



UConn
UNIVERSITY OF CONNECTICUT

College of Agriculture, Health and Natural
Resources Department of Kinesiology

DOCTOR OF
PHYSICAL THERAPY PROGRAM

STUDENT MANUAL
2021-2022

Table of Contents

I. INTRODUCTION.....	5
Vision Statement	5
Philosophy Statement	5
Guiding Principles of Curriculum	5
II. EXPECTED STUDENT OUTCOMES	6
Student Responsibilities	6
Professional Behaviors	7
Necessary Skills.....	7
III. ENTERING REQUIREMENTS	8
Academic Requirements	8
Graduation Requirements	9
A. Systematic Review	9
B. Research Report	9
C. Major Case Report	10
Role of the Research Mentor:	10
Academic Requirements for Graduation	10
Application for the Degree.....	10
IV. CURRICULUM OVERVIEW	11
Academic Overview	11
Related Costs	11
Cumulative Exam;	13
Grading.....	13
Expected Performance Grading and Dismissal.....	13
According to the Graduate Catalog:.....	13
Grading:	13
Satisfactory & Unsatisfactory Policies.....	14

Due Process.....	14
Change in Research Project Faculty Research Mentor or Faculty Advisor	16
V. CLINICAL EDUCATION AND POLICIES	16
Academic Requirements for Enrollment in Clinical Practicum Courses	16
Health Insurance.....	16
OSHA Training.....	17
HIPAA training	17
Criminal Offense Background Investigation (COBI) and Drug Testing.....	18
Student Clinical Placement or Other Experiential Learning Experience & Authorization/Consent for Review and Disclosure Waiver.....	18
Health and Immunization Requirements.....	18
VI. BUILDING POLICIES AND GUIDELINES	19
Student Access to Equipment	20
Sanitation Regulations	20
Physical Therapy Student APTA membership.....	20
Administrative Policies	20
Absences from Final Examinations:	20
Absences	20
Preamble	21
VIII. APPENDIX.....	25
Faculty Contact.....	25
Professional Behavior Feedback Form	26
University Policies & Procedures	27

Dear Physical Therapy Student,

Welcome to the Doctoral Program in Physical Therapy at the University of Connecticut. Our Physical Therapy Program is dedicated to excellence as demonstrated through national recognition. We work to develop students with strong ethical standards who become educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults, and by so doing, strive to improve and enhance the quality of life in our ever changing society.

We are committed to academic inquiry and expression by fostering evidence-based healthcare research, teaching, service and public engagement. We are committed to cultivating leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. Our mission is to advance the health and well-being of the citizens of Connecticut, the nation and beyond through research and the preparation of highly competent physical therapists prepared for general practice.

Over the next several years you will have the opportunity to work with staff and peers in innovative and exciting ways that are sure to aid in your development of a well-rounded professional. We look forward to having you as an addition to our physical therapy community!

Sincerely,

Jeffrey Kinsella-Shaw PT, Ph.D.
Program Director

Lindsay J. DiStefano, Ph.D, ATC
Department Head, Kinesiology

I. INTRODUCTION

Vision Statement

The Physical Therapy Program at the University of Connecticut will be recognized nationally and internationally as a leader in the generation of new knowledge and the education of Doctors of Physical Therapy. The faculty will be recognized as experts who contribute to improved health status and health care through research, evidence-based practice, education and professional leadership. We endeavor to strive toward individual growth, learning and scholarship, and collective service to the University, community and profession. We will be a diverse community where the highest moral and ethical values prevail.

Philosophy Statement

The profession of physical therapy is an integral and essential part of the health care delivery system. The quality of care provided by physical therapists, to a broad spectrum of citizens of all ages and backgrounds in a variety of practice environments, has been a catalyst for the profession's expanding role. The primary purpose of physical therapy is to promote, restore and maintain optimal human function. Physical therapists are autonomous health care providers who collaborate with other providers in the system to examine, intervene and prevent human movement dysfunction.

The Physical Therapy Program in the Department of Kinesiology, within the College of Agriculture, Health, and Natural Resources at the University of Connecticut, recognizes its responsibilities as part of a major research, teaching and service institution. The challenge of discovering new knowledge complements the opportunity faculty have to prepare students who will provide compassionate and efficacious and defensible examinations, interventions and referrals to the citizens of the state and nation. Collectively and individually, the faculty are equipped to contribute to the scholarship, teaching and service roles that professional education at the graduate level requires.

Guiding Principles of Curriculum

Consistent with the program philosophy the Physical Therapy Program in the Department of Kinesiology at the University of Connecticut holds the following beliefs as the foundational guiding principles and values for the teaching, research and service activities necessary to meet its mission.

A curriculum is systematically sequenced with opportunities for students to acquire and apply knowledge through evidence-based decision making with increasing skill within and across semesters and years.

Evidence gained from the scientific literature, clinical experiences and patient/client and societal values create a foundation for the thoughtful consideration of multiple alternatives in physical therapy patient/client management when.

Examinations are based on clinimetrically sound measures, careful design and analysis, skillful observations, and respect for the patient/client/family/cultural perception of the problem.

The "diagnostic processes" of evaluation, diagnosis and prognosis decisions integrate up-to-date literature and clinical observations with the recognition of still existing uncertainties in the practice of physical therapy.

The patient/client management process is based on the integration of the evidence gathered as well as on hypotheses that the intervention(s) will likely produce outcomes that represent meaningful changes in the patient/client functional skills and/or quality of life.

II. EXPECTED STUDENT OUTCOMES

Student Responsibilities

Adhering to the policies in the University Graduate Catalog which was current at the time of initial registration, and of the Physical Therapy Program Policies including Clinical Education Policies at the time of acceptance into the Physical Therapy Program as applicable.

Meeting the requirements for graduation as stated in the University Graduate Catalog.
Meeting the requirements for following the policies and procedures appropriate to the various institutions within the University: Library; b) Parking; and c) Health Services and Clinical Compliance.

Reading all material placed within their personal boxes and posted to their e-mail addresses.

Any and all personal transportation necessary for class attendance, including classes held away from the Storrs campus and to clinical education experiences.

Housing during the 3 year program, including housing during the clinical education experiences.

