



Program in Applied Public Health Sciences

**Master of Public Health (M.P.H.)
2022-23 Handbook**

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UConn Program in Applied Public Health Sciences Master of Public Health Degree

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 achieving effective, comprehensive, systems-level improvements to our environment and social structure. Competencies of interprofessional practice 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.

The UConn [Department of Public Health Sciences](#) offers the Master of Public Health (M.P.H.) degree focusing on Interprofessional Public Health Practice for students anticipating careers in Government or non-Government agencies. The M.P.H. degree integrates coursework on foundational topics in public health and experiential opportunities that allow students to develop and demonstrate competency as public health practitioners. Degree requirements conform to standards of the UConn Graduate School, as well as those 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. UConn's M.P.H. Program has been fully accredited by CEPH since 1984.

Program and Graduate School Administration.

UConn administrators, faculty and staff are readily available to students to ensure a positive experience during their course of study. The Program maintains an information line (860-679-5470) where you can leave messages for later review and follow-up.

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Other useful UConn web addresses		
Academic Calendar	https://registrar.uconn.edu/academic-calendar/	
CITI Training	https://about.citiprogram.org/en/homepage/	
HuskyCT	https://lms.uconn.edu/	
M.P.H. email	https://mail.uchc.edu	
PeopleSoft Student Administration System	https://studentadmin.uconn.edu/	
UConn Graduate School Catalog	https://gradcatalog.uconn.edu/	
UConn Health Institutional Review Board (IRB)	https://ovpr.uchc.edu/services/rics/hssp/irb/	

Guiding Principles

- Our Vision:** The UConn Graduate Program in Applied Public Health Sciences is an integral contributor to the effort to make Connecticut residents among the healthiest, most productive and satisfied of Americans.
- Our Mission:** To offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice.
- Our Values:** Consistent with the values of UConn and the principles of public health practice, our program prioritizes
- Population-centric – putting public concerns and needs above individuals or the profession.
 - Evidence-based – utilizing best available information to inform decisions and actions in public health practice.
 - Social justice – believing that wellness is a public good and fundamental right of all individuals.
 - 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.

Program Goals and Objectives.

Our curriculum reflects the following 5 goals and 17 measurable objectives:

- Scholarship of Integration.
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: 1. Provide options for public health students to pursue professional (dual) degrees that integrate public health, clinical and non-clinical disciplines.
2. Encourage and accommodate enrollment of students from across the University and the community into public health courses.
- Scholarship of Teaching.
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.
Objectives: 3. Offer a competency-based curriculum.
4. Facilitate global learning and research by faculty and students.
5. Assure graduates are competent practitioners of public health.
6. Nurture diversity of experience in interest in faculty, students and program staff.
7. Maintain appropriate faculty to deliver exemplary curriculum.
- Scholarship of Application.
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: 8. Promote continuing education/lifelong learning across public health specialties.
9. Emphasize service learning throughout the curriculum.
10. Support career development among the public health workforce.
- Scholarship of Discovery.
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 11. Prepare students to design, undertake and disseminate relevant public health research.
12. Promote ethical, compassionate and culturally appropriate public health research.
13. Promote research focused on causes and control of inequities in health.
- Scholarship of Administration.
Goal: To effectively utilize University, program and community resources to sustain a high quality, high impact program in academic public health.
Objectives: 14. Identify and retain qualified faculty, within and outside of public health to serve as academic advisors and instructors of public health students.
15. Recruit and retain diversity among students, faculty and staff.
16. Secure necessary financial and material resources to fulfill our mission, goals and objectives.
17. Communicate effectively with stakeholders and the community-at-large in advocacy of our discipline and educational offerings.

Degree Requirements.

Courses in our M.P.H. program carry 3 credits, reflecting approximately 45 contact hours per semester and 90-120 hours of related out-of-class work. Our program requires all students to enroll in a minimum of 6 credits per semester to maintain satisfactory academic progress.

M.P.H. Standalone Option.

