



# **Program in Applied Public Health Sciences**

## **2019-20 Student Handbook**

### **Master of Public Health (M.P.H.)**

#### **UConn Graduate Certificates**

**Foundations of Public Health**

**Addiction Science**

**Interdisciplinary Disability Studies**

**Social Determinants of Health & Disparities**

### **Doctor of Philosophy in Public Health (Ph.D.)**

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## UConn Program in Applied Public Health Sciences

The UConn Department of Public Health Sciences offers the Master of Public Health (M.P.H.), the Doctor of Philosophy (Ph.D.) degrees and several Graduate certificates. This handbook is a guide for students, to be used with the rules and procedures of the UConn Graduate School Catalog (see: <http://gradcatalog.uconn.edu/>). Complementary information about the M.P.H., Ph.D. and Certificate options are available (see: <https://mph.uconn.edu/>).

### Program and Graduate School Administration

UConn administrators, faculty and staff are readily available to students in order to ensure a positive experience during their course of study. The Program maintains an information line (860-679-1510) where you can leave messages for later review. Barbara Case (860-679-1503; [bcase@uchc.edu](mailto:bcase@uchc.edu)) is the primary contact for securing information and assistance on all administrative matters pertaining to the M.P.H. and Graduate Certificates.

Program in Applied Public Health Sciences Administration			
David Gregorio, Director	195 Farmington Ave (U21010)	<a href="mailto:gregorio@uchc.edu">gregorio@uchc.edu</a>	860-679-5480
Jane Ungemack, Associate Program Director	195 Farmington Ave (U2044)	<a href="mailto:ungemack@uchc.edu">ungemack@uchc.edu</a>	860-679-5403
Helen Swede, PhD Program Coordinator	195 Farmington Ave (U21014)	<a href="mailto:swede@uchc.edu">swede@uchc.edu</a>	869-679-5568
Barbara Case, Program Assistant	195 Farmington Ave (U2101)	<a href="mailto:bcase@uchc.edu">bcase@uchc.edu</a>	860-679-1503
Holly Samociuk, Program Associate	195 Farmington Ave (U2105)	<a href="mailto:samociuk@uchc.edu">samociuk@uchc.edu</a>	860-679-5467
UConn Graduate School Administration			
Barbara Kream, Associate Dean	263 Farmington Ave (AG051)	<a href="mailto:kream@uchc.edu">kream@uchc.edu</a>	860-679-3849
Barbara Ricketts, Registrar	263 Farmington Ave (AM039)	<a href="mailto:registrar@uchc.edu">registrar@uchc.edu</a>	860-679-2990
Daniel Lis, Bursar	263 Farmington Ave (AG060)	<a href="mailto:dlis@uchc.edu">dlis@uchc.edu</a>	860-679-1632

Useful web addresses	
UConn	<a href="http://www.uconn.edu">www.uconn.edu</a>
UConn Health	<a href="http://health.uconn.edu/">http://health.uconn.edu/</a>
UConn Health Graduate School	<a href="http://grad.uchc.edu">http://grad.uchc.edu</a>
UConn M.P.H. Program	<a href="https://mph.uconn.edu/">https://mph.uconn.edu/</a>
UConn Health Registrar	<a href="http://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/">http://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/</a>
Academic Calendar	<a href="http://gradcatalog.uconn.edu/grad-school-info/academic-calendar">http://gradcatalog.uconn.edu/grad-school-info/academic-calendar</a>
PeopleSoft	<a href="https://studentadmin.uconn.edu/">https://studentadmin.uconn.edu/</a>
HuskyCT	<a href="http://lms.uconn.edu">http://lms.uconn.edu</a>
M.P.H. email	<a href="http://mail.uchc.edu">http://mail.uchc.edu</a>
CITI Training	<a href="http://www.citiprogram.org/default.asp">http://www.citiprogram.org/default.asp</a>
UConn Health Institutional Review Board (IRB)	<a href="http://hspo.uchc.edu/irb/index.html">http://hspo.uchc.edu/irb/index.html</a>
UConn Graduate School Catalog	<a href="http://catalog.grad.uconn.edu">http://catalog.grad.uconn.edu</a>

## Master of Public Health (M.P.H.) Degree

The M.P.H. focuses on Interprofessional Public Health Practice; the Ph.D. degree focuses on the Social and Behavioral Determinants of Health. The M.P.H. degree integrates coursework on foundational topics in public health, experiential requirements that demonstrate an individual's competency to function as a public health practitioner and elective options reflecting a student's substantive area(s) of interest. The degree is intended for students seeking practice-based careers in governmental service, non-governmental agencies, and health care organizations. M.P.H. degree requirements conform to all the UConn Graduate School requirements, as well as standards specified by the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit public health schools and programs. The Council on Education for Public Health (CEPH) accredits schools and programs that offer degrees in public health. UConn's M.P.H. Program has been fully accredited by CEPH since 1984.

### **M.P.H. Values**

The interprofessional focus of our M.P.H. Program, consistent with the values of our University and the principles of public health practice, prioritizes the following values:

- Population centric – putting public concerns and needs above individuals or the profession.
- Evidence based – utilizing best available information to inform decisions and actions in the practice of public health.
- Social justice – believing that wellness is a public good and fundamental right of all individuals. As such, we challenge the basis of health inequity wherever it occurs.
- Engagement – fostering reciprocal, equitable partnerships among stakeholders to distribute responsibilities for selection, implementation and assessment of public health activities.
- Teamwork – functioning across disciplines and circumstance to achieve integrated, cohesive approaches to community concerns.
- Advocacy – increasing awareness and support for a robust, comprehensive public health agenda.
- Resolve – preparing lifelong learners to address current and emerging public health challenges.
- Integrity – promoting the highest standards of objectivity and accountability in work and interpersonal relations.
- Respect – incorporating differing beliefs, cultures and practices into all program activities.

### **M.P.H. Mission**

In furtherance of our program's vision, the mission of the UConn Master of Public Health (M.P.H.) Program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. Public health careers for the 21st century, along with many in the related health and human services, will require competence in interprofessional practice that coordinates skill sets and perspectives of various disciplines in pursuing effective, comprehensive, systems-level improvements to our environment and social structure. Interprofessional competencies refer to the capacity of individuals and teams to enact knowledge, skills, values and attitudes essential for working together across professions and stakeholder groups to improve outcomes.

### **M.P.H. Goals and Objectives**

Consistent with our program's mission and values, our program pursues the following 5 goals and 17 measurable objectives:

Scholarship of Integration (Interprofessional Goal) We will sustain an environment wherein students, staff, faculty and community partners build partnerships and gain firsthand knowledge and collaborative experiences across disciplines of public health, law, social work, pharmacy, medicine, dentistry, basic sciences and engineering, education, rehabilitation, public administration and allied health professions.

*Goal: To recruit and prepare students to earn the M.P.H. degree, while encouraging their collaborative engagement with students, faculty and programs across the university and among relevant community-based stakeholders in order to enhance the delivery of systems level approaches to health promotion/disease prevention in populations.*

*Objectives: Provide options for public health students to pursue professional (dual) degrees that integrate public health, clinical and non-clinical disciplines.  
Encourage and accommodate enrollment of students from across the University and the community into public health courses.*

Scholarship of Teaching (Education Goal) We will be innovative in the delivery of curriculum, the provision of experiential learning options and the evaluation of curricular practices.

*Goal: To prepare, through exemplary didactic and experiential learning, competent public health practitioners who know and demonstrate interprofessional understanding of public health, medicine, dental medicine, nursing, pharmacy, law, social work and public administration.*

*Objective: Offer a competency-based curriculum.  
Facilitate global learning and research by faculty and students.  
Assure graduates are competent practitioners of public health.  
Nurture diversity of experience in interest in faculty, students and program staff.  
Maintain appropriate faculty to deliver exemplary curriculum.*

**Scholarship of Application (Service Goal)** We will be active proponents and policy developers to favorably affect the social determinants of health and the delivery of public health services.

*Goal: To enable students, staff, faculty and community-based partners to contribute competent, collaborative effort toward assuring healthful, satisfying lives of Connecticut residents and beyond.*

*Objectives: Promote continuing education/life-long learning across public health specialties.  
Emphasize service learning throughout the curriculum  
Support career development among the public health workforce.*

**Scholarship of Discovery (Research Goal)** We will support activities that increase our understanding of the social, behavioral, physical and biological bases of population health and health service delivery.

*Goal: To uncover determinants of health and well-being and disseminate that information in support of evidence-based health promotion/disease prevention practices for populations.*

*Objectives: Prepare students to design, undertake and disseminate relevant public health research.  
Promote ethical, compassionate and culturally appropriate public health research.  
Promote research focused on causes and control of inequities in health.*

**Scholarship of Administration (Leadership Goal)** We will continually examine our efforts to prepare competent, successful and satisfied students, support the work of faculty, staff and community partners and have meaningful impact on the well-being and prosperity of our community.

*Goal: To effectively utilize University, program and community resources to sustain a high quality, high impact program in academic public health. In doing so, UConn's Program in Applied Public Health Sciences will be recognized as the leading academic institution preparing leaders in the interprofessional practice of public health.*

*Objectives: Identify and retain qualified faculty, within and outside of public health to serve as academic advisors and instructors of public health students.  
Recruit and retain diversity among students, faculty and staff.  
Secure necessary financial and material resources to fulfill our mission, goals and objectives.  
Communicate effectively with stakeholders and the community-at-large in advocacy of our discipline and educational offerings.*

### **M.P.H. Program Length**

Courses in our M.P.H. Program carry 3 credits, which consists of approximately 45 contact hours per semester (3 hours per week for 15 weeks) and 90-120 hours of related out-of-class work. **All M.P.H. degree requirements must be completed within 6 years of beginning one's initial matriculation toward the degree.** Failure to remain in 'good standing' will result in a recommendation for remediation or termination from the Program. Students who require additional time to complete the M.P.H. degree may be required to pass the Certified in Public Health (CPH) national exam in order to continue matriculation in the Program.

### **M.P.H. Degree Requirements - Standalone option**

The traditional standalone M.P.H. degree requires persons who hold a suitable baccalaureate degree to complete 48 graduate credits consisting of 8 courses (24 credits) on foundational topics of public health practice, 4 to 6 electives (12 - 18 credits), a practicum (3 credits) and a culminating project (3-credit capstone or 9-credit thesis). Students must maintain a cumulative grade point average (GPA) of 3.0 in foundational courses with no grade below a "B."

### **M.P.H. Degree Requirements – Dual degree options**

UConn offers a number of dual degrees allowing students to complete coursework simultaneously in public health and a complementary discipline. Dual degree students, meeting admission requirements of both programs, benefit from a reduction of 12 credits in the M.P.H. Program (from 48 to 36) in recognition of coursework completed in their complementary discipline.

- M.D./M.P.H. and D.M.D./M.P.H. Medical students interested in the M.D./M.P.H. option should contact Melissa Held, M.D., School of Medicine; dental students should contact Stephen Lepowsky, D.D.S., School of Dental Medicine.
- J.D./M.P.H. This interdisciplinary program is designed for students who wish to integrate study of our legal and health care systems. Law students interested in the J.D./M.P.H. option should contact Susan Schmeiser J.D., Ph.D.,

School of Law.

- M.S.W./M.P.H. Social work students interested in the M.S.W./M.P.H. option should contact Brenda Kurz, Ph.D., M.S.W., M.S.P.H., School of Social Work.
- Pharm.D./M.P.H. Pharmacy students interested in the Pharm.D./M.P.H. option should contact Thomas Buckley, M.P.H. R.Ph., School of Pharmacy.

### **M.P.H. Degree Requirements - *FastTrack* (4+1) B.A./B.S. + M.P.H. option**

A *FastTrack* (4+1) B.A./B.S. + M.P.H. option is available for highly qualified UConn undergraduate students (a minimum GPA of 3.25 through 4 semesters of college is required for application) along with a personal background and/or experiences that reveal a commitment to the health of the community. The *FastTrack* allows students to complete their baccalaureate degrees in any UConn-approved discipline and all M.P.H. degree requirements within 5 years. The *FastTrack* Program is a 14-course, 42-credit opportunity that utilizes distance learning/video conferencing technologies (e.g., iTV) to synchronously link Storrs undergraduates with the Farmington campus. *FastTrack* students have the opportunity to complete 15-18 graduate-level credits toward the M.P.H. while still undergraduates, and all remaining program requirements following baccalaureate graduation. Applications are considered after a student completes 3 semesters (45+ credits) of full-time undergraduate study.