Appropriate and professional behavior at all times. Students are expected to dress appropriately for the situation. For example, when going to a physical therapy clinic or other health facility, students are expected to wear nice street clothing or specific clothing as specified by the instructor.

Maintaining a clean environment in their class rooms, laboratories and other student areas.

Attending all classes and laboratory sessions punctually; actively participating, and demonstrating self-reliance and personal responsibility for meeting the requirements of the program. Absences and tardiness reflect compromised participation and can affect the students' grades.

Maintaining current certification in CPR and First Aid for as long as they are in the PT program.

Passing a criminal background check and drug screen in order to maintain suitability for clinical placements and state licensure.

Completing all required health tests, immunizations and forms, in order to participate in any clinical education experience. This includes any additional tests or examinations that may be required by the specific clinical site to which a student is assigned.

Seeking out his/her faculty advisor and scheduling an appointment at least once during the semester. If the student is unable to find a mutual time for a meeting with the advisor, then the student should meet with the Program Director. The Program Director will then communicate to

the assigned advisor.

Seeking out his/her faculty advisor and scheduling an appointment at least once during the semester. If the student is unable to find a mutual time for a meeting with the advisor, then the student should meet with the Program Director. The Program Director will then communicate to the assigned advisor.

Being academically honest. Academic dishonesty includes cheating and plagiarism. Cheating refers to giving or receiving of unauthorized aid, examinations, and notes on examinations, papers or class assignments. Cheating also includes the unauthorized copying of examinations. The definition of plagiarism is to pass as one's own the ideas or words of another or to present as one's own an idea or product derived from an existing source.

Professional Behaviors

The faculty of the Physical Therapy Program at the University of Connecticut has made a commitment to providing opportunities for its students to develop the entry-level skills, knowledge and attitudes needed for exemplary physical therapy practice. An important part of developing into a respected professional is developing a set of behaviors and values that, together with good content knowledge and hands-on skills, position graduates for success in their clinical environment. The Physical Therapy Program uses a Professional Behaviors Evaluation Instrument as one means of guiding the student's development of professional behaviors.

Student Employment

While it is recognized that students' may have financial need during their educational career, it is recommended that due to the academic demands of the DPT program that students limit employment commitments.

Students who work or volunteer part-time in a hospital or physical therapy clinics are not considered to be representing the Physical Therapy Program or the University of Connecticut.

Students who work or volunteer in physical therapy clinics outside of regularly scheduled clinical education experiences are not covered by the Student Liability Insurance policy.

Necessary Skills

Motor skills: The student must have sufficient motor capabilities to execute the movements and skills required to provide safe and effective physical therapy patient/client management. These include, but are not limited to:

- Performance of moderately strenuous physical activities.
- Coordination, speed and agility to assist and safely guard (protect) patients who are walking, exercising or performing other rehabilitation activities.
- Adjust, move and position equipment and patients, which involves bending or stooping freely to floor level, reaching above the head, lifting, carrying, pulling, and pushing.
- Provide cardiopulmonary resuscitation
- Manipulate small devices used in physical therapy; this involves adjusting gauges, dials, small nut/bolts, and equipment settings
- Elicit information from patients by palpation, auscultation, percussion and other examination procedures.

- Legibly record/document all records required for academic and clinical coursework

Sensory/Observational Skills: The student must be able to demonstrate the functional use of vision, hearing and other sensory modalities. These include but are not limited to: ■

- Observe demonstrations and participate in laboratory coursework
- Obtain an appropriate medical history directly from the patient or guardian
- Determine the physical needs of any patient with potential emergency medical conditions • Palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone, and joint movement.
- Sufficient position, movement and balance sensations to assist and safely guard (protect) patients with movement dysfunctions

Communication skills: Students must be able to utilize effective and efficient communication with peers, faculty, patients and their families, and other health care providers. These include but are not limited to: • Read at a competency level that allows one to safely carry out all academic and clinical assignments

- Effectively communicate verbally (interpret and express) information regarding the comfort and well-being of patients, and to communicate with patients/families, health care professionals and third party payers.
- Recognize, interpret and respond to nonverbal behavior of self and others

Behaviors: Students must be capable of behaviors required for the successful conduct of physical therapy in all environments. These include but are not limited to:

- Developing empathetic and therapeutic relationships with patients
- Tolerating close physical contact with other students, colleagues and patients
- Working appropriately with patients, other students and co-workers in stressful situations • Prioritizing multiple tasks, integrate information and make decisions
- Acting safely and ethically during all academic and clinical environments
- Establishing rapport with patients, students and coworkers from a variety of ethnic and cultural backgrounds.
- Exercising good judgement

III. ENTERING REQUIREMENTS

Academic Requirements

Admission to the DPT Program in the Department of Kinesiology of the College of Agriculture, Health, and Natural Resources is competitive. Admission decisions are based upon grade point average in all studies and the specific science prerequisites (see below), Graduate Record Examination scores, the quantity and scope of the applicant's experiences in physical therapy or other health related areas, and evidence of leadership skills with a potential to contribute to the profession. The College of Agriculture, Health, and Natural Resources and the Physical Therapy Program actively pursue and support students with diverse backgrounds. Applicants to the DPT program are expected to demonstrate outstanding ability and to show on the record of previous scholarship and experience that they are likely to do superior work in their professional

preparation. Meeting minimum requirements does not assure acceptance into the program

Students are advised to complete the Graduate Record Examination and applications by January 15th of the year they are applying for May admission. Prerequisites may be taken after the application deadline, but satisfactory performance with completion prior to the start of the program is required. Acceptance into the program is contingent upon such performance.

Pre-requisite courses for admission into the Doctor of Physical Therapy program:

- General Chemistry I with Laboratory
- General Chemistry II with Laboratory
- Physics I with Laboratory
- Physics II with Laboratory
- Anatomy & Physiology I with Laboratory
- Anatomy & Physiology II with Laboratory
- Psychology (6 credits)
- Statistics
- Biology
- Mathematics (Pre-Calculus or higher)

Graduation Requirements

The practice of evidence-based physical therapy requires knowledge of clinical research. Thus, students in the Doctor of Physical Therapy program are expected to participate in a scholarly endeavor involving one or more faculty mentors and one or more physical therapy students.