The M.P.H. degree can be earned by completing 48 credits, consisting of

- Foundational courses:

PUBH 5403 Health Administration	PUBH 5408 Epidemiology & Biostatistics I
PUBH 5404 Environmental Health	PUBH 5409 Epidemiology & Biostatistics II
PUBH 5405 Social & Behavioral Foundations of Public Health	PUBH 5431 Public Health Research Methods
PUBH 5406 Law and Public Health	
- Concentration course:
 - PUBH 5411 Introduction to Interprofessional Public Health Practice
- Applied Practice Experience (APE):
 - PUBH 5407 Practicum in Public Health - a 2-semester, 6-credit requirement
- Elective study: Depending on the student's plan of study, students will complete 3-5 electives (9-15 credits) reflecting a student's substantive area(s) of interest.
- Integrative Learning Experiences (ILE):
 - GRAD 5950 - 9 credit thesis; or PUBH 5499 - 3 credit capstone project.

In addition, students must complete a minimum of 20 hours of intentional action (i.e., activity engaged with the community at an approved external governmental or non-governmental service agency, small local business, community-based organization, for example).

Suggested Standalone **Full-time** Plan of Study:

	Fall Term	Spring Term	
Year 1	PUBH 5403 Health Administration PUBH 5408 Epidemiology/Biostatistics I PUBH 5411 Intro to Interprofessional Practice PUBH Elective	PUBH 5404 Environmental Health PUBH 5405 Social and Behavioral Foundations of Public Health PUBH 5409 Epidemiology/Biostatistics II PUBH 5431 Public Health Research Methods	
Year 2	PUBH 5406 Law and Public Health PUBH 5407 Practicum in Public Health PUBH Elective PUBH Elective	Plan A Thesis	Plan B Non-thesis
		PUBH 5407 Practicum GRAD 5950 Thesis Research (9 cr.)	PUBH 5407 Practicum PUBH Elective PUBH Elective PUBH 5499 Capstone Project

Suggested Standalone **Part-time** Plan of Study

	Fall Term	Spring Term
Year 1	PUBH 5408 Epidemiology/Biostatistics I PUBH 5411 Intro to Interprofessional Practice	PUBH 5405 Social and Behavioral Foundations of Public Health PUBH 5409 Epidemiology/Biostatistics II
Year 2	PUBH 5403 Health Administration PUBH 5406 Law and Public Health	PUBH 5404 Environmental Health PUBH 5431 Public Health Research Methods
Year 3	PUBH 5407 Practicum in Public Health PUBH Elective	PUBH 5407 Practicum in Public Health PUBH Elective
Year 4	PLAN A Thesis	
	PUBH Elective GRAD 5950 Thesis Research (3 cr.)	GRAD 5950 Thesis Research (6 cr.)
	PLAN B Non-thesis	
	PUBH Elective PUBH Elective	PUBH Elective PUBH 5499 Capstone Project

To remain in 'good standing,' Standalone, Dual-degree and *FastTrack* students must maintain a cumulative grade point average (GPA) of 3.0, with no grade below 'B' in our foundational or concentration courses. All degree requirements must be completed within 6 years of beginning matriculation toward the degree. Individuals needing more time to complete the degree may be required to pass the Certified in Public Health (CPH) national examination before being allowed to

continue matriculation in the program. Failure to remain in 'good standing' will result in a recommendation for remediation or termination from the Program.

M.P.H. Dual-degree.

The M.P.H. degree can be earned concurrently by students in medicine, dental medicine, law, social work or pharmacy by completing 36 credits of PUBH-related coursework.

