UCONN | UNIVERSITY OF CONNECTICUT

Program in Applied Public Health Sciences

Master of Public Health (MPH)
2025-26 Handbook

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

Public health careers for the 21st century, along with many in the related health and human services, will require competence in interprofessional practice that coordinates the skill sets and perspectives of various disciplines to achieve effective, comprehensive, and systems-level improvements to our environment and social structure. Competencies of interprofessional practice refer to the capacity of individuals and teams to enact knowledge, skills, values and attitudes essential for working together across professions and stakeholder groups to improve outcomes.

The UConn Department of Public Health Sciences offers the Master of Public Health (MPH) degree focusing on Interprofessional Public Health Practice for students anticipating careers in Government or non-Government agencies. The MPH degree integrates coursework on foundational topics in public health and experiential opportunities that allow students to develop and demonstrate their knowledge and competency as public health practitioners. Degree requirements conform to standards of the UConn Graduate School, as well as those of the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit public health schools and programs. UConn's MPH Program has been fully accredited by CEPH since 1984.

Guiding Principles.

Our Vision:	To be an integral contributor in assuring Americans and others can enjoy healthy, productive and satisfying lives.
Our Mission:	To assure public health students and practitioners are prepared to address 21st century challenges through a comprehensive program of educational experiences, mentorship and career guidance.
Our Program Goals:	Produce competent interprofessional practitioners to fill leadership roles in applied public health settings (education)
	Further our understanding of factors impacting health to better control the burdens of at-risk populations (research)
	Engage community partners to pursue effective approaches to community health (service/engagement)
	Build an inclusive public health workforce to equitably address community needs and aspirations (equity)
Guiding Values:	Fostering reciprocal, equitable partnerships with stakeholders
	Seeking justice through wellness as a public good and fundamental right of all
	Acknowledging differing beliefs and practices into all program activities
	Promoting ethical standard in all actions and interactions

Program and Graduate School Administration.
UConn administrators, faculty, and staff are readily available to students to ensure a positive experience during their course of study. The Program maintains an information line (860-679-5470) where you can leave messages for later review and follow-up. For Program-related inquiries, email publichealth@uchc.edu.

Program in Applied Public Health Sciences	195 Farmington Avenue, Farmington, CT 06030-6325	
Stacey Brown, Director and APE Coordinator	stbrown@uchc.edu	860-679-2927
Helen Swede, PhD, Coordinator	swede@uchc.edu	869-679-5568
David Gregorio, FastTrack Coordinator	gregorio@uchc.edu	860-679-5480
Kristin Guertin, Dual Degree Coordinator	kguertin@uchc.edu	860-679-5183
Holly Samociuk, Program Associate	samociuk@uchc.edu	860-679-5467
Michael Abate, Technical Analyst 2	mabate@uchc.edu	860-679-5479
UConn Graduate School - 263 Farmington Avenue, Farmington CT 06030-1850		
Barbara Kream, Associate Dean	kream@uchc.edu	860-679-3849
Rebecca Straub, UConn Health Office of the Registrar	registrar@uchc.edu	860-679-2990
Charley Rowland, UConn Health Bursar	chrowland@uchc.edu	860-679-1632

MPH Course Requirements - Students can earn the MPH degree following our Standalone, FastTrack or Dual Degree pathways.

 Our Standalone MPH degree requires students to complete 48 PUBH-related credits, consisting of 5 foundational courses, 3 concentration courses, a 2-semester APE (PUBH 5407), and 5 elective courses combined with a 3-credit ILE Capstone Project (PUBH 5499). Our FastTrack BA/BS+MPH pathway requires students to complete 42 PUBH-related credits, consisting of 5 foundational courses 3 concentration courses, a 2-semester APE (PUBH 5407), and 3 elective courses combined with a 3-credit PUBH 5499 ILE Capstone Project course. (NOTE: Students desiring a research-focused MPH may petition the program to substitute the 3-credit ILE PUBH 5499 Capstone Project with 3, rather than 5 electives, along with a 9-credit GRAD 5950 ILE Thesis. To be approved for thesis work, a student must demonstrate the capacity to produce a rigorous, thorough product that benefits from ongoing, timely input from the student's advisory committee. Of paramount concern is documentation of a student's 'readiness' to undertake thesis-related work as defined by their mastery of appropriate technical skills, substantive knowledge of subject matter in question, and a thorough understanding of thesis requirements and timelines, at least 2 semesters prior to graduation.)

Courses & Credits for MPH and FastTrack Pathways.

Course number	Course name	MPH	FastTrack MPH	Credits Earned
Required courses (foundation and concentration)				
PUBH 5403	Health Administration	X	X	3
PUBH 5404	Environmental Health	X	X	3
PUBH 5405	Social/Behavioral Foundations of Public Health	X	X	3
PUBH 5406	Law and Public Health	X	X	3
PUBH 5408†	Epidemiology & Biostatistics I	X	X	3
PUBH 5409†	Epidemiology & Biostatistics II	X	X	3
PUBH 5411†	Introduction to Interprofessional Public Health Practice	X	X	3
PUBH 5431†	Public Health Research Methods	X	X	3
APE Requirement				
PUBH 5407	Practicum in Public Health	X	X	6
Electives and non-thesis ILE				
	PUBH-electives	5	3	9-15
PUBH 5499	Capstone Project	X	X	3
Alternative ILE thesis				
	PUBH-electives	3	1	3-9
GRAD 5950	Thesis Research*	9	9	9
TOTAL CREDITS		**48**	**42**	

† Courses completed with UConn Undergraduates
* An application to this path is required at least 2 semesters before anticipated graduation. The application must be approved prior to the start of the semester.

