



University of Illinois at Chicago

School of Public Health

MHA Degree Graduate Student Handbook 2009-2010

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TABLE OF CONTENTS

2009-2010 UIC SCHOOL OF PUBLIC HEALTH - MHA STUDENT HANDBOOK

INTRODUCTION.....	4
MISSION STATEMENT	4
STATEMENT OF VALUES	4
MUTUAL TOLERANCE AND RESPECT STATEMENT	5
NONDISCRIMINATION POLICY	5
ACADEMIC POLICIES AND STANDARDS	6
HUMAN RESEARCH SUBJECTS TRAINING.....	6
STUDENT HONOR CODE	6
ACADEMIC DISHONESTY DISCIPLINARY PROCESS.....	7
STUDENT ACADEMIC GRIEVANCE PROCEDURES	9
ADVISEMENT	11
DISABILITIES REQUIRING ACCOMODATION.....	11
RESEARCH INVOLVING HUMAN SUBJECTS	12
ACADEMIC PROCEDURES	14
REGISTRATION	14
Deadlines	14
Dropping Courses	15
Auditing Courses.....	15
Other Types of Registration.....	16
COURSE DESCRIPTIONS	16
PROGRAM PROPOSALS.....	16
LEAVE OF ABSENCE.....	17
WITHDRAWAL.....	17
TRANSFER OF CREDIT	18

WAIVERS	20
Waiver of Courses.....	20
Proficiency Testing for Credit – EPID 400	21
INDEPENDENT STUDY	21
ACADEMIC PROGRESS	22
STANDARDS OF STUDENT PERFORMANCE.....	22
Academic Probation	22
Repeating Courses	23
ACADEMIC DISMISSAL PROCESS.....	23
GRADING PROCEDURES.....	25
GRADUATION PROCEDURES.....	26
MHA DEGREE PROGRAM INFORMATION.....	28
ACADEMIC CALENDAR	28
LEARNING OBJECTIVES	28
PROGRAM REQUIREMENTS.....	31
ADMISSIONS	31
CULMINATING EXPERIENCE	31
MHA PRECEPTORSHIP (HPA 495).....	32
MHA CAPSTONE (HPA 496).....	32
MHA	33

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 Hershov, 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.

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.

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. Field research that is conducted to satisfy the degree requirement may be considered "human subjects research" UNLESS:

1. the student is carrying out the activities as an employee or intern of the preceptor site AND
2. the student does not intend to use the results for publication or a

presentation at a meeting open to the public.

If the MHA student research involves a UIC faculty project, IRB procedures must be followed by the faculty member as appropriate to the scope of the student's involvement. MHA students who are planning to submit their capstone paper for publication or for presentation at meetings open to the public (for example, a regional conference) **must** seek the appropriate level of review through the [Office for the Protection of Research Subjects](#) (OPRS) and the IRB as they may be conducting "human subjects research." The practicum experience may not be carried out until review or exemption is received. Your advisor will help you determine if your project will require approval by the Institutional Review Board (IRB).

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.

DROPPING COURSES

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/ucats/courses/>

PROGRAM PROPOSALS

Students in all public health degree programs are required to submit a program proposal early in the development of their individual programs of study. Program proposal forms may be located here: http://www.uic.edu/sph/students_forms.htm.

Deadlines for First Submission of the Program Proposal

MHA Students: End of the 2nd semester of study.

Petitions to transfer credit and petitions for waiver of core and required courses must be submitted with the initial submission of the program proposal. The program proposal, and any requests for waiver or transfer of courses, must first be approved at the division level; and then both the program proposal and any requests to transfer courses or to waive SPH core courses must be simultaneously submitted through the division's academic coordinator to CAP for

approval. [Note requests to waive divisional course requirements need not be approved by CAP.]

If the first submission deadline is not met, a hold will be placed on the student's registration by the Office of Student Affairs. 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 when the advisor contacts their division's Academic Coordinator to request that the hold be lifted and an approved program proposal has been received by the Office of Student Affairs.

Deadlines for Submission of Revised Program Proposal

A final program proposal must be submitted to the division's Academic Coordinator, no later than the end of the semester prior to the expected semester of graduation. Whenever major changes in the program of study are made (for example, a change in specialization, concentration, or division), a revised program proposal must be submitted to the division's Academic Coordinator.