Information about the M.P.H. Program and admissions process should be addressed to Barbara Case, 263 Farmington Avenue, MC 6325, Farmington, CT 06030-6325; Phone: 860-679-1503; Email: [bcase@uchc.edu](mailto:bcase@uchc.edu).

Course Requirements for M.P.H. Degree														
Course	M.P.H.		M.D./ M.P.H.		D.M.D./ M.P.H.		J.D./ M.P.H.		M.S.W./ M.P.H.		Pharm.D./ M.P.H.		FastTrack M.P.H.	
PUBH 5400 Principles of Interprofessional Public Health Practice	X												X	
PUBH 5403 Health Administration	X		X		X		X		X		X		X	
PUBH 5404 Environmental Health	X		X		X		X		X		X		X	
PUBH 5405 Social and Behavioral Foundations of Public Health	X						X				X		X	
PUBH 5406 Law and Public Health	X		X		X		X		X		X		X	
PUBH 5407 Practicum in Public Health	X		X		X		X		X		X		X	
PUBH 5408 Epidemiology & Biostatistics I	X						X		X		X		X	
PUBH 5409 Epidemiology & Biostatistics II	X						X		X		X		X	
PUBH 5431 Public Health Research Methods	X		X		X		X				X		X	
PUBH 5500 Public Health in Practice	X												X	
Social & Behavioral Sciences Elective			X		X									
Public Health Elective Credits	12	18	9	15	9	15	3	9	9	15	3	9	3	9
PUBH 5499 Capstone Project Credits			3		3		3		3		3		3	
Grad 5950 Thesis Research Credits	9		9		9		9		9		9		9	
Total Minimum PUBH-Credits earned	48	48	36	36	36	36	36	36	36	36	36	36	42	42
Dual Degree Credit Waiver			12		12		12		12		12		6	6

### **M.P.H. Degree Requirements with UConn Graduate Certificate**

UConn Graduate degrees and certificates represent two distinct credentials awarded by the University. As such, the credit load and other expectations relevant to the two programs must remain distinct (i.e., there can be no 'double dipping' of credits or related requirements without an explicit waiver by our Graduate School). In principal, this requires students to complete 48 credits for the M.P.H. and 12 credits for a Certification (i.e., a total of 60 credits). In practice, students may request a waiver of 6 required M.P.H. credits in acknowledgement of relevant graduate work completed outside of the student's Plan of Study (i.e., 42 credits for the M.P.H. and 12 credits for the Certificate; a total of 54 credits). This waiver is not available to students enrolled as dual or *FastTrack* candidates, as credit loads are already reduced to the full extent recognized by CEPH.

### **M.P.H. Course Enrollment**

UConn recognizes full-time status as enrollment in 9 or more graduate credits (or 6 or more credits for students receiving graduate assistantships). Our program requires all students to enroll in a minimum of 6 credits per semester to maintain satisfactory academic progress. Course registration is accomplished using *PeopleSoft* (UConn's web-based learning management software) with your NetID, where you can access course catalogs and schedules, maintain your personal information (including changes in address), obtain a transcript and register for classes each semester (see: <https://studentadmin.uconn.edu>). Once the Graduate School sends you the packet with your NetID, password, and instructions, you can register online and access this important administrative system.

After the 10<sup>th</sup> day of class, changes in enrollment (add/drop) require submission of a Schedule Revision Request Form (Add/Drop). A Request for Changes in Plan of Study form may be necessary if a previously approved Plan of Study is on file with the Graduate School (see: <https://grad.uconn.edu/forms/>). Adding a course after the 10<sup>th</sup> day of class is at the instructor's discretion. During the third and fourth weeks of the semester a student may add courses by submitting a completed Schedule Revision Request Form with permission from the course instructor, advisor, and head of the department offering the course. Courses can be dropped, without prejudice, up to the 10<sup>th</sup> day of class; courses dropped after the tenth day will be identified on student's transcript with a "W" grade for "withdrawal." Dropping a class after the ninth week requires the recommendation of the advisor and permission of the Dean of the Graduate School at UConn.

Most graduate courses are listed in the HuskyCT course management system, a web-based repository of course syllabi, reading materials, assignments, postings, and announcements. HuskyCT is accessed using your NetID and password (see: <http://lms.uconn.edu>).

### **M.P.H. Tuition and Fees**

Information regarding tuition and fee schedules for a particular semester is available on the UConn Health Bursar's Office website at the Graduate School (see: <https://health.uconn.edu/graduate-school/admissions/bursar/>). Graduate tuition and fees per 3-credit course for 2019-20 is \$2,835 (in-state) or \$6,486 (out-of-state). Tuition and fees of students enrolled in 9+ credits per semester for 2019-20 is \$8,442 (in-state) or 19,398 (out-of-state). Tuition waivers may be available to persons affiliated with the National Guard, Veterans, persons 62+ years of age, September 11<sup>th</sup> victim's families or UConn or Connecticut State employees.

Course payment is due by the Friday before the start of the semester. Late fees are assessed at \$150.00 after the first 3 days of being late and another \$150.00 after the next 3 days. Payment of tuition and fees by credit card or e-check can be done on-line. Log onto PeopleSoft <http://studentadmin.uconn.edu/> and enter your NetID and password. Select 'SA Self Service', then 'Finances' and 'Make a payment.'

Failure to receive a bill does not relieve a student of responsibility for payment of fees by the specified due date. To avoid incurring late fees and potential discontinuation from the Graduate School and Programs, students must register by the last day to register for Fall and Spring semesters (NOTE: The last day to register, drop or withdraw from a course without a "W" on your transcript, and the last day to add a course without permission of the Associate Dean of the Graduate School can be found on the academic calendar (see: <https://registrar.uconn.edu/academic-calendar/>).

Students with outstanding balances will have a "Bursar Hold" placed on accounts, thus preventing students from accessing class registration, recreation services, transcripts and other services.

### **Waivers and Transfer of Credits Toward the M.P.H. Degree**

Students pursuing the standalone M.P.H. may request a course waiver or transfer/waiver of 6 graduate credits into their M.P.H. Plan of Study. A course waiver, appropriate when coursework/credits earned elsewhere (regardless of whether they have been applied to a prior degree) exhibit significant overlap with available M.P.H. Program courses, replaces a core course requirement with an expectation that an alternative (i.e., advanced) course will be completed. A credit waiver recognizes coursework/credits earned elsewhere but not applied to a prior degree that reflect sufficient overlap with elective courses available through the Program. The transfer of credits reflects relevant coursework completed elsewhere and not applied to another graduate degree that can be included in the Program's Plan of Study.



Students requesting course waivers, credit waivers and credit transfers must demonstrate that the action appropriately addresses one or more of our program’s competencies, exhibits equivalency of workload requirements (i.e., required time/effort, performance expectations), and yielded minimum grade of B through evidence presented in course outlines, catalog descriptions, coursework products, etc. Such requests will be considered individually and must be approved by the student’s major advisor and the Program Director. The Graduate School customarily allows six (6) credits to be transferred from another academic institution. Such transfer is permitted when the student has “demonstrated the ability to do acceptable graduate work at the University of Connecticut,” and the credits meet the following criteria:

- credits are from an accredited institution,
- student earned a grade of B or higher in the course, and
- course contributes to the objectives of the student’s proposed Plan of Study.

Dual degree candidates may request a course waiver, but are not eligible to apply for credit waivers or credit transfers.

### M.P.H. Learning Objectives

The following 12 objectives highlight topical areas that graduates of all CEPH-accredited M.P.H. programs are expected to master:

Learning Objectives	Courses Addressing Learning Objectives
1. Explain public health history, philosophy and values	PUBH 5403 Health Administration PUBH 5406 Law and Public Health PUBH 5500 Public Health in Practice
2. Identify the core functions of public health and the 10 Essential Services*	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5403 Health Administration PUBH 5406 Law and Public Health PUBH 5431 Public Health Research Methods
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5405 Social Foundations of Public Health PUBH 5408 Epidemiology and Biostatistics I PUBH 5409 Epidemiology and Biostatistics II PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
4. List major causes and trends of morbidity and mortality in the U.S or other community relevant to the school or program	PUBH 5404 Environmental Health PUBH 5405 Social Foundations of Public Health PUBH 5408 Epidemiology and Biostatistics I PUBH 5409 Epidemiology and Biostatistics II PUBH 5500 Public Health in Practice
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 5409 Epidemiology and Biostatistics II
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5403 Health Administration PUBH 5404 Environmental Health PUBH 5405 Social Foundations of Public Health PUBH 5406 Law and Public Health PUBH 5408 Epidemiology and Biostatistics I PUBH 5409 Epidemiology and Biostatistics II PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
7. Explain effects of environmental factors on a population’s health	PUBH 5404 Environmental Health
8. Explain biological and genetic factors that affect a population’s health	PUBH 5404 Environmental Health
9. Explain behavioral and psychological factors that affect a population’s health	PUBH 5405 Social Foundations of Public Health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PUBH 5403 Health Administration PUBH 5405 Social Foundations of Public Health PUBH 5406 Law and Public Health PUBH 5500 Public Health in Practice

11. Explain how globalization affects global burdens of disease	PUBH 5404 Environmental Health
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	PUBH 5404 Environmental Health

### M.P.H. Foundational Competencies

The following 22 competencies address elements of public health practice expected of all graduates of CEPH-accredited M.P.H. programs:

Foundational Competencies	Courses Addressing Foundational Competencies
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	PUBH 5404 Environmental Health PUBH 5408 Epidemiology and Biostatistics I PUBH 5408 Epidemiology and Biostatistics II PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PUBH 5409 Epidemiology and Biostatistics II PUBH 5431 Public Health Research Methods
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PUBH 5409 Epidemiology and Biostatistics II PUBH 5431 Public Health Research Methods
4. Interpret results of data analysis for public health research, policy or practice	PUBH 5408 Epidemiology and Biostatistics I PUBH 5409 Epidemiology and Biostatistics II PUBH 5500 Public Health in Practice
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	PUBH 5403 Health Administration PUBH 5404 Environmental Health PUBH 5406 Law and Public Health
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	PUBH 5406 Law and Public Health PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
7. Assess population needs, assets and capacities that affect communities' health	PUBH 5405 Social Foundations of Public Health PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PUBH 5405 Social Foundations of Public Health PUBH 5406 Law and Public Health
9. Design a population-based policy, program, project or intervention	PUBH 5403 Health Administration PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
10. Explain basic principles and tools of budget and resource management	PUBH 5403 Health Administration
11. Select methods to evaluate public health programs	PUBH 5431 Public Health Research Methods
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PUBH 5406 Law and Public Health PUBH 5500 Public Health in Practice
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5403 Health Administration PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PUBH 5404 Environmental Health PUBH 5406 Law and Public Health
15. Evaluate policies for their impact on public health and health equity	PUBH 5403 Health Administration PUBH 5404 Environmental Health PUBH 5405 Social Foundations of Public Health PUBH 5406 Law and Public Health
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5406 Law and Public Health PUBH 5431 Public Health Research Methods PUBH 5500 Public Health in Practice

17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5403 Health Administration
18. Select communication strategies for different audiences and sectors	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5406 Law and Public Health PUBH 5500 Public Health in Practice
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5405 Social Foundations of Public Health PUBH 5406 Law and Public Health PUBH 5500 Public Health in Practice
20. Describe the importance of cultural competence in communicating public health content	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5405 Social Foundations of Public Health PUBH 5500 Public Health in Practice
21. Perform effectively on interprofessional teams	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5500 Public Health in Practice
22. Apply systems thinking tools to a public health issue	PUBH 5400 Principles of Interprofessional Public Health Practice PUBH 5403 Health Administration PUBH 5500 Public Health in Practice

### M.P.H. Concentration-specific Competencies

The mission of the UConn Master of Public Health (M.P.H.) Program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. UConn M.P.H. students are expected, through their coursework, experiential and culminating activities to demonstrate mastery of skills, practices and perspectives that contribute to our program's vision of making Connecticut residents among the healthiest, most productive and satisfied of Americans. The following 5 competencies, expected of all graduates of UConn's M.P.H. Program and achieved through individualized advanced plans of study, address the following elements of public health practice:

Concentration Competencies
1. Apply principles of Community-based Participatory Research (CBPR) in designing, collecting, and utilizing data to address public health problems.
2. Use mixed method for data collection and analysis in producing comprehensive answers to public health questions.
3. Demonstrate high personal and professional ethical conduct in contributing to team-based activities.
4. Employ legal-ethical reasoning to advance interprofessional public health policy and practices.
5. Demonstrate use of Systems Thinking (ST) in promoting effective public health programs and policies.