Suggested Dual Degree Plans of Study:

Courses	M.P.H. Dual degree with				
	M.D.	D.M.D.	J.D.	M.S.W.	Pharm.D.
PUBH 5403 Health Administration	X	X	X	X	X
PUBH 5404 Environmental Health	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
PUBH 5407 Practicum in Public Health- Fall					
PUBH 5407 Practicum in Public Health- Spring	X	X	X	X	X
PUBH 5408 Epidemiology & Biostatistics I			X	X	X
PUBH 5409 Epidemiology & Biostatistics II			X	X	X
PUBH 5411 Principles of Interprofessional Public Health Practice					
PUBH 5497 Public Health Research Appraisal, or PUBH 5431 Public Health Research Methods	X	X	X		X
Plan A Thesis					
Public Health Elective Credits	9	9	3	9	3
Grad 5950 Thesis Research Credits	9	9	9	9	9
Plan B Non-Thesis					
Public Health Elective Credits	15	15	9	15	9
PUBH 5499 Capstone Project Credits	3	3	3	3	3

FastTrack BA/BS+M.P.H. Option.

The *FastTrack* M.P.H. degree can be earned by completing 42 credits of PUBH-related coursework. *FastTrack* students typically require 1 academic year of full-time study to complete program requirements.

Suggested *FastTrack* M.P.H. Plans of Study

	Fall Term	Spring Term
	Undergraduate	
	PUBH 5408 Epidemiology/Biostatistics I PUBH 5411 Intro to Interprofessional Practice	PUBH 5409 Epidemiology/Biostatistics II PUBH 5431 Public Health Research Methods
Year 1	PLAN A Thesis	
	PUBH 5403 Health Administration PUBH 5406 Law and Public Health PUBH 5407 Practicum in Public Health PUBH Elective GRAD 5950 Thesis Research (3 cr.)	PUBH 5404 Environmental Health PUBH 5405 Social and Behavioral Foundations of Public Health PUBH 5407 Practicum in Public Health GRAD 5950 Thesis Research (6 cr.)
	PLAN B Non-thesis	
	PUBH 5403 Health Administration PUBH 5406 Law and Public Health PUBH 5407 Practicum in Public Health PUBH Elective PUBH Elective	PUBH 5404 Environmental Health PUBH 5405 Social and Behavioral Foundations of Public Health PUBH 5407 Practicum in Public Health PUBH Elective PUBH 5499 Capstone Project

Learning Objectives and Foundational Competencies.

In accordance with CEPH accreditation standards, our competency-based MPH curriculum prepares students to demonstrate understanding of key concepts, as well as competence in the performance of 22 foundational and 5 concentration-specific standards of public health practice.

Program Learning Objectives	Courses Addressing Learning Objectives
1. Explain public health history, philosophy and values	PUBH 5403 Health Administration PUBH 5406 Law and Public Health
2. Identify the core functions of public health and the 10 Essential Services	PUBH 5403 Health Administration PUBH 5406 Law and Public Health PUBH 5411 Interprofessional Public Health Practice
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 5405 Social Foundations of Public Health PUBH 5408 Epidemiology and Biostatistics I PUBH 5409 Epidemiology and Biostatistics II PUBH 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
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 5411 Interprofessional Public Health 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 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 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
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 5411 Interprofessional Public Health Practice
11. Explain how globalization affects global burdens of disease	PUBH 5404 Environmental Health
12. Explain an ecological perspective on the connections among human, animal and ecosystem health (e.g., One Health)	PUBH 5404 Environmental Health
Foundational Competencies	Courses Addressing Foundational Competencies
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	PUBH 5408 Epidemiology and Biostatistics I PUBH 5409 Epidemiology and Biostatistics II PUBH 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
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 5411 Interprofessional Public Health 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 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
7. Assess population needs, assets and capacities that affect communities' health	PUBH 5405 Social Foundations of Public Health PUBH 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
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 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
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 5411 Interprofessional Public Health Practice
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 5403 Health Administration PUBH 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
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 5406 Law and Public Health PUBH 5411 Interprofessional Public Health Practice PUBH 5431 Public Health Research Methods
17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 5403 Health Administration PUBH 5411 Interprofessional Public Health Practice
18. Select communication strategies for different audiences and sectors	PUBH 5406 Law and Public Health PUBH 5411 Interprofessional Public Health Practice
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PUBH 5405 Social Foundations of Public Health PUBH 5406 Law and Public Health PUBH 5411 Interprofessional Public Health Practice
20. Describe the importance of cultural competence in communicating public health content	PUBH 5405 Social Foundations of Public Health PUBH 5411 Interprofessional Public Health Practice
21. Perform effectively on interprofessional teams	PUBH 5411 Interprofessional Public Health Practice
22. Apply systems thinking tools to a public health issue	PUBH 5403 Health Administration PUBH 5411 Interprofessional Public Health Practice
Concentration on Interprofessional Public Health Practice	Courses Addressing Concentration Competencies
1. Utilize principles of community-based participatory research (CBPR) to collect, interpret and disseminate data to inform public health practice.	PUBH 5407 Practicum in Public Health
2. Consider evidence-informed practices across related disciplines to define comprehensive, system-level approaches to public health issues.	PUBH 5407 Practicum in Public Health
3. Engage with community stakeholders to disseminate evidence-based public health information to varied audiences.	PUBH 5407 Practicum in Public Health PUBH 5499 ILE Project or GRAD 5950 ILE Thesis
4. Employ legal-ethical reasoning to advance interprofessional public health policy and practices.	PUBH 5407 Practicum in Public Health
5. Demonstrate advanced use of Systems Thinking (ST) in promoting effective interprofessional public health programs and policies.	PUBH 5411 Interprofessional Public Health Practice PUBH 5499 ILE Project or GRAD 5950 ILE Thesis