Traditional MPH Suggested Template for MPH Plans of Study for Full and Part-time Students

	Full-time study		Part-time study	
	Fall Term	**Spring Term**	**Fall Term**	**Spring Term**
Year 1	PUBH 5403 PUBH 5408 PUBH 5411 PUBH Elective	PUBH 5404 PUBH 5405 PUBH 5409 PUBH 5431	PUBH 5411 PUBH 5408	PUBH 5405 PUBH 5409
Year 2	PUBH 5406 PUBH 5407 PUBH Elective PUBH Elective	PUBH 5407 PUBH Elective PUBH Elective	PUBH 5406 PUBH 5407	PUBH 5404 PUBH 5407
	Plan A Thesis			
	GRAD 5950 (3 credits)	GRAD 5950 (6 credits)		
	Plan B Non-thesis			
		PUBH Elective PUBH 5499 (Capstone)		
Year 3			PUBH 5403 PUBH Elective	PUBH 5431 PUBH Elective
Year 4			Plan A Thesis	
			PUBH Elective GRAD 5950 (3 credits)	GRAD 5950 (6 credits)
			Plan B Non-thesis	
			PUBH Elective PUBH Elective	PUBH Elective PUBH 5499 (Capstone)

Requests for credit-load reduction or transfer of 3 or 6 credits must be based on prior academic work. Credit waivers and transfer credits are reviewed on an individual basis by the Program Director, requiring students to demonstrate satisfactory performance (grade of B or better) in the course, and evidence that the course content is relevant to the MPH degree (i.e., suitable for inclusion as coursework within a CEPH-accredited program or school). However, no student on the Standalone pathway completes their degree with fewer than 42 PUBH-credits earned.

Our Dual Degree MPH is completed concurrently with degrees in medicine, dental medicine, social work, law, or pharmacy. The Dual Degree pathway requires students to complete 42 credits, of which 36 credits are earned through PUBH courses. Dual degree candidates complete required coursework in their complementary degree program for which 6 'shared' credits are recognized by the Program and Graduate School. Dual Degree candidates are not eligible for additional credit waivers or transfer credits. No Dual Degree candidate completes their MPH with fewer than 42 credits earned. Please note that dual degrees must be conferred together in the same semester.

Courses & Credits for Dual Degree Pathways.

Courses	MPH Dual degree with				
	M.D.	D.M.D.	J.D.	M.S.W.	Pharm.D.
Required foundation and concentration courses					
PUBH 5403 Health Administration (F)	X	X	X	X	X
PUBH 5404 Environmental Health (S)	X	X	X	X	X
PUBH 5405 Social and Behavioral Foundations of Public Health (S)	X	X	X	X	X
PUBH 5406 Law and Public Health (F)	X	X	X	X	X
PUBH 5408 Epidemiology & Biostatistics I (F)			X	X	X
PUBH 5409 Epidemiology & Biostatistics II (S)			X	X	X
PUBH 5411 Introduction to Interprofessional Public Health Practice (F)	X	X	X	X	X
PUBH 5497 Public Health Research Appraisal (F) or PUBH 5431 Public Health Research Methods (S)	X	X	X		X
APE requirement					
PUBH 5407 Practicum in Public Health	X	X	X	X	X
Electives and Thesis ILE*					
Public Health Elective Credits	6	6	0	3	0
Grad 5950 Thesis Research Credits	9	9	9	9	9
Electives and Capstone Project ILE					
Public Health Elective Credits	12	12	6	9	6
PUBH 5499 Capstone Project Credits	3	3	3	3	3
Additional requirements for Dual Degree candidates					
	VITAL – Stage 1	VITAL – Stage 1	LAW 7587 LAW 7592	BASC 5350 BASC 5333 POPR 5310	PHRX 3050 PHRX 4057

* An application to this path is required at least 2 semesters before anticipated graduation. The application must be approved prior to the start of the semester.
F= classes only offered during the Fall semester
S= classes only offered during the Spring semester

UConn Graduate Certificates and MPH Degree Requirements.
Our program offers graduate certificates in three areas (For details, see: https://health.uconn.edu/public-health- sciences/education-and-training/). Graduate degrees and certificates represent two distinct credentials awarded by the University. MPH candidates may elect to complete a UConn Graduate Certificate concurrently while earning their degree. However, the credit loads and other expectations relevant to the two programs must remain distinct (i.e., there can be no 'double dipping' of credits or related requirements without an explicit waiver by our MPH Program). Students who complete a graduate certificate while enrolled in the MPH program may request a waiver to their MPH plan of study of 6 credits (i.e., reducing the degree requirement from 48 to 42 credits) in acknowledgement of relevant coursework associated with the Certificate. This credit waiver is not available to students who complete a Certificate prior to enrolling in the MPH program, or those enrolled as Dual Degree or FastTrack candidates.

Required Training

Interpersonal Violence Prevention 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 titled U Got This 2! This video-based program provides critical information about Consent, Bystander Intervention, Sexual Assault, Dating and Domestic Violence, Stalking, and more. U Got This 2! 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. *A hold is placed on a student's registration to ensure that you meet this requirement.*

U Got This 2! is a 40-minute training. Upon completion, it will take 2-3 days for the hold to lift. If you have any questions, call The Graduate School at (860) 486-3617 or email gradschool@uconn.edu.

CITI Training.
  Admitted students must complete online training courses regarding research ethics and conduct as members of the UConn community. Training must be completed before a student can engage in any research activities; all CITI training modules must be completed within 6 weeks of matriculation. Certificates of completion should be sent to publichealth@uchc.edu for inclusion in your academic file. Failure to complete the training could jeopardize your standing in the Graduate School.
- Required web-based CITI Training courses address research, ethics, regulatory oversight, responsible conduct of research, research administration, and other topics pertinent to the interests of member organizations and individual learners. Basic training can be accessed at https://www.citiprogram.org.

HIPAA Training.
  All MPH students are required to be trained on the Health Information Portability and Accountability Act (HIPAA) as part of their Annual Compliance Training (2025/26 Compliance Training). This must be completed within 30 days of email receipt.