### M.P.H. Application Process

Applicants must demonstrate a strong academic record, background and/or experience relevant to public health with well-articulated career goals that reflect their focus and commitment to the health of the community. Application to the UConn Graduate School (<https://grad.uconn.edu/admissions/apply-to-uconn/>) requires a \$75 fee, unless a fee waiver is applicable (<https://grad.uconn.edu/admissions/fee-waiver-policy/>). For preferred consideration, persons are encouraged to have application materials submitted by **APRIL 1** for matriculation to start the following fall. Applications submitted after the 2<sup>nd</sup> week of July cannot be considered for fall admission. Supplemental materials required for full consideration include:

- A copy of your transcripts where prior academic work was undertaken.
- Three (3) letters of recommendation attesting to an applicant's academic and experiential background.
- A personal statement articulating reasons for undertaking graduate work in public health. Self-assessment as to strengths (e.g., academic honors, scholarships, or fellowships) and weaknesses also is helpful in determining the appropriateness of this program in meeting an applicant's needs.
- A residence affidavit for consideration of in-state tuition. (The residence affidavit is included within the online application.)
- For INTERNATIONAL APPLICANTS: Students whose native language is not English must submit English proficiency scores on the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 600 (paper) or 250 (computer) is required for admissions. The TOEFL should be taken well in advance of the admission deadlines to

assure consideration for the requested admit term. Copies of score reports sent to students are acceptable. The IELTS test is also acceptable. To have TOEFL scores included with an application, use institution code 3915.

- UPON Admission: Official transcripts bearing the impressed or colored seal of an institution where prior academic work was undertaken. All sealed transcripts should be compiled and send to the Graduate Admissions Office, 438 Whitney Rd, Ext, Unit 1152, Storrs, CT 06269-1152.

### M.P.H. – Academic Advisement

At the time students are admitted to the M.P.H. Program, they are assigned a preliminary academic advisor, according to interests and experiences, to assist them during the first year of study. Advisors are available to clarify academic expectations and procedures, facilitate course selection and monitor early academic progress. As a student progresses through the curriculum, they are encouraged to identify a major academic advisor most experienced in their area of interest from a list approved by the Graduate School.

Public Health Area of Study M.P.H. Advisors		
Department of Public Health Sciences		
Douglas Brugge, Ph.D., M.S.	brugge@uchc.edu	Occupational & environmental health
Thomas Babor, Ph.D., M.P.H.	babor@uchc.edu	Alcohol & drug problems & related cultural factors
Angela Bermudez-Millan, Ph.D., M.P.H.	bermudez-millan@uchc.edu	Nutrition & health policy
Stacey Brown, Ph.D.	stbrown@uchc.edu	Health sociology
Mary Elizabeth Bruder, Ph.D.	bruder@uchc.edu	Developmental disabilities & early intervention
Jennifer Cavallari, Sc.D., C.I.H.	cavallari@uchc.edu	Occupational & environmental epidemiology
Audrey Chapman, Ph.D., M.Div., S.T.M.	Achapman@uchc.edu	Humanities & bioethics
Kelly Ferreira Ph.D.	kferreira@uchc.edu	Developmental disabilities & health psychology
James Grady, Dr.P.H.	jgrady@uchc.edu	Statistical methods
David Gregorio, Ph.D., M.S.	gregorio@uchc.edu	Disease surveillance; Cancer epidemiology
Toan Ha, M.D., Ph.D.	tha@uchc.edu	Behavioral health; Research methods
Chia-Ling Kuo, Ph.D.	kuo@uchc.edu	Statistical methods
Zita Lazzarini, J.D., M.P.H.	lazzarini@uchc.edu	Public health law
Tara Lutz, Ph.D., M.P.H., CHES	lutz@uchc.edu	Developmental disabilities & early intervention
Bonnie McRee, Ph.D., M.P.H.	mcree@uchc.edu	Substance abuse prevention
T. Greg Rhee, Ph.D., M.S.W.	rhee@uchc.edu	Health services & policy, aging
Helen Swede, Ph.D.	swede@uchc.edu	Cancer epidemiology & outcome disparities; genetics
Howard Tennen, Ph.D.	tennen@uchc.edu	Stress, coping & adaptation to chronic illness
Jane Ungemack, Dr.P.H.	ungemack@uchc.edu	Health services research/substance abuse
Scott Wetstone, M.D.	wetstone@uchc.edu	Clinical epidemiology
UConn Health and UConn Storrs		
Sarita Arteaga, D.M.D., M.A.G.D.	arteaga@uchc.edu	Oral rehabilitation; biomaterials
Robert Aseltine, Ph.D.	aseltine@uchc.edu	Health sociology
David Banach, M.D., M.P.H.	dbanach@uchc.edu	Infection control & prevention
Lisa Barry, Ph.D., M.P.H.	libarry@uchc.edu	Aging & mental health
Thomas Buckley, M.P.H.	thomas.e.buckley@uconn.edu	Global health & pharmacy practice
Alicia Dugan, Ph.D.	dugan@uconn.edu	Organizational/industrial psychology
Pamela Erickson, Ph.D., Dr.P.H.	pamela.erickson@uconn.edu	Medical anthropology
Richard Fortinsky, Ph.D.	fortinsky@uchc.edu	Aging & health care
Julie Robison, Ph.D.	jrobison@uchc.edu	Aging & health care
Brenda Kurz, Ph.D.	brenda.kurz@uconn.edu	Prenatal depression
Susan Schmeiser J.D., Ph.D.	susan.schmeiser@uconn.edu	Family law
Sarah Willen, Ph.D., M.P.H.	sarah.willen@uconn.edu	Global health & human rights
Zhao Helen Wu, Ph.D.	zwu@uchc.edu	Substance abuse & health disparities

Major advisors play a crucial role in a student's Plan of Study, serving as a mentor, advisor, and sometimes, supervisor. The Program will assign you a major advisor. It is expected that you will meet each semester to review progress toward the degree and identify appropriate opportunities to enhance learning. Major advisors must be UConn faculty who hold with appointments in the Program in Applied Public Health Sciences.

During a course of study, students may elect to change advisor. After discussing such a change with current and prospective advisor, students must submit a Change of Major Advisor” (at <http://grad.uconn.edu/currentstudents/forms>) for review and processing by the Program Director.

### **M.P.H. Applied Practice Experience (APE) – The Practicum**

The APE emphasizes the development of practical skills by students. Experiential learning is the process of learning through practice and reflecting on that experience. Every student must complete a 3-credit, semester-long, service-learning project (PUBH 5407 Practicum in Public Health) under the guidance of a community-based public health practitioner. No waiver of this requirement is permitted. These projects afford students experience in application of the principles of public health practice to ‘real time’ problem solving on behalf of the State’s citizenry. In addition, they foster strong interprofessional partnerships that enhance workforce development, continuing education and program advocacy. Students work in collaboration with the agency (preceptor and other agency staff) to understand the nature of the challenge and to design and carry out a plan to address that challenge. Students also are asked to reflect on the broader context of their work including: the mission and structure of the host agency and how it fits into the broader public health system, the interdisciplinary nature of public health practice, how the student agency partnership contributes to the provision of the 10 essential public health services and who are the people the agency is intended to serve, how well they are served, what are the challenges they face in being healthy and how these challenges might be addressed on a structural level. Reflection is achieved through class discussions and written reflections. Students present a final report and give a final presentation. Typically, students commit 135+ hours to their Practicum project.

Students are eligible to enroll in PUBH 5407 Practicum in Public Health after they complete all foundational course requirements. Prior to the start of the semester, students meet with Dr. Stacey Brown, Practicum Coordinator, to assess student interests, capabilities and availability. Students are asked to prioritize project choices available during that semester and provide a) a brief summary of their academic, employment, volunteer and other relevant experiences, and (b) reasons for prioritizing particular projects. The matching form is reviewed by the Practicum Coordinator who completes the match and notifies students and preceptors of their groups. To date, the majority of students are accommodated with their first choice. Dr. Brown must approve the appropriateness of the project and proposed preceptor before enrollment is permitted. Students must demonstrate significant constraints or reasons for pursuing the Individual Practicum.

### **M.P.H. Integrative Learning Experience (ILE) – The Thesis or Capstone Project**

All M.P.H. candidates are required to complete an ILE that demonstrates synthesis of foundational and concentration competencies through work addressing a significant public health concern through either novel inquiry (i.e. thesis) or efficacious practice (i.e., capstone project). The ILE, completed at the end of a student’s program of study, will yield a high-quality written product appropriate for the student’s educational and professional objectives, as judged by the student’s Advisory Committee. Under the guidance of 2 program faculty and 1 external reader, every student must complete either a 9-credit research thesis (GRAD 5950) that exemplifies the scholarship of discovery (i.e., answering questions about the causes and/or consequences of a population health concern) or a 3-6 credit capstone project that demonstrates the scholarship of application (i.e., an evidence-based response to reducing a population health concern).

The substance of either the ILE Thesis or Capstone Project differs slightly to reflect the purpose of the respective efforts. **A thesis or capstone project should not exceed 10,000 words** (approximately 30 pages), exclusive of footnotes/endnotes/references/bibliography.

<b>Integrative Learning Experience (ILE) Format</b>	
<b>ILE Thesis</b>	<b>ILE Capstone Project</b>
1. Title page with thesis title, author, credentials, date and degree	1. Title page with project title, author, credentials, date and degree
2. Approval page with advisor/reader names and titles	2. Approval page with advisor/reader names and titles
3. Acknowledgements	3. Acknowledgements
4. Abstract: Background, Methods, Results, Conclusion and Discussion; 150 words	4. Abstract: Background, Methods, Results, Conclusion and Discussion; 150 words
5. Table of Contents	5. Table of Contents
6. Foundational and concentration competencies addressed	6. Foundational and concentration competencies addressed
7. Outline and summary of systems thinking framework guiding this research; 1-2 pages	7. Outline and summary of systems thinking framework guiding this project; 1-2 pages
8. Background of pertinent theory and findings on the subject; 5-8 pages	8. Background of pertinent theory and findings on the subject; 5-8 pages
9. Materials and Methods used; 3-5 pages	9. Materials and Methods used; 3-5 pages
10. Research results; 5-8 pages	10. Project results; 5-8 pages
11. Discussion of thesis relevance to interprofessional public health research; 2-5 pages	11. Discussion of project relevance to interprofessional public health practice; 3-5 pages
12. Conclusions, 'next steps' 2-3 pages	12. Conclusions, 'next steps'; 2-3 pages
13. Endnotes, Bibliography	13. Endnotes, Bibliography

Regardless of the approach taken, the ILE Thesis or Capstone Project is expected to yield generalizable knowledge relevant to the theory or practice of public health. Its substance must demonstrate the student's competence as it relates to three (3) foundational and two (2) concentration competencies. Dual degree candidates are expected to incorporate their learning/experiences from both degree programs within a unique integrative experience.

An ILE Thesis typically will focus on:

- A theoretical statement about the relationships among one or more exposures, interventions and/or outcomes.
- A qualitative/quantitative descriptive study measuring the distribution or determinants of a relevant public health concern.
- An analytic study utilizing accepted research designs to evaluate one or more hypotheses regarding the causes and consequences of a health concern within a community.
- An experimental study to evaluate the efficacy/effectiveness of a potentially relevant intervention for population health.
- A meta-analysis that synthesizes existing knowledge in order to generate a composite estimate of risks and/or consequences of a population health concern.

An ILE Capstone Project typically will focus on:

- A case study offering detailed examination of a unique or important manifestation of a health issue or intervention in order to describe relevant background, process, outcome and lessons to be learned.
- A program evaluation that assesses whether an intervention is efficacious and effective in achieving a desired outcome.
- An educational resource intended to enhance public health practices by communities.
- A data management protocol to improve access, efficiency and impact of data collection and analysis.
- A policy analysis bringing together available data from various sources for critical assessment of strengths and weaknesses of policy options for decision makers.

