of CAP stating the conditions of the

extension. If CAP decides to dismiss, the Associate Dean for Academic Affairs sends the student an overnight letter on behalf of CAP stating the decision and the reasons for it. A written appeal of any decision by CAP may be made to the Dean within 30 days and must include a statement of the basis for the appeal and the remedy sought.

6. A written appeal of any decision by CAP may be made to the Senior Associate Dean within 30 days and must include a statement of the basis for the appeal and the remedy sought. The Senior Associate Dean has fifteen days within which to reach a decision on appeal. The decision may be finally appealed to the Dean.

GRADING PROCEDURES

Grade Points Interpretation - UIC uses a 4.0 (A) grading scale.

A	4.0	Excellent; outstanding performance.
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B	3.0	Good; completely satisfactory performance.
C	2.0	Fair; some problem with course material, but satisfactory performance.
D	1.0	Poor; unsatisfactory performance; cannot be used toward graduation, but is calculated in the GPA.
F	0.0	Failure; unacceptable performance; cannot be used toward graduation, but is calculated in the GPA.
DFR	0.0	Deferred; may be used for thesis courses, continuing seminar and sequential courses. At the end of the continuing course sequence, the deferred grade for all terms must be converted either to a specific letter grade (A-F), to an Incomplete (IN), or to a Satisfactory (S) or Unsatisfactory (U) in thesis research courses or specifically approved courses. When a student terminates a project in Independent Study, Internship, or Research (e.g., by change of topic or advisor), outstanding DFR grades must be converted immediately, even if registration in IPHS 596, IPHS 661, IPHS 598, IPHS 599, or IPHS 699 is continued.
S	0.0	Satisfactory; to be used as grade in thesis research courses, in zero-credit courses, and in specifically approved courses. No grade points are earned and the grade is not computed in the cumulative GPA. The S or U grades are used for IPHS 598, IPHS 599, IPHS 650, IPHS 661, IPHS 698, IPHS 699, and most seminar courses.
I	0.0	Incomplete; may be given only if, for reasons beyond the students' control, required work has not been completed by the end of the term. An IN must be converted to a letter grade (A-F) by the end of the students' first term in residence subsequent to that in which it was received or, if the student is not in residence, by the end of the twelve consecutive months subsequent to that in which the IN was received. An IN that is not removed by the deadline will remain on the records as an IN. NO EXTENSION BEYOND THE DEADLINE WILL BE PERMITTED. A course in which an IN was received and not removed by the deadline may be repeated for credit only once.
U	0.0	Unsatisfactory.

Changing Grades after Official Notification

School policy permits an official change of a grade after one has been officially reported only when an error has been detected in the assignment of the original grade. Unless dictated by the terms of a formal grievance decision, no grade except I or DFR may be changed on the basis of additional or replacement work completed after the end of the semester, or by a change in the standards for grading. Any request for a grade change, other than to replace an I or DFR must be approved by the Senior Associate Dean as part of a formal grievance process.

Official Transcripts

Official transcripts for all degree programs are only available from the University's Office of Admissions and Records (M/C 018), Box 5220, Chicago, Illinois 60680. There is a charge for a transcript. Transcripts requests may be submitted in writing, in person or

online through UIC Web for Student. For more information, please see <http://www.uic.edu/depts/oar/rr/transcripts.shtml>.

PUBLIC HEALTH INFORMATICS

The School of Public Health offers a Certificate in Public Health Informatics to qualified professionals in a completely online format. The courses required are a subset of the

courses necessary for completion of the online MPH degree in Public Health Informatics. A Certificate can be earned in 15 months; however, there is an accelerated Certificate option which allows for completion of requirements in 12 months.

The Certificate program is intended for professionals with public health experience who wish to upgrade their informatics skills, individuals interested in a shorter course of study in public health informatics, and for those students enrolled in schools of public health outside the United States wishing to establish a public health informatics specialization with the agreement of their participating schools as part of their present degree program. Students completing Certificate coursework receive academic credit which may be applied toward an MPH if the student later pursues a degree. Successful completion of the Certificate does not, however, guarantee admission into a degree program.