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

The APE is completed under the guidance of a community-based public health practitioner and Dr. Stacey Brown. After completing all foundational courses, Standalone and *FastTrack* students enroll for two semesters/6 credits of PUBH 5407 Practicum in Public Health; Dual degree students are required to complete 1 semester/3 credits of practicum work. No waiver of the APE requirement is permitted.

To begin, students meet with Dr. Stacey Brown, Practicum Coordinator, to assess 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 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 submissions. Students present a final report in oral presentation.

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

The ILE, completed at the end of a student's program of study, is expected to yield a high-quality written product appropriate for the student's educational and professional objectives. Under the guidance of a three (3) person Advisory Committee consisting of 2 members of the Public Health Program faculty and 1 external reader, every student completes 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-credit capstone project that demonstrates the scholarship of application (i.e., an evidence-based response to reducing a population health concern).

An ILE Thesis (i.e., Plan A) 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 (i.e., Plan B) 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.

After consultation with one's advisory committee, students will prepare an [ILE Proposal Form](#) describing the substance and rationale of the intended work and indicates how the work 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. 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., HIPAA, IRB, training, etc.) must be secured before students can begin their work or register for the ILE Thesis or Project.

Upon approval of the Advisory Committee and Program Director, students proceed to complete their **ILE thesis or capstone project**. **The resulting manuscript should not exceed 10,000 words** (approximately 30 pages), exclusive of footnotes/endnotes/references/bibliography.

Integrative Learning Experience (ILE) Format	
ILE Thesis (9 credits)	ILE Capstone Project (3 credits)
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; 2-5 pages
12. Conclusions, 'next steps' 2-3 pages	12. Conclusions, 'next steps'; 2-3 pages
13. Endnotes, Bibliography	13. Endnotes, Bibliography

Upon completing the ILE Thesis or Capstone Project, the student must secure an [ILE Evaluation](#) by the Advisory Committee cited on the prior ILE Program Proposal form. ILE Thesis or Capstone Project evaluation is based on criteria cited above. 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 80-89 points and 'Unsatisfactory quality' with fewer than 80 points.

Students complete their ILE requirement by presenting their work for public review as participants in the Program's Annual Spring Poster Session or, as warranted, during an ad hoc oral presentation session. The Poster presentation will summarize ILE project information in visual form for review and discussion by session attendees; the oral defense will allow students to verbally describe the substance of their work and interact with ILE committee members and others who may attend.