Students in good academic standing at the time they complete our foundational course sequence (no grades less than B) must submit a Plan of Study to the M.P.H. Office indicating coursework completed/anticipated toward the M.P.H. degree. Students must identify a three (3) person Advisory Committee to guide and review ILE-related activities. This Advisory Committee must consist of 2 persons recognized within the Public Health Area of Study (see eligible

individuals on page 9), as well as a third individual outside our program faculty who represents a field and/or experience relevant to the student’s ILE topic. All Advisory Committee members must hold a graduate degree and background appropriate for the student’s capstone project. A copy of the external Advisory Committee member’s Curriculum Vitae (CV) must be sent with the Plan of Study to our Program Office for review, before it is sent to the Graduate School for approval.

Upon acknowledgement by the Graduate School, the major advisor has responsibility for guiding students in the selection of remaining courses and the capstone format and topic. The associate advisors are responsible for helping to guide the capstone and for reviewing and approving the final product. Before commencing their projects, students prepare a brief prospectus and submit either a Plan A (Thesis) or Plan B (Capstone Project) Proposal Form (see <https://mph.uconn.edu/forms/>) that summarizes their area of focus, method of inquiry/activity, timetable and expectations for review.

Approval of a proposal by the Advisory Committee and M.P.H. Program Director must be in hand and assurances (as required) pertaining to fair and ethical practices (e.g., IRB, HIPAA training, etc.) must be secured before students can begin their work or register for the ILE Thesis or Project.

Upon completing the ILE Thesis or Capstone Project, the student must secure an evaluation by the Advisory Committee consisting of the 2 program faculty and outside reader cited on the prior ILE Program Application form. ILE Thesis or Capstone Project evaluation is based on the following:

<b>Integrative Learning Experience (ILE) Thesis or Capstone Project Evaluation Rubrics</b>	
<b>Criteria</b>	<b>Points</b>
1. Reflects knowledge of core public health disciplines	10
2. Addresses a relevant and timely public health issue	10
3. Demonstrates appropriate use of analytic methodologies, models and/or theories	20
4. Presents findings generalizable to other settings	20
5. Appropriately presents text, tables, figures and other related materials	10
6. Acknowledges relevance of work to interprofessional public health	10
7. Exemplifies professional conduct interacting with mentors, advisors and the public	10
8. Embodies self-reliance/direction through timely completion of activities	10

An ILE Thesis or Capstone Project will be judged to demonstrate “highest quality” upon receiving an evaluation of 100 points; “High quality” with 90-99 points; “Satisfactory quality” with 75-89 points and “Unsatisfactory quality” with fewer than 75 points.

Students submit completed theses through Open Commons, the university’s institutional repository (see <https://opencommons.uconn.edu/>). The electronically submitted thesis will be reviewed by the Office of the Registrar Administrator for format compliance and students will receive notification if any revisions need to be made. It is recommended to use an unsigned, properly formatted Approval Page in the electronic submission of your thesis.

- Accepted theses may be posted immediately as submitted, unless the submitting author requests otherwise. No revisions are permitted once accepted by the Office of the Registrar Administrator.
- We recommend that you use your full legal name on the title page and on the approval page.
- A printed copy of your thesis is no longer required.
- The Graduate School requires one signed original approval page printed on white paper along with the completed Thesis Submission Checklist, and the Report on the Final Examination for the Master’s Degree.

### **Student Life**

Students play a significant role in our program’s decision-making, communication and socialization; they help set policy, implement procedures, conduct evaluations and provide “real time” feedback to the Program Administrator. Student representatives hold seats and have full rights of participation on all standing committees/subcommittees.

As students prepare to function as public health professionals, they are expected to demonstrate life-long commitment to the highest ethical standards in research and professional service. Because a major portion of graduate training can take place outside the classroom, students are encouraged to attend the annual meetings of local and national professional organizations, such as the Connecticut and American Public Health Associations.

The Public Health Student Organization (PHSO) is a student-driven group charged with supporting all public health students throughout their graduate studies. The PHSO enhances students' experience in the Program by providing mentors, hosting socials and seminars, fundraising, participating in philanthropies, and working with program staff to address students' needs. The Executive Board of the PHSO consists of the President, Vice President, Treasurer, Secretary and Former President who conduct monthly meetings on campus. The bylaws of the organization state our mission and define the responsibilities of officers. Membership is open to all public health students and the organization is recognized by both the M.P.H. Program, Ph.D. Program, as well as the Graduate Student Organization (GSO). The original public health student group was created in 2006 with the mission of strengthening students' experience in the Program through relationship building and networking. By building on that foundation, the current PHSO provides a variety of education and social activities to ensure a meaningful experience for students in the M.P.H. and Ph.D. Programs. The PHSO encourages all students to get involved with the organization by serving as an officer, participating in events, or volunteering within the field of public health. Please contact them at [phso@uchc.edu](mailto:phso@uchc.edu) or find them on the UConn Public Health Student Organization's Facebook page (see: <https://www.facebook.com/UCONN.PHSO/?fref=ts>), if you would like to get involved.

### **Satisfactory Academic Performance**

Program courses typically carry 3 credits, each requiring the equivalent of 45 contact hours and 150 hours of academic effort. Students registered for foundational or elective courses are graded (A-F or S/U) to reflect the quality of their performance on assignments (e.g., reading comprehension, group discussion, papers, exams, and oral presentations). The Program Administration monitors student grades each semester to identify students with academic deficiencies and communicates with them and their academic advisors as to whether remediation is necessary. Students are expected to maintain a cumulative GPA of 3.0 while matriculating. A grade of less than B in a foundational course or less than C+ in an elective course represents an academic deficiency that requires a remediation plan approved by a student's major advisor and Program Director. Cumulative GPAs below 3.0 represent serious academic deficiency that could result in suspension or termination from the Program.

In addition to performing well in class, students are expected to demonstrate proficiency as public health practitioners with respect to M.P.H. Program's foundational and concentration competencies. We consider these standards to be real-time indicators of program effectiveness. **Approval by the Program that all requirements of the M.P.H. degree are completed requires students to document activities demonstrating that each of 22 foundational and 5 concentration competencies have been mastered.** Activities related to foundational competencies typically reflect activities associated with traditional domains of public health (e.g., epidemiology, biostatistics, health administration, environmental health and the socio-behavioral sciences); activities related to concentration-specific competencies likely reflect activities associated with the Program's concentration requirements (e.g., mixed methods research, law and ethics, etc.). Documentation of activities in either domain can pertain to student performance on simulations, group projects, presentations, written products, etc.

### **Recognition of Exemplary Student Performance**

Every spring, our Program faculty recognize students for exemplary academic and practice performance. The James & Mary Jane Mulvihill Medal is awarded to a graduating student who presents a high GPA and outstanding Thesis or Capstone Project. The Susan S. Addiss Award is provided to a graduating student who exemplifies characteristics of leadership, advocacy and commitment to the community. The Charles Huntington Poster Award is given to the graduating student judged to have prepared an outstanding poster of a Thesis or Capstone Project.

Graduating students, alumni, community partners and faculty who, by academic achievement, advancement of public health research and/or excellence in public health practice and leadership, may be nominated to join UConn's Delta Omega, Beta Rho chapter, America's most prestigious public health honor society.



### M.P.H. Degree Conferral Deadline

Conferral of the M.P.H. degree occurs three times a year: May, August and December. Refer to the UConn Health Academic Calendar to familiarize yourself with the specific deadlines related to submission of documents to Storrs and to UConn Health. Failure to meet the submission deadline could result in a delay of your degree conferral.

Graduation Deadlines			
Action	Fall Conferral	Spring Conferral	Summer Conferral
Submit a Plan of Study and ILE Proposal	Prerequisite for registering for ILE Thesis or Project		
Sign up for Graduation on PeopleSoft	10/1/2019	No later than 2/14/2020	No later than 3/11/2020
Submit initial draft of manuscript to major advisor	10/4/2019	2/28/2020	6/15/2020
Submit next-to-final draft of manuscript to 3-person Advisory Committee	11/1/2019	3/27/2020	7/13/2020
Prepare Poster summarizing ILE Thesis or Project <b>OR</b>		Poster Session 4/9/2020	Poster Session 4/9/2020*
Schedule oral defense	11/22/2019		8/3/2020
Submit final manuscript to 3-person Advisory Committee	11/22/2019	4/17/2020	8/3/2020
Graduation	12/15/2019	5/11/2020	8/24/2020

\*For August Graduates intending to walk at May conferral

## UConn Graduate Certificates

Graduate certificates represent a credential offered by our university, distinct from a Master or Doctoral degree. Certificates are earned by successfully completing 4 required graduate courses. Our program offers Graduate Certificates in the following areas:

### Certificate - Foundations of Public Health (CFPH)

The CFPH is a four-course, 12-credit option that introduces students to the core disciplines of public health. Persons seeking to augment their knowledge and perspective with in-depth understanding of issues and opportunities in population health are invited to apply (see: <https://mph.uconn.edu/graduate-certificate-in-foundations-of-public-health/>).

Two required courses:

- PUBH 5408 Epidemiology & Biostatistics I
- PUBH 5409 Epidemiology & Biostatistics II

and two selective courses reflecting student interests:

- PUBH 5403 Health Administration
- PUBH 5404 Environmental Health
- PUBH 5405 Social & Behavioral Foundations of Public Health
- PUBH 5406 Public Health Law

### **Certificate - Addiction Science (CAD)**

The CAD is a 4-course, 12-credit, online program that covers essential topics in addiction science. Persons holding a professional degree in medicine or a social science, or a bachelor's degree in an area related to public health, social science or behavioral health are encouraged to apply (see:

<https://ph.addictionscience.certificate.uconn.edu/>).

- PUBH 5478 Epidemiology of Substance Use Disorders and Psychiatric Co-morbidities
- PUBH 5479 Clinical and Social Service Systems Research in Alcohol and Addiction Science
- PUBH 5480 Alcohol and Drug Policy Research
- PUBH 5481 Research Careers and the Responsible Conduct of Research in Alcohol and Addiction Science

### **Certificate - Interdisciplinary Disability Studies in Public Health (CDSPH)**

The CDSPH is a 4-course, 12 credit, online program that covers multiple aspects of public health, health care systems and social attitudes that impact people with disabilities.

CDSPH required curriculum: (see: <https://ph.disability.certificate.uconn.edu/>):

- PUBH 5501 Foundations of Public Health and Disability (should be taken first)
  - PUBH 5502 Epidemiology of Disability
  - PUBH 5503 Disability Law, Policy, Ethics, and Advocacy
  - PUBH 5504 Public Health Interventions in Disability
- **Certificate - Social Determinants of Health and Disparities (CSDH&D)**  
The CSDH&D is an opportunity for UConn Medical and Dental students to earn recognition concurrently while they complete degree requirements within their respective schools. The CSDH&D currently is not available to students outside the Schools of Medicine or Dental Medicine. The substance of this certificate is based on content from the following courses:
    - PUBH 5408 Epidemiology & Biostatistics I
    - PUBH 5409 Epidemiology & Biostatistics II
    - PUBH 5201 Essentials of Social Inequality
    - PUBH 5202 Interventions to Eliminate Social Inequality

### **Certificate - Tuition and Fees**

For 2019-20, tuition and fees for students pursuing The Foundations of Public Health Certificate are set at \$2,835 (in-state) or \$6,486 (out-of-state) per 3-credit course; the cost of the 12-credit Certificate is \$11,340 in-state or \$25,944 out-of-state. Tuition and fees for students pursuing the Addiction Sciences or Interdisciplinary Disability Studies in Public Health Certificate are set at \$2,475 per 3-credit course; the cost of either 12-credit Certificate is \$9,900. Tuition waivers may be available to persons affiliated with the National Guard, Veterans, persons 62+ years of age, September 11<sup>th</sup> victim's families or UConn or Connecticut State employees.