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

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

MPH Major Advisors		
Sarita Arteaga, D.M.D., M.A.G.D.	arteaga@uchc.edu	Oral rehabilitation; biomaterials
David Banach, M.D., M.P.H.	dbanach@uchc.edu	Infection control & prevention
Angela Bermúdez-Millán, Ph.D., M.P.H.	bermudez-millan@uchc.edu	Nutrition & health policy
Stacey Brown, Ph.D., M.A.	stbrown@uchc.edu	Health Sociology, public health practice
Mary Elizabeth Bruder, Ph.D.	bruder@uchc.edu	Developmental disabilities & early intervention
Douglas Brugge, Ph.D., M.S.	brugge@uchc.edu	Occupational & environmental health
Jennifer Cavallari, Sc.D., C.I.H.	cavallari@uchc.edu	Occupational & environmental epidemiology
Grace Chan, Ph.D.	gchan@uchc.edu	Statistical methods; Mental health, addiction, & psychiatry
Audrey Chapman, Ph.D., M.Div., S.T.M.	achapman@uchc.edu	Humanities & bioethics
Shayna Cunningham, M.H.S., Ph.D.	scunningham@uchc.edu	Child/maternal health; Global health
Ellis Dillon, Ph.D.	edillon@uchc.edu	Health systems/Services research
Alicia Dugan, Ph.D.	dugan@uconn.edu	Organizational/industrial psychology
Richard Fortinsky, Ph.D.	fortinsky@uchc.edu	Aging & health care
Wenji Gan, Ph.D.	wgan@uchc.edu	Statistical methods
James Grady, Dr.P.H.	jgrady@uchc.edu	Statistical methods
David Gregorio, Ph.D., M.S.	gregorio@uchc.edu	Disease surveillance; Cancer epidemiology
Kristin Guertin, Ph.D.	kguertin@uchc.edu	Epidemiology
Amy Hunter, Ph.D., M.P.H.	amhunter@uchc.edu	Injury control; Epidemiology
Youngi Jo, Ph.D.	jo@uchc.edu	Infectious disease epidemiology, Health systems/services
Judy Lewis, M.Phil.*	lewisj@uchc.edu	Maternal and child health
Chia-Ling Kuo, Ph.D.	kuo@uchc.edu	Statistical methods
Zita Lazzarini, J.D., M.P.H.	lazzarini@uchc.edu	Public health law
Bing Lu, M.D., Dr.P.H.	blu@uchc.edu	Epidemiology
Tara Lutz, Ph.D., M.P.H., C.H.E.S.	lutz@uchc.edu	Developmental disabilities; Health education & promotion
Bonnie McRee, Ph.D.*	mcree@uchc.edu	Addiction sciences
Natalie Moore, M.D., M.P.H.	nmoore@uchc.edu	Global health; Disaster medicine
Megan O'Grady, Ph.D.	ogrady@uchc.edu	Health systems/services research
Mayte Restrepo-Ruiz, Ph.D., M.P.H.	restreporuiz@uchc.edu	Global health; Health disparities; Mixed-methods research
T. Greg Rhee, Ph.D., M.S.W.	rhee@uchc.edu	Health systems/services research; Economics
Julie Robison, Ph.D.	jrobison@uchc.edu	Aging & health care
Stephen Schensul, Ph.D.*	schensul@uchc.edu	Medical anthropology
Susan Schmeiser J.D., Ph.D.	susan.schmeiser@uconn.edu	Family law
Helen Swede, Ph.D.	swede@uchc.edu	Cancer epidemiology; Genetics
Howard Tennen, Ph.D.	tennen@uchc.edu	Health psychology
Jane Ungemack, Dr.P.H.*	ungemack@uchc.edu	Health systems/services research; Substance abuse
Scott Wetstone, M.D.	wetstone@uchc.edu	Clinical epidemiology
Sarah Willen, Ph.D., M.P.H.	sarah.willen@uconn.edu	Global health & human rights
Zhao Helen Wu, Ph.D.	zwu@uchc.edu	Substance abuse & health disparities
Misti Levy Zamora, Ph.D.	mzamora@uchc.edu	Environmental health

*Emeritus/Retired Public Health Sciences Faculty

Learning Objectives, Foundational and Concentration Competencies.

In accordance with CEPH accreditation standards, our competency-based MPH curriculum prepares students to demonstrate understanding of key concepts, as well as competence in the performance of 12 learning objectives, 22 foundational and 5 concentration-specific standards of public health practice. In the course of your study, take note of the activities and experiences that demonstrate that you have successfully accrued knowledge of prescribed learning objectives and demonstrated mastery of foundational and concentration competencies.

Learning Objectives for MPH Candidates	
Content	**Course Number, Name, and Educational Requirement**
1. Explain public health history, philosophy, and values.	PUBH 5403 Health Administration Individuals complete graded homework highlighting 2 sentinel events in public health history that reflect philosophical and ethical aspects of the field.
2. Identify the core functions of public health and the 10 Essential Services.	PUBH 5403 Health Administration Individuals complete graded homework selecting and defining one essential service from each core function and provide examples of how these services are administered at either state or local level through the lens of equity.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.	PUBH 5409 Epidemiology & Biostatistics II Teams complete graded homework and present information from a contemporary 'news' story about a recently published peer-reviewed epidemiologic manuscript.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.	PUBH 5403 Health Administration Teams complete graded homework to compare U.S. morbidity, mortality/disability trends in 1990, 2000, 2010, and 2020, identify likely factors contributing to those findings (e.g., demographics, lifestyle, environments, etc.), and how public health might mitigate the challenges posed by these conditions.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 5409 Epidemiology & Biostatistics II Individuals complete a graded homework assignment using the stages of prevention to recommend actions to reduce the health burdens associated with colorectal cancer.
6. Explain the critical importance of evidence in advancing public health knowledge.	PUBH 5406 Law and Public Health Individuals complete graded homework evaluating the validity and impact of public health law in the news.
7. Explain effects of environmental factors on a population's health.	PUBH 5404 Environmental Health Individuals complete quizzes and exams on a range of environmental health topics.
8. Explain biological and genetic factors that affect a population's health.	PUBH 5405 Social & Behavioral Foundations of Public Health Teams complete graded homework describing biological, genetic and behavioral determinants of elevated IMRs within Black/African American communities and offer evidence-based recommendations for public health action.
9. Explain behavioral and psychological factors that affect a population's health.	PUBH 5405 Social & Behavioral Foundations of Public Health Teams complete graded classwork identifying intra-, inter-, institutional, community and policy factors as potential contributors in the prevention of motor vehicle fatalities.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.	PUBH 5406 Law and Public Health Individuals complete midterm and final exam questions testing their understanding that legal and other public institutions function as social determinants of health and disparities.

11. Explain how globalization affects global burdens of disease.	PUBH 5404 Environmental Health Teams complete graded homework describing one example of how globalization has affected the social and health burdens of Americans.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).	PUBH 5404 Environmental Health Teams complete graded homework selecting a disease outbreak scenario from CDC's One Health website to describe interactions among environmental, animal and human health systems that contribute to the global burden of disease.

