UCONN

UNIVERSITY OF CONNECTICUT

GRADUATE PROGRAMS IN PUBLIC HEALTH

MPH

STUDENT HANDBOOK

An exemplary academic environment that prepares interprofessional learners
to achieve high standards of public health practice

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1. Master of Public Health (MPH) Program Overview

This handbook is a guide for students in the UCONN Master of Public Health (MPH) Program. It should be used in conjunction with the UCHC Graduate School Catalog found on the Graduate School website at: http://gradcatalog.uconn.edu/ and the MPH program's website at: https://health.uconn.edu/community-medicine/m-p-h-program/.

1a. Values

The interprofessional focus of our MPH program, consistent with the values of our University and the principles of public health practice, prioritizes the following values:

- **Population centric** – putting public concerns and needs above individuals or the profession.
- **Evidence based** – utilizing best available information to inform decisions and actions in the practice of public health.
- **Social justice** – believing that wellness is a public good and fundamental right of all individuals. As such, we challenge the basis of health inequity wherever it occurs.
- **Engagement** – fostering reciprocal, equitable partnerships among stakeholders to distribute responsibilities for selection, implementation and assessment of public health activities.
- **Teamwork** – functioning across disciplines and circumstance to achieve integrated, cohesive approaches to community concerns.
- **Advocacy** – increasing awareness and support for a robust, comprehensive public health agenda.
- **Resolve** – preparing life-long 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.

1b. Mission

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

1c. Goals and Objectives

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

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

Goal: *To recruit and prepare students to earn the MPH 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 system level approaches to health promotion/disease prevention in populations.*

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Program Competencies
The following 12 foundational and 5 concentration-specific competencies address elements of public health practice expected of all UCONN graduates upon completion of program requirements.
Foundational competencies:
1. Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities.
2. Apply basic methods and terminology to calculate and report disease rates and risks in populations.
3. Employ principles of research design, probability and measurement to draw appropriate inferences from data.
4. Utilize appropriate information technologies to collect, analyze and disseminate data.
5. Assess the strengths and limitations of various research designs in collecting, analyzing and interpreting information from public health studies.
6. Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards.
7. Promote evidence-based public health practices that affect the health of communities.
8. Identify main components of the organization, financing and delivery of health care and public health services in the U.S. and in other countries.
9. Describe mechanisms of toxicity that explain direct and indirect effects of environments on human health.
10. Contrast basic social and behavioral science theories about the causes and control of public health concerns.
11. Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care.
12. Design and implement public health interventions according to sound ethical and legal standards.

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Concentration-specific competencies:

13. Illustrate the role public health plays in informing scientific, ethical, economic, social and political discussions about health.
14. Use effective written and oral communication tools and techniques to deliver efficient and effective messages that facilitate discussion as to how to address the needs of communities served.
15. Communicate one's roles/responsibilities clearly to community and team members.
16. Engage teams in developing and advocating for effective policy and program change.
17. Embrace cultural diversity and individual differences that characterize communities, organizations and individuals.

3. Program and Graduate School Administration

UCONN administrators, faculty and staff are readily available to students in order to ensure a positive experience during their course of study. The program maintains an information line (860-679-1510) where you can leave messages for later review.

MPH Program Administration	Office	Email	Phone
David Gregorio, Program Director	195 Farmington Ave (U21010)	gregorio@uchc.edu	860-679-5480
Jane Ungemack, Associate Director	195 Farmington Avenue	ungemack@uchc.edu	860-679-5403
Morgan Spencer, APC	195 Farmington Ave (U21010)	mhspencer@uchc.edu	860-679-5489
Barbara Case, APA-2	195 Farmington Ave (U21010)	bcase@uchc.edu	860-679-1503
UCONN Graduate School			
Barbara Kream, Associated Dean	263 Farmington Ave (AG-051)	kream@uchc.edu	860-679-3849
Student Services (Records & Registration)			
Barbara Ricketts, Registrar	263 Farmington Ave (AM 039)	rickets@uchc.edu	860-679-2990
Swapna Das, Assist. Registrar	263 Farmington Ave (AM 039)	das@uchc.edu	860-679-3125
Student Services (Fiscal Services)			
Daniel Lis,Bursar	263 Farmington Ave (AG 060)	dlis@uchc.edu	860-679-1632

4. MPH Degree Requirements and Admission Procedures

Earning a UConn MPH requires satisfactory performance on 16 courses, 48 credits, distributed among the program's core, elective, experiential and capstone requirements. A typical plan of study for full-time students covers 4 semesters (2 years) while a plan of study for part-time students covers 8 semesters (4 years).

Suggested 2 years of Full time study		
Year	Fall semester	Spring semester
1	Public Health Elective	PUBH 5497 Intro to Interprofessional Public Health
	PUBH 5403 Health Administration or Elective	PUBH 5405 Social & Behavioral Foundations of Public Health
	PUBH 5406 Public Health Law or Elective	PUBH 5404 Environmental Health
	PUBH 5408 Epidemiology & Biostatistics I	PUBH 5409 Epidemiology & Biostatistics II
2	PUBH 5431 Public Health Research Methods*	PUBH 5407 Practicum in Public Health
	Public Health Elective or PUBH 5403	Grad 5950 Thesis Research or Public Health Elective
	Public Health Elective or PUBH 5406	Grad 5950 Thesis Research or Public Health Elective
	Public Health Elective*	Grad 5950 Thesis Research or PUBH 5499 Capstone Project

Students must complete 9+ credits per semesters to maintain full time status within our Graduate School and 6 credits per semester to maintain part-time status. To be considered in 'good standing', a student must maintain a cumulative grade point average (GPA) of 3.00 in the program's core courses (with no grade below a B-) and a cumulative GPA of 3.00 in all courses to be included on a student's plan of study. Failure to remain in 'good standing' will result in a recommendation for remediation or termination from the program.

All MPH degree requirements must be complete within 6 years of beginning one's initial matriculation toward the degree. Failure to complete a degree within this period of time will necessitate re-evaluation of the student's qualifications to continue matriculation within the program. Suggested plan of study for MPH candidates (Course descriptions are available online at: http://catalog.grad.uconn.edu (select "Open PDF Format catalogue").

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To be favorably considered, applicants must demonstrate a strong academic record, background and/or experience relevant to public health, well-articulated career goals relevant to public health, and a commitment to the health of the community. A complete application includes official transcripts, a personal letter of application, and three letters of recommendation (preferably at least one academic letter). Submission of GRE (or MCAT, LSAT, DMAT, or GMAT) scores is optional, but highly encouraged. The application deadline for matriculation in the following fall semester is **January 1** for international students and **January 15** for U.S citizens and other students permanently residing here. We do not have a rolling admission.

	Suggested 4 years of Part time study	
Year	Fall semester	Spring semester
1	PUBH 5403 Health Administration	PUBH 5405 Social & Behavioral Foundations of Public Health
	PUBH 5408 Epidemiology & Biostatistics I	PUBH 5409 Epidemiology & Biostatistics II
2	PUBH 5431 Public Health Research Methods	PUBH 5497 Intro to Interprofessional Public Health
	PUBH 5406 Public Health Law	PUBH 5404 Environmental Health
3	Public Health Elective	PUBH 5407 Practicum in Public Health
	Public Health Elective	Public Health Elective
4	Public Health Elective	Grad 5950 Thesis Research or Public Health Elective
	Grad 5950 Thesis Research or Public Health Elective	Grad 5950 Thesis Research or PUBH 5499 Capstone Project

To apply, an individual will complete an ONLINE APPLICATION and submit a required $75 fee (acceptable on-line payment via Visa, MasterCard or Discover). Questions on how to use the Hobson's Apply Yourself online application system should be directed to the UCONN Graduate School at 860-486-3617. Application instructions will include procedures for uploading the following information:

- Unofficial transcripts for every College/University attended.
- Three (3) letters of recommendation attesting to an applicant's academic ability and orientation appropriate for study of public health practice.
- A personal statement indicating reasons for applying to our program academic and experiential preparation for graduate study in public health and career expectations upon graduation with the MPH degree.
- Residency affidavit
- TOEFL Scores (International applicants only)
- GRE, MCAT, etc. scores (Optional)

Address questions about the admissions process to:
   Barbara Case, UConn Health
   263 Farmington Avenue, MC 6325
   Farmington, CT 06030-6325
   Email: bcase@uchc.edu
   Phone: 860-679-1503

Address questions about the MPH curriculum to:
   David Gregorio, UConn Health
   263 Farmington Avenue, MC 6325
   Farmington, CT 06030-6325
   Email: gregorio@uchc.edu
   Phone: 860-679-5480

Official transcripts should be sent to:
   Graduate Admissions Office
   438 Whitney Rd. Ext., Unit 1152
   Storrs, CT 06269-1152

International students must sign in with the international office and notify them immediately of any change in address. The UConn Health Office of International Students and Faculty (860-679-4430) provides assistance to foreign students, faculty, research scholars and visitors to the campus and its affiliated hospitals. It provides immigration support and is responsible for issuing necessary documentation for obtaining visas and keeping international persons in status while they are associated with the Health Center. The office serves as the immigration record-keeping center answerable to the Immigration and Naturalization Service, and operates under federal regulations. The Office is located in the Human Resource Department at 16 Munson Road, 5th Floor, Farmington, CT 06032.