### **Certificate Application Process**

Applicants for one of our graduate certificates must demonstrate an academic record appropriate to completing course requirement and interest in working in the community to advance public health and goals (e.g., anticipated benefit of certificate on career). To apply, an individual will complete an ONLINE APPLICATION using Slate (<https://grad.uconn.edu/admissions/apply-to-uconn/>) and submit a required fee (acceptable online payment via Visa, MasterCard or Discover). Pursuant to U.S. immigration regulations, the University of Connecticut may not sponsor F-1 and J-1 visas for the purpose of coming to the U.S. for enrollment in this Certificate Program.

To be considered for a graduate certificate, applicants must submit:

- A copy of official transcripts of all collegiate work (should be uploaded).
- One letter of reference from an individual who can address the candidate's potential for success in the Certificate Program.
- A brief personal statement (not to exceed 300 words) that describes personal and professional interest in the field of public health and the Certificate Program to which they are applying.
- A current resume or CV.

## Doctor of Philosophy in Public Health (Ph.D.)

The Ph.D. in Public Health rigorously prepares professionals, scholars and research scientists needed in a wide variety of settings (i.e., at academic institutions, federal agencies, state health departments, research institutes, private sector business and industry, and national and international organizations) to meet the health challenges of the 21<sup>st</sup> century. The degree reinforces foundational principles of public health with theoretical underpinnings and methodological techniques of population health research. Options for focused work are many, although the areas for research listed below reflect priorities of our program faculty.

- Social and Behavioral Health Sciences
- Occupational and Environmental Health Sciences
- Health Systems Sciences
- Chronic Disease Epidemiology

The Ph.D. degree requirements conform to all the UConn Graduate School requirements. At this time, the degree does not conform to standards of the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit public health schools and programs.

### Ph.D. Program Length

Courses in our Ph.D. Program typically carry 3 credits, which consist of approximately 45 contact hours per semester (3 hours per week for 15 weeks) and 90-120 hours of related out-of-class work. Failure to remain in 'good standing' will result in a recommendation for remediation or termination from the Program. **All Ph.D. requirements must be completed within 8 years of the beginning of a student's matriculation toward the degree.**

### Ph.D. Degree Requirements

The Ph.D. degree requires completion of 60 credits beyond a Master's degree, consisting of 4 courses (12 credits) on advanced topics of public health (PUBH 5406 or 5460, PUBH 5434, PUBH 5436 and PUBH 6490), 3 courses (9 credits) focused on population research methods, 8 elective courses (24 credits) focused on a student's substantive area of interest and 15 credits for Doctoral Dissertation Research. Course grades below a B are not counted as credits earned toward the Ph.D. degree, and may require a retake for a student to continue in the Program.

### Ph.D. Tuition and Fees

Information regarding tuition and fee schedules for a particular semester is available on the UConn Health Bursar's Office website at the Graduate School (see: <https://health.uconn.edu/graduate-school/admissions/bursar/>). Graduate tuition and fees per 3-credit course for 2019-20 is \$2,835 (in-state) or \$6,486 (out-of-state). Tuition and fees of students enrolled in 9+ credits per semester for 2019-20 is \$8,442 (in-state) or 19,398 (out-of-state). Tuition waivers may be available to persons affiliated with the National Guard, Veterans, persons 62+ years of age, September 11<sup>th</sup> victim's families or UConn or Connecticut State employees.

Course payment is due by the Friday before the start of the semester. Late fees are assessed at \$150 after the first 3 days of being late and another \$150 after the next 3 days. Payment of tuition and fees by credit card or e-check can be done online. Log onto PeopleSoft at: <http://studentadmin.uconn.edu/> and enter your NetID and password. Select 'SA Self Service', then 'Finances' and 'Make a payment'.

Failure to receive a bill does not relieve a student of responsibility for payment of fees by the specified due date. To avoid incurring late fees and potential discontinuation from the Graduate School and Programs, students must register by the last day to register for Fall and Spring semesters (NOTE: The last day to register, drop or withdraw from a course without a "W" on your transcript, and the last day to add a course without permission of the Associate Dean of the Graduate School can be found on the academic calendar (see: <https://registrar.uconn.edu/academic-calendar/>).

### Ph.D. Application Process

Admission is competitive and students are selected on the basis of their demonstrated commitment to public health, strong academic preparation and relevant experience. In addition, our most competitive applicants:

- Have completed, at minimum, a baccalaureate degree in a relevant discipline that reflects ability to complete academic work at a high level (i.e., B+ or better).
- Hold a Master's degree in a relevant field of study, preferably an M.P.H. It is possible, although highly unusual, for a student with an exemplary undergraduate background, plus exceptional public health experience, to earn admission into the Ph.D. Program without a prior graduate degree.
- Show evidence of having completed graduate courses with grades of B or better in at least three of the five core disciplines of public health (Biostatistics, Epidemiology, Behavioral Sciences, Occupational/Environmental Health, and Health Services Administration). Exceptional candidates who do not meet this criterion will be considered for admission with the expectation that 3-5 core discipline courses will be completed for non-Ph.D. credit, in addition to other credit requirements of the doctoral degree (i.e., credits earned for these pre-requisites will not count towards the Ph.D. Program credit total).
- Demonstrate commitment to public health by evidence of at least three years' duration --through education, professional experience, or significant volunteer contributions. Background or interest in research methods, as evidenced by demonstrated work experience, participation in independent or team-based research, a thesis-based master's degree, description of research interests in the personal statement, or authored publications is highly desirable.

Application to the UConn Graduate School (<https://grad.uconn.edu/admissions/apply-to-uconn/>) requires a \$75 fee unless a fee waiver is applicable (<https://grad.uconn.edu/admissions/fee-waiver-policy/>). For preferred consideration, persons are encouraged to have application materials submitted by **APRIL 1** for matriculation to start the following fall (applications submitted after the 2<sup>nd</sup> week of July cannot be considered for fall admission.). A competitive application for admission includes the following:

- A copy of your official transcripts from each university-level school attended by the applicant (uploaded).
- Three (3) current letters of reference from faculty or others who can address your potential for success in the Doctoral Program in Public Health.
- Personal statement expressing your reasons for applying to our program, your educational and professional goals, and a description of all relevant research and professional experiences to date. This statement should also include a suggestion of 2-3 members of our faculty whose work most interests you and might serve as academic advisors
- Residence affidavit for determination of in-state/out-of-state tuition status.
- For INTERNATIONAL APPLICANTS: Students whose native language is not English must submit English proficiency scores on the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 600 (paper) or 250 (computer) is required for admission. The TOEFL should be taken well in advance of the admission deadlines to assure consideration for the requested admit term. Copies of score reports sent to students are acceptable. The IELTS test is also acceptable. To have TOEFL scores included with an application, use institution code 3915.
- Submission of GRE scores is not required.

Applications are first reviewed by our Admissions Committee who ensure that minimum requirements for admission are met. Applicants who fail to meet these requirements are notified why their application will not be considered for admission. Complete applications will be forwarded to our Admissions Committee for full review. The Admissions Committee considers all aspects of the application: evidence of strong commitment to public health, grade point average in graduate studies, rigor of courses taken in Graduate School, experience in public health-related projects, statement of intent, and letters of recommendation. The committee evaluates potential applicants on the totality of these criteria, so that a weakness in one area may be outweighed by strength in other areas. Final acceptance is dependent on finding an appropriate faculty mentor for your doctoral work. With rare exceptions, admitted students start in the fall semester of the academic year.

### Ph.D. Advisement

Major advisors play a crucial role in Ph.D. study, serving as a student's mentor, advisor, and sometimes, supervisor. Unless you have your major advisor before beginning Ph.D. coursework, the Program will assign you a major advisor.

Meetings with your major advisor should be frequent, friendly and productive. From your first semester in the Program, through your General Examination and dissertation, your major advisor will be your key ally. His or her time commitment to you will vary according to your progress and changing needs. If you work as a graduate or research assistant in your advisor's research group, you can expect to spend more time with your major advisor, since he or she will be supervising the work you do for your graduate assistantship.

Major advisors must be UConn faculty appointed to the public health area of study. Students holding graduate research assistantships with a faculty member, most likely have that faculty member as a major advisor. Some students do not hold graduate assistantships because they are already involved in active research programs that they anticipate continuing for their doctoral research. Other students do not have a specific idea of their research interests at the start of their studies. Don't worry! You will start out with an assigned major advisor and can change advisors as your direction becomes clear.

<b>Public Health Area of Study Ph.D. Advisors</b>		
<b>Department of Public Health Sciences</b>		
Douglas Brugge, Ph.D., M.S.	brugge@uchc.edu	Occupational & environmental health
Thomas Babor, Ph.D., M.P.H.	babor@uchc.edu	Alcohol & drug problems & related cultural factors
Angela Bermudez-Millan, Ph.D., M.P.H.	bermudez-millan@uchc.edu	Nutrition & health policy
Stacey Brown, Ph.D.	stbrown@uchc.edu	Health sociology
Mary Elizabeth Bruder, Ph.D.	bruder@uchc.edu	Developmental disabilities & early intervention
Jennifer Cavallari, Sc.D., C.I.H.	cavallari@uchc.edu	Occupational & environmental epidemiology
Audrey Chapman, Ph.D., M.Div., S.T.M.	Achapman@uchc.edu	Humanities & bioethics
Kelly Ferreira Ph.D.	kferreira@uchc.edu	Developmental disabilities & health psychology
James Grady, Dr.P.H.	jgrady@uchc.edu	Statistical methods
David Gregorio, Ph.D., M.S.	gregorio@uchc.edu	Disease surveillance; Cancer epidemiology
Toan Ha, M.D., Ph.D.	tha@uchc.edu	Behavioral health; Research methods
Chia-Ling Kuo, Ph.D.	kuo@uchc.edu	Statistical methods
Zita Lazzarini, J.D., M.P.H.	lazzarini@uchc.edu	Public health law
Tara Lutz, PhD, M.P.H., CHES	lutz@uchc.edu	Developmental disabilities & early intervention
Bonnie McRee, Ph.D., M.P.H.	mcree@uchc.edu	Substance abuse prevention
T. Greg Rhee, Ph.D., M.S.W.	rhee@uchc.edu	Health services & policy, aging
Helen Swede, Ph.D.	swede@uchc.edu	Cancer epidemiology & outcome disparities; genetics
Howard Tennen, Ph.D.	tennen@uchc.edu	Stress, coping & adaptation to chronic illness
Jane Ungemack, Dr.P.H.	ungemack@uchc.edu	Health services research/substance abuse
<b>UConn Health and UConn Storrs</b>		
Robert Aseltine, Ph.D.	aseltine@uchc.edu	Health sociology
Lisa Barry, Ph.D., M.P.H.	libarry@uchc.edu	Aging & mental health
Alicia Dugan, Ph.D.	dugan@uconn.edu	Organizational/industrial psychology
Richard Fortinsky, Ph.D.	fortinsky@uchc.edu	Aging & health care
Julie Robison, Ph.D.	jrobison@uchc.edu	Aging & health care

It is the student's responsibility to request an initial appointment with your major advisor, and to take the lead in scheduling meetings at regular intervals. It is the major advisor's responsibility to make time for you, and to be available on an *ad hoc* basis. Students may change advisors during their time of study. After discussing the change with a prospective major advisor, students must submit a Change of Major Advisor form (at: <http://grad.UConn.edu/currentstudents/forms>) to Barbara Case who will review and forward the document to the Graduate School.

Occasionally, the process of changing advisors occurs under stressful circumstances or unexpected events, so remember that the Program Director will help you secure the signatures you need in a timely manner. We recommend that you become familiar with the research, advising styles, and professional interests of faculty members, that you talk to students, go to faculty presentations, public lectures and symposia, and that you work with your Program Chair. Each faculty member in Public Health has well-established skills and interests. Be aware that you should expect to match your research goals to your advisor's research goals, rather than the reverse. Seeking a good match is a top priority for doctoral students! The major advisor is the primary person to mentor you during your doctoral studies.

### **Ph.D. Customary Course Load**

Full-time status is defined as 9 credits or more in a semester. Students holding graduate assistantships must register for 6 or more credits per semester to be considered full-time students. In addition to didactic courses offered by each program, a student's credit load may include GRAD 6950 (Dissertation Research), and other equivalent research courses defined by the Graduate School, including seminar and other "colloquium" courses that are **not** part of the Plan of Study. These variable credit courses carry S/U grading, with the student's major advisor as the instructor of record.