Foundational Competencies for MPH	Course number, name and assessment opportunity
1. Apply epidemiological methods to settings and situations in public health practice.*	PUBH 5408 & 5409 Epidemiology/Biostatistics I & II Individuals complete graded quizzes, mid-term and final exams testing their ability to distinguish the strengths and limitations among study designs when computing basic measures of association and draw appropriate conclusions using epidemiologic data.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	PUBH 5405 Social & Behavioral Foundations of Public Health Teams complete graded homework designing, collecting and interpreting quantitative and qualitative measurements of public behavior.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.*	PUBH 5409 Epidemiology/Biostatistics II Individuals complete graded homework developing a research hypothesis for SPSS analysis of Youth Risk Behavior Survey data.
4. Interpret results of data analysis for public health research, policy or practice.*	PUBH 5408 Epidemiology/Biostatistics I Individuals complete graded homework requiring written and oral presentation as "subject matter specialists" who present etiologic and disease burden data on a selected health topic to faculty reviewers.
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.	PUBH 5403 Health Administration Individuals complete a graded homework comparing the U.S. to 2 other OECD nations regarding measures of healthcare expenditure & finance, resources, quality and utilization.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.	PUBH 5404 Environmental Health Teams complete graded classwork preparing a Health Impact Assessment about a proposed food preparation and distribution facility in an urban setting.
7. Assess population needs, assets, and capacities that affect communities' health.	PUBH 5407 Practicum in Public Health Individuals complete graded classwork drawing on observed community attributes in completing a needs assessment/asset map of an assigned location.
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.	PUBH 5405 Social/Behavioral Foundations of Public Health Teams complete graded homework acknowledging cultural understanding, attitudes, values, and practices of an assigned community of interest in designing and implementing a community health intervention.
9. Design a population-based policy, program, project, or intervention.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete a graded term project designing a community health intervention focused on refugee resettlement.

10. Explain basic principles and tools of budget and resource management.	PUBH 5403 Health Administration a. Individuals complete graded homework using information on revenue and expenses for a small, community-based, non-profit service organization to calculate key pieces of the budget and project expenses and revenue. b. Teams complete graded homework resource management principles to propose a structure and timeline for a breakdown of work needed to implement a screening service of a refugee services agency.
11. Select methods to evaluate public health programs.*	PUBH 5431 Public Health Research Methods Individuals complete graded homework defining evaluation plan for community-based school-aged nutrition program.
12. Discuss the policy-making process, including the roles of ethics and evidence.	PUBH 5406 Law and Public Health Individuals complete graded homework on designing ethical public health interventions pertaining to communicable disease control.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete graded homework as part of their term project on brainstorming with community stakeholders.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.	PUBH 5406 Law and Public Health Individuals will complete graded homework identifying a public health topic to a community of interest that can benefit from immediate advocacy activities.
15. Evaluate policies for their impact on public health and health equity.	PUBH 5406 Law and Public Health Individuals complete graded exams that include questions on governmental/legal power to regulate behavior.
16. Apply leadership and/or management principles to address a relevant issue.	PUBH 5411 Introduction to Interprofessional Public Health Practice Individuals complete graded homework proposing vision and mission statements for a governing board of a human services organization to encourage use of non-motorized modes of transportation.
17. Apply negotiation and mediation skills to address organizational or community challenges.	PUBH 5405 Social & Behavioral Foundations of Public Health Teams complete graded homework describing a negotiation strategy to address disagreement about funding allocations within a LHD budget.
18. Select communication strategies for different audiences and sectors.	PUBH 5405 Social/Behavioral Foundations of Public Health Teams complete graded homework designing complementary messages across differing communication platforms (e.g., social media, infographics and visuals, apps, PSAs, etc.) to disseminate evidence-based public health.
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.	PUBH 5405 Social/Behavioral Foundations of Public Health Teams complete graded homework presenting appropriate written and oral summaries of evidence-based guidance on HPV vaccination to 2 distinct non-academic audiences (i.e., parents, community members, teens, etc.).
20. Describe the importance of cultural competence in communicating public health content.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete graded homework functioning as equity consultants to a health service organization to recommend practices that enhance cultural awareness by agency staff.
21. Integrate perspectives from other sectors and/or professions to promote and advance population health.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete graded homework engaging with other professions to devise a comprehensive care plan for a person with a physical disability.

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete graded homework describing system elements affecting low birth weights in B/AA.

Concentration Competencies	Course number, name and assessment opportunity
1. Describe social, environmental, economic, political, or cultural determinants affecting human behavior, health or health outcomes.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete graded homework describing the socio-economic effects of residential location on personal health and offer evidence-based guidance for public health action.
2. Employ legal-ethical principles when evaluating public health policies & practices.	PUBH 5406 Law and Public Health Individuals complete exam questions on substantive and procedural due process & equal protection to ethical advance public policy.
3. Identify necessary protections to personal information in the conduct of population health practice or study.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete graded homework ensuring robust agreement and enforcement of data sharing protocols across IT platforms and/or stakeholders.
4. Use CBPR principles to develop logic models that effectively plan, manage and promote community-based interventions.	PUBH 5411 Introduction to Interprofessional Public Health Practice Teams complete a graded assignment drafting a logic model for a community intervention to improve food security within an at-risk Connecticut community.
5. Account for the role and impact of governmental regulatory/advisory bodies in advancing population health initiatives.	PUBH 5406 Law and Public Health Individuals complete graded homework describing and evaluating the structure, purpose and performance and impact of a local/regional regulatory agency.

* Dual Degree students are expected to complete an alternative assignment to address this competency.

Scholarly Integrity in Graduate Education and Research.
  The student Code of Conduct can be found at https://community.uconn.edu/the-student-code-pdf/.

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

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

  Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of academic integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific

requirements. *Student misconduct other than scholarly misconduct, as defined herein, is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Rules of Conduct.*

Use of Artificial Intelligence in Scholarly Work

All of our students are expected to comply with the guidelines for academic integrity at the Graduate School of the University of Connecticut. A foundation of academic integrity is not to present the work of others as your own, which includes the use of text-generating Artificial Intelligence (AI) tools. You should be aware of the circumstances in which these tools are not permissible, and when they are acceptable. You also should be aware that AI programs may produce inaccurate and biased material. Most importantly, using AI for your academic work may hinder the development of important professional skills and growth in independence of thought. If you have questions about academic integrity or intellectual property, you should consult with the course instructor and the university website: https://catalog.uconn.edu/graduate/scholarly-integrity-misconduct/ . The following statements cover the use of all generative AI tools including text-generating software. Please note that the University is continually developing AI policies in response to the growth of the technologies.