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5. Dual degree program requirements

The program offers interdisciplinary degrees for students desiring dual study in medicine (M.D./M.P.H.), dental medicine (D.M.D./M.P.H.), law (J.D./M.P.H.), social work (M.S.W./M.P.H.), pharmacy (Pharm.D./M.P.H.), and nursing (M.S./M.P.H.). Dual degree candidates are recognized for completing the equivalent of 12 credits of public health coursework within the other program (e.g., public health credits waived for specified courses completed within the schools of medicine, dental medicine, law, social work, pharmacy, or nursing). Students interested in dual degree options should first meet with Professor Jane Ungemack, DrPH about dual degree expectations and requirements.

5a. MD/MPH and DMD/MPH

Students admitted to UCONN Medical or Dental school after August 2016 must successfully complete STAGE 1 MDelta curriculum and earn the Graduate Certificate in Social Determinants of Health & Disparities (CSDH&D). Completion of this requirement recognizes 12 credits of advanced standing coursework toward the MPH Degree. MD/MPH and DMD/MPH candidates are expected to complete dual degree during a 5 year interval (the option of a 4 year plan of student must be approved by both the MPH and professional school in advance).

Suggested plan of study for MD/MPH and DMD/MPH candidate	
Earned Certificate in Social Determinants of Health and Disparities (CSDH&D)	
PUBH 5408 Epidemiology & Biostatistics I	PUBH 5201 Essentials of Social Inequality and Health Disparities
PUBH 5409 Epidemiology & Biostatistics II	PUBH 5202 Eliminating Social Inequality and Health
Remaining standalone MPH program coursework	
Fall semesters	Spring semesters
PUBH 5403 Health Administration	PUBH 5404 Environmental Health
PUBH 5406 Public Health Law	Social & Behavioral Elective
PUBH 5431 Public Health Research Methods*	Public Health Elective
Public Health Elective	PUBH 5407 Practicum in Public Health
Public Health Elective	Grad 5950 Thesis Research or Elective
Grad 5950 Thesis Research or Elective	Grad 5950 Thesis Research or PUBH 5499 Capstone Project

Medical students interested in the MD/MPH option should contact David Henderson, MD, School of Medicine. Dental students interest in the DMD/MPH option should contact Stephen Lepowsky, DDS, School of Dental Medicine.

5b. JD/MPH

This interdisciplinary program is designed for students who wish to integrate study of our legal and health care systems. In addition to completing relevant law school requirements, student selecting this option must complete a minimum of 36 credits of PUBH-related coursework and receive approval of a 12-credit waiver of our usual credit requirement for coursework completed on public health law and policy.

Suggested plan of study for JD/MPH candidate	
Fall semesters	Spring semesters
PUBH 5403 Health Administration	PUBH 5404 Environmental Health
PUBH 5408 Epidemiology & Biostatistics I	PUBH 5409 Epidemiology & Biostatistics II
PUBH 5406 Public Health Law	PUBH 5405 Social & Behavioral Foundations of Public Health
PUBH 5431 Public Health Research Methods*	PUBH 5407 Practicum in Public Health
Public Health Elective	Grad 5950 Thesis Research or Public Health Elective
Grad 5950 Thesis Research or Public Health Elective	Grad 5950 Thesis Research or PUBH 5499 Capstone Project

Law courses considered applicable to the credit waiver include: Law students interested in the JD/MPH option should contact Susan Schmeiser JD, PhD, School of Law.

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5c. MSW/MPH

This interdisciplinary program is designed for students who wish to integrate study of our public health and social services systems. In addition to complete relevant social work requirements, student selecting this option must complete a minimum of 36 credits of PUBH-related coursework and receive approval of a 12-credit waiver of our usual credit requirement for coursework completed on social work/social services.

Suggested plan of study for MSW/MPH candidate	
Fall semesters	Spring semesters
PUBH 5403 Health Administration	PUBH 5404 Environmental Health
PUBH 5408 Epidemiology & Biostatistics I	PUBH 5409 Epidemiology & Biostatistics II
PUBH 5406 Public Health Law	PUBH 5405 Social & Behavioral Foundations of Public Health
Public Health Elective	Public Health Elective
Public Health Elective	Grad 5950 Thesis Research or Public Health Elective
Grad 5950 Thesis Research or Public Health Elective	Grad 5950 Thesis Research or PUBH 5499 Capstone Project

Social work students interested in the MSW/MPH option should contact Brenda Kurz, PhD, MSW, MSPH, School of Social Work.

5d. PharmD/MPH

This interdisciplinary program is designed for students who wish to integrate study of pharmacotherapy, medication safety, drug development & distribution with health promotion. In addition to complete relevant pharmacy requirements, student selecting this option must complete a minimum of 36 credits of PUBH-related coursework and receive approval of a 12-credit waiver of our usual credit requirement for coursework completed within the School of Pharmacy.

Suggested plan of study for PharmD/MPH candidate	
Fall semesters	Spring semesters
PUBH 5403 Health Administration	PUBH 5404 Environmental Health
PUBH 5408 Epidemiology & Biostatistics I	PUBH 5409 Epidemiology & Biostatistics II
PUBH 5406 Public Health Law	PUBH 5405 Social & Behavioral Foundations of Public Health
PUBH 5431 Public Health Research Methods*	PUBH 5407 Practicum in Public Health
Public Health Elective*	Grad 5950 Thesis Research or Public Health Elective
Grad 5950 Thesis Research or Public Health Elective	Grad 5950 Thesis Research or PUBH 5499 Capstone Project
* For students admitted fall 2016 and beyond, PUBH 5431 Public Health Research Methods or an equivalent.	

Pharmacy students interested in the PharmD/MPH option should contact Thomas Buckley, MPH RPh, School of Pharmacy.

6. Graduate Certificate Requirements and Admissions Procedures

Graduate certificates represent a credential offered by our university, distinct from the MPH degree. As such, the credit load and other requirements of a Certificate and MPH degree differ and cannot overlap (i.e. there is no 'double dipping of credits or related requirements). Students who seek a graduate certificate while matriculating in the MPH program must complete a combined minimum of 54 credits, such that no fewer than 42 PUBH XXXX credits are evident on the student's transcript and MPH degree plan of study, separate from the 12 credits pertaining to the Certificate program in which they are enrolled. In essence, students completing a Certificate while enrolled in the MPH program may receive a credit load reduction of 6 credits (the maximum allowed by our accreditors) on the basis of successfully completing certificate courses.

Applicants for one of our graduate certificates must demonstrate an academic record demonstrating one's capacity to complete course requirement and interest in working in community to advance public health and goals (e.g., anticipated benefit of certificate on career). To apply, an individual will complete an ONLINE APPLICATION and submit a required fee (acceptable on-line payment via Visa, MasterCard or Discover). Questions on how to use the Hobson's Apply Yourself online application system should be directed to the UCONN Graduate School at 860-486-361. Application instructions will include procedures for uploading the following information:

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

Questions about Program Certificates should be directed to

 David Gregorio UConn Health (Email: gregorior@uchc.edu)

 263 Farmington Avenue, MC 6325

 Farmington, CT 06030-6325

 Phone: 860-679-5480

Official transcripts should be sent to:

 UConn Graduate Admissions Office

 438 Whitney Rd. Ext., Unit 1152

 Storrs, CT 06269-1152

The MPH Program supports graduate certificates in the following areas:

- **Certificate on Foundations in Public Health (CFPH)**
  The CFPH is a four-course, 12-credit option that introduces students to the core disciplines of public health. Persons seeking to augment their knowledge and perspective with in-depth understanding of issues and opportunities in population health are invited to apply. A student may enroll in a certificate program on either a part-time or a full-time basis, but the student must complete the requirements for the certificate within three (3) years of initial enrollment, earning a cum GPA of 3.0. To transfer into a degree program each course grade should be no lower than a B-. To earn a CFPH, students must complete two required courses:
  - PUBH 5408 Epidemiology & Biostatistics I
  - PUBH 5409 Epidemiology & Biostatistics II
  and two selective courses reflecting student interests:
  - PUBH 5403 Health Administration
  - PUBH 5404 Environmental Health
  - PUBH 5405 Social & Behavioral Foundations of Public Health
  - PUBH 5406 Public Health Law
  Questions about the CFPH curriculum should be directed to David Gregorio, UConn Health
  263 Farmington Avenue, MC 6325 Farmington, CT 06030-6325   Email: gregorio@uchc.edu Phone: 860-679-5480

- **Certificate on Addiction Science (CAD)**
  The CAD is a 4-courses, 12-credit, on-line program covering essential topics in addiction science. Persons holding a professional degree in medicine or a social science, or a bachelor's degree in an area related to public health, social science or behavioral health are encouraged to apply. No prior experience with or knowledge of public health or alcohol and addiction studies is required for any of the courses, but prior coursework in statistics, epidemiology and research methods is preferred. A student must earn a grade of B- or better and a cum GPA of 3.0 to receive the certificate.
  CAS required curriculum (Note: *Students without such prior coursework or experience must take PUBH5478 (to be offered each fall) prior to taking the other three certificate courses.)
  - PUBH 5478 Epidemiology of Substance Use Disorders and Psychiatric Co-morbidities
  - PUBH 5479 Clinical and Social Service Systems Research in Alcohol and Addiction Science
  - PUBH 5480 Alcohol and Drug Policy Research
  - PUBH 5481 Research Careers and the Responsible Conduct of Research in Alcohol and Addiction Science
  Questions about the CAD curriculum should be directed to Kate Robainia, UConn Health
  263 Farmington Avenue, MC 6325 Farmington, CT 06030-6325
  Email: mailto:robaina@uchc.edu   Phone: 860-679-5594