Program Competencies

The certificate program is ideal for students seeking an overview of public health informatics, whether public health professionals or students of traditional public health programs interested in a concentrated introduction to PHI. Candidates will specifically develop:

- Proficiency in health data definitions and standards
- Knowledge of the basic functions and operations of public health information systems
- Ability to plan and manage public health information systems projects
- Expertise to specify the requirements for the development or adaptation of public health information systems

The academic certificate in Public Health Informatics requires 17 semester hours (SH) and is designed for completion in three semesters (two courses each fall and spring semester and one during the summer semester), and must be completed over a maximum period of five years. This certificate requires the following course requirements:

I. Certificate Program Requirements (17 SH)

Course	Title	Credits
HPA 465	Health Information and Decision Support Systems	4 SH
HPA 481	Development of Public Health Surveillance Information	3 SH
HPA 563	Web-Based Public Health Information Systems	4 SH
HPA 564	Geographic Information System Applications in PH	3 SH
HPA 565	Data Mining Applications in PH	3 SH
	Integrative Paper*	

* An integrative paper that synthesizes your academic and professional experience in public health informatics

II. Contact Information

For further information about the Public Health Informatics certificate please contact:

Aimee Wiebel
Academic Coordinator, Health Policy and Administration
(312) 996-3818
PHI@uic.edu

ENVIRONMENTAL HEALTH INFORMATICS

The School of Public Health offers a Certificate in Environmental Health Informatics to qualified professionals in a completely online format. Environmental health informatics is an interdisciplinary field which deals with the storage, retrieval, organization, analysis, and optimal use of environmental health information, data, and scientific knowledge for problem solving and decision making. The Environmental Health Informatics (EHI) certificate emphasizes training in the major fields of database management and design, data mining, geographic information systems, and risk management.

The Certificate program is intended for:

- Public and environmental health professionals with a bachelor's degree and work experience who wish to upgrade their skills.
- Graduate students with some coursework in natural or physical sciences, mathematics, and engineering who wish to enrich their educational profile in the multidisciplinary field of EHI.
- Those individuals desiring to pursue a shorter and focused course of study in EHI with an option to apply for the full Master of Public Health degree program at a later date if they fulfill all the SPH requirements.
- Professionals outside the United States wishing to enhance their environmental health informatics skills.
- Students completing Certificate coursework receive academic credit which may be applied toward an MPH if the student later pursues a degree. Successful completion of the Certificate does not, however, guarantee admission into a degree program.

Program Learning Objectives

EHI participants will acquire the following knowledge and skills:

- An understanding of environmental health monitoring databases and datamining techniques and the ability to design and analyze these systems
- An understanding of the potentials, limitations and various components of a geographic information system (GIS) and risk assessment software packages
- Ability to formulate, apply and determine the implications of hazard, vulnerability and risk assessment methodologies
- Ability to consult and communicate effectively with stakeholders concerned with environmental health including the public, interest groups and regulatory bodies by means of powerful informatics visualization tools

The academic certificate in Environmental Health Informatics requires 14 semester hours (SH) and is designed for completion in approximately three semesters (two courses each in the fall and spring semester and one in the summer) or five semesters, which is the recommended duration (one course per semester). This certificate requires the following course requirements:

I. Certificate Program Requirements (14 SH)

Course	Title	Credits
EOHS 494	Environmental Health Database Design and Analysis*	4 SH
EOHS 564	Geographic Information System Application in PH	3 SH
EOHS 565	Datamining Applications in PH	3 SH
EOHS 572	Environmental Risk Assessment and Management	4 SH

* This course is proposed to be EOHS 475 as of spring 2010.

II. Contact Information

For further information about the Environmental Health Informatics certificate please contact:

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 Associate Professor, Environmental and Occupational Health Sciences
 (312) 996-5394
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BASIC COMMUNITY PUBLIC HEALTH PRACTICE

The School of Public Health offers a Certificate in Basic Community Public Health Practice to qualified professionals in a completely online format. This certificate program builds skills and competency in identifying and addressing community health needs and priorities. The Basic Community Public Health Practice Certificate is designed to serve specific learner needs, targeting current public health workers. The credits associated with this certificate can be used toward the MPH degree after admission into that degree program. Successful completion of the certificate program does not, however, guarantee admission into the MPH degree program.

