# UCONN | UNIVERSITY OF CONNECTICUT

# Program in Applied Public Health Sciences

## Master of Public Health (MPH)
## 2023-24 Handbook

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

The UConn Department of Public Health Sciences offers the Master of Public Health (MPH) degree focusing on Interprofessional Public Health Practice for students anticipating careers in Government or non-Government agencies. The MPH 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. MPH Program has been fully accredited by CEPH since 1984.

**Guiding Principles**

| | |
|---|---|
| Our Vision: | Our program's <u>vision</u> is "to be an integral contributor in assuring Americans and others can enjoy healthy, productive and satisfying lives." |
| Our Mission: | To assure public health students and practitioners are prepared to address 21$^{st}$ century challenges through a comprehensive program of educational experiences, mentorship and career guidance. |
| Our Program Goals: | Produce competent interprofessional public health practitioners (education)<br>Uncover determinants of health and strategies for disease/illness control (research)<br>Engage community partners in reducing health burdens (service/engagement)<br>Contribute to a diverse, equitable and inclusive workforce (equity) |
| Guiding Values: | Evidence-based practice – to seek the best available information to inform public health actions<br>Engagement – fostering reciprocal, equitable partnerships with stakeholders<br>Justice – advocating wellness as a public good and fundamental right of all<br>Respect – incorporating beliefs, cultures and practices of differing communities in program activities<br>Integrity – promoting ethical standards in all actions and interactions |

**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.

| Program in Applied Public Health Sciences – 195 Farmington Avenue, Farmington CT 06030-6325 | | |
|---|---|---|
| David Gregorio, Director | gregorio@uchc.edu | 860-679-5480 |
| Stacey Brown, Applied Practice Coordinator | stbrown@uchc.edu | 860-679-2927 |
| Helen Swede, PhD Coordinator | swede@uchc.edu | 869-679-5568 |
| Holly Samociuk, Program Associate | samociuk@uchc.edu | 860-679-5467 |
| Narayani Ballambat, Graduate Assistant | ballambat@uchc.edu | 860-679-5129 |
| Michael Abate, Technical Analyst 2 | mabate@uchc.edu | 860-679-5479 |
| Program Information | publichealth@uchc.edu | 860-679-5470 |
| **UConn Graduate School - 263 Farmington Avenue, Farmington CT 06030-1850** | | |
| Barbara Kream, Associate Dean | kream@uchc.edu | 860-679-3849 |
| Rebecca Straub, UConn Health Office of the Registrar | registrar@uchc.edu | 860-679-2990 |
| Charley Rowland, UConn Health Bursar | chrowland@uchc.edu | 860-679-1632 |
| **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/ | |
| To access your MPH email: | https://outlook.office.com/ | |
| 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/hspp/irb/ | |

**Degree Requirements.**
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.

Courses in our MPH 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.

**MPH Standalone Option.**
The MPH degree can be earned by completing 48 graduate 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.

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

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

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

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

**MPH Dual Degree.**

The MPH 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 | MPH 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+MPH Option.**

The *FastTrack* MPH degree can be earned by completing 42 credits of PUBH-related coursework. The *FastTrack* is available to qualified UConn students, enabling them to complete a series of 4 required MPH courses that can be applied to both undergraduate and graduate degrees.

Suggested *FastTrack* MPH Plans of Study

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

**Intentional Action Requirement.**

**All 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).

**Satisfactory Academic Progress.**

- To remain in 'good standing,' Standalone, Dual-degree and *FastTrack* students must maintain a cumulative grade point average (GPA) of 3.0, with <u>no grade below 'B' in our foundational or concentration courses</u>.
- 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 afforded a 7th year (1 year extension) or be required to pass the Certified in Public Health (CPH) national examination before being allowed to continue matriculation in the program.

Students who fail to maintain 'good standing' in the program will be notified and a plan for remediation or termination from the Program will be put forth.