Integrative Learning Experience (ILE) Thesis or Capstone Project Evaluation Rubrics	
Criteria	Points
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

Students completing the ILE Thesis (Plan A) will submit the online [Defense and Final Thesis/Dissertation Approval](#) which accounts for both the final exam and the overall approval of the thesis.. Once the final committee member has approved the page, it will be routed to the Degree Audit office. A completed thesis is entered into the university's institutional repository through [Submittable](#), (see instructions at: [Submittable help file](#)). A printed copy of your thesis is no longer required. 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.

Students completing the ILE Capstone Project (Plan B) will submit the [Report of the Final Examination for the Master's Degree](#). This final report is a web form that will be routed to the Registrar's office when the final committee approval is submitted.

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. During a course of study, students may elect to change advisors by submitting a [Change of Major Advisor form](#) for review and processing by the Program Director.

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.

Public Health Area of Study M.P.H. Advisors		
Department of Public Health Sciences Faculty		
Angela Bermúdez-Millán, Ph.D., M.P.H.	bermudez-millan@uchc.edu	Nutrition & health policy
Stacey Brown, Ph.D.	stbrown@uchc.edu	Health sociology, public health practice
Mary Elizabeth Bruder, Ph.D.	bruder@uchc.edu	Developmental disabilities & early intervention
Douglas Brugge, Ph.D., M.S.	brugge@uchc.edu	Occupational & environmental health
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
Shayna Cunningham, M.H.S., Ph.D.	scunningham@uchc.edu	Child/maternal health; Global health
Ellis Dillon, Ph.D.	edillon@uchc.edu	Health systems/Services research
Wenji Gan, Ph.D.	wgan@uchc.edu	Statistical methods
James Grady, Dr.P.H.	jgrady@uchc.edu	Statistical methods
David Gregorio, Ph.D., M.S.	gregorio@uchc.edu	Disease surveillance; Cancer epidemiology
Kristin Guertin, Ph.D.	kguertin@uchc.edu	Epidemiology
Amy Hunter, Ph.D., M.P.H.	amhunter@uchc.edu	Injury control; Epidemiology
Youngi Jo, Ph.D.	jo@uchc.edu	Infectious disease epidemiology, Health systems/services
Chia-Ling Kuo, Ph.D.	kuo@uchc.edu	Statistical methods
Zita Lazzarini, J.D., M.P.H.	lazzarini@uchc.edu	Public health law
Bing Lu, M.D., Dr.P.H.	blu@uchc.edu	Epidemiology
Tara Lutz, Ph.D., M.P.H., CHES	lutz@uchc.edu	Developmental disabilities; Health education & promotion
Megan O'Grady, Ph.D.	ogrady@uchc.edu	Health systems/services research
T. Greg Rhee, Ph.D., M.S.W.	rhee@uchc.edu	Health systems/services research; Economics
Helen Swede, Ph.D.	swede@uchc.edu	Cancer epidemiology; Genetics
Howard Tennen, Ph.D.	tennen@uchc.edu	Health psychology
Scott Wetstone, M.D.	wetstone@uchc.edu	Clinical epidemiology
Misti Levy Zamora, Ph.D.	mzamora@uchc.edu	Environmental health
Emeritus/Retired Public Health Sciences Faculty		
Thomas Babor, Ph.D.	abor@uchc.edu	Health psychology, Addiction sciences
Judy Lewis, M.Phil.	lewisj@uchc.edu	Maternal and child health
Bonnie McRee, Ph.D.	mcree@uchc.edu	Addiction sciences
Stephen Schensul, Ph.D.	schensul@uchc.edu	Medical anthropology
Jane Ungemack, Dr.P.H.	ungemack@uchc.edu	Health systems/services research; Substance abuse