- You may not use generative AI to produce the text of an assignment in its entirety or any part of an assignment unless given special permission by your instructor to do so.
- You may not use the AI editing programs like ChatterlyAI for language enhancement and revision unless given special permission by your instructor to do so. We acknowledge that writing is difficult. We all struggle. We all need feedback. And we all need to revise texts. Writing in clear and powerful language involves time, patience, and constant practice. As a graduate student, one purpose of assignments is to develop your writing and critical thinking skills to become an effective public health communicator and an expert. Using an AI editing program will inhibit you from doing so. If you need assistance in writing, you may want to contact UConn's Writing Center (https://writingcenter.uconn.edu), which offers individual instruction and writing courses.
- You may not submit any work generated by an AI program as your own work. Submitting work created by AI without attribution is plagiarism and will be considered a violation of the Policy on Scholarly Integrity in Graduate Education and Research.
- You may use AI programs, for example Chat GPT, GitHub Copilot, Google Bard, and DALL-E as part of your approach to completing assignments in order to identify possible content and sources. However, when doing so, please compare the sources and content to traditional sources of information as material from these programs are known to frequently be inaccurate or incomplete because these tools can fabricate sources and content.
- If you submit any text or other work generated by an AI program, it should be cited in the same manner as any other reference material. Also, explain how the tools were employed.

Scholarly Misconduct

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

- *Cheating* involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.
- *Plagiarism* involves using another person's language, thoughts, data, ideas, expressions, or other original material without acknowledging the source (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*, 2003).
- *Distorted reporting* involves "any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated" (D. Fanelli, *Nature* 494:149; 2013).
- *Fabrication or Falsification of Grades* involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.
- *Misrepresentation* involves taking an examination for another student, submitting work done by another individual as one's own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.

- *Academic or Research Disruption* involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.

- *Fabrication or Falsification in Research* involves falsification of, tampering with, or fabricating results or data.
- *Research Violations* include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- *Professional Misconduct* involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- *Deliberate Obstruction* involves hindering investigation of any alleged act of scholarly misconduct.
- *Aiding or Abetting* involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

Allegations of scholarly misconduct will be addressed in accordance with the procedures set forth by UConn (See: https://grad.uconn.edu/faculty-staff-resources/advising-mentoring/scholarly-misconduct/).

Applied Practice Experiences (APE).

Our APE (PUBH 5407 Practicum in Public Health) is a required experiential service-learning requirement for all MPH students. No waiver of the APE requirement or transfer of APE-related credits from another institution is permitted. The APE is organized for students to demonstrate the understanding, knowledge, skills and values necessary to function successfully as public health practitioners and, in the process, contribute needed and valued effort to the programs where they are placed. APE projects afford students the opportunity to integrate theory and problem-solving on behalf of the State's citizenry and foster strong interprofessional collaboration that enhances students' employability.

Students on the Standalone or FastTrack Pathways complete a 2-semester, 30-week APE sequence that requires 170+ hours of off-site field activity under the supervision of an agency-based preceptor, spread over 30 weeks of the late-fall and early-spring portions of the academic year, and conclude with the presentation of the APE project to faculty and site preceptors. Dual Degree students complete a 1-semester, 15-week APE.

Students will work in collaboration with the agency (preceptor and other agency staff) to understand the nature of the challenge and to design and carry out a plan to address that challenge. Students also are asked to reflect on the broader context of their work including: the mission and structure of the host agency and how it fits into the broader public health system, the interdisciplinary nature of public health practice, how the student-agency partnership contributes to the provision of the 10 essential public health services and who are the people the agency is intended to serve, how well they are served, what are the challenges they face in being healthy and how these challenges might be addressed on a structural level. Reflection is achieved through class discussions and written submissions. Students present a final report in an oral presentation.

Intentional Action.

All MPH candidates are expected to complete a minimum of 20 hours of activity engaged in support of the community through an approved external governmental or non-governmental service agency, small local business, or community-based organization. The intentional actions can take place anytime between starting the program and March of the graduating year. Action Hours are a critical pathway to gain integral dynamic experience(s), learning from individuals and entities of various cultures, backgrounds, and needs. Moreover, such critical and intentional engagement and action boosts academic achievement, provides transformational experiences that engender a sense of social responsibility, and prompts ongoing community involvement while developing the students' deeper sense of self.

Integrated Learning Experiences (ILE) – Capstone Project.

All MPH students are expected to complete a culminating project demonstrating their independence as a public health practitioner. No waiver of this requirement is permitted. **Students entering the MPH program after June 2024 are expected to complete the ILE requirement through a 3-credit Capstone Project**. The ILE Capstone Project is expected to focus on "dissemination/integration" of established knowledge for the purpose of bringing evidence-based practices to new settings in the interest of reducing a population health concern. The ILE Capstone Project can take the form of….

- A case study offering a detailed examination of a unique or important manifestation of a health issue

or intervention to describe relevant background, process, outcome, and lessons to be learned.

- A <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.
- A thorough, objective, and reproducible <u>systematic review</u> of methods and/or findings related to a contemporary public health topic.

Typically, the ILE project will not exceed 10,000 words (approximately 30 pages), exclusive of footnotes/endnotes, references and/or bibliography and conform to the following format:

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

The ILE Capstone Project is completed under the direction of a 3-person Advisory Committee, consisting of a Major and Associate Advisor from within our program's faculty (see Page 6 for a current list of faculty) and an outside reader selected from among our community partners/stakeholders. Major and Associate advisors must be UConn faculty who hold appointments within the Program; Outside readers should be individuals external to the Department of Public Health Sciences who bring complementary knowledge and skills to the student's project.

A student's major academic advisor also plays a crucial role in enabling students to design a Plan of Study relevant to their interests and career plans. Students are expected to meet with their major academic advisor <u>at least once every semester</u> to review their progress toward the degree and identify appropriate opportunities to enhance learning.

Alternative Integrated Learning Experiences (ILE) – Thesis.