**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 awarded 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.

**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. In the course of your study, take note of the activities and experiences that demonstrate that you have successfully accrued knowledge of prescribed learning objectives and demonstrated mastery of foundational and concentration competencies.

| Program Learning Objectives |
|---|
| 1. Explain public health history, philosophy and values |
| 2. Identify the core functions of public health and the 10 Essential Services |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health |
| 4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program |
| 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. |
| 6. Explain the critical importance of evidence in advancing public health knowledge |
| 7. Explain effects of environmental factors on a population's health |
| 8. Explain biological and genetic factors that affect a population's health |
| 9. Explain behavioral and psychological factors that affect a population's health |
| 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities |
| 11. Explain how globalization affects global burdens of disease |
| 12. Explain an ecological perspective on the connections among human, animal and ecosystem health (e.g., One Health) |
| **Foundational Competencies** |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate |
| 4. Interpret results of data analysis for public health research, policy or practice |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |
| 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 |
| 7. Assess population needs, assets and capacities that affect communities' health |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |
| 9. Design a population-based policy, program, project or intervention |
| 10. Explain basic principles and tools of budget and resource management |
| 11. Select methods to evaluate public health programs |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |
| 15. Evaluate policies for their impact on public health and health equity |

| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making |
|---|
| 17. Apply negotiation and mediation skills to address organizational or community challenges |
| 18. Select communication strategies for different audiences and sectors |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation |
| 20. Describe the importance of cultural competence in communicating public health content |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health |
| 22. Apply systems thinking tools to a public health issue |
| **Concentration on Interprofessional Public Health Practice** |
| 1. Apply a health equity lens to the design and implementation of a community health program |
| 2. Employ legal-ethical reasoning to advance public health policies & practices |
| 3. Demonstrate systems thinking to promote effective interprofessional public health principles & programs |
| 4. Use CBPR methods to collect, interpret & disseminate information to inform public health practice |
| 5. Employ implementation science to maximize effectiveness of public health projects & practices |

**MPH – Academic Advisement.**
Our program operates a comprehensive, coordinated system to advise students of program requirements and career opportunities from the time of their admission to graduation and beyond. At the time of admission, students receive notification of the tandem teams of program and academic advisors.  Our program advisors (Dr. Kristen Guertin for incoming students in their first year of study and Dr. Angela Bermudez-Millan for advanced students after their first year) will work with students to:
- Identify and address all academic requirements, prerequisites, course waivers, etc. prior to specific course selection.
- Execute academic plans or roadmaps to ensure all degree or program requirements are met, on time.
- Monitor credit hours, course loads, grades, progress toward the degree.
- Refer students, as needed, to tutoring services, study skills workshops, career counseling, or mental health support.
- Share general information on career opportunities, job trends, internships, experiential learning opportunities, etc.

Students are also assigned an academic advisor who best relates to the student's stated background and interests. Typically, students and assigned academic advisors work together over the first year, and all parties are aware of procedures to change advisors, whenever a more optimal pairing is possible.   Our academic advisors have specific, limited domains for which they are responsible.  To the extent possible, academic advisors are relied upon by students to:
- Assist in their choice of courses that appropriately align with their career and intellectual interests.
- Articulate clear educational and career goals.
- Design a multi-year plan of study to achieve educational goals and objectives.
- Connect students to campus personnel, resources and services relevant to their academic success.
- Encourage students to explore alternative academic tracks.
- Specify an appropriate ILE project, guide its development and provide resources and other supports needed to complete the project.
- Review and comment on ILE manuscript and project poster.
- Provide a point of contact for student's addressing personal concerns or challenges.

Students complete degree requirements under the direction of their Advisory Committee, three individuals consisting of a Major and Associate Advisor from within our program and an Outside Reader.

A student's major academic advisor plays 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 at least once 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.

Associate Advisors should be selected from the list of program faculty, whereas Outside Readers should be individuals outside of the program who bring complementary knowledge and skills to the student's project.