UConn Health and UConn Storrs Faculty		
Sarita Arteaga, D.M.D., M.A.G.D.	arteaga@uchc.edu	Oral rehabilitation; biomaterials
David Banach, M.D., M.P.H.	dbanach@uchc.edu	Infection control & prevention
Grace Chan, Ph.D.	gchan@uchc.edu	Statistical methods; Mental health, addiction, & psychiatry
Alicia Dugan, Ph.D.	dugan@uconn.edu	Organizational/industrial psychology
Richard Fortinsky, Ph.D.	fortinsky@uchc.edu	Aging & health care
Jennifer Garza, Sc.D.	garza@uchc.edu	Ergonomics, occupational health & safety
Brenda Kurz, Ph.D.	brenda.kurz@uconn.edu	Prenatal depression
Julie Robison, Ph.D.	jrobison@uchc.edu	Aging & health care
William Shaw, Ph.D.	wshaw@uchc.edu	Program evaluation
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.	zhu@uchc.edu	Substance abuse & health disparities

Recognition of Exemplary Academic 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 Deadlines.

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	No later than 9/23/2022	No later than 2/10/2023	No later than 6/9/2023
Submit initial draft of manuscript to major advisor	10/1/2022	2/18/2023	6/7/2023
Submit next-to-final draft of manuscript to 3-person Advisory Committee	10/29/2022	3/18/2023	7/5/2023
Prepare Poster summarizing ILE Thesis or Project OR , Schedule oral defense	11/19/2022	4/8/2023	4/8/2023*
Submit final manuscript to 3-person Advisory Committee	11/19/2022	4/8/2023	7/26/2023
Submit ILE Thesis in Submittable & related paperwork to Degree Audit	No later than 12/2/2022	No later than 4/21/2023	No later than 8/10/2023
Conferral Date	12/18/2022	5/7/2023	8/24/2023

*For August Graduates intending to walk at May conferral

UConn Graduate Certificates and M.P.H. Degree Requirements.

Our program offers graduate certificates in three (3) areas (See: <https://health.uconn.edu/public-health-sciences/education-and-training/>). Graduate degrees and certificates represent two distinct credentials awarded by the University. M.P.H. candidates may elect to complete a UConn Graduate Certificate concurrently while earning their degree. However, the credit loads 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). Students who complete a graduate certificate while enrolled in the M.P.H. program may request a waiver to their M.P.H. plan of study of 6 credits (i.e., reducing degree requirement from 48 to 42 credits) in acknowledgement of relevant

coursework associated with the Certificate. This credit waiver is not available to students who complete a Certificate prior to enrolling in the M.P.H. program or those enrolled as dual or FastTrack candidates.

Public Health Student Organization.

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 lifelong 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 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 its mission and define the responsibilities of officers. Membership is open to all public health students. 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 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.

M.P.H. Course Registration.

Course registration is accomplished using the *PeopleSoft* Student Administration System (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 10th day of class, changes in enrollment (add/drop) require submission of a Student Enrollment Request Form (see: <https://registrar.uconn.edu/forms/#>). A change in your Plan of Study may be necessary if a previously approved Plan is on file with the Graduate School. An email from your advisor to Sandra Cyr in Degree Audit (sandra.cyr@uconn.edu) documenting the change will suffice. Adding a course after the 10th 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 Student Enrollment 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 10th 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: 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 2022-23 is \$3,158 (in-state) or \$6,809 (out-of-state). Tuition and fees of students enrolled in 9+ credits per semester for 2022-23 is \$9,424 (in-state) or \$20,380 (out-of-state). Tuition waivers may be available to persons affiliated with the National Guard, Veterans, persons 62+ years of age, September 11th victim's families or UConn or Connecticut State employees.