- **Certificate on Disability Studies in Public Health (CDSPH)**
  The CDSPH is a 4-courses, 12 credit, on-line program examines the multiple aspects of public health, health care, society, culture, politics, economics, history, legislation, education, and social attitudes that impact people living with disabilities. This program is designed for individuals currently working in medicine, nursing, social work, law, education, psychology,

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political science, advocacy, public health, disability, and various other fields related to public health and disability. Graduate students in these fields are also invited to apply. No prior experience or knowledge of public health or disability studies is required for any of the courses, but prior coursework in statistics, epidemiology and research methods is preferred. A student must earn a grade of B- or better in each course and a cum GPA of 3.0 to receive the certificate. CDSPH required curriculum:

- PUBH 5501 Foundations of Public Health and Disability
- PUBH 5502 Epidemiology of Disability
- PUBH 5503 Disability Law, Policy, Ethics, and Advocacy
- PUBH 5504 Public Health Interventions in Disability

Questions about the CDSPH curriculum should be directed to Tara Lutz
263 Farmington Avenue, MC6222   Farmington, CT 06030-6222   Email: lutz@uchc.edu   Phone: 860-679-8509

- **Certificate on Social Determinants of Health and Disparities (CSDH&D)**
  The CSDH&D is a 4-course, 12-credit opportunity for UCONN Medical and Dental students that can be earned concurrently while the student completes degree requirements within their respective schools. **The CSDH&D currently is not available to students outside the Schools of Medicine or Dental Medicine.** The curriculum will be delivered over the first two years of the medical/dental curriculum. However, students will have until the end of year 3 to complete all the requirements for the Certificate. A student must earn a grade of B- or better and a cum GPA of 3.0 in all courses to receive the certificate.
  CSDH&D required curriculum:
  - PUBH 5408 Epidemiology & Biostatistics I
  - PUBH 5409 Epidemiology & Biostatistics II
  - PUBH 5201 Essentials of Social Inequality and Health Disparities
  - PUBH 5202 Eliminating Social Inequality and Health Disparities

  Questions about the CSDH&D curriculum should be directed to David Gregorio, UConn Health
  263 Farmington Avenue, MC 6325 Farmington, CT 06030-6325 Email: gregorio@uchc.edu   Phone: 860-679-5480

Pursuant to U.S. immigration regulations, the University of Connecticut may not sponsor F-1 and J-1 visas for the purpose of coming to the U.S. for enrollment in this certificate program.

7. *FastTrack* BA/BS+MPH Degree Requirement and Admissions Procedures
The UCONN MPH program offers a *FastTrack* (4+1) BA/BS+MPH option for qualified undergraduate students that allows them to complete their bachelor's degrees in any UConn-approved discipline and the MPH degree within 5 years of their initial matriculation. The *FastTrack* program is a 14 course, 42-credit opportunity that utilizes distance learning/video conferencing technologies (e.g., iTV) to synchronously link Storrs and Farmington campuses. *FastTrack* students will have an opportunity to complete 15-18 graduate-level credits toward the MPH while still undergraduates. The 6 graduate courses students complete during junior and senior years do **not** count toward an undergraduate degree.

The *FastTrack* program is intended for students with strong academic records (a minimum 3.25 GPA through 4 semesters of college), a personal background and/or experiences that are relevant to the program, a commitment to the health of the community and a well-conceived reason to participate. To be considered, students must submit a FastTrack application.pdf, (Do not use the UConn online application system), including a personal statement that summarizes career plans and what has influenced a decision to apply o this program, experiences to date with public health and community service, honors/ awards/recognition for work completed in public health or community service and a self- assessment of academic and interpersonal strengths and weaknesses. Applications should be submitted to: Barbara Case, UConn Health (bcase@uchc.edu). (Note: We suggest downloading and saving the application to your computer. Then, open with acrobat reader to complete and save.

Suggested Plan of Study for *FastTrack* Students	
Year **Fall Semester**	**Spring Semester**
1 Complete Gen Ed and academic major requirements	Complete Gen Ed and academic major requirements
2 Complete Gen Ed and academic major requirements	Complete Gen Ed and academic major requirements
3 Complete Gen Ed and academic major requirements, AND PUBH 5408 Epidemiology & Biostatistics I	Complete Gen Ed and academic major requirements, AND PUBH 5409 Epidemiology & Biostatistics II

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4	Complete Gen Ed and academic major requirements, AND PUBH 5403 Health Administration or Elective PUBH 5406 Public Health Law or Elective	Complete Gen Ed and academic major requirements, AND PUBH 5405 Social & Behavioral Foundations of Public Health PUBH 5404 Environmental Health
Summer between Years 4 & 5: Complete PUBH 5407 Practicum in Public Health		
5	PUBH 5431 Public Health Research Methods* PUBH 5403 Health Administration or Elective Grad 5950 Thesis Research or Elective	Grad 5950 Thesis Research or Elective Grad 5950 Thesis Research or PUBH 5499 Capstone Project

8. Now that you've been admitted to the University, what you need to do!

As part of your orientation to the program and our University, you are expected to meet various requirements documenting your eligibility to matriculate and linking you to vital programs. It is important that you familiarize yourself with these expectations.

8a. Background checks

Background checks are conducted on all students in accordance with current federal government mandates. The required form can be found at: https://health.uconn.edu/human-resources/wp-content/uploads/sites /24/2016/01/form_bis.pdf. Completed background checks may be emailed or faxed to Barbara Case (bcase@uchc.edu or Fax to: 860-679-1581).

8b. Immunizations

If you were born after December 31, 1956, State of Connecticut General Statutes as well as UConn regulations require you to provide proof of adequate immunization or screening for measles, mumps, rubella, varicella, meningitis and tuberculosis. Failure to comply by the 10th day of classes with this immunization requirement will block you from class. Students must contact UConn Health's Division of Occupational Medicine to submit forms and/or schedule an appointment for any outstanding vaccinations. Students requiring vaccinations or testing can schedule an appointment with:

UConn Health Employee Health Services, c/o Louisa Pickett
Outpatient Pavilion East, 2nd Floor
263 Farmington Avenue
Farmington, CT 06030-8082
Phone: 860-679-2893
Fax: 860-679-4587

8c. Student ID badges

With a successful background check, you will be issued a UConn Health identification cards during orientation. If you are unable to attend the program's orientation session, you can obtain a student ID from the Department of Public Safety (Room LG041, 860-679-2511). Identification badges are issued Monday, Wednesday, and Friday from 6 to 10:30 a.m. and 1:30 to 3:30 p.m. ID badges are necessary to access the building and utilize library and other UCONN Health services.

8d. HIPAA and Institutional Review Board (IRB) Training

UCONN graduate students are required to be trained on the Health Information Portability and Accountability Act (HIPAA) by completing a Certification of HIPAA Privacy/Security training module (available at: http://commed.uchc.edu/education/mph/ resources.html). Upon completing the training module, print the certificate of completion, sign it, and mail it to Barbara Case, Dept. of Community Medicine, MC-6325, UConn Health, 263 Farmington Ave., Farmington, CT 06030-6325. Failure to complete the training could jeopardize your standing in the Graduate School.

UCONN graduate students also are required to be trained on IRB procedures for research on human subjects (regardless or your intention to pursue such research). Training is accomplished by completing an online IRB training module (available at: https://www.citiprogram.org/default.asp). Upon completing the training module, print the certificate of completion, sign it, and mail it to Barbara Case, Dept. of Community Medicine, MC-6325, UConn Health, 263 Farmington Ave., Farmington, CT 06030-6325. Failure to complete the training could jeopardize your standing in the Graduate School.

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8e. Tuition and Fees
General information regarding tuition, fees and other payments is summarized on the UConn Bursar's website at: https://health.uconn.edu/graduate-school/admissions/bursar/. Registration by matriculating students is done each semester through PeopleSoft using http://studentadmin.uconn.edu/. Specific information regarding the tuition and fee schedule for a particular semester is available on the graduate school's course catalogue on the registrar's website (http://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/). Payment of tuition and fees by credit card or e-check can be done on-line. Log onto PeopleSoft http://studentadmin.uconn.edu/ and enter your Net ID and password. Select 'SA Self Service', then 'Finances' and 'Make a payment'.

Payments are due at the time of course registration. Failure to receive a bill does not relieve a student of responsibility for payment of fees by the specified due date. Students with outstanding balances on their fee bills will have a "Bursar Hold" placed on their accounts. This hold prevents students from accessing services such as class registration, recreation services, transcripts and other services. If tuition and fees are not paid in full on the published fee bill due date students will incur late fees. To avoid incurring late fees and potential discontinuation from the graduate school and programs, you <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 http://gradcatalog.uconn.edu/guidelines-for-grad-study/academic-calendar/.)