| MPH Major Advisors | | |
|---|---|---|
| Sarita Arteaga, D.M.D., M.A.G.D. | arteaga@uchc.edu | Oral rehabilitation; biomaterials |
| Thomas Babor, Ph.D.* | babor@uchc.edu | Health psychology, Addiction sciences |
| David Banach, M.D., MPH | dbanach@uchc.edu | Infection control & prevention |
| Angela Bermúdez-Millán, Ph.D., MPH | 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 |
| Grace Chan, Ph.D. | gchan@uchc.edu | Statistical methods; Mental health, addiction, & psychiatry |
| 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 |
| Alicia Dugan, Ph.D. | dugan@uconn.edu | Organizational/industrial psychology |
| Richard Fortinsky, Ph.D. | fortinsky@uchc.edu | Aging & health care |
| 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., MPH | amhunter@uchc.edu | Injury control; Epidemiology |
| Youngi Jo, Ph.D. | jo@uchc.edu | Infectious disease epidemiology, Health systems/services |
| Judy Lewis, M.Phil.* | lewisj@uchc.edu | Maternal and child health |
| Chia-Ling Kuo, Ph.D. | kuo@uchc.edu | Statistical methods |
| Zita Lazzarini, J.D., MPH | lazzarini@uchc.edu | Public health law |
| Bing Lu, M.D., Dr.P.H. | blu@uchc.edu | Epidemiology |
| Tara Lutz, Ph.D., MPH, CHES | lutz@uchc.edu | Developmental disabilities; Health education & promotion |
| Bonnie McRee, Ph.D.* | mcree@uchc.edu | Addiction sciences |
| 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 |
| Julie Robison, Ph.D. | jrobison@uchc.edu | Aging & health care |
| Stephen Schensul, Ph.D.* | schensul@uchc.edu | Medical anthropology |
| Susan Schmeiser J.D., Ph.D. | susan.schmeiser@uconn.edu | Family law |
| Helen Swede, Ph.D. | swede@uchc.edu | Cancer epidemiology; Genetics |
| Howard Tennen, Ph.D. | tennen@uchc.edu | Health psychology |
| Jane Ungemack, Dr.P.H.* | ungemack@uchc.edu | Health systems/services research; Substance abuse |
| Scott Wetstone, M.D. | wetstone@uchc.edu | Clinical epidemiology |
| Sarah Willen, Ph.D., MPH | sarah.willen@uconn.edu | Global health & human rights |
| Zhao Helen Wu, Ph.D. | zwu@uchc.edu | Substance abuse & health disparities |
| Misti Levy Zamora, Ph.D. | mzamora@uchc.edu | Environmental health |
| | | |
| *Emeritus/Retired Public Health Sciences Faculty | | |

The UConn Center for Career Development holds workshops and events and provides online resources to help students: enhance self-knowledge; clarify career aspirations; prepare networking and professional materials for various career pathways; research companies, organizations and industries to uncover jobs and connect with employers and employment opportunities, both in-person and on-line (see: http://career.uconn.edu/graduate-students/).  The Center staff are available to guide students in all aspects of exploring careers and searching for jobs. The services include one-to-one advising, individualized CV, résumé, and cover letter review, and a variety of presentations and events to support student career exploration and job search. The Center website also lists potential job and internship opportunities.

**MPH 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.


**MPH Integrative Learning Experience (ILE) – The Thesis or Capstone Project.**
Typically, the ILE, whether configured as a 9-credit thesis or 3-credit capstone project, is undertaken near the conclusion of a student's program of study. Both are expected to yield high-quality written products 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) or a 3-credit capstone project (PUBH 5499).

The ILE thesis is to be focused on "discovery" of new knowledge that answers questions about the causes and/or consequences of a population health concern.  The ILE thesis can embody:
- A theoretical statement about the relationships among one or more exposures, interventions and/or health 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 to generate a composite estimate of risks and/or consequences of a population health concern.

The ILE capstone project is to be focused on "dissemination/integration" of established knowledge for the purpose of bringing evidence-based practices to new settings in the interest of reducing a population health concern. The ILE capstone project can embody:
- A case study offering detailed examination of a unique or important manifestation of a health issue or intervention 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 preliminarily choose to complete a thesis or capstone project after consultation with their academic advisor about their substantive and methodological interests, their academic workloads, career ambitions, etc.  Based on that discussion, students undertake the processes of drafting an ILE proposal and organizing a 3-person advisory committee charged with review and approval of the student's intended work.

The ILE Proposal (ILE Proposal Form) describes the substance and rationale of the intended work, the relevant "at-risk' groups to be addressed, how the work might inform interprofessional public health practice, its theoretical

underpinnings, the foundational (3) and concentration (2) competencies to be addressed, information sources (with necessary IRB, HIPAA, etc. assurances) to be addressed, the interpretive/analytic methods to be used, listing of deliverables and timelines. (Note: Dual degree candidates are expected, in addition to the above, to incorporate their learning/ experiences from both degree programs within a unique integrative experience.)