Students must present their project at the end of their third spring semester and complete a written report by the end of that semester in the program. The paper must be in a form and of a quality that is consistent with submission to a professional journal in accordance with the "Instructions to Authors". (E.g. Physical Therapy, Archives of Physical Medicine and Rehabilitation etc.)

The curriculum will help students to prepare for this project, but it is the students' responsibility, in collaboration with their faculty mentor(s), to see that the presentation and paper are ready at the required time. A passing grade on the project, awarded in (PT 5448) is required to graduate from the DPT program. The paper can take one of the three forms that are described below.

A. Systematic Review

A systematic review can be conducted in association with one or more faculty mentors and physical therapy student. Only reviews for which there is a prior agreement of collaboration from a University of Connecticut faculty member are allowed. While publication of the review is not required, it is expected that the review will be of such a quality that it could be submitted for publication. The review must be systematic. A mere summary of the literature on a topic is not satisfactory. Students will be provided with topics that faculty believe are appropriate for systematic reviews

B. Research Report

A research project is conducted in association with one or more faculty mentors and physical therapy students. Only research projects for which there is a prior agreement of collaboration

from a University of Connecticut faculty member are allowed. To facilitate such collaboration, a list of topics with which faculty are willing to involve students will be made. Although more than one student may be involved in a project, each student must participate in data management and preparation of a paper conveying substantive findings. While publication of the report is not required, it is expected that the paper will be of such a quality that it could be submitted for publication.

C. Major Case Report

The student will select a real case from his or her clinical affiliations and a faculty member is recruited to assist the student in the selection of an appropriate case and who will supervise the student's writing of the case report. The case should be unique or illustrative so as to expand the knowledge or understanding of those who read it. Students who exercise this option will need background material, usually obtained through the evidence based paper assignment, and considerable data to effectively write and present the case. Reports are to be written with the APTA's "Writing Case Reports" (McEwen, 2001) as a guide and should describe patient management using the format of the "Guide to Physical Therapy Practice".

Arrangement for students to work with one or more research mentors is generally completed by the end of the first fall semester and no later than the first spring semester

Role of the Research Mentor:

A research mentor is responsible for guiding the student in a research initiative approved by the Program Director of Physical Therapy. Their role is to direct the student and help ensure a successful completion of a presentation of their work as a component of PT 5446 and a written report in a format suitable for submission in a professional journal as a component of PT 5448.

Academic Requirements for Graduation

In order to receive the Doctor of Physical Therapy (DPT) degree from the University of Connecticut the student must:

- Achieve a minimum overall GPA > 3.0.
- Satisfactorily Complete all Physical Therapy coursework with a grade of C or above. • Complete a total of 33 weeks of Full time Clinical Education with credit.
- Students must follow all University guidelines for applying for graduation. This is accomplished through the student record management system (PeopleSoft) during the final spring semester.

Application for the Degree

Formal application must be filed on the official form provided by the Graduate Records Office. If filing is not timely, conferral is delayed to the next conferral period, even though all other degree requirements may have been completed on time.

IV. CURRICULUM OVERVIEW

Academic Overview

The entry level DPT is undertaken after students have received a bachelor's degree in a relevant field and completed all prerequisites. Students are required to complete a highly structured program of study over a total of 6 regular semesters and 3 summer sessions which includes coursework in: basic and clinically applied sciences, clinical medicine, evidence-based practice and research, rehabilitation, management, and clinical practical. Students are educated to work in and with a variety of patients and clinical settings. There is no emphasis on one area of physical therapy practice. Areas covered include: acute care, subacute care, long term care, orthopedics, and neurological rehabilitation.

The program is designed to prepare entry level practicing physical therapists. Emphasis is placed on developing the knowledge, skills and attitudes necessary to function in the complex, dynamic, health care environment. The program prepares students for the licensure examination and autonomous practice as a generalist. The curriculum exposes students to areas of specialty practice within physical therapy but students must recognize that additional training is required for specialty certification.

Related Costs

1. Tuition for Academic Years and Summer sessions for all three years.
<https://bursar.uconn.edu/graduate-physical-therapy-tuition-and-fees-2/>
2. Books and course materials
3. Travel expenses for integrated clinical experiences and full time clinical practicums.
4. Housing, food and other living expenses during the program.

The curriculum sequence is on the next page and the course descriptions can be found at <https://physicaltherapy.cahnr.uconn.edu/courses/>

DOCTOR OF PHYSICAL THERAPY PROGRAM					
Curriculum Sequence					
Summer 1					
PT 5410	Human Anatomy: Trunk & Upper Extremity	4	PT 5412	Human Anatomy: Pelvis & Lower Extremity	4
PT 5440	Evidence Based Practice in Physical Therapy	3	PT 5414	Clinical Human Physiology	3
PT 5480	Interaction for Health Care and Society	3		Total credits	17
Fall 1			Spring 1		
PT 5416	Clinical Neuroscience	5	PT 5451	Acute Care Management	5
PT 5460	Intro to Clinical Education	1	PT 5469	Integrated Acute Care Practicum	1
PT 5420	Foundation in Clinical Pathology	3	PT 5422	Cardiopulmonary Pathology	2
PT 5430	Functional Biomechanical Relationships	3	PT 5434	Foundations for Systems Review	2
PT 5450	Fundamentals Physical Therapy Examination	5	PT 5432	Motor Control & its Clinical Applications	4
			PT 5418	Clinical Pharmacology	3
				Total credits	17
Summer 2					
PT 5424	Musculoskeletal Pathology	4	PT 5437	Education & Communication for Physical Therapists	3
PT 5452	Therapeutic Interventions I	2			
PT 5438	Professionalism for the Physical Therapist	2	PT 5462	Integrated Clinical Experience, M/S I	1
				Total credits	12
Fall 2			Spring 2		
PT 5431	Prevention, Health Promotion, Fitness & Wellness	2	PT 5456	Neuromuscular Rehabilitation	4
PT 5481	Therapeutic Interventions II	2	PT 5458	Pediatric Physical Therapy (required)	2
PT 5453	Musculoskeletal Rehab: Spine	3	PT 5455	Essentials of Rehabilitation Practice	3
PT 5454	Musculoskeletal Rehab: Extremities	3	PT 5466	Integrated Clinical Experience, N/M	2
PT 5463	Integrated Clinical Experience, M/S II	2	PT 5446	Evidence-Based Practice Seminar	2
PT 5433	Management for the Physical Therapist	3	PT 5465	Public Engagement in Prevention, Health Promotion, Fitness & Wellness*	1
PT 5465	Public Engagement in Prevention, Health Promotion, Fitness & Wellness* (2 hours a week practicum by arrangement) 1 hour a week in class	1		Elective (PT 5471 & PT 5472)	3
				Total credits	16-17
Summer 3					
	Cumulative Examinations (May)	0			
Fall 3			Spring 3		
PT	Clinical Education I (August- Oct)	10wks	PT	Clinical Education III (Jan-April)	12 wks
PT	Clinical Education II (Oct – Dec)	11wks	PT 5461, PT 5464, PT 5467 are the course numbers for the clinical education experiences but can be in any order based on placement availability		
			PT 5448	Capstone Scholarly Report Preparation (April – May)	2
				Total credits	10