NON-degree students (i.e., individuals who have not been formally accepted into degree-seeking status at UConn to take graduate level credit courses. In most cases, a bachelor's degree is required to enroll in graduate courses. Non-degree students seeking to be admitted to the Graduate School are usually only allowed 6 credits of graduate coursework to be applied toward the degree. Matriculated graduate students have priority for seating over non-degree students.) must complete a registration form at: https://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/ and send/fax the document to the UConn Health Registrar's Office.
UConn Health Registrar's Office,
263 Farmington Ave, MC1829
Farmington, CT 06030-1829
Fax: 860-679-1902

Questions about tuition or fees should be directed to Dan Lis at: dlis@uchc.edu Graduate School Bursar, (860) 679-1632.

8f. PeopleSoft
Students are able to self-enroll for classes through the Student Administration System. After logging in, with your NetID and Password, you can complete registration as well as review other important information (i.e. class schedule, grades, fee bill, financial aid, etc.). The Help Page within the Student Administration System Help provides helpful instructions on accessing the different components of the system. To minimize disruption of your academic program and reduce unnecessary administrative work, is essential that you:
   ❖ Review your transcript every semester
   ❖ Complete course payment by <u>Friday before the Start of the Semester</u> – Late fees are assessed at $150.00 after the first 3 days of being late and another $150.00 after the next 3 days.
   ❖ Review your Fee Bill every semester.
   ❖ Update personal information each semester

- <u>Enrollment</u>: Registration via the Student Administration self-service center, is available through the 10th day of class. Students are encouraged to register early to avoid missing the deadlines. Fee bills are due on the Friday prior to the start of classes. Specific dates are outlined in the Academic Calendar each semester and is found on: UConn Health's Registrars website: https://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/

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- Class Search: Courses with the Subject of: PUBH can be selected with the campus: UCHC. Courses with the Subject of GRAD should use the campus of Storrs with the exception of GRAD 5999 Continuous Registration and GRAD 5998 Special Readings: those use the campus of UCHC.

- Matriculated Status: Students must register each semester to maintain status as a matriculated student. Students not registered for credit bearing courses must register for Special Readings at the master's level (GRAD 5998) or Master's Thesis Preparation (GRAD 5999) and Doctoral Special Readings (GRAD 6998) or Doctoral Dissertation Preparation (GRAD 6999). Failure to register prior to the end of the tenth day of the semester, will result for Reinstatement Form with approval signatures. Upon reinstatement, a $65 reinstatement fee will be applied to your fee bill. Any loans, need-based aid, or graduate assistantships you have been awarded will also be put in Jeopardy.

- Independent Study forms: Students must complete a request form found on the Uconn Health Registrar's website to request a registration in the course. The form requires approval signatures and cannot be electronic signatures. Please email the form to Barbara Case at: bcase@uchc.edu.

- Auditing a Course: Auditing a class requires permission from both your instructor and your major advisor. The audited class cannot be placed on your plan of study. Complete and submit the The Graduate School Audit Request form (https://grad.uconn.edu/enrollment-services/forms/) to Barbara Case by the tenth day of the term. After this time, a class cannot be converted to a grade of AU.

- After the 10th day of class: Late enrollment requires submission of the approved *Schedule Revision Request Form* A revised plan of study is required for any changes in your enrollment.
    - *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 Schedule Revision Form with permission from the course instructor, advisor, and head of the department offering the course.
    - *Dropping a Course after the 10th day of class:* Courses dropped after the tenth day will be reflected on a 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.

8g. HuskyCT
Most courses taken at UConn are posted on HuskyCT, the University's learning platform. Instructors use this portal to post syllabi, assignments, reading material, and announcements. The NETID name and password you have been assigned or changed will serve as your login to HuskyCT. To activate your NETID go to https://netid.uconn.edu/index.php.

8h. Email and U.S. Mail
Upon admission to the program, students are assigned an UCONN Health email address. This email must be used for all business related to the MPH program and UCONN Health. You are also given a UCONN email that you can forward to the UCONN Health email. (http://forward.uconn.edu/). It is important that you make a habit of frequently checking your UCONN Health address for messages. Failure to do so means you may miss important messages about important deadlines and possibly incur additional fees and/or be discontinued from accessing UCONN email. In addition, you will not be receiving information about program activities, internship and job opportunities. **Messages will not be sent to your personal email account and forwarding of MPH email to outside accounts is not permissible according to UCHC HIPAA policies.**

As an Outlook user, you can access your UCONN Email using https://mail.uchc.edu/ and entering your unique username and password. You should also personalize your password. To change the password assigned to you, (a) Select 'Options', (b) Select 'Password', (c) in the change password dialogue box replace contents of DOMAIN name with your domain name, enter in your account name (mailbox name) and old password and enter your new password (must be at least 6 characters), and (d) confirm your selection. Your old password will be cleared from the system in 20 minutes. **If you have problems, contact the IT Help Desk at: 860-679-4400.**

The residential address and phone number that you provided on your application to the Graduate School may be used to send

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information. As necessary, you can update your personal information on PeopleSoft (http://studentadmin.uconn.edu/) by selecting 'SA Self Service", then 'Student Center' and 'Personal Information'. Please contact the Public Health Program office (bcase@uchc.edu or 860-679-1503) so that all communication gets to you in a timely manner. You can also enter new phone number information on this site. Please make sure to contact the Public Health office of these changes as well to ensure that all Graduate School and Public Health-specific messages and mailings get to you in a timely manner.

8i. Parking

All students parking on the UConn Health campus are required to register for a parking permit, park in assigned locations and display a valid hangtag. UConn Health students are assigned parking in Garage 1 (Levels 4, 5 or 6 only). A campus parking map and forms are available at: https://health.uconn.edu/park/forms-and-applications/. During the following periods, students with a valid UConn Health hangtag may park in available spaces on West Road or in Lots D, J and K:

- Weekdays: 5pm to 6am, Monday through Thursday,
- Weekends: 5pm Friday through 6am Monday

Student parking fees: $150.00 Annual; $62.50 Fall semester (8/1 – 12/31); $62.50 Spring semester 1/1 – 5/31); $25.00 Summer session (6/1 – 7/31). Shuttle service is provided to outer campus locations on Farmington Avenue, Munson Road and South Road and 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 us by email at parking.transportation@uchc.edu or by phone at 860-679-4248 for parking information. Students with a UConn Health hangtag are permitted to park in Lots C and J on the Storrs campus at all times. Parking in unauthorized locations, during unauthorized times and/or without a valid hangtag will result in citations. For more information, contact: Parking, Transportation & Event Services at x4248 or parking.transportation@uchc.edu

8j. Lyman Maynard Stowe Library

Books, periodicals and web-portals are maintained within the Lyman Maynard Stowe Library. Access to this resource requires persons to possess a valid UConn ID badge and UCONN Health Email account. Your username and password for the library resources is the same as the first part of your email.

8k. Student software

SAS & SPSS along with other software are available at no charge from Storrs for free student download to personal PC devices through a virtual environment providing two different ways to access software remotely from anywhere at any time on your PC, Mac or iPad. If your computer is capable, the SAS download is 20G with extraction and installation requiring at least an hour. http://software.uconn.edu/software/. Microsoft Office is available at no cost -- https://software.uconn.edu/microsoft-products-students/

With SkyBox, you connect to a virtual desktop with all the available software. With UConn AnyWare, you select only the applications you wish to use. To get started, you need to know your netid. All students and employees have a netid. If you don't know your netid or have never used (activated it) go to this site – https://netid.uconn.edu/ Every person, with a netid, has a P drive which is a 10G max UConn mapped secure drive available.

Link to Skybox through a browser -- http://view.vpc.uconn.edu/ or install Citrix Receiver -- https://software.uconn.edu/download-install-anyware/ then connect to AnyWare -- https://store.anyware.uconn.edu/ You can watch a video detailing use of these options (just substitute SAS/SPSS as program instead of Publisher) -- https://youtu.be/ZWkIIYT-G7w
AnyWare notes:

- Files saved to C:/ or my documents are deleted when logoff so either save them to flash, uconn dropbox, filelocker, email to yourself, or store on P drive and download.
- As always, save frequently, in case connection lost.
- A local printer should connect automatically as long as it is USB.
- To use usb flash, you should see connect USB devices at top. Click dropdown, then click name of flash. It is ready when there is a √ next to name.

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Skybox Online notes:
- Make sure to use the UCONN domain at login (not LIBRARY)
- Nothing to download or install.
- Files saved to C:/ or my documents are deleted when logoff so either save them to [uconn dropbox](#), [filelocker](#), email to yourself, or store on P drive.
- If don't logoff from both session and skybox, work still there (about 15 minutes)
- Logs off after 30 minutes of inactivity.
- Caution when click X to close in top right corner that you are selecting program and not browser (which will log off Skybox). If can't see program, click icon on taskbar, then close program.

9. 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.

Note: 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

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one's own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.