Learning Objectives

Through this certificate program learners will acquire basic knowledge, attitudes and skills that are important for public health practice and will be able to:

1. Describe public health as a system, including its unique and important features and their role within it, to general audiences
2. Apply measures of population health and illness, including risk factors, to community health improvement initiatives
3. Identify and distinguish public health and prevention strategies from curative strategies for prevalent health problems
4. Describe the role of law and government in promoting and protecting the health of the public and identify specific functions and roles of governmental public health agencies in assuring population health
5. Identify and explain how various organizations, positions and roles contribute to carrying out public health's core functions and essential services, and assess the components of the public health infrastructure
6. Apply principles derived from the basic public health sciences to planning, implementing and evaluating public health interventions
7. Describe public health roles in emergency and disaster preparedness and response activities
8. Describe the major contributions of the social sciences (e.g. anthropology, sociology, psychology, demography, economics) to the field of public health
9. Explain major theoretical models derived from the social sciences to understand health problems and develop interventions
10. Demonstrate applications of knowledge from the social sciences to address public health problems
11. Compare and contrast diverse methodological approaches derived from different social sciences to address public health problems
12. Describe how social science-based knowledge and tools combine with biological and physical science to understand and address public health problems
13. Explain strategies to effectively work in a cross-cultural context and with different ethnic groups

14. Describe ethical aspects of public health research and practice as informed by the social sciences
15. Select indicators for assessment based on health promotion/assessment models
16. Engage with communities of interest, facilitating participation and capacity building, while identifying ethical and power status issues
17. Identify strategies for data acquisition and understand the corresponding assumptions regarding knowledge development
18. In public health needs assessment, design approaches taking into account community and cultural health definitions, culturally-based health behaviors, and cultural communication styles in planning and implementing effective programs and evaluations
19. Involve communities in assessing need for health programs, selecting health program approaches, and planning health programs
20. Communicate effectively both in writing and orally, including report and proposal preparation, and in interactions with the media to communicate public health information
21. Describe the historical development of epidemiology as a field of study
22. Compute measures of disease occurrence and association in populations
23. Identify and assess criteria for causal inference
24. Recognize components of various study designs, and the impact of bias on study findings

The academic certificate in Basic Community Public Health Practice requires 12 semester hours (SH) and is designed for completion in approximately 10 months (2 courses per semester) or 22 months (1 course per semester). This certificate requires the following course requirements:

I. Certificate Program Requirements (12 SH)

Course	Title	Credits
CHSC 400	Public Health Concepts and Practice	3 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
CHSC 431	Community Assessment in Public Health	3 SH
EPID 400	Principles of Epidemiology	3 SH

II. Contact Information

For further information about the Basic Community Public Health Practice certificate please contact:

David Brand
 Academic Coordinator, Community Health Sciences
 (312) 996-8940
dbrand@uic.edu

ADVANCED COMMUNITY PUBLIC HEALTH PRACTICE

The School of Public Health offers a Certificate in Advanced Community Public Health Practice to qualified professionals in a completely online format. This certificate program builds skills and competency in identifying and addressing community health needs and priorities. It is designed to serve specific learner needs, targeting graduate and professional students in the other health professions and social sciences. The credits associated with this certificate can be used toward the MPH degree after admission into that degree program. Successful completion of the certificate program does not, however, guarantee admission into the MPH degree program.