The holder of a full assistantship devotes one-half of available time during the week to studies and one-half (approximately 20 hours per week) to assistantship duties, whereas the holder of a half assistantship ordinarily devotes three-quarters of available time to studies and one-quarter (approximately 10 hours per week) to assistantship duties. Assistantships are not available for less than 10 hours per week.

### **Ph.D. Residency Requirement**

The graduate student can fulfill the special demands of a doctoral program only by devoting a continuous period of time to concentrated study and research with a minimum of outside distraction or employment. During the second or subsequent years of graduate work in the field, at least two consecutive semesters must be completed in residence (i.e., as full-time matriculates). Alternatively, this requirement may be met by combining one semester of residence plus a contiguous, 12-week summer period made up of Summer Sessions I & II or Summer Session IV, if agreed upon by the Advisory Committee and the student. It is left to the Advisory Committee to determine whether a student's outside employment is a distraction that prevents the student from devoting essentially full-time effort to the planned program. The Advisory Committee will record this determination on the Plan of Study, along with a description of the nature, extent, and period(s) of outside employment during the residence period.

### **Ph.D. Plan of Study**

A Plan of Study must be approved by Storrs before a student is eligible to take the General Examination (see below). The plan summarizes coursework completed and to be taken through completion of the degree. According to the Graduate School, the Plan of Study, "must be prepared, signed by the student and members of the Advisory Committee, and submitted to the Graduate School for approval by the Executive Committee of the Graduate Faculty Council when the student has completed not more than 45 credits of coursework to be applied to the degree." In developing your Plan of Study, your advisor will help you select courses that are consistent with your academic goals and will be at the 5000 level or higher. At least fifteen (15) credits of GRAD 6950 must be completed/anticipated, representing the research effort devoted to the dissertation. The Executive Committee considers the dissertation itself to represent at least one year of full-time graduate study. Please send the Plan of Study to Barbara Case to review. She will make a copy and send the originals to the Graduate School.

### **Transfer of Credits Toward Ph.D. degree**

The Graduate School customarily allows six (6) credits to be transferred from another academic institution. Such transfer is permitted when the student has "demonstrated the ability to do acceptable graduate work at the University of Connecticut," and the credits meet the following criteria:

- credits are from an accredited institution,
- student earned a grade of B or higher the course, and
- course contributes to the objectives of the student's proposed doctoral program.

The Graduate Catalog further specifies that "such graduate work may be approved for transfer, provided that the General Examination is to be passed and all degree requirements are to be completed within the prescribed periods—respectively, four or five years and seven or eight years—from the beginning date of the earliest course, wherever taken, listed on the approved doctoral Plan of Study." Under special circumstances, and with the guidance of their committee chairs, Ph.D. candidates may petition the Graduate School to accept additional transfer credits.

If you started a doctoral program elsewhere and completed some graduate coursework at other universities or in other departments within UConn, you may be able to use some of the credits you earned or manuscripts from your thesis or

dissertation to fulfill some of your requirements for the Ph.D. in Public Health. Decisions concerning these credits will be made by the Program Director with input from your Advisory Committee. In most cases, these decisions will be made in concert with filing the formal Plan of Study with the Graduate Records Office.

Please consult the current Graduate Catalog at <http://gradcatalog.uconn.edu/> and the Graduate School website at <https://grad.uconn.edu/> for information and pertinent policies, procedures and forms.

### **Ph.D. Continuous Registration**

Remember, even after you finish your all required and elective coursework, you must maintain continuous registration throughout your enrollment at the University. Continuous registration means enrolling in a course every fall and spring semester in a degree-bearing program. Failing to register every spring and fall will inactivate your registration and other student accounts (e.g., library privileges, email, etc.); reinstatement will require payment of any fees in arrears and a separate reinstatement fee. If you have been discontinued for more than one semester, you will have to reapply to the Program again.

There are three courses doctoral students can use to maintain continuous registration after completing your coursework:

- Doctoral Dissertation Research - GRAD 6950: Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). This course is associated with the research efforts of students pursuing a doctoral degree, and is used to meet the fifteen-credit doctoral research requirement.
- Special Readings - GRAD 6998: A non-credit course for which doctoral students must register in cases where their regular program of coursework for credit has been interrupted and they are not otherwise registered.
- Doctoral Dissertation Preparation - GRAD 6999: A non-credit course to be used to maintain registered status by doctoral students who have reached candidacy (see definition below), have completed the 15 doctoral research credits and who are not registered for any other credit-bearing course.

### **Ph.D. Interim Progress Reports**

At the end of each academic year, students, with their major advisors, will complete the Ph.D. Student Progress Report which summarizes academic progress/deficiencies. Aspects of the report will address:

- Major advisor's assessment of student progress during the preceding year,
- Recommendations to enhance/improve academic record over the coming year,
- Student needs/deficiencies that may limit progress,
- Student assets/accomplishments that uniquely prepare the student for graduation, and
- Timeline for completing any remaining program requirements.

The Progress Report form is a self-evaluation tool for you and your major advisor. It should be completed with ample documentation and submitted as a draft to your major advisor one month before the last day of Spring Term classes (approximately April 10). Students and their major advisor should review it together. With agreement about its content, both will sign the form and submit it to the Public Health Program Office for inclusion in the student file.

The Progress Report represents one of many vehicles for communicating with your major advisor about your progress and for seeking feedback. Frequent exchanges about your academic and work performance should be part of the regular interaction between you and your faculty advisors. It is your responsibility to initiate and seek feedback from your major advisor on a regular basis. If disagreements arise between you and your major advisor regarding your progress, it is best to seek counsel from the Program Chair right away.

### **Ph.D. General Examination**

The General Examination for the Ph.D. in Public Health has multiple objectives. It demonstrates your acquisition of public health knowledge, analytic skills and critical thinking ability, while also reflecting your unique background and goals. In this respect, the General Examination serves an educational, not simply an assessment, function for the student. Those who successfully complete General Examination requirements are deemed ready to engage in independent dissertation research.

The General Examination Committee is comprised of a student's Advisory Committee, (your major advisor will be the Committee Chair) and 2 committee members (these 2 members can be faculty outside the public health department but must be a part of UConn) who are responsible for the content and the conduct of the General Examination. The Graduate School requires no fewer than 5 faculty members.

Your major advisor manages the General Examination procedures, soliciting questions from committee members, scheduling phases of the exam, receiving grades and evaluations from the faculty, chairing the oral exam, and signing forms that report the outcome of the exam to the Graduate School. While student input to the process may be sought, it is the major advisor who determines how the examination will occur and be evaluated. The major advisor and General Examination Committee have wide latitude over the format and content of the exam. The exam may take a variety of forms regarding time to completion, format (i.e., proctored, take home) and may include, but not be limited to, papers, special projects, take-home exams, and other types of written examination. There must be an oral defense of the General Examination. Preparation of a research proposal is an option for the General Examination, but strict care should be taken that it does not replicate the intended dissertation topic. If a research proposal is selected as the format, the Program strongly encourages that the exam also include a section testing acquisition of foundational and specialized knowledge. Grades are Pass with Honors, Pass, Conditional Pass, and Fail. Contact Dr. Swede regarding options employed in the past. Current Ph.D. students who have had reached this milestone also are suggested as sources of ideas on the format.

Recommended procedures for completing the General Examination are provided in the Graduate Catalog at: <https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/>.

Student submits a formal written proposal to the major advisor outlining suggested areas to be covered by the exam, the methods to be used, and timeline. For the process to work optimally, you need to interact with your major advisor on a frequent basis, seeking verbal advice with regard to content and scheduling of proposal submission and the resulting General Examination.

- The major advisor presents this proposal to the General Examination committee who approves, approves with modification or rejects the student's proposal.
- As needed, the student changes the proposals to reflect modifications required by the committee and obtains required signatures for placement in student's academic file. This can be done by an email approving the proposal or by just signing the proposal.
- The major advisor and committee develop a standardized evaluation sheet for grading the exam.
- Once all components of the written exam are passed, the major advisor schedules the oral examination.
- When the entire examination has been completed to the satisfaction of the Advisory Committee (i.e. PASS has been earned), the names of all Public Health faculty members who participated in the examination are listed on the "Report on the General Examination for the Doctoral Degree" form (see: <http://grad.uconn.edu/current-students/forms/>) and a copy of the completed General Examination is appended to it. This written record may take the form of essay responses, a literature review, a proposal, a project or other product, depending on the form of the examination.
- A copy of the Graduate School form and written record of the exam itself is kept in our office and sent to the Graduate School for their files. All completed General Examinations will be available for review by Public Health faculty.

#### **Ph.D. Dissertation Proposal and Research Phase**

In carrying out the dissertation, students demonstrate comprehension of the relevant professional literature, their ability to develop theoretical approaches, skill in synthesizing information in original and complex ways, and mastery of research methodology. The dissertation is not to be completed in isolation from faculty mentors/advisors, but rather in cooperative effort in which the members of their committee provide frequent and significant input at all stages of project execution. Students are encouraged to benefit from the support and advice of their committee and keep the lines of communication open throughout the dissertation research process.

The following reflects a common and recommended timeline for students to complete their Ph.D. degree requirements. Specific Graduate School deadline dates for each academic year can be found at <http://health.uconn.edu/graduate-school/calendar/>.



Semesters 1-4:	Successfully complete formal coursework
Semester 2:	Prepare Plan of Study with major advisor
Semester 3:	Convene Doctoral Advisory Committee (DAC)
Semester 4:	Submit Plan of Study to the Public Health Office
	Assemble General Examination Committee
Semester 5:	Develop and revise proposal for General Examination
Semester 6:	Complete written component of General Examination
	Complete oral defense of General Examination
	Submit draft dissertation prospectus to DAC
Semester 7:	Submit dissertation prospectus for external review (via Program Director)
	Conduct oral defense of dissertation prospectus
	Submit dissertation prospectus and IRB Approval Letter to the Public Health Office; they will send to the Graduate School after making a copy for your file
Semesters 7 & 8:	Commence dissertation research in full
Semester 8:	After final version of dissertation is approved by DAC, file Tentative Approval Page with Graduate School at least 7 days prior to oral defense
	Conduct oral defense of dissertation, which must occur at least three months after approval of dissertation prospectus by Storrs
	Submit dissertation to Open Commons, complete survey, send Approval Page with original signatures, and final exam form with original signatures to the Graduate School with copies of the forms and an electronic copy of your dissertation to the Program Office
	Graduation!

There are no specifications regarding the format of the prospectus other than requiring a 10-20 page document describing the “blueprint” of the research and analysis methodology, along with a summary literature review and scientific rationale. Statistical power analysis should be included, if appropriate.

The prospectus must be approved by the full committee before sending out for the External Review. Please send the Ph.D. Program Coordinator a pdf of the approved proposal, along with 2-4 suggestions for reviewers, including their email addresses, and the Ph.D. Program Coordinator will communicate with them. It is optional for the student or Major Advisor to contact potential reviewers ahead of time. Indicate in the email that the committee has approved the proposal, and cc: committee. Prospectus reviewers should have a Ph.D., Dr.P.H., M.D., or an equivalent doctoral degree. The Graduate School encourages that at least one of the External Reviewers be from outside of the university. If there are no major flaws identified by the external reviewers, the oral defense of the proposal may be scheduled. The following questions taken from the UConn Graduate Catalog will be sent to the External Reviewers for their critique of your proposal, to be completed in a 3-week time period:

- Is the proposal well-written, well-organized, and well-argued?
- Does the proposal describe a project of appropriate scope?
- Does the student demonstrate knowledge of the subject and an understanding of the proposed method of investigation?
- Does the student show awareness of the relevant research by others?
- Does the student consider how the proposed investigation, if successful, will contribute to knowledge?

- **Oral Defense of Prospectus** Our program has selected **Option #2** from the Graduate School’s list of choices on the “Dissertation Proposal for the Doctoral Degree” form, which is an oral presentation to both Advisory Committee and external. Major and Associate Advisors along with the two External Reviewers should attend (phone or in person). It would be desirable to have both External Reviewers attend but that might be challenging logistically, so we strongly encourage that at least one should attend by phone or in person. Please be sure the Program Coordinator attends the oral defense in order to sign the approval form before you can submit it to Storrs. Please provide Barbara Case with the signed form along with pdfs of the proposal and IRB Letter of Approval. Storrs will

not approve the dissertation proposal without an IRB approval letter. Start working on the IRB submission as soon as you can – it can take 2 to 3 months to obtain approval.