- **Academic or Research Disruption** involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.
- **Fabrication or Falsification in Research** involves falsification of, tampering with, or fabricating results or data.
- **Research Violations** include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- **Professional Misconduct** involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- **Deliberate Obstruction** involves hindering investigation of any alleged act of scholarly misconduct.
- **Aiding or Abetting** involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

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

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

a. The instructor, dean or department head who believes that scholarly misconduct has occurred within an academic course (the "Complainant") shall retain all evidence of the alleged misconduct in its original form. Original papers or other materials need not be returned to the accused student. Copies of the accused student's work will be provided to him or her upon request. All instructors within the course shall be notified of the allegation and the proposed academic consequences before the student is notified of the alleged misconduct.

b. Within thirty (30) business days of becoming aware of alleged misconduct the Complainant shall notify the accused student in writing of the allegation of misconduct and the sanctions to be imposed. The notice shall be sent by the Complainant to the accused student by Email, to the student's official University Email address, and by first class mail, postage prepaid, to the mailing address on file with the University. The notification shall advise the student that s/he has ten (10) business days from the date the notice is sent via Email to contact the Complainant to address the alleged misconduct and/or request a hearing and that if s/he fails to do so, the sanctions described in the notice shall be imposed. The Complainant shall maintain a copy of the written notification sent to the accused student.

c. The accused student may request a hearing by filing a written request with the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center). The Associate Dean shall notify the Complainant of the receipt of accused student's request for a hearing within five (5) business days. The Complainant shall within five (5) business days forward to the Associate Dean copies of the written notification sent to the student, copies of the student's work, and information about other evidence supporting the allegation. The Associate Dean will arrange for a hearing to be conducted in accordance with Section C hereof.

d. A student who has been notified that s/he has been accused of scholarly misconduct may not withdraw from the course in which the alleged misconduct has occurred without the approval of the Dean of the Graduate School. If a semester concludes before a scholarly misconduct matter is resolved, the student shall receive a temporary "I" (Incomplete) grade in the course until the instructor submits the appropriate grade.

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

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

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

a. The Complainant shall retain the evidence of the alleged misconduct in its original form.

b. Within thirty (30) business days of becoming aware of the alleged violation, the Complainant shall notify the appropriate Associate Dean of the Graduate School (whether for Storrs and the regional campuses or the Health Center) of the alleged misconduct, in writing. The notification shall fully describe the nature of the alleged misconduct and the circumstances involved and shall be accompanied by evidence supporting the allegation. The notification shall bear the signature of the Complainant, and shall be dated. The Complainant shall maintain a copy of the notification sent to the Associate Dean.

c. The Associate Dean shall notify the accused student in writing of the allegation of misconduct within five (5) business days. The notice shall be sent by the Associate Dean to the student by Email, to the student's official University Email address, and by first class mail, postage prepaid, to the mailing address on file with the University. The notification sent by the Associate Dean shall advise the student that s/he has ten (10) business days from the date the notice is sent via Email to contact the Associate Dean to address the alleged misconduct. The Associate Dean shall maintain a copy of the notification sent to the accused student.

d. The Associate Dean will review the evidence submitted with the notification and consider any additional information provided by the accused student. Within twenty (20) business days of receiving the notification from the Complainant, the Associate Dean will determine whether the case should be referred to a Hearing Committee (section C) or to a different office within the university.

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

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

The hearing, although formal, is not a court proceeding. As such, the Hearing Committee will not be bound by the procedures and rules of evidence of a court of law. The Hearing Committee will determine whether the student is responsible for scholarly misconduct as identified within notification of alleged misconduct sent to the accused student and will determine

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the appropriate sanction(s) if the student is found responsible. The Hearing Committee's decision shall be made by majority vote. A finding of scholarly misconduct shall be based on clear and convincing evidence submitted at the hearing.

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

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

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

At the conclusion of the hearing, the Hearing Committee shall deliberate and render a decision. The decision will be sent to the accused student, the Complainant, the Dean of the school or college in which the alleged misconduct occurred, and to the Dean of the Graduate School within ten (10) business days from the date of the hearing. The notice shall be sent to the student by e- mail, to the student's official University Email address, and by first class mail, postage prepaid, to the mailing address on file with the University. The Hearing Committee's decision will specify clearly:
- Whether the student has been found responsible for scholarly misconduct; and
- If so, the sanctions to be imposed. The Hearing Committee will consider mitigating circumstances in determining the severity of the sanctions to be imposed.

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

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

The Dean of the Graduate School shall have the authority to dismiss an appeal not sought on one or more of these three grounds. If an appeal is upheld, the Dean of the Graduate School shall refer the matter back to the Hearing Committee with

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appropriate instructions. The decision of the Dean of the Graduate School concerning an appeal shall be final. A version of this policy was first approved and adopted by the Board of Trustees on November 10, 1998. This version was approved and adopted by the Board of Trustees on April 24, 2013.

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

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

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

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

12. Useful web addresses
UConn: www.uconn.edu
UConn Health (UCHC): http://health.uconn.edu/
UConn Health Graduate School: http://grad.uchc.edu
UConn MPH Program: http://commed.uchc.edu/education/mph/index.html
UConn Health Registrar: http://health.uconn.edu/student-services/registrar/current-uconn-health-graduate-school-students/
Academic Calendar: http://gradcatalog.uconn.edu/grad-school-info/academic-calendar

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PeopleSoft: https://student.studentadmin.uconn.edu
HuskyCT: http://lms.uconn.edu
MPH email: http://mail.uchc.edu
CITI Training: http://www.citiprogram.org/default.asp
UConn Health Institutional Review Board (IRB): http://hspo.uchc.edu/irb/index.html
UConn Graduate School Catalogue (PDF): http://catalog.grad.uconn.edu
Classroom directions and campus maps: http://commed.uchc.edu/contact/index.html

13. Program length

Courses in our MPH program carry 3 credits, which consists of 45 contact hours per semester (3 hours per week for 15 weeks) and 90-120 hours of related out-of-class work. The stand-alone degree typically requires completion of 16 courses/48 credits, distributed among 24 credits (8 courses) that address foundational and concentration competencies of our program, a 3-credit applied practice experience (i.e., PUBH 5407 Practicum in Public Health), 3-9 credits for a required Integrative Learning Experience (i.e., Thesis or Project) and 12-18 credits for elective coursework reflective of a student's professional interests.

Candidates for the MD/MPH and DMD/MPH are required to complete 36 credits (as outlined above reflecting their accrual of 12 PUBH credits through requirements of the Certificate on Social Determinants of Health and Disparities). Additional program credits are distributed among 18 credits (6 courses) addressing foundational and concentration competencies of our program not otherwise addressed through SDH&D requirements, a 3-credit applied practice experience (i.e., PUBH 5407 Practicum in Public Health), 3-9 credits for a required Integrative Learning Experience (i.e., Thesis or Project) and 6-12 credits for elective coursework reflective of a student's professional interests.

All other dual degree candidates are required to complete 36 credits (as outlined in section 5 above)

Degree Conferral Deadline**:** Conferral of the MPH, PhD or recognition of graduate certificates 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 announcement of the doctoral dissertation and submission of documents to Storrs and to UConn Health. Failure to meet the submission deadline could result in a delay of your degree conferral.

14. Faculty Advisors

At the time students are admitted to the MPH 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 student progress 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. With assistance from the major advisor, students proceed to select an associate advisor from that list.

Faculty, Public Health Area of Study Department of Community Medicine		
Thomas Babor, PhD, MPH	babor@nso.uchc.edu	Alcohol and drug problems & related cultural factors
Angela Bermudez-Millan, PhD, MPH	bermudez-millan@uchc.edu	Nutrition and health policy
Stacey Brown, PhD	stbrown@uchc.edu	Health sociology
Mary Elizabeth Bruder, PhD	bruder@uchc.edu	Developmental disabilities and early intervention
Joseph Burleson, PhD	burleson@up.uchc.edu	Substance abuse; Research design & analysis
Jennifer Cavallari, ScD, CIH	cavallari@uchc.edu	Occupational & environmental epidemiology
Audrey Chapman, PhD	chapman@uchc.edu	Public health ethics
James Grady, DrPH	jgrady@uchc.edu	Statistical methods
David Gregorio, PhD, MS	gregorio@uchc.edu	Disease surveillance; Cancer epidemiology

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Zita Lazzarini, JD, MPH	lazzarini@uchc.edu	Public health law
Bonnie McRee, PhD, MPH	mcree@uche.edu	Substance abuse prevention
Chi Ling-Kuo, PhD	kuo@uchc.edu	Statistical methods
Steven Schensul, PhD	schensul@uchc.edu	AIDS risk (international), applied health research
Richard Stevens, PhD	bugs@uchc.edu	Cancer epidemiology
Helen Swede, PhD	swede@uchc.edu	Cancer chemoprevention, cancer disparities
Howard Tennen, PhD	tennen@uchc.edu	Stress, coping & adaptation to chronic illness
Jane Ungemack, DrPH	ungemack@uchc.edu	Health services research/substance abuse
UConn Health and UConn Storrs		
Sarita Arteaga, DMD, MAGD	arteaga@uchc.edu	Oral rehabilitation; biomaterials
Robert Aseltine, PhD	aseltine@uchc.edu	Health sociology
David Banach, MD, MPH	dbanach@uchc.edu	Infection control and prevention
Lisa Barry, PhD	libarry@uchc.edu	Epidemiology of depression in older populations
Alicia Dugan, PhD	dugan@uconn.edu	Organizational psychology
Richard Fortinsky, PhD	fortinsky@uchc.edu	Aging & health care
Julie Robison, PhD	jrobison@uchc.edu	Aging and health care
Zhao Helen Wu, PhD	zwu@uchc.edu	Substance abuse; Health disparities
Thomas Buckley, MPH	thomas.e.buckley@uconn.edu	Global health, pharmacy practice
Pamela Erickson, PhD, DrPH	pamela.erickson@uconn.edu	Medical anthropology
Pouran Faghri, MD, PhD	pouran.faghri@uconn.edu	Worksite & community wellness programs
Tania Huedo-Medina, PhD	tania.huedo-medina@uconn.edu	Quantitative methods
Brenda Kurz, PhD	brenda.kurz@uconn.edu	Prenatal depression
Linda Pescatello, PhD	linda.pescatello@uconn.edu	Exercise and aging
Susan Schmeiser JD, PhD	susan.schmeiser@uconn.edu	Family law, sexuality
Sarah Willen, PhD, MPH	sarah.willen@uconn.edu	Global health, Human rights

15. Assessing Competency of MPH Students

Students are expected to demonstrate proficiency as public health practitioners with respect to MPH program's formative and concentration competencies (See Section 2 of this handbook). Performance evaluations are done within three broad areas: course performance, applied practice and integrative learning. We consider these tools to be real-time indicators of program effectiveness.