It is strongly recommended (and may be required in some divisions) that students submit a revised program proposal form to the academic advisor and Division Director for minor changes in the program of study. These forms are identical to the original program proposals, but must be marked as "revised".

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. MHA students 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.

TRANSFER OF CREDIT

The prime consideration for transfer of credit is whether the previous course work meaningfully contributes to a cohesive, goal-oriented, graduate program of study. Request for transfer of credit must be submitted with the initial submission of the program proposal. Deadline for submission of transfer requests is the same as the deadline for initial submission of program proposals. The request for transfer of courses, and the program proposal, must first be approved at the division level; and then both the program proposal and request for transfer of credits must be simultaneously submitted through the division's academic coordinator to CAP for approval.

All degree programs of the School of Public Health permit transfer of credit for courses taken before and during enrollment in the School, subject to the following criteria, limitations and procedures.

Consideration is given to the transfer of graduate work completed in accredited institutions, either those approved by one of the regional accreditation associations or those approved by the agencies recognized by the Council on Post-Secondary Education. The credit hours that may be transferred are determined on an individual basis. Only graduate work that meets the quality and content of courses offered at the University of Illinois is eligible for transfer. Consideration is given to the transfer of credit in three categories:

1. **Graduate work for which a degree was NOT awarded.**
2. **Graduate work completed elsewhere after admission to the School and for which a degree was not awarded.** Such courses should be an integral part of the student's degree curriculum, taken on the advice of the student's faculty advisor and with the concurrence of the Dean.
3. **Graduate work completed in the senior year at UIC that was not applied to the baccalaureate.** In the case of competency-based or pass-fail systems, the student must submit a letter from the instructor of record assigning a letter grade for the course to be transferred.

When there is partial overlap between a course proposed for transfer and a course to be taken at SPH, credit hours transferred may be reduced or disallowed.

Limitations on the transfer of credit:

- Except for credit non-degree courses for MHA students, only credits in which the student earned a grade of "A" or "B" may be transferred.
- Students may transfer a maximum of twelve semester hours of credit earned as a non-degree student to the degree program (MHA).
- For master's programs of 47 or fewer semester hours, no more than 25% of the hours required for the degree may be transferred.
- For master's programs of 48 or more semester hours, no more than 50% of the hours required for the degree may be transferred.
- **Graduate work completed at UIC SPH in Credit Non-Degree (CND) status:** Up to 12 semester hours of credit may be transferred upon a CND student's matriculation into an MHA degree program. This credit hour limitation does not apply to students who are officially admitted into a credit-bearing Academic Certificate Program. In the latter situation students should consult with the Certificate Program's director or academic coordinator for relevant policy.

Time Limitations for Transfer Credit:

Ordinarily, credit earned more than six calendar years before admission to the School of Public Health is not transferred (except in the case of doctoral students where credit hours are awarded for a completed master's degree).

Procedures for Transfer of Credit: To petition for transfer of credit, MHA students must obtain the Graduate

College Petition for Transfer of Credit for MHA students, which is available through your academic coordinator. The following documentation must accompany each petition:

- 1) An official transcript showing the grade earned, if such a transcript was not submitted as part of the admission application.
- 2) Documentation that the course was a graduate level course: i.e., a copy of the relevant parts of the course catalog. If such documentation is unavailable or unclear, the student may submit a letter to the Division Director from the registrar of the university where the course was taken certifying that the course was at the graduate level and taken for graduate credit. Additional documentation may include course outlines, projects and reports.

Deadline for submission of Petition for Transfer of Credit: Petitions for the transfer of credit for course work taken prior to matriculation must be submitted with the first submission of the program proposal (see program proposal submission deadlines above). No petitions for transfer of credit will be accepted after a student's first year in a SPH degree program. The student is responsible for assembling all documentation and submitting it to the advisor and Division Director.

Transfer of Credit from the MPH program to the MHA program:

Students who choose to transfer from the MPH degree program to the MHA degree program may transfer no more than 25% of the credits required for the MHA degree for a master's program of

47 or fewer semester hours; and no more than 50% of the credits required for the MHA program of 48 or more semester hours. This is UIC Graduate College policy. Students who choose to transfer from the MPH program to the MHA program can transfer all hours except research hours.

Transfer to MPH Degree: If an MHA student wishes to transfer to the MPH degree, a Change of Graduate Program Form must be completed. The appropriate Division admissions committee will review the application and forward its recommendation to the Dean for final review and approval.