Academic Evaluations and Assessments

Cumulative Exam:

At the end of the second academic year the student will be required to participate in an evaluation in their readiness for full time clinical practicums. The cumulative exam consists of a multiple, choice exam to evaluate knowledge and an evaluation of clinical skills.

Grading

A=4.0	B+=3.3	C+=2.3	D+=1.3
A-=3.7	B=3.0	C=2.0	D=1.0
	B-=2.7	C-=1.7	D-=0.7
			F=0

Expected Performance Grading and Dismissal

The members of the Physical Therapy faculty regularly monitor the performance of each student in all facets of the program (classroom, laboratory and clinic) at the close of each semester of their graduate education to determine their readiness to progress in the program. Performance evaluations are conducted by the Physical Therapy faculty in advance of each clinical practicum experience specifically to determine the adequacy of each student's knowledge, proficiency level and their preparedness to interact safely with patients and clients during the clinical education experience. If at any time, a student's level of performance, progress in completing the academic requirements for the degree, or professional development/or suitability is considered to be unsatisfactory, the faculty and the program advisory committee may require remedial action on the part of the student or recommend dismissal to the Dean of the Graduate School.

According to the Graduate Catalog:

... "students are expected to maintain in their course program at least a B (3.00) average and demonstrates satisfactory progress in the degree program and professional development. Maintenance of good academic standing in the Graduate School requires at all times a cumulative grade point average of 3.00 or higher. Whenever a student's cumulative average falls below 3.00, performance is reviewed by the program advisory committee and a recommendation to the Dean of the Graduate School made as to whether or not the student should be permitted to continue graduate study. Graduate students' progress is monitored regularly by the advisory committee.

Grading:

The letter A signifies work of distinction. The letter B represents work of good quality, such as is expected of any successful graduate student. The letter C represents work below the standard expected of graduate students in their area of study. It is recognized that work of C quality in a supporting area may be of benefit to students and that they should not be discouraged by the

grading system from including some supporting work in their programs. Such work shall be identified on the plan of study. Plus and minus values may be assigned to all but failing grades, are entered on the permanent record, and are computed into the student's grade point average. A grade of D+, D, or D- signifies work of unsatisfactory quality. If a graduate student receives any form of a D grade, the course may not remain on the plan of study and the student's eligibility to continue in the degree program is reviewed by the departmental advisory committee. The grade of F signifies failure in the course and necessitates a recommendation by the advisory committee to the Graduate School as to whether or not the student shall be permitted to continue graduate study.

Satisfactory & Unsatisfactory Policies

For the following four PT clinical practicum courses, (PT 5461, PT 5464, PT 5467, and PT 5468), students receive a grade of either S (satisfactory) or U (unsatisfactory). Per policy of the Graduate School a grade of U signifies failure in the course and necessitates a recommendation by the advisory committee to the Graduate School as to whether or not the student shall be permitted to continue graduate study. Please see the Program's Clinical Education Manual for specific information regarding grading of full time clinical practicum courses.

Due Process

Appeal of a Grade on a Paper or Test (must be made prior to end of course)

The student contacts the instructor for an appointment to review the paper or test in question. It is up to the instructor to make the decision in this situation. If the student is not satisfied, he/she may ask the Program Director to attend the meeting between the faculty member and student in which the paper or test is reviewed.

Appeal of a Course or Outcome of a Cumulative Exam (must be made within 30 days of final examination)

The student should first discuss the reasons for his/her appeal with the instructor of the course or in the case of the cumulative exam the Program Director. If no satisfactory agreement is reached the student may submit an appeal in writing to the Program Director. The written appeal should contain the information and reasons the student believes the grade or the outcome of the cumulative exam is incorrect or should be changed. The

Academic Advisor Committee will review the appeal and will recommend a course of action regarding the course grade or cumulative examination evaluation

Appeal Process Related to Recommendation of Academic Dismissal

In cases where a recommendation of dismissal from the Physical Therapy Program is made by the Academic Advisory Committee to the Graduate School the student will be notified by the Associate Dean of the Graduate School. A process to request a hearing with the Associate Dean and appeals procedures are described in the Graduate Bulletin and thus are the policy of the Physical Therapy Program. Students should refer to the Graduate Bulletin for complete information and may direct questions to the Program Director, Department Head or the associate Dean of the graduate School.

Grievance Procedures

The University of Connecticut's Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution.

If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the School or at other campus units such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Program Director, the Department Head, or the Dean, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the School report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Provost's Office regarding appropriate action

The Doctor of Physical Therapy Program's Grievance Procedures are as follows:

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, s/he should submit a written complaint to the primary faculty, along with a request for a meeting with the primary faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of his/her choice at any step of the process. Subsequent to this meeting, the program director will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file

Step 3. If the student grievant is dissatisfied with the results of Step 2, s/he may appeal in writing to the Director of the Physical Therapy Program within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Program Director will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results Step 3, s/he may appeal in writing to the Associate Dean of the College of Agriculture, Health, and Natural Resources within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the students file for historical purposes.