Course payment is due by the Friday before the start of the semester (August 26, 2022). A late payment fee of \$150 is payable by all graduate students whose tuition and fees are not paid in full on the published fee bill due

date. If after Day 10 of the semester, your bill remains unpaid you will be assessed a second \$150 late fee. Checks returned by the bank for any reason are considered a late payment. Additionally, students will have services, such as class registration, denied if all fees have not been paid by the due date. If a student enrolled in the tuition payment plan fails to make two or more installment payments, or misses their October 20 installment payment, they will be dropped from the payment plan and their delinquent balance will be due immediately. This will result in a financial hold being placed on their account and they will be subject to a \$150 late fee. Payment of tuition and fees by credit card or e-check can be done online. Log onto the PeopleSoft Student Administration System (<https://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 credit transfer to their M.P.H. Plan of Study when coursework completed elsewhere (regardless of whether they have been applied to a prior degree) exhibits significant overlap with available M.P.H. Program courses. Up to 6-credits may be transferred to a student's Plan of Study. A transfer of credits is not available to Dual degree or *FastTrack* candidates.

Students requesting credit transfers or course waivers 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 a minimum grade of B. Requests are considered individually and must be approved by the student's major advisor and the Program Director.

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. Your uconn.edu email should forward automatically to your UConn Health email address (uchc.edu). If you find this has not happened by the 10th day of classes, contact IT Services at techsupport.uconn.edu. They will assist you by chat, phone (860-486-4357) or email at help@uconn.edu. 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 to backgrounds@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 Photo ID, 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 occmedehs@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).

COVID-19 Protocol.

Students are encouraged to periodically review UConn Health's COVID restrictions to assure a safe productive learning environment. Students on our campus are considered part of the UConn Health workforce, which includes employees and badged non-employees. Students will follow the COVID guidelines on the UConn Health website for employees: <https://health.uconn.edu/covid-provider/>. This site is updated frequently.

COVID Vaccination Reporting.

All graduate students on the UConn Health campus must be fully vaccinated against COVID-19 with primary series vaccination or apply for and receive a medical or personal exemption before the start of the Fall 2022 semester. You must [log-in](#) to the [Non-Employee Vaccine Registry](#) to report your vaccine status. **Reporting your COVID vaccine status is a requirement of working and studying at UConn Health, not only to ensure that you are in compliance with our vaccination policy but also for our federal reporting needs.** If you wish to request a deferral or exemption, and information on UConn Health's guidance on deferrals and exemptions, please use the forms on [this site](#).

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/ga-health-insurance/>.

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 15th. Certificates of completion should be sent to Danica Brown (at danbrown@uchc.edu) for inclusion in your academic 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), as part of their Annual Compliance Training (at [2022/2023 Compliance Self-Learning Packet \(Non-Clinical\)](#) (most MPH students) or [2022/2023 Compliance Self-Learning Packet \(Clinical\)](#) (Dual degree students)).

Library.

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

Learning Resources.

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/>.

Student Parking.

All students parking on the UConn Health campus are required to register for a permit, park in their assigned locations, and display a valid hangtag. Permits (\$162.00 annual; \$67.50 fall or spring semesters; \$27.00 summer session) are available through Parking, Transportation & Event Services at 860-679-4248 or parking.transportation@uchc.edu.

UConn Health students are assigned premium parking in Garage 1 on levels 4, 5 and 6. Visiting students may be assigned to an alternative location such as L3 based on current parking demand. Students with a valid UConn Health Student permit and hangtag may park in available spaces after hours during nights and weekends, and also on major holidays only in Lots A1, A4, and A5; West Road; 195 Farmington Avenue (Area 3 spaces only); Cell and Genome Sciences Building (Area 3 only). 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/forms-and-maps/>.

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/>. UConn students from Storrs or the Regional campuses attending classes at UConn Health (Farmington) should contact Parking, Transportation and Event Services by email at parking.transportation@uchc.edu or by phone at [860-679-4248](tel:860-679-4248) for parking information.

Code of Conduct.

The student Code of Conduct can be found at <https://community.uconn.edu/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 <https://www.ed.gov/category/keyword/family-policy-compliance-office-fpco>. Questions regarding FERPA can be directed to the University Registrar: 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, you are required to complete an online interpersonal violence prevention program, entitled Not Anymore from Student Success™ that addresses issues related to 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.

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 by UConn (See: <https://grad.uconn.edu/faculty-staff-resources/advising-mentoring/scholarly-misconduct/>).