Transfer of Credit for courses taken after matriculation at SPH: Procedures and regulations concerning transfer of credit for courses taken at other institutions as part of the student's program of study are the same as for courses taken before matriculation, and are detailed above.

Transfer of Credit for courses taken within the University of Illinois: Courses taken within other schools or colleges of The University of Illinois prior to matriculation may also be used to satisfy requirements for the degree program, subject to the same credit hour limitations detailed above for transfer of credit from other institutions. The primary criterion for transfer of credit is relevance of course work to the academic program in SPH. There are no limits for course work taken in other schools or colleges within The University of Illinois while the student is enrolled in an SPH degree program. The defining criteria are relevance to the student's academic program, and that it

be a graduate level course. Approval is required only of the student's major advisor and Division Director as indicated on the program proposal.

WAIVERS

WAIVER OF COURSES

A student may petition for waiver of one or more required courses in any of the degree programs if justified on the basis of the student's having taken prior course work of equivalent level and course content. In exceptional circumstances, experience may substitute for formal course work. Judgment on equivalency of either course work or relevancy of experience will be made by the course instructor and the Division Director of the division offering the course, who will base a decision either on evidence of equivalency supplied by the student or on a test--written or oral, or both.

Approval of a course waiver does not reduce the total number of credit hours required to earn the degree; rather, the student will have to take an equivalent number of credit hours, normally in the same division for which course waiver has been granted.

Procedure: The petition for waiver form may be obtained from the division's Academic Coordinator, or online [here](#). Request for waiver of a School-wide core course or divisional requirement must be submitted with the initial submission of the program proposal. The request for waiver of any school-wide core course or a divisional requirement, and the program proposal, must be approved at the division level.

For waiver of School-wide core courses, the waiver request must be submitted through the division's academic coordinator to the CAP Chair for approval. Where the petition for waiver is based on a prior equivalent course, the student must attach to the waiver petition a transcript showing evidence of having completed the prior course with a grade of A or B and a description of the course. A course description may include a copy of the course syllabus and/or a description from the college catalogue.

Students may appeal the denial of a waiver to the Division Director of the division offering the course. In the case of the field practicum, the appeal of a waiver decision would be made to Senior Associate Dean, Sylvia E. Furner, sefurner@uic.edu.

No petitions for waivers will be accepted beyond a student's first year in a SPH degree program.

PROFICIENCY TESTING FOR CREDIT – EPID 400

In addition to the possibility of transferring credit for an equivalent course completed elsewhere, or of obtaining a waiver of a required course, provision has been made for proficiency testing for credit for EPID 400 Principles of Epidemiology. (At this time, proficiency testing for credit has not been approved for any other course.) Proficiency testing for credit may be considered if one of the following conditions apply:

- An equivalent course has been taken elsewhere, but it was either not for credit or the student obtained a grade

of "Pass" in a pass/fail grading system, or

- The student had substantially equivalent work experience in the absence of a formal course.

Procedure: A petition for proficiency testing for credit in EPID 400 must be submitted during the first half of the first academic semester the student has registered in the School of Public Health. The student should petition in writing to the Director of the Epidemiology-Biostatistics Division, with the written endorsement of his/her faculty advisor. The petition must be accompanied by evidence of the past practical or academic experience in the form of letters, transcripts, course syllabus, job description, etc. The petitioner will take an examination at the level of EPID 400 and must achieve a level of excellence equivalent to an "A" on that exam to receive proficiency credit.

INDEPENDENT STUDY

Students may use Independent Study (IPHS 596) to satisfy elective hours. Up to 5 sh of independent study may be credited for graduation for programs of study requiring 42 sh. For degree programs requiring greater than 42 sh, 1 sh of independent study may be credited toward graduation for each additional 5 sh of formal course work taken, to a maximum of 9 sh.

ACADEMIC PROGRESS

Student Status

Degree Students: Degree candidates are students accepted under prevailing standards of admission and registered in one of the following programs: Master of Public Health degree, Master of Science degree, Master of Science in Clinical and Translational Science degree, Master of Healthcare Administration degree or the Doctor of Public Health degree.