15a. Individual Course Performance and Grade Point Average

MPH program courses typically carry 3 credits, each requiring the equivalent of 45 contact hours and 150 hours of academic effort. Students registered for core or elective courses are graded (A-F or S/U) to reflect the quality of their performance on assignments (e.g., reading comprehension, group discussion, papers, exams, and oral presentations). The program administration monitors grades each semester to identify students with academic deficiencies and communicates with them and their academic advisors as to whether remediation is necessary.

Students are expected to maintain a cumulative GPA of 3.0 while matriculating. A grade of less than B- in a required course or less than C+ in an elective course represents an academic deficiency that requires a remediation plan approved by a student's major advisor and program director (e.g., retaking deficient material). Cumulative GPAs below 3.0 or 2 or more grades in required courses below B represent serious academic deficiency that could result in suspension or termination from the program.

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15b. Applied Practice Experience (APE) – The Practicum

The UConn MPH program emphasizes the development of practical skills by students. Experiential learning is the process of learning through practice and reflecting on that experience. Every student **must** complete a 3-credit, semester-long, service-learning project (PUBH 5407 Practicum in Public Health) under the guidance of a community-based public health practitioner. No waiver of this requirement is permitted. These projects afford students experience in application of the principles of public health practice to 'real time' problem solving on behalf of the State's citizenry. In addition, they foster strong interprofessional partnerships that enhance workforce development, continuing education and program advocacy. Students work in collaboration with the agency (preceptor and other agency staff) to understand the nature of the challenge and to design and carry out a plan to address that challenge. Students also are asked to reflects 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 as structural level. Reflection is achieved through class discussions and written reflections. Students present a final report and give a final presentation. Typically, students commit 135+ hours to their practicum project.

Here, we focus on the content and outcomes of our required practicum but note that we see the completion of PUBH 5407 - Practicum in Public Health along with our required PUBH 5431 - Public Health Research Methods, the elective PUBH 5498 - Field Experiences in Public Health Systems, and the required capstone project as the core for developing practical skill competencies.

15b-1. Group Practicum

Group practicum students enroll in PUBH 5407 Practicum in Public Health after they have completed most of their core requirements (often the spring semester of their second year). Prior to the start of the semester, students meet with the practicum coordinator to assess student interests, capabilities and availability. Students are asked to prioritize project choices available during that semester and 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.

15b-2. Individual Practicum

Students may enroll with permission of the practicum coordinator in PUBH 5407 during any semester that they intend to complete an individual practicum project. The practicum coordinator must approve the appropriateness of the project and proposed preceptor before enrollment is permitted. Students must demonstrate significant constraints or reasons for pursuing the individual practicum.

15c. Integrative Learning Experience (ILE) – the Thesis or Project

All students are required to complete an ILE that is understood to address a significant public health concern, pursue novel inquiry and/or initiative and demonstrate the student's mastery of 1 or more of our program competencies. This experience may constitute a 9-credit ILE Thesis exemplifying scholarship of discovery (i.e., answering questions) or a 3-6 credit ILE Project demonstrating the scholarship of application (i.e., resolving public health problems). Regardless of format, the ILE Thesis or Project should yield generalizable knowledge relevant to the theory or practice of public health. The product should be clear, concise, accurate and valid. The ILE project is graded as S/U.

An ILE Thesis typically will focus on:
* A theoretical statement about the relationships among one or more exposures, interventions and/or outcomes.

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

An ILE Project typically will focus on:
- A <u>case study</u> 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 <u>program evaluation</u> that assesses whether an intervention is efficacious and effective in achieving a desired outcome.
- An <u>educational resource</u> intended to enhance public health practices by communities.
- A <u>data management protocol</u> to improve access, efficiency and impact of data collection and analysis.
- A <u>policy analysis</u> bringing together available data from various sources for critical assessment of strengths and weaknesses of policy options for decision makers.

Students in good academic standing at the time they complete our core course sequence (GPA $\geq$ 3.0, no grades less than B-) must submit a plan of study to the MPH office indicating coursework completed/anticipated toward the MPH degree and selection of an advisory committee of 3 of which the major advisor and 1 associate member hold appointments within our Public Health Field of Study and a second associate member of the committee selected from outside the program's faculty. All advisory committee members must have at a minimum a relevant graduate degree and a background appropriate for the student's capstone project. A copy of the external advisory committee member's Curriculum Vitae (CV) must be sent to the Graduate school for approval.

Upon acknowledgement by the Graduate School, the major advisor has responsibility for guiding students in the selection of remaining courses and the capstone format and topic. The associate advisors are responsible for helping to guide the capstone and for reviewing and approving the final product. Before commencing their projects, students prepare a brief prospectus at: https://health.uconn.edu/community-medicine/m-p-h-program/current-students/forms/ summarizing their area of focus, method of inquiry/activity, timetable and expectations for review. Approvals by the advisory committee and MPH program director must be in hand and assurances (as required) pertaining to fair and ethical practices (e.g., IRB, HIPAA training, etc.) must be secured before students can begin their work or register for the ILE Thesis or Project.

16. Request for Course Waivers, Credit Waivers and Credit Transfers

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

Students requesting course waivers, credit waivers and credit transfers must demonstrate that the action appropriately addresses 1 or more of our program's competencies, exhibits equivalency of workload requirements (i.e., required time/effort, performance expectations), and yielded minimum grade of B through evidence presented in course outlines, catalog descriptions, coursework products, etc. Such requests will be considered individually and must be approved by the student's major advisor and the program director.

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

17. Preparing for Graduation

A recommended timetable for submission and approval of your ILE Thesis or Project includes:
- Sign up for graduation on PeopleSoft by University deadline

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- Submission of an initial draft of the manuscript to your major advisor <u>at least 12 weeks</u> prior to the university graduate date.
- Submit a 'next to final' draft of your manuscript to your 3 person advisory committee at least 4 weeks prior to the university graduation date.
- Prepare a poster summarizing IPE Thesis or Project content OR schedule an oral defense (Final Examination) at least 1 week prior to the schedule MPH program Poster Session
- Submit a final manuscript to your 3 person advisory committee at least 1 week prior to the university graduation date.
- Confirm completed degree requirements with Graduate Records Office at
  https://registrar.uconn.edu/graduation/graduate-programs/

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Application to reduce MPH Program Credit Requirement
Through Advanced Standing, Transfer or Credit Waiver

Student Name: _____   Empl. ID: _____

1.   Indicate nature of your request to reduce MPH Program Credits.
       ☐Advanced standing   ☐Transfer credit   ☐Credit waiver (Go to #4)

2.   List courses for which advanced standing or transfer credit is requested

Course #	Course title	University/College	Year	Grade

3.   Attach course descriptions or syllabi and an official transcript regarding entries noted above. (Skip to #5).

4.   Briefly justify request for credit waiver.

5.   As advisor to this student, I support this request to reduce the MPH program credit requirement.

_____   _____
Signature of Advisor   Date

Application received   _____
                                                Date

Disposition   _____
                           _____
                           _____
                           _____

_____   _____
Program Director   Date

Program Form: APPENDIX B

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UCONN Graduate Programs in Public Health
Integrative Learning Experience Thesis (Plan A) Application Form

Date _____ **Student Name** _____ **Empl.ID** _____

Major Advisor _____ **Secondary Advisor** _____

External reader _____

Degree sought ☐MPH ☐MD/MPH ☐DMD/MPH ☐JD/MPH
☐MSW/MPH ☐MSN/MPH ☐PharmD/MPH

The mission of the UConn Master of Public Health (MPH) program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. UConn MPH students are expected, through their coursework, experiential and culminating activities to demonstrate mastery of skills, practices and perspectives that contribute to our program's vision of making Connecticut residents among the healthiest, most productive and satisfied of Americans. Individuals preparing to complete an ILE Thesis (Plan A) as their final graduation requirement must (a) document their knowledge of public health's core disciplines and (b) the implications of such work for the interprofessional practice of public health.

Please complete the Curriculum Checklist to document completion of program requirements.