Upon approval of the ILE proposal by the student's 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 and/or 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. Footnotes/Endnotes, References, Bibliography | 13. Footnotes/Endnotes, References, Bibliography |

The Advisory Committee will evaluate the quality of the finished ILE manuscript according to the following rubric. Manuscripts receiving 100 points will be judged to demonstrate 'highest quality'; those receiving 90-99 points will be judged to have achieve 'High quality' and those receiving 80-89 points will be judged to be 'Satisfactory quality'. ILE manuscripts receiving fewer than 80 points will be considered 'Unsatisfactory' and required to be redone.

| 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 | 10 |
| 4. Presents findings generalizable to other settings | 10 |
| 5. Acknowledges relevance of work to interprofessional public health | 10 |
| 6. Exemplifies professional conduct interacting with mentors, advisors and the public | 10 |
| 7. Embodies self-reliance/direction through timely completion of activities | 10 |
| 8. Appropriately presents text, tables, figures and other related materials within ILE manuscript | 10 |
| 9. Appropriately presents text, tables, figures and other related materials within ILE poster | 10 |
| 10. Appropriately presents project purpose, methods, findings & conclusions in ILE video | 10 |

ILE requirements are completed by students 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) and online through 3–5-minute voice-over presentations of their work. ILE Posters will summarize the rationale, and content of the ILE

manuscript 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.  Advisory Committee members will grade posters using the following rubric for which students much achieve a score of 10 of 16 points or higher to participate.

| Integrative Learning Experience (ILE) Thesis or Capstone Project Poster Rubric* | | | | |
|---|---|---|---|---|
| Criterion | Scoring | | | Points |
| | 2 | 1 | 0 | |
| Organization/flow | Presentation **explicitly** structured with numbers, headings or other visual guides | Presentation **implicitly** structured with headings that imply organization | Presentation does not indicate orderly progression of ideas | |
| Objectives | ILE project objectives **explicitly** noted in title and text | ILE project objectives **implicitly** noted in title and text | ILE project objectives not readily identified | |
| Competencies | Presentation **explicitly** includes competencies addressed in ILE project | Presentation **implicitly** includes competencies addressed in ILE project | Presentation does not include competencies addressed in ILE project | |
| Graphics/Data | Figures and/or tables communicate results and viewable and from 3-5 feet | Figures and/or tables communicate results but not clearly viewable from 3-5 feet | Figures and/or tables do not effectively communicate results | |
| Narrative | Titles, headings and substance legible from 3-5 feet away | Titles, headings and substance not legible from 3-5 feet away | Titles, headings or substance are confusing or distracting | |
| Interprofessional impact | Presentation **explicitly** notes project relevance to interprofessional practice communities | Presentation **implicitly** notes project relevance to interprofessional practice communities | Presentation does not address project relevance to interprofessional practice communities | |
| Conclusions | Main points are clearly presented and easily found | Main points are presented but not easily found | Main points are not presented | |
| References | Major references and acknowledgments are included | Either major references OR acknowledgments are included | Major references and acknowledgments are not included | |
| Total | 10-16 points- satisfactory; 0-9 points- not satisfactory | | | |

*Based upon
https://writingcenter.catalyst.harvard.edu/files/catalystwcc/files/rubric_for_scientific_posters_harvard_catalyst.pdf?m=1643146101

Students completing the ILE Thesis (Plan A) will submit the online Defense and Final Thesis/Dissertation Approval to their Advisory Committee which accounts for both the final exam and the overall approval of the thesis. Once approved, 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 are needed.

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.