Students with an assistantship must register for a minimum of eight semester hours in the Fall and Spring semesters. International students on a visa must be registered for twelve semester hours if assistantship is 25 percent time. To receive a summer tuition waiver based on an assistantship, students must register for a minimum of three semester hours. For some fellowships, Summer registration for a minimum of six (6) semester hours may be required. Failure to register for the minimum number of semester hours will result in the assessment of full tuition by the University.

For more information on registration policies, visit the [UIC Graduate College](#).

Credit Non-Degree (CND) Students: Credit Non-Degree students may take courses at the School of Public Health for academic credit. Evidence of a bachelor's degree is required for CND enrollment. Up to 12 semester hours may be transferred into a degree program from the Credit Non-Degree program. [Students who are admitted into a credit-bearing Academic Certificate Program

are not bound by the 12 credit hour rule.] Students who expect to enroll as degree students at some time in the future generally register for one or more of the required core courses. Students without a previous master's level degree are not allowed to enroll in courses beyond the 400 level. CND students must also fulfill all prerequisites for courses. For more information on the CND program, contact Babette J. Neuberger, Associate Dean for Academic Affairs at (312) 996-5381; bjn@uic.edu.

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.
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.

GRADUATION PROCEDURES

Graduating students must comply with the following:

1. Intent to Graduate: The *Intent to Graduate* must be submitted for the term you intend to graduate. The on-line form is available from the time when registration for that term begins through the Friday of the third week of fall and spring semesters, or through the second week of the summer semester. If you complete an *Intent to Graduate* for one term and do not graduate that term, you must complete another *Intent to Graduate* for the new term in which you are attempting to graduate. Please visit this website for information on how to declare your intent to graduate:

<http://grad.uic.edu/cms/?pid=1000030>

2. Program Proposal: A revised program proposal, reflecting the completed program of study, and signed by the student, advisor, and Division Director must be submitted to the division's Academic Coordinator.

3. Exit and Advisor Evaluation

Surveys: Exit surveys and academic and research advisor evaluation surveys are completed online near the end of your graduating semester. The academic and research advisor evaluations surveys are reviewed by the Senior Associate Dean. Once the semester is over (and the student has graduated) survey feedback is given to the Division Director and then to the faculty member.

4. Exit Interview: Some divisions may require their graduating students to

complete an exit interview. The interview should occur at the end of the last semester of enrollment before graduation. Results of the interview will be transcribed and submitted to the Associate Dean for Academic Affairs.

Commencement

The Commencement Ceremony at the University occurs only once a year. The School of Public Health holds its annual Commencement ceremony each year in May. Commencement is the occasion for the recognition of graduates by the School and conferring of the degree.

Dates of Graduation

Since SPH students may complete all requirements for their degrees in any of the semesters of the year, those who finish their work in Summer or Fall semester cannot participate in Commencement until the following May. However, the Executive Committee of the Graduate College (for MHA students) will meet after the end of each semester to recommend such students for graduation. The degree earned is posted to the transcript approximately 2-4 weeks after the end of the term and diplomas are sent to graduates 8-10 weeks following the date of graduation. Note, students expecting to finish in Summer may petition the School to participate in Commencement exercises in the Spring prior to their graduation, although their names will not appear in the list of graduates until the Spring Commencement Ceremony following their official term of graduation.

Requirements for Spring Graduation

For students who expect to complete all work in Spring Semester, instructors are authorized to provide special examinations, make early review of written reports, or take other action necessary in order to provide course grades prior to Commencement. After these grades are provided to the Graduate College (MHA students), qualified students may participate in Commencement.

Availability of Diplomas

For all semesters except Spring, diplomas are available for distribution 8 to 10 weeks following the date of graduation. Spring graduates may pick up their diplomas in the University's Office of Admissions and Records the week following Commencement.

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>

MHA DEGREE PROGRAM INFORMATION

ACADEMIC CALENDAR

For the current academic calendar, please visit the UIC School of Public Health website:

http://www.uic.edu/sph/osa_dates.htm.

LEARNING OBJECTIVES

The Master of Healthcare Administration (MHA) degree provides students the opportunity to develop the skills and resources needed to become a healthcare leader. The MHA Program is designed for:

- managers, administrators and supervisors already working in healthcare or related fields who want to advance their skills to become executives and leaders;
- healthcare professionals (doctors, nurses, therapists, technicians, other caregivers and researchers) who seek advancement into organizational leadership; and
- new graduates who want to enter the healthcare field as managers.