As a practice-based curriculum, the program has set the ILE Capstone Project as the default option due to its practical value for graduates who will be employed in public health agencies, community-based organizations, and related practitioner environments. The ILE Thesis option may be suitable for students hoping to be engaged in original data collection at an academic institution or public health agency, preparation of grant applications, in-depth assessment of the literature, or pursuing doctoral education. The ILE Thesis is a limited option available to students desiring a research-focused culminating project. The ILE Thesis is expected to focus on "discovery" of new knowledge that answers questions about the causes and/or consequences of a population health concern. The ILE Thesis can take the form of….

- 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 to generate a composite estimate of risks and/or consequences of a population health concern.

Permission to complete an ILE Thesis is at the discretion of the Program Director and the student's

Advisory Committee, based on the rationale, timeline and deliverables proposed by the student. Of paramount concern is the student's 'readiness' to undertake thesis-related work as defined by

- evidence of their substantive knowledge of subject matter,
- evidence of their mastery of appropriate technical skills, and
- thorough understanding of thesis requirements and timelines.

Among other things, approval for a student to initiate an ILE thesis is evidence of sufficient time needed to produce a rigorous, thorough and meaningful product that benefits from ongoing, timely input from the student's Advisory Committee. **A minimum of 2 semesters preceding the expected date of graduation is required for a student to be eligible to undertake an ILE Thesis** (e.g., a student anticipating May graduation must obtain approval before September of the preceding year). The petition to undertake the ILE Thesis must demonstrate the student's 'readiness' through documentation of (a) the focus of the proposed thesis, (b) its feasibility in light of needed resources, data, equipment/facilities, etc., (c) evidence of sound quantitative/analytic skills for undertaking the proposed project, and (d) documentation of concept approval by the UConn Health IRB. The Thesis Request Form is available on the Program's website: https://mph.uconn.edu/forms/.

The ILE Thesis does not specify a desired word/page length, but the format must adhere to the UConn Graduate School requirements for a Master's Degree Thesis. Please refer to the "Thesis Specifications" section of https://registrar.uconn.edu/graduation/masters-degrees/ for more details.

Timeline for ILE Capstone Project and Thesis
1. Define ILE Project Scope and Committee
   - Exploratory discussions should begin as early as the first semester, *particularly for the ILE Thesis*, to allow enough time for the natural evolution of ideas including logistical concerns.
   - Discussions should include a review of the ILE requirements and the IRB application process.
   - Form Advisory Committee consisting of major advisor, associate advisor and external reviewer.

2. Develop ILE Proposal (see ILE Proposal Form for complete description)
   - Rationale of intended work.
   - Relevant at-risk groups to be addressed.
   - How the work might inform interprofessional public health practice.
   - Foundational (3) and concentration (2) competencies to be addressed.
   - Interpretive/analytic methods to be used.
   - Listing of deliverables and timelines.
   - Dual degree students are expected, in addition to the above, to incorporate their learning/ experiences from both degree programs within a unique integrative experience.

3. Obtain Program Approval
   - For the ILE Capstone, upon approval by the Advisory Committee, proposal is to be submitted.
   - For the ILE Thesis, students are required to petition to complete the Thesis *at least two semesters* before the intended graduation date (e.g., a student anticipating May graduation must complete and submit the ILE Thesis Petition form before September of the preceding year).

4. Conduct Project and Final Product, once approval is received from the program
   - Develop a more detailed timeline and discuss with your Advisory Committee.
   - Number of hours to produce your final product should reflect the number of credits awarded.
   - Review deadlines for degree conferral dates (May, August, December)
   - For May graduates, review the poster presentation requirements and due dates.
   - You may opt to prepare a submission-ready manuscript as your final product, but it must be accompanied by all sections listed in the ILE proposal form.

ILE Capstone Project or Thesis Evaluations.
A student's Capstone Project or Thesis is evaluated by their Advisory Committee using the following rubric. A summative evaluation receiving 100 points will be considered work of 'highest quality;' 90-99 points work of 'High quality;' 80-89 points work of 'Satisfactory quality;' and fewer than 80 points work of 'Unsatisfactory quality' (for which the student will fail to meet our Program's graduation requirement).

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

ILE Capstone Project or Thesis Public Presentation.

With approval of a student's ILE Capstone Project or Thesis by the Advisory Committee, the student will proceed to prepare

- a poster for public viewing that describes the project purpose, methodology, findings, conclusion and its implications, and
- a 3–5-minute video description of the ILE project.

The poster for public presentation at our Program's Annual Spring Poster Session will be assessed by the student's Major Advisor using the following rubric for which student's presentation must achieve a score of 10 of 16 points. Posters failing to achieve a score of 10 will be considered 'Unsatisfactory' and not eligible for presentation or in meeting the Program's graduation requirement.

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

Assessment of Academic Performance.

Satisfactory performance in the program's curriculum is defined as a student maintaining a cumulative grade point average (GPA) of 3.0, with no grade below 'B' in our foundational or concentration courses. All degree requirements must be completed within 6 years of matriculation toward the degree. (Individuals needing more time to complete the degree may be granted a 7th year (1 year extension) or be required to pass the Certified in Public Health (CPH) national examination before being allowed to continue matriculation in the program. Students who fail to maintain 'good standing' in the program will be notified and a plan for remediation or termination from the Program will be put forth.

Exemplary performance is defined as recognition by the program's faculty in one of the following domains:

- The James & Mary Jane Mulvihill Distinction in Public Health is awarded to a graduating student who presents a high GPA and outstanding Thesis or Capstone Project.
- The Susan S. Addiss Award is awarded to a graduating student who exemplifies characteristics of leadership, advocacy and commitment to the community.
- The Charles Huntington Poster Award is given to the graduating student judged to have prepared an outstanding poster of a Thesis or Capstone Project.
- Graduating students, alumni, community partners and faculty who, by academic achievement, advancement of public health research and/or excellence in public health practice and leadership, may be nominated to join UConn's Delta Omega, Beta Rho chapter, America's most prestigious public health honor society.

MPH Degree Conferral Deadlines.

Conferral of the MPH degree occurs three times a year: May, August, and December. Refer to the UConn Health Academic Calendar (https://registrar.uconn.edu/academic-calendar/) to familiarize yourself with the specific deadlines related to submission of documents to Storrs and to UConn Health. Failure to meet the submission deadline could result in a delay of your degree conferral.