FA	SP	Year		Approved substitute	Program director initial
☐	☐	_____	PUBH 5401 Interprofessional Public Health Practice	_____	_____
☐	☐	_____	PUBH 5403 Health Administration	_____	_____
☐	☐	_____	PUBH 5404 Environmental Health	_____	_____
☐	☐	_____	PUBH 5405 Social Foundations of Public Health	_____	_____
☐	☐	_____	PUBH 5406 Law and Public Health	_____	_____
☐	☐	_____	PUBH 5407 Practicum in Public Health	_____	_____
☐	☐	_____	PUBH 5408 Epidemiology & Biostatistics I	_____	_____
☐	☐	_____	PUBH 5409 Epidemiology & Biostatistics II	_____	_____
☐	☐	_____	PUBH 5321 Public Health Research Methods	_____	_____
☐	☐	_____	Elective #1: PUBH _____Course title:_____		
☐	☐	_____	Elective #2: PUBH _____Course title:_____		
☐	☐	_____	Elective #3: PUBH _____Course title:_____		
☐	☐	_____	Elective #4: PUBH _____Course title:_____		
☐	☐	_____	GRAD 5950 Thesis Research		
☐	☐	_____	GRAD 5950 Thesis Research		
☐	☐	_____	GRAD 5950 Thesis Research		

Special circumstances/considerations (e.g., advanced standing)

_____
_____
_____

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For each of the program's core competencies listed below, provide a brief example of what you have done or will do to mastered these expectations.

	Core competencies	Example of how a competency was/will be mastered (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.)	
1.	Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequalities.	☐Have done ☐Will do	
2.	Apply basic methods and terminology to calculate and report disease rates and risks in populations.	☐Have done ☐Will do	
3.	Employ principles of research design, probability and measurement to draw appropriate inferences from data.	☐Have done ☐Will do	
4.	Utilize appropriate information technologies to collect, analyze and disseminate data.	☐Have done ☐Will do	
5.	Assess the strengths and limitations of various research designs in collecting, analyzing and interpreting information from public health studies.	☐Have done ☐Will do	
6.	Identify main components of the organization, financing and delivery of health care and public health services in the U.S. and in other countries.	☐Have done ☐Will do	
7.	Promote evidence-based public health practices that affect the health of communities.	☐Have done ☐Will do	
8.	Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards.	☐Have done ☐Will do	
9.	Describe mechanisms of toxicity that explain direct and indirect effects of environments on human health.	☐Have done ☐Will do	
10.	Contrast basic social and behavioral science theories about the causes and control of public health concerns.	☐Have done ☐Will do	
11.	Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care.	☐Have done ☐Will do	
12.	Design and implement public health interventions according to sound ethical and legal standards.	☐Have done ☐Will do	

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Interprofessional public health practice represents the effort to address an important, persistent public health problem through system-level approaches to health promotion/disease prevention through the understanding and appreciation of how individuals from distinct professional backgrounds/orientation can work together to deliver high quality, sustainable and comprehensive services. System-level approaches, in turn, are activities built around core disciplines of public health that include assessing community health status, monitoring the distribution/determinants of disease and disability, proposing, implementing and evaluating health promoting/disease preventing programs, designing and disseminating tools and strategies that promote effective community health activities, and supporting community-focused advocacy and policy development.

For each of the program's competencies specific to interprofessional public health practice, provide a brief example of what you have done or will do to mastered these expectations.

	Interprofessional practice competencies	Example of how a competency was/will be mastered (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.)	
13.	Illustrate public health's role in informing scientific, ethical, economic, social & political discussions about health.	☐Have done ☐Will do	
14.	Use effective written and oral communication tools and techniques to deliver efficient and effective messages that facilitate discussion as to how to address the needs of communities served.	☐Have done ☐Will do	
15.	Communicate one's roles/responsibilities clearly to community and team members.	☐Have done ☐Will do	
16.	Engage in teams to develop and advocate for effective policy and program change.	☐Have done ☐Will do	
17.	Embrace cultural diversity and individual differences that characterize communities, organizations and individuals.	☐Have done ☐Will do	

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The ILE thesis completed as an Independent Learning Experience is intended to demonstrate your mastery of public health as a scholarly discipline. The work you complete is expected to contribute to the discovery of knowledge about population health and practices.   As such, you are expected to produce findings relevant and important to our field.

Your ILE thesis, representing the culmination of your plan of study and is an official document of the University. Approval by the graduate school requires:
1. A signed Plan of Study for the Master's Degree (see: http://grad.uconn.edu/wp-content/uploads/sites/2114/2017/06/planofstudymasters.pdf
2. A signed Report of final examination form (See: http://grad.uconn.edu/wp-content/uploads/sites/2114/2017/04/Report-on-Final-Exam-Masters-1.pdf

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

Use the following framework (with suggested page lengths) to prepare your ILE Thesis proposal.
A suitable proposal provides sufficient detail for a reader to understand (a) what you intend to do, (b) the justification for that effort, (c) the timeline and deliverables associated with the thesis and (d) an expectation for how this work will contribute to the interprofessional practice of public health.

1. Provide a tentative title of this thesis.   (70 characters)
2. Summarize the public health question you will address.   (0.5 page)
3. Provide background about the significance of this research question for public health   (1-2 pages)
4. Describe theory and prior research guiding your approach to this topic.   (1-2 pages)
5. Identify the at-risk group (and why they were selected) for this thesis.   (0.5 page)
6. State the hypothesis/hypotheses guiding your research.   (0.5 page)
7. Summarize methodology for collection/analysis of data.   (1-3 pages)
8. Indicate how your thesis informs interprofessional public health practice.   (0.5 page)

Attach your proposal to this document for review by your advisory committee and Program Director.

Approvals

	Print name	Signature	Date
Major Advisor	_____	_____	_____
Secondary Advisor	_____	_____	_____
External reader	_____	_____	_____
Program Director	_____	_____	_____

IRB review of this proposal

☐is recommended   ☐has been requested (Date)_____   ☐is **NOT** recommended

☐has been received (Date) _____

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Your ILE thesis will be evaluated by your advisory committee according to the following rubric. The finished product must be considered a thesis of 'satisfactory quality' to meet our MPH program requirement. **It is your responsibility to make adequate progress and produce quality work. Your ILE thesis should not exceed 10,000 words** (approximately 30 pages), exclusive of footnotes/endnotes/references/bibliography. Manuscripts exceeding that length may be considered non-responsive and referred back for revision. With prior approval, an advisory committee may permit a manuscript of greater length). The necessary components of a thesis should include:

1. A cover page (see: http://grad.uconn.edu/current-students/masters-degree-program/plan-b/ for approved format).
2. Acknowledgements (if appropriate)
3. Scientific abstract (150 words) that summarizes your project's background, methods, results and conclusion of your work)
4. Table of contents, tables and figures that designate appropriate pages.
5. Introduction (1-2 page) that describes your selected topic and its significance to public health.
6. Specific aims (1 page) that identifies the hypothesis guiding your work.
7. Background (5-8 pages) of most pertinent material to the rationale for undertaking this project
8. Methods and materials (3-5 pages) describing procedures to collect, analyze and report data.
9. Results (5-8 pages) that present findings directly relevant to what was accomplished.
10. Discussion (5 pages) assessing how this work is relevant (i.e., its strengths and limitations) to the public health sciences.
11. Conclusion (2-3 pages) that summarizes what was done and recommended 'next steps'.

A completed thesis conforms to the University's manual of style, procedures and timetable; an ILE Project must follow comparable MPH Program standards. Further guidance is available through the *Graduate Catalog*, University and Program websites and consultation with program and university personnel.

Once the student's advisory committee considers the capstone project ready, students will either participate in the annual MPH poster session or schedule an oral presentation of their work for their committee and other interested parties. After the poster session or oral presentation, agreement among the advisory committee that written and oral products meet program requirements results in signatures on the Report of Final Examination Form whereby they recommend degree conferral to the Dean of the Graduate School. Students pursuing a thesis must adhere to Master Thesis Specifications of the Graduate School (on the tab at the top under the Master's Degree Program title). Be sure to read the **Required Formatting of Thesis Title Page, Copyright Page, and Approval Page** and complete the **Submitting Your Thesis Checklist**. Both are available at http://grad.uconn.edu/current-students/masters-degree-program/..

This thesis……	Possible points	Points assigned		
		Major Advisor	Secondary Advisor	External Reader
Reflects knowledge of core public health disciplines.	10			
Addresses a relevant and timely public health questrion	10			
Demonstrates appropriate use of analytic methodologies, models and/or theories.	20			
Acknowledges relevance of the work to interprofessional public health practice.	10			
Appropriately presents text, tables, figures and related materials.	10			
Presents findings generalizable to other settings.	20			
Exemplifies professional conduct by students interacting with mentors, advisors and the public.	10			
Embodies self-reliance/direction of student through timely completion of activities.	10			
Total	100			

Approval: On the basis of our assessment, the advisory committee judges this thesis to be

___ highest quality (receiving 100 possible points)
___ high quality (receiving 90-99 possible points)
___ satisfactory quality (receiving 80-89 possible points)

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	Print name	Signature	Date
Major Advisor	_____	_____	_____
Secondary Advisor	_____	_____	_____
External reader	_____	_____	_____

*Footnotes/endnotes should not exceed 20% of the document and **NOT** include material that would normally be appropriate for the main text (i.e.. discursive content within footnotes is **not permitted**).