Change in Research Project Faculty Research Mentor or Faculty Advisor

The student makes a written request through the Program Director to change their research mentor(s) of faculty advisor.

V. CLINICAL EDUCATION AND POLICIES

Students should review the Program's *Clinical Education Manual of Policies and Procedures* for further information regarding health policies.

Students are responsible for all, and any, of the fees and charges related to the Health Policies, CPR certification, CORI checks, drug screenings and required health insurance.

Academic Requirements for Enrollment in Clinical Practicum Courses

All students are reviewed by their faculty advisors and the faculty as a group to determine readiness for clinical practical. Students who have received below a C in any previous coursework or are not making suitable progress in meeting the academic requirements for the degree, or professional development will be reviewed by the program's advisory committee to determine whether they may progress to participation in full time clinical practical. Specific policies and procedures regarding readiness for clinical education can be found in the Clinical Education Policy and Procedure Manual.

Prior to the start of full time clinical practicum courses, each student must pass a cumulative examination. The examination is a comprehensive review of all curricular content. The exam consists of three content areas: medical/surgical, orthopedic, and neurological. In each content area the student will be required to complete three components related to a specific case example. The students will complete a written response related to the case, practical examination and appropriate documentation for the case. Students must successfully complete testing in each content area in order to enter full time clinical training. If a student fails to demonstrate competency in one or more content areas he or she will be permitted to retake the exam up to 2 times at the discretion of the academic advisory committee.

Health Insurance

All students are required to carry at least the minimum coverage of health insurance as stated in the University's student health policy. It is the student's responsibility to provide a copy of their health insurance card by the start of the first Fall semester. Students will not be allowed to attend any clinical experience without this documentation. The student will assume responsibility for any medical expenses incurred that are not covered by their insurance coverage while participating in the clinical portions of their program.

All UConn students are eligible to enroll in the Wellfleet Cigna Student Health Insurance Plan (SHIP). Graduate students are automatically enrolled if they are not covered by another plan (under a parent or an employer based plan). It is strongly advised that students review their fall fee bill to determine if they have been automatically charged for/enrolled in the plan (a separate line-item titled *Health Insurance* would appear under their Fall term fees).

If students have been charged but have other coverage – they would need to complete an online waiver to waive/decline the SHIP. Go to: <https://shs.uconn.edu/insurance-information/> for more information.

OSHA Training

The Department of Physical Therapy, in cooperation with the Department of Environmental Health and Safety, and in compliance with the OSHA Blood Borne Pathogen Standards, will provide mandatory annual educational sessions for all students. All students must provide proof of completion of the course every year or they will not be allowed in any clinical environment. This policy must be adhered to for both integrated clinical experiences and for all full time practicum courses.

HIPAA training

All students will receive one online training course in HIPAA (Health Information Privacy & Protection Act) Safety & Privacy during their initial summer of orientation. Thereafter, students will be required by the individual clinics to undergo further HIPAA, Codes of Conduct and Confidentiality training as part of their pre-clinical requirements.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Link : <https://policy.uconn.edu/2011/05/24/ferpa-policy/> and the policy is included in the appendix.

Cardiopulmonary Resuscitation and First Aid

All students are expected to maintain certification in American Heart Association Heartsaver CPR with AED and First Aid training throughout the time the student is in the PT program. National EMT Training certification will also be accepted.

New students must submit a copy of a valid CPR cards during the first summer semester to their online Complio accounts,. Continuing students must submit a copy of re certifications in advance of their expiration dates. Fully on-line courses will not be accepted, but hybrid courses with an in-person testing component are acceptable. Any student whose CPR or First Aid expires before the end of a clinical practicum course will not be allowed to start that course. Missed days for this reason will not be waived; the student will be required to make that time up.

Criminal Offender Background Information (CORI) and Drug Testing

Incoming students will be required to purchase a Criminal Background Check, a FACIS III clearance and a 12-panel drug screening in the summer after orientation. Many clinical sites also require an additional CORI and/or drug testing before a student is allowed to begin their final affiliations. The Clinical Compliance Coordinator will assist students in using the Complio system to get these done and each student will be responsible for their own reports. The reports may be sent to a student's clinical site upon request of the site's coordinator.

The Clinical Compliance Coordinator oversees the CORI reports and will inform the DCE and Program Director if a negative result occurs. If the report is negative, the DCE is informed and meets with the student to discuss the effect this will have on clinical education courses and site selection. A negative return on a criminal background check or a failed drug screen result WILL LIKELY preclude participation in clinical experiences, as well as your ability to be licensed to practice in some or all states. Students are encouraged to discuss ANY concerns either anonymously with the University Clinical Case Manager at clinicalcasemanager@uconn.edu, or personally with the CCC or Program Director at the start of their training, since the nature and timing of criminal offenses are considered. Please note that clinical sites, not the DPT Program or UConn have ultimate authority in permitting students to participate in clinical care at their facilities.

Student Clinical Placement or Other Experiential Learning Experience & Authorization/Consent for Review and Disclosure Waiver

Every UConn student involved with clinical healthcare training is required to electronically sign this waiver (available in their Complio account) and which releases their health records, background screenings information, documentation regarding training and other individually identifiable records held by the participating clinical training department / program at UConn. These records are protected under the Family Educational Rights and Privacy Act (FERPA) and/or other relevant federal/state laws, and may not be disclosed without specific permission, except in limited circumstances as permitted or required by law.

Health and Immunization Requirements

Physical Therapy students must be free of communicable disease and in good health in order to be admitted to any clinical environment. Practice in clinical settings where actual patients will be seen requires that those patients be protected from communicable disease. Students will not be allowed to participate in any clinical education opportunity unless they can demonstrate that they have the following:

- a) Annual Physical Examination
- b) Documentation of immunity via positive lab titer for:
 - Measles
 - Mumps
 - Rubella
 - Varicella
 - Hep B
- c) Annual test for tuberculosis, either Quantiferon blood test or PPD/Mantoux skin test, If the results are positive, the record must include documentation of a chest x-ray and/or INH treatment.
- d) Annual Flu vaccine
- e) TDAP, Tetanus, diphtheria and pertussis shot at least every 10 years.