**MPH Degree Conferral Deadlines.**
Conferral of the MPH 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** **12/17/23** | **Spring Conferral** **5/5/24** | **Summer Conferral** **8/23/24** |
| Submit a Plan of Study and ILE Proposal to Program Office | Prerequisite for registering for ILE Thesis or Project | | |
| Sign up for Graduation on PeopleSoft Student Admin System | No later than 9/22/2023 | No later than 2/9/2024 | No later than 6/9/2024 |
| Submit initial draft of manuscript to major advisor | 9/29/2023 | 2/16/2024 | 6/7/2024 |
| Submit next-to-final draft of manuscript to 3-person Advisory Committee | 10/27/2023 | 3/15/2024 | 7/5/2024 |
| Submit manuscript to 3-person Advisory Committee for final review and approval | 11/17/2023 | 4/5/2024 | 7/26/2024 |
| **For Students Completing Plan A Thesis** | | | |
| Submit poster with **REQUIRED** 3–5-minute video presentation summarizing ILE Thesis to 3-person Advisory Committee for final review and approval | 11/27/2023 | 4/15/2024 | 8/5/2024 |
| Submit ILE Thesis in Submittable & related paperwork to Degree Audit | No later than 12/1/2023 | No later than 4/19/2024 | No later than 8/9/2024 |
| Submit poster to Program Office for printing | n/a | 4/23/24 | n/a |
| Poster Session | n/a – video presentation only | 4/30/24 | n/a – video presentation only |
| Submit Final Thesis, Poster, and Video Presentation to Program Office | 12/14/23 | 5/2/24 | 8/19/24 |
| Submit Competency Checklist and Intentional Action Report to Program Office | 12/14/23 | 5/2/24 | 8/19/24 |
| UConn Commencement Ceremony | 5/6/24 | 5/6/24 | 5/6/24 |
| **For Students Completing Plan B Capstone Project** | | | |
| Submit poster with **REQUIRED** 3–5-minute video presentation summarizing ILE Capstone Project to 3-person Advisory Committee for final review and approval | 12/3/2023 | 4/22/2024 | 8/9/2024 |
| Submit ILE Capstone Approval Form to Program Office & Online Report on Final Examination to Degree Audit | No later than 12/14/2023 | No later than 5/2/2024 | No later than 8/19/2024 |
| Submit poster to Program Office for printing | n/a | 4/23/24 | n/a |
| Poster Session | n/a – video presentation only | 4/30/24 | n/a – video presentation only |
| Submit Final Capstone Paper, Poster, and Video Presentation to Program Office | 12/14/23 | 5/2/24 | 8/19/24 |
| Submit Competency Checklist and Intentional Action Report to Program Office | 12/14/23 | 5/2/24 | 8/19/24 |
| UConn Commencement Ceremony | 5/6/24 | 5/6/24 | 5/6/24 |

**UConn Graduate Certificates and MPH Degree Requirements.**
Our program offers graduate certificates in three areas (See: https://health.uconn.edu/public-health-sciences/education-and-training/). Graduate degrees and certificates represent two distinct credentials awarded by the University. MPH 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 MPH program may request a waiver to their MPH 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 MPH 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 Administration. 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.

**MPH Course Registration.**
Course registration is accomplished using the *PeopleSoft* Student Administration System  where, with your NetID,  you can access course catalogs, schedules and financial aid and finance information, 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$^{th}$ 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 10$^{th}$ 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 10$^{th}$ 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/ ).

**MPH 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 2023-24 is $3,508 (in-state) or $7,159 (out-of-state). Tuition and fees of students enrolled in 9+ credits per semester for 2023-24 is $9,784 (in-state) or $20,740 (out-of-state). Tuition waivers may be available to persons affiliated with the National Guard, Veterans, persons 62+ years of age, September 11$^{th}$ victim's families or UConn or Connecticut State employees.

Course payment is due by the Friday before the start of the semester. 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 on accounts, 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 <u>must</u> 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 them from accessing class registration, recreation services, transcripts and other services.

**Waivers and Transfer of Credits Toward the MPH Degree.**
Students pursing the Standalone MPH may request a course waiver or credit transfer to their MPH Plan of Study when coursework completed elsewhere (regardless of whether they have been applied to a prior degree) exhibits significant overlap with available MPH 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 email 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.

**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/ .

**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).

**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 CITI training modules must be completed by October 15th. Certificates of completion should be sent to Narayani Ballambat (at ballambat@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.
- All MPH students are required to be trained on the Health Information Portability and Accountability Act (HIPAA), as part of their Annual Compliance Training (**2023/24 Annual Compliance, Privacy, and Security Training**). This must be completed within 30 days of email receipt.

**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 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 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 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 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/).