Learning Objectives:

Through this certificate program learners will acquire basic knowledge, attitudes and skills in community health sciences. These include:

1. In public health needs assessment, program development, evaluation and other applications, design approaches taking into account community and cultural health definitions, culturally-based health behaviors and cultural communication styles in planning and implementing effective programs and evaluations
2. Involve community in assessing need for health programs, selecting health program approach, planning, implementing and evaluating health programs
3. Use analytical synthesis and critical thinking skills to develop solutions to complex public health problems and situations demonstrating creative problem-solving
4. Communicate effectively both in writing and orally, including report and proposal preparation, and in interactions with the media to communicate public health information
5. Understand the research process, from research question through reporting results
6. Explain design strategies used in public health research and the major threats to internal and external validity
7. Critically evaluate a research design (for both proposed and completed projects) in terms of internal and external design validity
8. Apply research designs that are appropriate to addressing specific research questions
9. Select a representative sample of a population under study (for a simple design) and assigning subjects to comparison groups (as appropriate)
10. Understand the principles and basic techniques for developing measurement instruments and evaluating their validity and reliability
11. Independently plan and conduct a small-scale research project
12. Participate as a collaborator for a large-scale research project
13. Be prepared for advanced study in research methodology
14. Describe major events in the recent history of the health education and health promotion field

15. Describe the relationship between theory, research and practice in health promotion
16. Describe and critically examine major models and theories in health education and health promotion and apply them to actual problems in public health
17. Critically analyze how major models and theories of health education and health promotion apply to existing programs and interventions in the community
18. Identify important steps in planning and evaluating health promotion and education programs
19. Design a health promotion program for a selected target group including theory, objectives, activities, management and evaluation.
20. Understand the social, political, psychological and economic values and assumptions that have influenced the development and implementation of health policy in the US with particular emphasis on Maternal and Child Health policy
21. Describe the steps of the policy formation process
22. Describe the various types of policy analysis
23. Understand the components of a social problem analysis as well as an analysis of the historical context in which a policy solution emerges
24. Apply an evaluative policy analysis framework to analyze a policy
25. Collect and summarize data relevant to an issue, to state policy options, and articulate the health, fiscal, administrative, legal, social and political implications of each policy option
26. Appreciate the role of advocacy in the policy formation process and be able to advocate in support of a policy position
27. Describe various strategies for advocacy (including legal, administrative, legislative)
28. Identify current key policy and advocacy issues in public health with an emphasis on Maternal and Child Health
29. Prepare a policy brief that summarizes a key policy issue and makes recommendations for change

The academic certificate in Advanced Community Public Health Practice requires 12 semester hours (SH) and is designed for completion in approximately 10 months (2 courses per semester) or 22 months (1 course per semester). This certificate requires the following course requirements:

I. Certificate Program Requirements (12 SH)

Course	Title	Credits
CHSC 433	Public Health Planning and Evaluation	3 SH
CHSC 446	Research Methods in Community Health	3 SH
CHSC 480	Health Education and Health Promotion	3 SH
CHSC 543	Maternal and Child Health Policy and Advocacy	3 SH

II. Contact Information

For further information about the Basic Community Public Health Practice certificate please contact:

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CLINICAL RESEARCH METHODS

The School of Public Health offers a Certificate in Clinical Research Methods to qualified professionals in a completely online format. This certificate is designed to introduce clinicians, including physicians, pharmacists, nurses, dentists and physical therapists, to an array of methodologies needed to conduct clinical and translational research in a multi-disciplinary research environment. The campus certificate program is open to both degree and non-degree students. The curriculum consists of an online program of study of 5 courses (17 credit hours) of graduate coursework. The credits earned from these courses may be transferred to the Master of Science (MS) in Clinical and Translational Science. Successful completion of the certificate program does not, however, guarantee admission into the MS degree program. Clinicians currently enrolled in SPH degree programs will be allowed to register for certificate courses where the course content is relevant to their educational programs.