To successfully meet the deadlines, we strongly recommend that students meet with their major advisor regularly to discuss task deliverables and dates.

Graduation Deadlines			
Conferral Dates	**Fall**	**Spring**	**Summer**
	12/14/25	**5/10/26**	**8/24/26**
For Students Completing the ILE Capstone Project			
Plan of Study and ILE Proposal to Program Office	Prerequisite for registering for ILE Thesis or Project		
Sign up for Graduation on PeopleSoft Student Admin System	No later than 9/19/2025	No later than 2/13/2026	No later than 6/11/2026
Initial draft of manuscript to major advisor	9/26/2025	2/13/2026	6/5/2026
Next-to-final draft of manuscript to 3-person Advisory Committee	10/24/2025	3/13/2026	7/3/2026
Manuscript to 3-person Advisory Committee for final review and approval	11/19/2025	4/12/2026	7/29/2026
Poster with **REQUIRED** 3–5-minute video presentation summarizing ILE Capstone Project to 3-person Advisory Committee for final review and approval	12/1/2025	4/20/2026	8/10/2026
Poster to Program Office for printing	n/a	4/27/26	n/a
Poster Session	n/a – video presentation only	~5/6/26 (TBD)	n/a – video presentation only
ILE Capstone Approval Form to Program Office & Online Report on Final Examination to Degree Audit	No later than 12/12/2025	No later than 5/8/2026	No later than 8/21/2026
Final Capstone Paper, Poster, and Video Presentation to Program Office	12/12/25	5/8/26	8/21/26
Competency Checklist and Intentional Action Report to Program Office	12/12/25	5/8/26	8/21/26
For Students Completing ILE Thesis Project			
Request to Advisory Committee and Program Director to undertake GRAD 5950 Master's Thesis Research	12/31/24	8/28/25	8/28/25
Plan of Study and ILE Proposal to Program Office	Prerequisite for registering for ILE Thesis or Project		
Sign up for Graduation on PeopleSoft Student Admin System	No later than 9/19/2025	No later than 2/13/2026	No later than 6/11/2026
Initial draft of manuscript to major advisor	9/26/2025	2/13/2026	6/5/2026
Next-to-final draft of manuscript to 3-person Advisory Committee	10/24/2025	3/13/2026	7/3/2026
Manuscript to 3-person Advisory Committee for final review and approval	11/19/2025	4/10/2026	7/29/2026
Poster with **REQUIRED** 3–5-minute video presentation summarizing ILE Thesis to 3-person Advisory Committee for final review and approval	11/24/2025	4/20/2026	8/3/2026
ILE Thesis in Submittable & related paperwork to Degree Audit	No later than 11/28/2025	No later than 4/24/2026	No later than 8/10/2026
Poster to Program Office for printing	n/a	4/27/26	n/a
Poster Session	n/a – video presentation only	~5/6/26 (TBD)	n/a – video presentation only
Final Thesis, Poster, and Video Presentation to Program Office	12/12/25	5/8/26	8/21/26
Competency Checklist and Intentional Action Report to Program Office	12/12/25	5/8/26	8/21/26

MPH Course Registration.

Course registration is accomplished using the *PeopleSoft* Student Administration System where, with your NetID, you can access course catalogs, schedules and financial aid and finance information, maintain your personal information (including changes in address), obtain a transcript and register for classes each semester (see: https://studentadmin.uconn.edu). Once the Graduate School sends you the packet with your NetID, password, and instructions, you can register online and access this important administrative system.

After the 10th day of class, changes in enrollment (add/drop) require submission of an Enrollment Change Form (see: https://registrar.uconn.edu/forms/#). A change in your Plan of Study may be necessary if a previously approved Plan is on file with the Graduate School. An email from your advisor to Sandra Cyr in Degree Audit (sandra.cyr@uconn.edu) documenting the change will suffice. Adding a course after the 10th day of class is at the instructor's discretion. During the third and fourth weeks of the semester, a student may add courses by submitting a completed Enrollment Change Form with permission from the course instructor, advisor, and head of the department offering the course. Courses can be dropped, without prejudice, up to the 10th day of class; courses dropped after the tenth day will be identified on student's transcript with a 'W' grade for 'withdrawal.' Dropping a class after the ninth week requires the recommendation of the advisor and permission of the Dean of the Graduate School at UConn.

After you are enrolled, most graduate courses utilize the HuskyCT course management system, a web-based repository of course syllabi, reading materials, assignments, postings, and announcements. HuskyCT is accessed using your NetID and password (see: lms.uconn.edu/).

MPH Tuition and Fees.

Information regarding tuition and fee schedules for a particular semester is available on the UConn Health Bursar's Office website at the Graduate School (see: https://health.uconn.edu/graduate-school/admissions/bursar/). Tuition waivers may be available to persons affiliated with the National Guard, Veterans, persons 62+ years of age, September 11th victims' families, or UConn or Connecticut State employees.

Course payment is due by the Friday before the start of the semester. A late payment fee of $150 is payable by all graduate students whose tuition and fees are not paid in full on the published fee bill due date. If, after Day 10 of the semester, your bill remains unpaid, you will be assessed a second $150 late fee. Checks returned by the bank for any reason are considered a late payment. Additionally, students will have services, such as class registration, denied if all fees have not been paid by the due date. If a student enrolled in the tuition payment plan fails to make two or more installment payments, or misses their October 15th installment payment, they will be dropped from the payment plan, and their delinquent balance will be due immediately. This will result in a financial hold on accounts, subject to a $150 late fee. Payment of tuition and fees by credit card or e-check can be done online. Log onto the PeopleSoft Student Administration System (https://studentadmin.uconn.edu/) and enter your NetID and password. Select 'SA Self Service,' then 'Finances' and 'Make a payment.'

Failure to receive a bill does not relieve a student of responsibility for payment of fees by the specified due date. To avoid incurring late fees and potential discontinuation from the Graduate School and Programs, students must register by the last day to register for Fall and Spring semesters (NOTE: The last day to register, drop or withdraw from a course without a 'W' on your transcript, and the last day to add a course without permission of the Associate Dean of the Graduate School can be found on the academic calendar (see: https://registrar.uconn.edu/academic-calendar/). Students with outstanding balances will have a 'Bursar Hold' placed on accounts, thus preventing them from accessing class registration, recreation services, transcripts, and other services.