Every student's health record is maintained by both Student Health Services and the online health records management portal Complio (through American DataBank), with assistance by the Clinical Compliance Coordinator (CCC). Relevant student health information will be provided to clinical sites where the student will provide patient management.

The Clinical Compliance Coordinator, along with the Complio records management system will remind students of required health policies prior to clinical experiences. Students must complete all the necessary health data forms in a timely fashion. Failure to do so will result in delay of the experience. The Physical Therapy Program Director or the Director of Clinical Education may request additional documentation at any time from the student's personal physician if a health problem might be aggravated by clinical experiences or if a health problem might endanger a patient in a clinical setting.

VI. BUILDING POLICIES AND GUIDELINES

Kinesiology Building Usage

The Kinesiology Building Keycard Access-Each student will be given access to the building by way of their student id card. The main entrance of the building has a swipe card reader that will allow the student to access the building by running the id card over the card reader. If for some reason access is denied or the id is not working please contact the administrative staff via email to report the malfunction.

- Students are not to stay overnight in the building.
- Do not bring individuals who are not program related students, faculty or staff into the building at anytime without prior permission.

Building hours

The Kinesiology Building automatically opens Monday-Friday from 7:30 am-5:00 pm. Students will have additional hours of access via the card reader at the main entrance with their id cards. The additional hours are:

Monday-Friday: 6:30-7:30 am and 5:00-11:00 pm

Saturday & Sunday: 8:00 am-5:00 pm

Student Access to Equipment

Do not use gym equipment unattended.

Do not bring any building equipment home with you.

Respect the space and the equipment that you are given access to.

Sanitation Regulations

Lost & Found

Clean up after yourself

Physical Therapy Student APTA membership

Students are strongly urged to become student members of the American Physical Therapy Association (APTA), the Connecticut Physical Therapy Association (CPTA), and sections that are of particular interest to the students. Students are encouraged to be active in the University of Connecticut Student American Physical Therapy Association (SAPTA); to attend National APTA meetings and CPTA district and state meetings as part of their professional development. Participation in University based service learning opportunities is also highly encouraged.

Administrative Policies

Students are not permitted in any faculty member's office without the faculty member being present, unless authorized by that faculty member or accompanied by another faculty member. Permission must be obtained from the Program Director, or other responsible person within the Program, prior to posting any notices on any of the bulletin boards.

Absences from Final Examinations:

If, due to extenuating circumstances, a student cannot take a final examination as announced in the Final Examination Schedule, the student must ask permission from the Program Director to reschedule the examination. When the student has permission to reschedule, the instructor will schedule it at a time agreeable to both.

Absences

Students must notify the course instructor or the Program Director, as soon as it is known that a class or mandatory activity will be missed, or no later than 24 hours after the absence.

Acceptable means of notification are telephone, or telephone message or email if approved by the instructor. In the situation of absences from a clinical education experience, the Clinical Instructor at the site must be notified as soon as possible, but no less than 30 minutes from the start of the work day. The student is responsible for arranging with the instructor for possible make-up of the missed class or laboratory material.

VII. CODE OF ETHICS

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA).

The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

2A. Physical therapists shall adhere to the core values of the profession and shall act

in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/ client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment. 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public. (Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees). 4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations. 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence) 6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice. 6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/ clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Value: Social Responsibility)

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Link: https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

VIII. APPENDIX

Faculty Contact

Physical Therapy Department Faculty & Staff Contact Information 3107 Horsebarn Hill Road, Unit 4137, Kinesiology Bldg.			
Name & Email	Phone	Title	Room
Jeffrey Kinsella-Shaw jmkshaw@gmail.com	486-0047	Program Director	017
Deborah Bubela deborah.bubela@uconn.edu	486-1995	Associate Professor in Residence	006
Maryclaire Capetta maryclaire.capetta@uconn.edu	486-0048	Assistant Professor in Residence	012B
Rachel Chasse-Terebo rachel.chasse@uconn.edu	486-1854	Clinical Compliance Coordinator	005
Cristina Colon-Semena cristina.colon-semenza@uconn.edu	486-2834	Assistant Professor	
Craig Denegar craig.denegar@uconn.edu	486-0052	Professor	039
Laurie Devaney laurie.devaney@uconn.edu	486-1993	Clinical Instructor	012
Susan Glenney Susan.Glenney@uconn.edu	486-5692	Associate Professor in Residence Associate Director of Clinical Education	007
Steven Harrison steven.harrison@uconn.edu	486-8430	Assistant Professor	014
Jon Rizzo jon.rizzo@uconn.edu	486-0020	Director of Clinical Education	008
Katrease Sharavolli katrease.sharavolli@uconn.edu	486-1999	Program Assistant II-Admissions Coordinator	004
Sudha Srinivasan sudha.srinivasan@uconn.edu	486-6192	Assistant Professor	037

Professional Behavior Feedback Form

Behavior	Unacceptable		Meets Standards			
	1	2	3	4	5	NO
1. Accepts responsibility for own actions.	1	2	3	4	5	NO
2. Is punctual and dependable.	1	2	3	4	5	NO
3. Completes scheduled assignments in a timely manner.	1	2	3	4	5	NO
4. Wears attire consistent with expectations of the setting.	1	2	3	4	5	NO
5. Demonstrates initiative.	1	2	3	4	5	NO
6. Abides by the policies and procedures of the program and university.	1	2	3	4	5	NO
7. Adapts to change.	1	2	3	4	5	NO
8. Maintains productive working relationships with classmates, instructors, and others involved in the course.	1	2	3	4	5	NO
9. Treats others with positive regard, dignity, respect, and compassion.	1	2	3	4	5	NO
10. Maintains confidentiality.	1	2	3	4	5	NO
11. Demonstrates behavior that contributes to a positive environment	1	2	3	4	5	NO
12. Accepts criticism without defensiveness.	1	2	3	4	5	NO
13. Manages conflicts in constructive ways.	1	2	3	4	5	NO
14. Makes choices after considering the consequences to self and others.	1	2	3	4	5	NO
15. Assumes responsibilities for choices made in situations presenting legal or ethical dilemmas.	1	2	3	4	5	NO

16. Communicates, verbally and nonverbally, in a professional and timely manner.	1	2	3	4	5	NO
17. Initiates communication in difficult situations.	1	2	3	4	5	NO
18. Selects the most appropriate person(s) with whom to communicate.	1	2	3	4	5	NO
19. Communicates respect for the roles and contributions of all peers, staff, faculty and others involved in the program from a variety of ethnic and cultural backgrounds.	1	2	3	4	5	NO

NO = Not observed. All items are selected from the Professional Behaviors and Communication sections of the Clinical Performance Instrument with some adaptations to reflect the academic setting.