The academic certificate in Clinical Research Methods requires 17 semester hours (SH) and is designed for completion in approximately three semesters (two courses each in the fall and spring semester and one in the summer) or five semesters (one course per semester). This certificate requires the following course requirements:

I. Certificate Program Requirements (17 SH)

Course	Title	Credits
HPA 475	Contexts for Clinical Research	3 SH
HPA 472	Clinical Research Methods I	4 SH
HPA 477	Data Collection and Management for Clinical Research	3 SH
HPA 473	Clinical Research Methods II	4 SH
HPA 479	Evaluating Clinical Interventions	3 SH

II. Contact Information

For further information about the Basic Community Public Health Practice certificate please contact:

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PUBLIC HEALTH PRACTICE AT ROCKFORD

The Public Health Practice Campus Certificate at Rockford, sponsored by the Community Health Science Division (CHS) in the School of Public Health, targets individuals with a bachelor's degree who are currently working in community health, public health or other related fields; and medical, nursing and pharmacy students enrolled at the College of Medicine Rockford site. Most courses will be taught in-person on the Rockford campus; some will be available to students through online modalities. The program is designed to provide essential public health knowledge and skills to clinical and administrative personnel in Northwest Illinois and students in the health professions, enhancing protection and improvement of community health in the Rockford region and beyond. Courses completed as part of the certificate program may be applied toward the Master of Public Health (MPH) if the student is later admitted into the MPH program; although successful completion of the Certificate program does not guarantee admission into the degree program.

Learning Objectives

Through this campus certificate program learners will acquire basic knowledge, attitudes and skills that are important for public health practice. These include:

- An understanding and appreciation of the basic principles of public health as a system and social enterprise
- Basic principles of epidemiology and of the social and behavioral determinants of health and illness in populations
- Familiarity with basic statistics and the role of statistics in carrying out the core functions of public health
- The role of health education and health promotion in improving population health

The academic certificate in Public Health Practice requires 16 semester hours (SH) and is designed for completion in approximately three semester (two courses each in the fall and spring semester and one in the summer) or five semesters (one course per semester). This certificate requires the following course requirements:

I. Certificate Program Requirements (16 SH)

Course	Title	Credits
CHSC 400	Public Health Concepts and Practice	3 SH
EPID 400	Principles of Epidemiology	3 SH
BSTT 400	Biostatistics I	4 SH
CHSC 401	Behavioral Sciences in Public Health	3 SH
CHSC 480	Health Education and Health Promotion	3 SH

II. Contact Information

For further information about the Basic Community Public Health Practice certificate please contact:

Vicki Weidenbacher-Hoper
UIC College of Medicine - Rockford
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vweide1@uic.edu

PUBLIC HEALTH MANAGEMENT

The School of Public Health offers a Certificate in Public Health Management to qualified professionals in a completely online format. This certificate program provides public health professionals with a greater understanding of how to manage in any public health environment. The core learning experience in all of the courses is student and faculty interaction, accomplished through online discussion groups and the use of virtual collaboration sessions. This learning experience models the way in which public health programs are implemented through team efforts and collaborations.

Participants will gain knowledge of the underlying managerial skills and tools needed to adequately and successfully manage public health personnel. In addition, this knowledge will help public health professionals identify opportunities for gains in operational efficiency and effectiveness.

Learning Objectives

The Public Health Management (PHM) certificate graduates will have the skills necessary to:

- Implement the core functions of management: planning, organizing, controlling and leading
- Design and conduct a strategic planning process which will align their organization with its strategic issues, generate new ideas and develop a consensus among stakeholders
- Design and utilize budgets to increase organizational consensus, evaluate performance and maintain accountability
- Match their leadership styles to the needs of their public health organization and to the needs of the communities that their organization serves
- Make resource management decisions that enhance effectiveness, while maintaining the ethical values of their organization and while taking into account the political landscape in which those decisions are made

The academic certificate in Public Health Practice requires 12 semester hours (SH) and is designed for completion in as little as four semesters by completing one course each semester. This certificate requires the following course requirements:

I. Certificate Program Requirements (12 SH)

Course	Title	Credits
HPA 400	Principles of Management in Public Health	3 SH
HPA 444	Strategic Planning and Budgeting	3 SH
HPA 445	Organizational Leadership in Public Health	3 SH
HPA 446	Public Health Resource Management: Methods, Ethics	3 SH

	and Policy	
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II. Contact Information

For further information about the Public Health Management certificate please contact:

UIC External Education

(312) 355-0423

phm@uic.edu