Waivers and Transfer of Credits Toward the MPH Degree.

Students pursuing the Standalone MPH may request a course waiver or credit transfer to their MPH Plan of Study when coursework completed elsewhere (regardless of whether they have been applied to a prior degree) exhibits significant overlap with available MPH Program courses. Up to 6 credits may be transferred to a student's Plan of Study. A transfer of credits is not available to Dual degree or FastTrack candidates.

Students requesting credit transfers or course waivers must demonstrate that the action appropriately addresses one or more of our program's competencies, exhibits equivalency of workload requirements (i.e., required time/effort, performance expectations) and yielded a minimum grade of B. Requests are considered individually and must be approved by the student's major advisor and the Program Director.

University Communications and Email Accounts.

It is important that students routinely monitor email accounts originating at UConn Health (@uchc.edu) and UConn Storrs (@uconn.edu). Each uses separate systems to distribute information (e.g., closings, emergencies, etc.) pertinent to their location. **Your uconn.edu email should forward automatically to your UConn Health email address (uchc.edu).** If you find this has not happened by the 10th day of classes, contact IT Services. They will assist you by chat, phone (860-486-4357), or email at techsupport@uconn.edu. You cannot forward from the UConn Health email account to another because of HIPAA and other security concerns. If, for any reason, you do not want your uconn.edu emails forwarded and want to maintain 2 separate accounts, contact ITS to remove the forwarding. For Dual Degree students whose second program is not at UConn Health (e.g., MPH/MSW, MPH/PharmD, MPH/JD), the uconn.edu emails will not be forwarded unless specifically requested.

Background Checks.

Background checks are conducted on all students in accordance with current federal government mandates. The required Background Information Sheet will be emailed to you with your Orientation Packet. This should be returned to publichealth@uchc.edu, as soon as possible, as students must be cleared before receiving an ID badge.

University ID.

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

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

Immunizations.

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

The UConn Health Employee Health Service (EHS) in the Main Building, Room CG228, issues immunization clearance for students. For students with immunization documented by their health care provider, please email or fax the form to: Louisa Pickett at 860-679-3334 or lpickett@uchc.edu. Students who require vaccinations or TB testing can obtain such by scheduling appointments with the EHS by calling 860-679-2893 (clinic hours are 8:00 AM - 4:30 PM, Monday through Friday).

COVID-19 Protocol.

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

Health Insurance.

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

Library.

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

Learning Resources.

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

Software.

SAS & SPSS, along with other software, are available at no charge from UConn Storrs through a virtual environment providing two different ways to access software remotely from anywhere, at any time on your PC, Mac, or tablet. With AnyWare Desktop (formerly called SkyBox), you can connect to a virtual desktop running all the available software. With AnyWare Apps, you select only the application you wish to use. AnyWare Desktop and Apps are accessed using your NetID at https://software.uconn.edu/uconn-software- online/. Every person with a NetID also has available to them a P drive, which is a 50G max UConn mapped secure drive.

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

Student Parking.

All students parking on the UConn Health campus are required to register for a permit (declining the permit if you will not be parking), park in their assigned locations, and display a valid hangtag. Permits ($162.00 annual; $67.50 fall or spring semesters or summer session; $13.50 monthly) are available through Parking, Transportation & Event Services at 860-679-4248 or parking.transportation@uchc.edu. You will be emailed the Student Parking Permit Request Form in your Orientation Packet that should be returned to publichealth@uchc.edu, along with your Background Information Sheet.

UConn Health students are assigned premium parking in Garage 1 on levels 4, 5 and 6. Visiting students may be assigned to an alternative location, such as L3 based on current parking demand. Students with a valid UConn Health Student permit and hangtag may park in available spaces after hours during nights and weekends, and on major holidays only in Lots A1, A4, and A5; West Road; 195 Farmington Avenue (Area 3 spaces only); Cell and Genome Sciences Building (Area 3 only). Parking in unauthorized locations, during unauthorized times and/or without a valid hangtag will result in citations. A campus parking map and forms are available at: https://health.uconn.edu/park/forms-and-maps/.

Shuttle service is provided to outer campus locations on Farmington Avenue, Munson Road and South Road. Schedules are posted at: https://health.uconn.edu/park/shuttle-bus-service/. UConn students from Storrs or the Regional campuses attending classes at UConn Health (Farmington) should contact Parking, Transportation and Event Services by email at parking.transportation@uchc.edu or by phone at 860-679-4248 for parking information.

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 in that class.
- Students may restrict the release of Directory Information, except to school officials with legitimate educational interests and others as indicated in point #3 above. To do so, a student must make the request in writing to the Office of the Registrar, Wilbur Cross Building, Unit 4077G, Storrs, CT 06269-4077. Once filed, this request becomes a permanent part of the student's record until the student

instructs the University, in writing, to have the request removed.

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

Public Health Student Organization.

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

As students prepare to function as public health professionals, they are expected to demonstrate lifelong commitment to the highest ethical standards in research and professional service. Because a major portion of graduate training can take place outside the classroom, students are encouraged to attend the annual meetings of local and national professional organizations, such as the Connecticut and American Public Health Associations. The Public Health Student Organization (PHSO) is a student-driven group that enhances students' experience in the Program by hosting socials and seminars, fundraising, participating in philanthropies, and working with program staff to address students' needs. The Executive Board and members of the PHSO conduct regular meetings on campus. The bylaws of the organization state its mission and define the responsibilities of officers. Membership is open to all public health students. The PHSO encourages all students to get involved with the organization by serving as an officer, participating in events, or volunteering within the field of public health. Please email phso@uchc.edu if you would like to get involved.

Follow our social media pages

Connect with your peers on LinkedIn! We post faculty research, student interviews, public health initiatives and more!

Account Name: **UConn Program in Applied Public Health Sciences**

Like us on Facebook!

Account Name: **UConn Program in Applied Public Health Sciences**
Account Handle**: uconnphs**

Follow us on Instagram for a mix of fun and informative reels! Don't miss our stories, we share can't-miss networking events designed for public health students.

Account Handle: **uconnaphs**

Subscribe to out YouTube channel! Our channel shares meaningful stories, research insights, and real-life experiences from faculty and students across public health.

Channel Name: **UConn Applied Public Health Sciences**
Channel Handle: **@uconnaphs**