- **Dissertation Research** Upon approval of the prospectus by the Graduate School, the student is now considered a Candidate for the Ph.D. degree. Regular meetings of the student and advisor are strongly encouraged in order to enhance the learning process and to avoid serious consequences from the inevitable bumps in the road. Regular communication with the Advisory Committee is likewise suggested. As a mark of growing independence, the student should take responsibility to initiate these discussions. In the supervisory role, the advisor is responsible for the overall integrity of the research.
- **Format of Dissertation** The Program has no formal requirements but encourages the manuscript-approach as a way to identify 3-5 specific papers worthy of scientific contributions to the field. This approach also includes the preparation of a comprehensive expository of the literature and pertinent historical context that links the papers together. It is the prerogative of the Advisory Committee to determine if the papers are to be submitted or published as a condition of graduation. This approach is being highlighted by our program, given the growing trend for evidence of leadership publications by applicants to post-doctoral positions and private employment. The classical book dissertation may be much more suitable for certain research projects and would fulfill the requirement for rigorous scholarship. It is recommended for this approach that 2-3 potential publications be identified for future submissions. For either format, a page length of 100-150 is considered a norm.
- **Oral Defense of Dissertation** This step cannot occur sooner than three months *after* the approval of your proposal by the Graduate School. If you have not been notified by the Graduate School, please follow-up with them. For example, for a May graduation, if your proposal has not been approved by February, you will not be eligible to schedule your oral defense by April.

A typical review process for the dissertation would be:

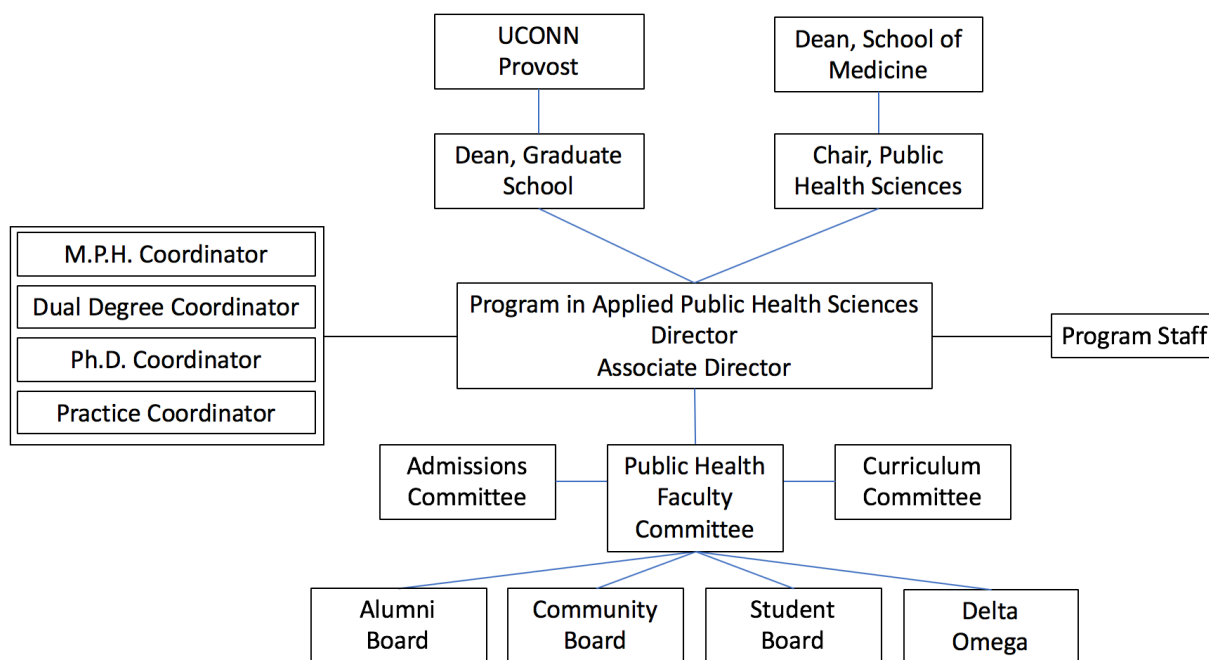
- Major Advisor approves “final” version of dissertation.
- Student then sends “final” version to full committee for comment. Typically, Associate Members are given at least two weeks to review.
- Date for oral defense should be about **one month after** the student submits the final version to their Advisory Committee
- All committee members must approve the dissertation prior to the oral defense.
- With committee approval, the student will upload the dissertation, along with the Dissertation Approval Page to the Graduate School for inclusion on its scheduling website.

**Attendance** A minimum of five UConn faculty members, including the Major and all Associate Advisors must be present and attest to their presence on the final General Examination form. If all committee members cannot attend the oral defense – please complete the Request for Changes in Plan of Study form, as soon as possible.

**Program Notification** Please send to the Program Office information of a formal announcement of your oral defense so that we can invite all students and faculty. We encourage everyone to attend the oral defense to learn about our students’ multi-year projects, participate in a community experience, and bid our students farewell and hearty congratulations on this milestone.

## Operational Details – Program in Applied Public Health Sciences

The Program in Applied Public Health Sciences operates under dual supervision of the School of Medicine and UConn Graduate School. The following figure depicts both the various components of our program and lines of authority.



### University Communications and Email Accounts

It is important that students routinely monitor email accounts originating at UConn Health and UConn (Storrs). Each uses separate systems to distribute information (e.g., closings, emergencies, etc.) pertinent to their location. To forward UConn messages to the UConn Health address, go to <http://forward.uconn.edu/>. (Note: You cannot forward from the UConn Health account to another because of HIPAA and other security concerns.)

### Background Checks

Background checks are conducted on all students in accordance with current federal government mandates. The required Background Information Sheet can be found at <https://mph.uconn.edu/forms/>. Completed forms may be emailed or faxed to Camille Sirera at: [Sirera@uchc.edu](mailto:Sirera@uchc.edu).

### University ID

A student ID is necessary to access portions of the UConn Health and UConn Storrs facilities and services. Procedures for obtaining IDs differ by location:

- UConn Storrs: Students receive an information packet from the Graduate School soon after acceptance to our program. Instructions are provided as to setting up NetID, Photo ID, and email accounts. A NetID is the username and password needed to register for courses, to access materials for courses in which a student is enrolled and other systems/services administered by UConn Storrs. The Storrs Help Desk at 860-486-4357 is available to assist with matters pertaining to a NetID. The UConn Storrs information packet may also contain a medical form. **DO NOT COMPLETE THAT FORM**, a separate UConn Health medical form will be provided by our program.
- UConn Health: Students will receive an information pack from our program prior to Program Orientation in August. Instructions are provided as to setting up email accounts, obtaining a parking pass and documenting health status. The UConn Health Service Desk at 860-679-4400 is available to assist with matters pertaining to UConn Health email accounts.

### Immunizations

State policy requires all degree-seeking students born after December 31, 1956 to present proof of adequate immunization or screening for measles, mumps, rubella, varicella, meningitis and tuberculosis. Although you may register for classes without immunization clearance, you may not attend classes; failure to comply with immunization requirements by the 10th day of classes will block you from class.

The UConn Health Employee Health Service (EHS), in the Main Building, Room CG228, issues immunization clearance for students. For students with immunization documented by their health care provider, please email or fax the form to: Louisa Pickett at 860-679-4587 or [lpickett@uchc.edu](mailto:lpickett@uchc.edu). Students who require vaccinations or TB testing, can obtain such by scheduling appointments with the EHS by calling 860-679-2893 (clinic hours are 8:00 AM - 4:30 PM Monday through Friday).

### Health Insurance

Students are required to have health insurance upon enrolling in our Graduate Program. Those who receive health insurance through a graduate assistantship should go to: <https://hr.uconn.edu/ct-partnership-health-benefits/>.

### Required Training

Admitted students must complete online training courses regarding research ethics and conduct as a member of the UConn community. Training must be completed before a student can engage in any research activities; all training modules must be completed by **October 15<sup>th</sup>**. Certificates of completion should be sent to Barbara Case at [bcase@uchc.edu](mailto:bcase@uchc.edu) for inclusion in the student's file. Failure to complete the training could jeopardize your standing in the Graduate School.

- Required web-based CITI Training courses address research, ethics, regulatory oversight, responsible conduct of research, research administration, and other topics pertinent to the interests of member organizations and individual learners. Basic training can be accessed at <https://www.citiprogram.org/default.asp>.
- Students are required to be trained on the Health Information Portability and Accountability Act (HIPAA) (at <https://mph.uconn.edu/resources/>).

### Library

Books, periodicals and web-portals are maintained within the Lyman Maynard Stowe Library (see: <https://lib.uconn.edu/>). Access to this resource requires persons to possess a valid UConn ID badge and UConn Health email account.

### Student Parking

Students are required to obtain a parking permit and display a valid hangtag in order to park in designated locations (Garage 1, Levels 4-6). Student Parking is also permitted on West Road or in Lots D, J and K Monday -Thursday, 5pm-6am. Permits (\$150.00 annual; \$62.50 fall or spring semesters; \$25.00 summer session) are available through Parking, Transportation & Event Services at x4248 or [parking.transportation@uchc.edu](mailto:parking.transportation@uchc.edu). Parking in unauthorized locations, during unauthorized times and/or without a valid hangtag will result in citations. A campus parking map and forms are available at: <https://health.uconn.edu/park/parking/parking-permits/students/>.

Shuttle service is provided to outer campus locations on Farmington Avenue, Munson Road and South Road. Schedules are posted at: <https://health.uconn.edu/park/shuttle-bus-service/>.

### Learning Resources

**Free eBooks** UConn Storrs provides a license to O'Reilly Online Learning Resource (at: <https://software.uconn.edu/support/>) that includes over 35,000 eBooks, plus videos. Students with a NetID can access specific books (and within a specific book, once selected, print sections and even download with app for offline use).

**Software** SAS & SPSS, along with other software, are available at no charge from UConn Storrs through a virtual environment providing two different ways to access software remotely from anywhere, at any time on your PC, Mac or iPad. With AnyWare Desktop (formerly called SkyBox), you can connect to a virtual desktop running Windows 10 with all the available software. With AnyWare Apps, you select only the application you wish to use. AnyWare Desktop and

Apps are accessed using your NetID at <https://software.uconn.edu/uconn-software-online/>. Every person, with a NetID, also has available to them a P drive, which is a 50G max UConn mapped secure drive.

Currently SAS, SPSS and other software are available for free student download to personal PC devices (see <http://software.uconn.edu/software/>). Microsoft Office is also available at no cost to students at: <https://software.uconn.edu/microsoft-products-students/>.

### Code of Conduct

The student Code of Conduct can be found at <https://community.uconn.edu/wp-content/uploads/sites/523/2016/06/1819-The-Student-Code.pdf>.

### Student Rights and Assurances - Family Educational Rights and Privacy Act (FERPA)

FERPA affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
- The University may disclose Directory Information without a student's prior written consent. The University designates the following as Directory Information: The student's name, University-assigned identifiers (NetID); date of birth; addresses; telephone number; school or college; major field of study; degree sought; expected date of completion of degree requirements and graduation; degrees, honors, and awards received; dates of attendance; full or part time enrollment status; the previous educational agency or institution attended; class rosters; participation in officially recognized activities and sports; weight and height of athletic team members and other similar information. Except as noted in point #3 above, the roster for a class will not be released, except to students enrolled that class.
- Students may restrict the release of Directory Information, except to school officials with legitimate educational interests and others as indicated in point #3 above. To do so, a student must make the request in writing to the Office of the Registrar, Wilbur Cross Building, Unit 4077G, Storrs, CT 06269-4077. Once filed, this request becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.

Additional details on FERPA guidelines are available at: <http://www.ferpa.uconn.edu/>, or the U.S. Department of Education Family Policy Compliance Office home page at: <http://www.ed.gov/policy/gen/guid/fpco/index.html>. Questions regarding FERPA can be directed to the University Registrar: [registrar@uconn.edu](mailto:registrar@uconn.edu).