University Policies & Procedures

Protection of Students and Staff from Harassment During Off-Campus Experiences

It is necessary for students in many programs to complete practica or internships within outside organizations. Employees also may be assigned to work at external sites as a part of their job duties. The University's legal and ethical obligations to protect the civil rights of students and staff extend to those settings. Below are policy guidelines developed in cooperation with several Deans whose students customarily participate with other agencies as part of their academic programs. Your cooperation in administering the guidelines is appreciated; and, should you need advice or assistance, you may consult with the Director of ODE.

I. Inclusion of University Policies in Contracts or Agreements with External Agencies.

A. All contracts with suppliers of services must include reference to the Governor's Executive Orders 3 and 17, and specific language is required. These Executive Orders cover nondiscrimination, as does C.G.S. Section 4a 114a.

B. Other sections of the statute govern the conduct of state agencies in their normal functions.

i. C.G.S. Section 46a-71 prohibits discrimination in the delivery of service; forbids state agencies to become parties to agreements with entities that discriminate (or fail to bar discrimination); and require state agencies to analyze the conduct of organizations with which they enter agreements.

ii. C.G.S. Section 46a-75 (a) & (b) prohibits discrimination in the provision of educational and vocational programs; and require state agencies to encourage the fullest development of students' or trainees' potential, and encourage expansion of training opportunities under these programs so as to involve larger numbers of participants from those segments of the labor force where the need for upgrading levels of skills is greatest. The statutes do not require that contracts, agreements, memoranda of understanding, et cetera, include reference to B (1) & (2). We prefer to include a brief reference to these obligations to assure that the agencies with whom we deal are well informed of the University's commitment to its statutory obligations.

C. The President's policies on nondiscrimination, affirmative action, and discriminatory harassment should be made a part of such contracts. It suffices to attach the most current versions to the agreements.

II. Internal Procedures for University Unit Entering Agreements.

A. The school/unit should receive and review assurance that the external agency has strong nondiscrimination policies and complaint procedures. B. Each out-placed student should be advised of his or her civil rights, including the right to be free of racial, religious, and sexual harassment; and should be informed of the existing mechanisms for handling complaints in these areas. C. The Dean or Director should appoint a staff member to serve as chief contact person or advisor for, (a) reviewing civil rights policies and procedures as in II (A); and, (b) pursuing complaints filed as per II (D) & E. The identity of the individual fulfilling a similar role in the external agency should be known to school officials and students. D. Procedures regarding handling complaints of discrimination and harassment registered by our students should be articulated and, preferably, made a part of the agreement. E. Complaint procedures should be formal (i.e., consistent, fair and amendable to review) and should include the following elements: i. Publication of the appointed staff person's identity (noted in (C) above). ii. Means by which an aggrieved person may file a complaint, formal or informal, and may inform the unit of his or her desired resolution. iii. Means by which the school/unit, may be assured that the complaint is treated properly by the external agency. "Properly" is defined as the standard for remedies imposed in similar complaint situations filed against an internal party. iv. Protection of the complainant from retaliation for having complained must be assured. F. Formal and informal complaints should be recorded in a manner that allows the unit to review agencies' conduct in this area prior to renegotiating agreements. G. ODE is to be consulted on a case-by-case basis. If an employee of the University is accused of discriminatory conduct, ODE must be apprised of the complaint.

Any questions concerning this issue can refer to this link:

<http://equity.uconn.edu/wp-content/uploads/sites/833/2016/08/Discrimination-Complaint-Process-2015.pdf>

University Policy Statement on Against Discrimination, Harassment, and Related Interpersonal Violence

Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships

A Printer-Friendly copy of this policy is available at: <http://policy.uconn.edu/wp-content/uploads/sites/243/2016/07/2016-07-1-DiscHarassment.pdf>

STATEMENT OF POLICY The University of Connecticut (the "University") is committed to maintaining a safe and non-discriminatory learning, living and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities. The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual's race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran's status, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or

expression, or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect. The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”¹). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate amorous relationships with employees in positions of authority can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. The University adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated. Disciplinary action may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy. A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn. It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions. Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden. This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be used. The procedures under this Policy, however, will be used to investigate and resolve all reports made on or after the effective date of this Policy, regardless of when the incident(s) occurred.

Complainants (or others who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the University through the following reporting options:

By contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am-5pm, M-F):

Office of Institutional Equity

Wood Hall, First Floor
241 Glenbrook Road
Storrs, Connecticut
(860) 486-2943
equity@uconn.edu
www.titleix.uconn.edu
www.equity.uconn.edu

Nondiscrimination Policy

It is the policy of the University of Connecticut to prohibit discrimination in education, employment, and in the provision of services on the basis of race, religion, sex, age, marital status, national origin, ancestry, sexual preference, status as a disabled veteran or veteran of the Vietnam Era, physical or mental disability, or record of such impairments, or mental retardation. University policy also prohibits discrimination in employment on the basis of a criminal record that is not related to the position being sought; and supports all state and federal civil rights statutes whether or not specifically cited within this statement.