MHA students will achieve the following learning objectives during completion of the MHA program in public health:

Knowledge

Students will be able to demonstrate a professional manager's working knowledge of:

- Current health policy issues.

- Currently applicable law to their chosen area of health care delivery.
- Ethical guidelines of the American College of Health Care Executives, the American Hospital Association and the various professional societies representing leadership in clinical health care delivery.
- Structure and organization of American health care and the formal and informal forces that influence its actions.
- Functions of the component parts of the American health care system and how the economic and political forces at work between the various components affect the delivery of health care.
- Responsibilities of management and governing bodies, and the relationships between the two.
- Roles of executives as managers and leaders in the complex environment of health care delivery organizations.
- Organization theory and its practical application to management and leadership challenges.
- Health care financing, cost accounting methodologies, and reimbursement theory and practice.
- Financial reporting, operating budgets, capital budgets and treasury functions in health care delivery settings.
- Responsibilities of executives and, specifically, of Chief Executive officers, Chief Finance officers, Chief Medical officers, and Compliance officers to a board of directors, and to various accreditation, regulatory, licensing and other government agencies.

- The manner in which the concepts and tools of statistics, epidemiology and marketing fit together to provide a basis for rigorous strategy development.
- Key roles of quality and effectiveness evaluation.
- Human resource theory and tools, and the importance of human resources in health care delivery.
- The role and significance of information systems in contemporary health care delivery.
- How to synthesize and apply academic knowledge areas in the “real-life” setting of their program-long preceptorship, and in the development, analysis, and presentation of critical issues through their capstone project.

Skills

Students will be able to demonstrate their ability to:

- Apply analytical skills to manage programs and assess their effectiveness.
- Recognize and develop approaches to address organizational development goals.
- Organize a planning process and develop best input and optimum alignment in the process of creating effective comprehensive plans.
- Assess community health status and address program development, maintenance, and divestment needs in response to forecast demand. These will be critical competencies.
- Develop a marketing analysis and strategy that incorporates demography, health status and competing service provision capabilities.
- Develop alternative strategies to effectively respond to changing incentives in order to meet organizational goals.
- Develop marketing and sales strategies to introduce programs.
- Assess and develop statistical profiles and complete a health program evaluation.
- Develop presentations, facilitate meetings and create reporting mechanisms to monitor adherence to established goals. The use of focus groups and development of listening skills will be key areas of focus.
- Develop a program budget, forecast budget projections, analyze income statements for budget variances and create strategies to address program deficits or surpluses.
- Assess financial options such as lease-buy financing strategies to support capital expansion and equipment needs.
- Analyze specific reimbursement approaches for organizational strengths and weaknesses.
- Determine the best strategies to optimize the effect of information systems (IS) on the operations of health care delivery organizations. The ability to interface with IS managers and use available systems and databases, as well as the Internet, to retrieve health information for planning purposes will be specific skills that the manager will apply in the work setting.
- Develop and conduct employee performance appraisals.
- Identify proper contract terms and negotiate agreements.

- Create and lead a self evaluation of management teams and the board of directors.
- Identify core ethical precepts of their organization and the conflicts that may arise in the performance of their job. Create a strategy for addressing those potential conflicts in an open, constructive and honest manner.

The MHA program has incorporated the following learning objectives from the MPH program:

Basic Health Science Skills

- 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.
- Apply the basic public health sciences, including epidemiology, health and policy administration, behavioral and social sciences, biostatistics, and environmental and occupational public health, to the prevention of illness and injury.
- Describe the potential linkages and interactions among multiple determinants of health at intrapersonal, interpersonal, organizational, community and societal levels (i.e., ecological model).

Analytic Skills

- Use appropriate data and statistical methods for problem identification and resolutions and for program planning, implementation and evaluation.

- Use data to illuminate ethical, political, scientific, economic and overall public health issues.

Cultural Skills

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

Information and Technology

- Define a public health problem for purposes of literature research process.
- Demonstrate library skills, including the ability to conduct computerized literature searches, for researching problems in public health.

Communication Skills

- Present accurately and effectively demographic, statistical, programmatic and scientific public health information for professionals and lay audiences.
- Lead and participate in groups to address specific public health issues.