The University of Connecticut is committed to providing a safe and healthy environment for all of our students, staff, and faculty. As part of that commitment, the University now requires that *all graduate students* complete an online interpersonal violence prevention program from Student Success™. Titled *Not Anymore*, this video-based program provides critical information about Consent, Bystander Intervention, Sexual Assault, Dating and Domestic Violence, Stalking, and more. *Not Anymore* will help you better understand how vitally important these issues are to creating a safe environment and to our community expectations, and what you can do to help make your campus safer for everyone.

Use your UConn NetID and password to logon to the system at: <https://studentsuccess.org/SSO/UConn> and follow the instructions provided. You may use the same link to re-enter the program to complete it over several sessions and to continue where you left off. If you run into problems taking or reentering the program, do not start over. Contact Student Success™ through the HELP button or by email: [terrylynn.pearlman@studentsuccess.org](mailto:terrylynn.pearlman@studentsuccess.org).

### Scholarly Integrity in Graduate Education and Research

Scholarly activity at the graduate level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and the Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained. Scholarly integrity encompasses “both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts.” It also addresses “ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds” (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach*, 2012).

*The Graduate Faculty Council, in accordance with the provisions of its By-Laws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of the Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. (A graduate student is defined as any individual who holds admission to the Graduate School to pursue either a graduate certificate or graduate degree, as well as any other individual enrolled in a graduate-level course who is not strictly enrolled in an undergraduate degree or an undergraduate certificate program.)*

Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of academic integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements. *Student misconduct other than scholarly misconduct, as defined herein, is governed by the University’s Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Rules of Conduct.*

Scholarly misconduct is broadly defined as a failure to uphold standards of scholarly integrity in teaching, learning, research, or service. For the purpose of this Policy, scholarly misconduct shall be deemed to include, but not be limited to, the following types of misconduct. The list is not intended to be exhaustive, but does identify major categories of scholarly misconduct, and provides illustrations where appropriate.

- **Cheating** involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.
- **Plagiarism** involves using another person’s language, thoughts, data, ideas, expressions, or other original material without acknowledging the source (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*, 2003).
- **Distorted reporting** involves “any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated” (D. Fanelli, *Nature* 494:149; 2013).
- **Fabrication or Falsification of Grades** involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.
- **Misrepresentation** involves taking an examination for another student, submitting work done by another individual as one’s own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.
- **Academic or Research Disruption** involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.
- **Fabrication or Falsification in Research** involves falsification of, tampering with, or fabricating results or data.
- **Research Violations** include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.

- **Professional Misconduct** involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- **Deliberate Obstruction** involves hindering investigation of any alleged act of scholarly misconduct.
- **Aiding or Abetting** involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

Allegations of scholarly misconduct will be addressed in accordance with the procedures set forth below. If a graduate student accused of scholarly misconduct is part of a combined degree program, the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) and the academic leader of the other degree program will determine whether the complaint will be addressed in accordance with these procedures or in accordance with those of the other degree program, using the procedures of the program to which the alleged misconduct is more germane.

When an instructor or relevant dean or department head believes that an act of scholarly misconduct within an academic course has occurred, the procedures set forth below shall be followed:

- The instructor, dean or department head who believes that scholarly misconduct has occurred within an academic course (the "Complainant") shall retain all evidence of the alleged misconduct in its original form. Original papers or other materials need not be returned to the accused student. Copies of the accused student's work will be provided to him or her upon request. All instructors within the course shall be notified of the allegation and the proposed academic consequences before the student is notified of the alleged misconduct.
- Within thirty (30) business days of becoming aware of alleged misconduct the Complainant shall notify the accused student in writing of the allegation of misconduct and the sanctions to be imposed. The notice shall be sent by the Complainant to the accused student by Email, to the student's official University Email address, and by first class mail, postage prepaid, to the mailing address on file with the University. The notification shall advise the student that s/he has ten (10) business days from the date the notice is sent via Email to contact the Complainant to address the alleged misconduct and/or request a hearing and that if s/he fails to do so, the sanctions described in the notice shall be imposed. The Complainant shall maintain a copy of the written notification sent to the accused student.
- The accused student may request a hearing by filing a written request with the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center). The Associate Dean shall notify the Complainant of the receipt of accused student's request for a hearing within five (5) business days. The Complainant shall within five (5) business days forward to the Associate Dean copies of the written notification sent to the student, copies of the student's work, and information about other evidence supporting the allegation. The Associate Dean will arrange for a hearing to be conducted in accordance with Section C hereof.
- A student who has been notified that s/he has been accused of scholarly misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the Dean of the Graduate School. If a semester concludes before a scholarly misconduct matter is resolved, the student shall receive a temporary "I" (Incomplete) grade in the course until the instructor submits the appropriate grade.

A substantial portion of a graduate student's course of study takes place in contexts where they are not students within a course (e.g., serving as a teaching or research assistant, working as an intern, conducting thesis or dissertation research, taking a written or oral General Examination). Allegations of scholarly misconduct committed outside of an academic course will be addressed according to the procedures described in this section with the following exceptions:

- Cases involving allegations of research misconduct by students enrolled at Storrs or regional campuses will be referred to the Vice President for Research for review under the Policy on Alleged Misconduct in Research. Cases involving allegations of research misconduct by students enrolled at the Health Center will be referred to the Research Integrity Officer for action under the Policy on Review of Alleged Misconduct of Research. In either case, if the allegation is found to have merit, the case will be referred to a Hearing Committee for additional action (section C).
- Cases involving alleged violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy) may be subject to additional review by other entities inside or outside the University (e.g., professional organizations, Institutional Animal Care and Use Committee, Human Subjects Institutional Review Board).

When any person (the “Complainant”) believes that an act of scholarly misconduct outside of an academic course has occurred, the procedures set forth below shall be followed:

- The Complainant shall retain the evidence of the alleged misconduct in its original form.
- Within thirty (30) business days of becoming aware of the alleged violation, the Complainant shall notify the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) of the alleged misconduct, in writing. The notification shall fully describe the nature of the alleged misconduct and the circumstances involved and shall be accompanied by evidence supporting the allegation. The notification shall bear the signature of the Complainant, and shall be dated. The Complainant shall maintain a copy of the notification sent to the Associate Dean.
- The Associate Dean shall notify the accused student in writing of the allegation of misconduct within five (5) business days. The notice shall be sent by the Associate Dean to the student by Email, to the student’s official University Email address, and by first class mail, postage prepaid, to the mailing address on file with the University. The notification sent by the Associate Dean shall advise the student that s/he has ten (10) business days from the date the notice is sent via Email to contact the Associate Dean to address the alleged misconduct. The Associate Dean shall maintain a copy of the notification sent to the accused student.
- The Associate Dean will review the evidence submitted with the notification and consider any additional information provided by the accused student. Within twenty (20) business days of receiving the notification from the Complainant, the Associate Dean will determine whether the case should be referred to a Hearing Committee (section C) or to a different office within the university.

Accusations of scholarly misconduct to be subjected to a hearing will be heard by a Hearing Committee. The hearing will be scheduled no fewer than thirty (30) business days after the accused student is initially notified of advised of accusation of misconduct. For good cause shown, the Associate Dean may reschedule the hearing at the request of either the Complainant or the accused student. If the accused student fails to appear at the hearing, the Hearing Committee will hear evidence from the Complainant and render its finding. If the Complainant fails to appear at the hearing, the complaint will be dismissed. A finding of responsibility for scholarly misconduct or a dismissal of the complaint that arises from a party’s failure to appear at the hearing may be appealed in writing to the Dean of the Graduate School, but only on the grounds that extreme circumstances prevented the party’s attendance at the hearing. Should the appeal be accepted, the Dean will determine a new period within which a hearing must be held, and no further extensions will be granted.

The Hearing Committee shall be composed of three (3) voting members (two members of the graduate faculty and one graduate student). The appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) shall select members of the Hearing Committee with advice from the Executive Committee of the Graduate Faculty Council. The Associate Dean shall conduct the hearing as a non-voting member. No member of the Hearing Committee may be a member of the program/department of either party to the hearing. Nor may any member of the Hearing Committee have personal/professional associations with the parties. The accused student and the complainant(s) will be notified in writing of the composition of the Hearing Committee, and may object to the appointment of any committee member on the grounds that the member’s participation would jeopardize his or her right to a fair hearing. The Associate Dean conducting the hearing will determine whether any objections have merit and will decide whether a panel member will be seated.

The hearing, although formal, is not a court proceeding. As such, the Hearing Committee will not be bound by the procedures and rules of evidence of a court of law. The Hearing Committee will determine whether the student is responsible for scholarly misconduct as identified within notification of alleged misconduct sent to the accused student and will determine the appropriate sanction(s) if the student is found responsible. The Hearing Committee’s decision shall be made by majority vote. A finding of scholarly misconduct shall be based on clear and convincing evidence submitted at the hearing.

The hearing will occur in private, and it will be recorded. The Graduate School will maintain a copy of the recording. The student may invite one person to attend the hearing as a support person. The student may consult with the support person throughout the hearing, but the support person shall not be permitted to participate in the hearing.



Both the student and the Complainant may submit documentary evidence and invite witnesses to provide testimony. The student and the Complainant shall submit the names of witnesses whose testimony they intend to offer to the Associate Dean conducting the hearing at least five (5) business days in advance of the hearing. The Associate Dean shall provide a list of the witnesses to the Hearing Committee, the student, the Complainant, and all witnesses at least two (2) business days before the scheduled hearing date.

The Associate Dean will conduct the hearing in accordance with the following procedure:

- The Associate Dean will identify the accused student, the Complainant, the witnesses, the support person accompanying the student, if any, and the members of the Hearing Committee;
- The Associate Dean will state the allegations of misconduct, as set forth in the notification sent to the accused student;
- The Complainant and the accused student will be offered the opportunity to make opening statements;
- The Complainant may present evidence of the alleged misconduct, which may include written statements, personal testimony, oral testimony of witnesses, and physical exhibits;
- The accused student may present evidence to support his/her position, which may include written statements, personal testimony of the accused student, oral testimony of witnesses, and physical exhibits;
- The Committee will be offered the opportunity to question the accused student, the accused student's witnesses, the Complainant, and/or the Complainant's witnesses;
- The Complainant will be offered the opportunity to present a summation; and
- The accused student will be offered the opportunity to present a summation. During the hearing the accused student:
  - May decline to make statements. The accused student's refusal to answer questions shall not be interpreted as evidence of guilt; and
  - May decline to appear at the hearing. The refusal of the accused student to appear at the hearing shall not be interpreted as evidence of guilt. The hearing panel will consider the evidence presented in the absence of the accused student.

At the conclusion of the hearing, the Hearing Committee shall deliberate and render a decision. The decision will be sent to the accused student, the Complainant, the Dean of the school or college in which the alleged misconduct occurred, and to the Dean of the Graduate School within ten (10) business days from the date of the hearing. The notice shall be sent to the student by e-mail, to the student's official University Email address, and by first class mail, postage prepaid, to the mailing address on file with the University. The Hearing Committee's decision will specify clearly:

- Whether the student has been found responsible for scholarly misconduct; and
- If so, the sanctions to be imposed. The Hearing Committee will consider mitigating circumstances in determining the severity of the sanctions to be imposed.

If the Hearing Committee finds that the student is responsible for scholarly misconduct, the finding will stand and the recommended sanctions will be imposed unless the student files a written appeal with the Dean of the Graduate School within ten (10) business days of his or her receipt of the Hearing Committee's decision. An appeal is not a new hearing. It is a review of the record of the original hearing. In order to prepare an appeal, the accused student and his or her support person (with the written consent of the accused student), shall have the right to review the records of the hearing, including the audio recording.

An appeal may be sought on the following three grounds: (a) On a claim of error in the hearing procedure; (b) On a claim of new evidence or information material to the case that was not available at the time of the hearing, or (c) On a claim of substantive error arising from misinterpretation of evidence presented at the hearing.

The Dean of the Graduate School shall have the authority to dismiss an appeal not sought on one or more of these three grounds. If an appeal is upheld, the Dean of the Graduate School shall refer the matter back to the Hearing Committee with appropriate instructions. The decision of the Dean of the Graduate School concerning an appeal shall be final. A version of this policy was first approved and adopted by the Board of Trustees on November 10, 1998. This version was approved and adopted by the Board of Trustees on April 24, 2013.