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UCONN Graduate Programs in Public Health
Integrative Learning Experience (ILE) Project (Plan B) Application Form

Date _____ **Student Name** _____ **Empl.ID** _____

Major Advisor _____ **Secondary Advisor**_____

External reader _____

Degree sought ☐MPH ☐MD/MPH ☐DMD/MPH ☐JD/MPH
☐MSW/MPH ☐MSN/MPH ☐PharmD/MPH

The mission of the UConn Master of Public Health (MPH) program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. UConn MPH students are expected, through their coursework, experiential and culminating activities to demonstrate mastery of skills, practices and perspectives that contribute to our program's vision of making Connecticut residents among the healthiest, most productive and satisfied of Americans. Individuals preparing to complete a Thesis (Plan A) as their final graduation requirement must (a) document their knowledge of public health's core disciplines and (b) the implications of such work for the interprofessional practice of public health.

Please complete the Curriculum Checklist to document completion of program requirements.

FA	SP	Year	Approved substitute	Program director initial
☐	☐	_____ PUBH 5401 Interprofessional Public Health Practice	_____	_____
☐	☐	_____ PUBH 5403 Health Administration	_____	_____
☐	☐	_____ PUBH 5404 Environmental Health	_____	_____
☐	☐	_____ PUBH 5405 Social Foundations of Public Health	_____	_____
☐	☐	_____ PUBH 5406 Law and Public Health	_____	_____
☐	☐	_____ PUBH 5407 Practicum in Public Health	_____	_____
☐	☐	_____ PUBH 5408 Epidemiology & Biostatistics I	_____	_____
☐	☐	_____ PUBH 5409 Epidemiology & Biostatistics II	_____	_____
☐	☐	_____ PUBH 5321 Public Health Research Methods	_____	_____
☐	☐	_____ Elective #1: PUBH _____ Course title:_____		
☐	☐	_____ Elective #2: PUBH _____ Course title:_____		
☐	☐	_____ Elective #3: PUBH _____ Course title:_____		
☐	☐	_____ Elective #4: PUBH _____ Course title:_____		
☐	☐	_____ Elective #5: PUBH _____ Course title:_____		
☐	☐	_____ Elective #6: PUBH _____ Course title:_____		
☐	☐	_____ PUBH 5499 Capstone		

Special circumstances/considerations (e.g., advanced standing) _____

_____

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For each of the program's core competencies listed below, provide a brief example of what you have done or will do to mastered these expectations.

Core competencies	Example of how a competency was/will be mastered (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.)	
1. Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequalities.	☐Have done ☐Will do	
2. Apply basic methods and terminology to calculate and report disease rates and risks in populations.	☐Have done ☐Will do	
3. Employ principles of research design, probability and measurement to draw appropriate inferences from data.	☐Have done ☐Will do	
4. Utilize appropriate information technologies to collect, analyze and disseminate data.	☐Have done ☐Will do	
5. Assess the strengths and limitations of various research designs in collecting, analyzing and interpreting information from public health studies.	☐Have done ☐Will do	
6. Identify main components of the organization, financing and delivery of health care and public health services in the U.S. and in other countries.	☐Have done ☐Will do	
7. Promote evidence-based public health practices that affect the health of communities.	☐Have done ☐Will do	
8. Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards.	☐Have done ☐Will do	
9. Describe mechanisms of toxicity that explain direct and indirect effects of environments on human health.	☐Have done ☐Will do	
10. Contrast basic social and behavioral science theories about the causes and control of public health concerns.	☐Have done ☐Will do	
11. Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care.	☐Have done ☐Will do	
12. Design and implement public health interventions according to sound ethical and legal standards.	☐Have done ☐Will do	

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Interprofessional public health practice represents the effort to address an important, persistent public health problem through system-level approaches to health promotion/disease prevention through the understanding and appreciation of how individuals from distinct professional backgrounds/orientation can work together to deliver high quality, sustainable and comprehensive services.. System-level approaches, in turn, are activities built around core disciplines of public health that include assessing community health status, monitoring the distribution/determinants of disease and disability, proposing, implementing and evaluating health promoting/disease preventing programs, designing and disseminating tools and strategies that promote effective community health activities, and supporting community-focused advocacy and policy development.

For each of the program's competencies specific to interprofessional public health practice, provide a brief example of what you have done or will do to mastered these expectations.

	Interprofessional practice competencies	Example of how a competency was/will be mastered (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.)	
13.	Illustrate the role public health plays in informing scientific, ethical, economic, social and political discussions about health.	☐Have done ☐Will do	
14.	Use written and oral formats to deliver efficient and effective messages that assess risk, promote health and manage disease in communities.	☐Have done ☐Will do	
15.	Acknowledge one's role and those of other professions in addressing the needs of communities served.	☐Have done ☐Will do	
16.	Establish and lead teams to develop and advocate for effective policy and program change.	☐Have done ☐Will do	
17.	Respect and protect the rights and differences of persons and the communities in which they live.	☐Have done ☐Will do	

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The ILE project undertaken as an Integrative Learning Experience should demonstrate a student's mastery of public health science as a practice discipline. The work you complete is expected to contribute to the delivery of evidence-based solutions to population health issues. As such, you are expected to produce findings relevant and important to our field.

Your ILE project, representing the culmination of your plan of study and is an official document of the University. Approval by the graduate school requires:
1. A signed Plan of Study for the Master's Degree (see: http://grad.uconn.edu/wp -content/uploads/sites/1635/2016/ 05/planofstudymasters.pdf.).
2. A signed Plan B Non-Thesis (Project) Approval Form (See: http://grad.uconn.edu/wp-content/uploads/sites/1635/2014/08/ reportonfinalexam_masters.pdf).

An ILE project typically will focus on
- A <u>case study</u> 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 <u>program evaluation</u> that assesses whether an intervention is efficacious and effective in achieving a desired outcome.
- An <u>educational resource</u> intended to enhance public health practices by communities.
- A <u>data management protocol</u> to improve access, efficiency and impact of data collection and analysis.
- A <u>policy analysis</u> bringing together available data from various sources for critical assessment of strengths and weaknesses of policy options for decision makers.

Use the following framework (with suggested page lengths) to prepare your project as an Integrative Learning Experience.
A suitable proposal provides sufficient detail for a reader to understand (a) what you intend to do, (b) the justification for that effort, (c) the timeline and deliverables associated with the project and (d) an expectation for how this work will contribute to the interprofessional practice of public health.

1. Provide a tentative title of this project. (70 characters)
2. Summarize the public health issue you will address. (0.5 page)
3. Provide background about the significance of concern regarding public health practice. (1-2 pages)
4. Describe theory and prior research guiding your approach to this topic. (1-2 pages)
5. Identify the at-risk group (and why they were selected) for this project (0.5 pages)
6. Summarize the activities your will undertake in pursing this topic. (1-2 pages)
7. State your expectation about the usefulness of this work by other public health practitioners (0.5 page)
8. Indicate how your project informs interprofessional public health practice. (0.5 page)

Attach your proposal to this document for review by your advisory committee and Program Director.

Approvals

	Print name	Signature	Date
Major Advisor	_____	_____	_____
Secondary Advisor	_____	_____	_____
External reader	_____	_____	_____
Program Director	_____	_____	_____

IRB review of this proposal

☐is recommended   ☐has been requested (Date)_____   ☐is **NOT** recommended

☐has been received (Date) _____

Your ILE finished Project will be evaluated by your advisory committee according to the following rubric. The finished product must be considered a project of 'satisfactory quality' to meet our MPH program requirement. **It is your responsibility to make adequate progress and produce quality work. Your ILE project should not exceed 10,000 words** (approximately 30 pages), exclusive of footnotes/endnotes/references/bibliography. Manuscripts exceeding that length may be considered non-responsive and referred back for revision. With prior approval, an advisory committee may permit a manuscript of greater length). The necessary components of an ILE Project (non-thesis) should include:

1. A cover page with title, author, credentials, date and degree sought.
2. Acknowledgements (if appropriate)
3. Formal abstract (150 words) that summarizes your project's background, procedures, results and conclusion of your work
4. Table of contents, tables and figures that designate appropriate pages.
5. Introduction (1-2 page) that describes your selected topic and its significance to public health practice.
6. Background (5-8 pages) of most pertinent theory and findings on the subject that provide a rationale for undertaking this project.
7. Procedures for completing the project (3-5 pages).
8. Results (5-8 pages) that present findings directly relevant to what was accomplished.
9. Discussion (5 pages) assessing how this work is relevant (i.e., its strengths and limitations) to the interprofessional practice of public health.
10. Conclusion (2-3 pages) that summarizes what was done and recommended 'next steps'.

This project……	Possible points	Points assigned		
		Major Advisor	Secondary Advisor	External Reader
Reflects knowledge of core public health disciplines.	10			
Addresses a relevant and timely public health problem	10			
Demonstrates appropriate use of practice methodologies, models and/or theories.	20			
Acknowledges relevance of the work to interprofessional public health practice.	10			
Appropriately presents text, tables, figures and related materials.	10			
Presents findings generalizable to other settings.	20			
Exemplifies professional conduct by students interacting with mentors, advisors and the public.	10			
Embodies self-reliance/direction of student through timely completion of activities.	10			
Total	100			

Approval: On the basis of our assessment, the advisory committee judges this project to be

___ highest quality (receiving 100 possible points)
___ high quality (receiving 90-99 possible points)
___ satisfactory quality (receiving 80-89 possible points)

	Print name	Signature	Date
Major Advisor	_____	_____	_____
Secondary Advisor	_____	_____	_____
External reader	_____	_____	_____

*Footnotes/endnotes should not exceed 20% of the document and **NOT** include material that would normally be appropriate for the main text (i.e.. discursive content within footnotes is **not permitted**.)