Policy Development

- Understand the historical development and structure of state, local and federal public health-related agencies.
- Describe the U.S. institutions and processes of policy-making in public health and recognize that these differ in different societies.
- Recognize relevant theories of social policy and how they explain policy-making in public health.

Community Dimensions of Practice

- Establish and maintain linkages with key stakeholders in community-based initiatives to address public health issues.
- **Ethics**
- Apply ethical principles to the collection, maintenance, use and dissemination of data and information.

PROGRAM REQUIREMENTS

The Master of Healthcare Administration (MHA) degree is offered by the School of Public Health's Health Policy and Administration Division and the College of Business Administration.

The MHA program consists of three components (Minimum of 60 SH):

1. Program Requirements (54 SH)
2. Culminating Experience
 - HPA 495 – MHA Preceptorship (5 SH)
 - HPA 496 – Capstone Project (1 SH)
3. Required Non-Credit Training
 - HIPAA Research 101

- Investigator Training 101

ADMISSIONS

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

Conditional Admission Policy Statement

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

Deadline for Completing Degree Requirements

MHA students must complete all degree requirements within five calendar years after their initial registration as a degree student within the SPH. In extraordinary circumstances an extension of time may be granted if the petition for an extension is filed before meeting the 5-year deadline. Time spent on an approved leave of absence is not counted toward the degree time limit (see Leave of Absence).

CULMINATING EXPERIENCE

All MHA students must complete the following culminating experience to comply with degree requirements:

- HPA 495 - MHA Preceptorship (5 SH)

- HPA 496 – Capstone Project (1 SH)

MHA PRECEPTORSHIP (HPA 495)

The MHA preceptorship begins in the first semester of study and continues throughout every semester, including the summer. You will work with successful executives in healthcare institutions, getting firsthand exposure to management, leadership, and governance. Preceptorships will be organized to serve the general educational objectives of the program with placements that offer opportunities for the student to participate in a sector of healthcare that is related to his or her professional career goals.

The student will spend at least 3–6 hours per week at the preceptor’s workplace and on campus engaging in both structured learning experiences and completing project(s). The focus of the first semester will be on learning the internal workings of the healthcare sector and the specific area in which the student has expressed an interest.

In the first summer, the preceptorship experience consists of at least 300 hours on-site at the preceptor’s workplace. During that time, learning about executive and leadership responsibilities and roles will be pursued in direct discussions with the preceptor and completion of assigned experiences and projects.

In the following Fall Semester, the preceptorship will focus on issues of leadership and culture. Again the student will be involved for at least 3–6 hours per

week in structured learning and project completion at the preceptor’s workplace and on campus.

MHA CAPSTONE (HPA 496)

The preceptorship experience culminates in a Capstone Paper required for completion of the degree. project that will enable you to demonstrate the ability to address an actual strategic management issue in an actual health service organization.

MHA

The Master of Healthcare Administration (MHA) program requires a minimum of 60 semester hours (SH). This program is designed for completion in 2 years when enrolled full-time and includes the following course requirements:

I. Program Requirements (60 SH)

Course	Title	Credits
ACTG 500	Intro to Financial and Managerial Accounting	4 SH
BSTT 400	Biostatistics I	4 SH
EPID 400	Principles of Epidemiology	3 SH
FIN 500	Introduction to Corporate Finance	4 SH
MGMT 553	Human Resource Management	4 SH
HPA 403	U.S. Health Care System	3 SH
HPA 410	Health Organizational Leadership	3 SH
HPA 417	Quality Management	3 SH
HPA 434	Law and the Health Care System	3 SH
HPA 441	Strategic Management of Health Care Organizations	4 SH
HPA 451	Health Care Finance	3 SH
HPA 463	Managerial Health Economics	3 SH
HPA 465	Health Information & Decision Support System	4 SH
HPA 470	Quantitative Methods for Healthcare Managers	2 SH
HPA 490	MHA Special Topics (1 SH; take 2 semesters)	2 SH
HPA 495	MHA Preceptorship	5 SH
HPA 496	MHA Capstone	1 SH
HPA 525	Population Based Healthcare Services Planning	3 SH
HPA 551	Healthcare Marketing	3 SH
Required Non-Credit Training:		
http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/initial.shtml		
HIPAA Research 101		Non-credit
Investigator Training 101		Non-credit

*For an example course sequence for full-time and part-time students, please see the MHA website: <http://www.uic.edu/sph/mha/coursesequence.shtml>