One may file complaints with the Office of Institutional Equity (ODE) within 30 days after the discriminatory act by calling (860) 486-2943 or writing to ODE at Wood Hall, Box U2175, 241 Glenbrook Road, Storrs, CT 06269. Email: equity@uconn.edu

College of Agriculture, Health and Natural Resources
Department of Kinesiology
Doctor of Physical Therapy Program
Request for Student Leave

Name of Student: _____

Requested Designation of Leave:

Emergency Leave

Voluntary Leave

Reason:

Date and Time Leave Begins: _____

Date and Time Leave Ends: _____

PLAN FOR REMEDIATION

Identify the work missed during leave and the plan for remediation.
(Course #, Work Misses, Original & New Due Dates, Remediation Plan, Instructor's Initials)

Signature of Student: _____ Date: _____

DO NOT WRITE HERE – THIS SPACE FOR FACULTY USE ONLY

Designation of Leave:

Emergency Leave

Voluntary Leave

Confirmation Received: _____

Faculty

Approved

Denied

Faculty Signature: _____ Date: _____

Students with Disabilities

It is the responsibility of the student with a disability to inform the Program Director and in the case of clinical courses the DCE and the clinical site regarding a disability if a reasonable accommodation is needed to complete the course. The clinical site must provide reasonable accommodations unless it constitutes an undue hardship. Accommodations will be determined individually in consultation with the student, the Center for Students with Disabilities, the DCE, and the clinical instructor.

Any student needing assistance is urged to contact either or both of the following University of Connecticut offices:

Center for Students with Disabilities (CSD)	Center on Postsecondary Education and Disability
Wilbur Cross, Room 161	249 Glenbrook Road, Unit 2064
Storrs, CT 06269	Storrs, CT 06269-2064
(860) 486-2020 (voice/TDD)	(860) 486-0178
(860) 486-4412 (FAX)	(860) 486-5799 (FAX)
Email: csd@uconn.edu	

Dept. Web Site: <http://www.cped.uconn.edu>

Student Rights and Responsibilities

Every student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.
4. Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

Institutional Rights and Responsibilities

The University of Connecticut, through its Disability Contact Persons has the right to:

1. Maintain the University's academic standards.
2. Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's

signed consent authorizing such discussion.

4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aids that is inappropriate or unreasonable including any that:
 - a. Pose a direct threat to the health and safety of others;
 - b. Constitute a substantial change or alteration to an essential element of a course or program; or
 - c. Pose undue financial or administrative burden on the University.

The University of Connecticut through its Disability Contact Persons has the responsibility to:

1. Ensure that University courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, the University's Disability Contact Person has the responsibility to:

1. Assist students with disabilities who self-identify and meet University criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
2. Assure confidentiality of all information pertaining to a student's disability.
3. Inform students with disabilities of University policies and procedures for filing a formal grievance through the Office of Institutional Equity and/or through external agencies (e.g., Office of Civil Rights).

Faculty Responsibilities

- Responsible for discussing with the Center any concerns related to the accommodation(s) or arrangements that have been requested by the student in their initial contacts. Faculty should meet with students who provide an accommodation letter to establish the means of providing the accommodation as early in the semester as possible.
- If a student requests that an instructor provide accommodations for a disability and the faculty member has had no official notification of the student's need for accommodation from the CSD, the instructor should assist the student in contacting the CSD
- Responsible for assuring that appropriate accommodations are provided, either by providing the accommodation themselves or by making appropriate arrangements with the CSD.
- Faculty are not able to refuse to provide required accommodations, to question whether the disability exists when accommodations have been authorized by the college, or to request to examine the students' documentation without a written consent signed by the student. However, faculty members can have input and should arrange with students the means for providing accommodation in a

particular class.

- Faculty must provide accommodation that give students with disabilities the opportunity to achieve the intended outcome of the course, so long as the accommodation does not alter the fundamental nature of the course or program.

Link for this and more information: <http://csd.uconn.edu/rights-and-responsibilities-2/>

FERPA Policy

Title: FERPA Policy

Policy Owner: Office of Privacy Protection & Management and Registrar

Applies to: Faculty, Staff, Students, Others

Campus Applicability: All Campuses

Effective Date: August, 2016

For More Information, Contact Office of Privacy Protection & Management

Contact Information: (860) 486-5256

Official Website: <http://ferpa.uconn.edu/>

FERPA Policy

Policy Statement on Protection of Rights and Privacy of Students

A. Definitions: As used in this policy, the following terms have the following meanings.

1.
 1. Alleged Perpetrator of a Crime of Violence: A student who is alleged to have committed acts that, if proven, would constitute any of the following offenses or attempts to commit the following offenses: arson; assault offenses; burglary; criminal homicide (manslaughter and murder); destruction, damage, or vandalism of property; kidnapping or abduction; robbery; and/or sexual assault.

2. Attendance: Participation in University course(s) in person, or via paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom. It also includes the period during which a person is working under a work-study program.
3. Dates of Attendance: The period of time during which a student attends or attended the University. The term does not include specific daily records of attendance.
4. Directory Information: Information contained in an Education Record of a student that by itself would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes: the student's name; date of birth; addresses (including but not limited to physical address and email address); telephone number; PeopleSoft Number, NetID; school or college; major field of study; degree sought; student level (freshman, sophomore, etc.); degrees, honors, and awards received; residency/match information (for medical and dental students); dates of attendance; participation in officially recognized activities and sports, weight and height of athletic team members and other similar information including performance statistics, photographic likenesses and video of athletic team members; for student employees, employing department and dates of employment.

The University reserves the right to amend this listing consistent with federal law and regulations and will notify students of any amendments by publication in the Annual FERPA Notification. Directory Information may only be disclosed in accordance with the provisions outlined in Section D. below.

5. Disclosure Logs: Documents maintained by the appropriate University records custodians that records for each request for and each disclosure of Personally Identifiable Information of a student, and that indicates everyone who has requested or obtained Personally Identifiable Information and their legitimate interests in obtaining it (other than those enumerated in section F. below).
6. Education Records: Any records maintained in any form or medium by the University that are directly related to a student.
7. FERPA: Family Educational Rights and Privacy Act, 20 U.S.C. sec. 1232g, et seq. as amended, and the regulations at 34 C.F.R. Part 99.
8. Hearing Body:
 - a. Storrs and Regional Campuses: One or more persons assigned by the Vice President of Student Affairs or designee to determine whether an educational record is inaccurate, misleading or otherwise in violation of the student's privacy rights, and therefore should be amended or deleted from the student's records.
 - b. University of Connecticut Health Center (UCHC): One or more persons assigned by the Dean of Students for each school (Medical and Dental) or designee to determine whether an educational record is inaccurate, misleading or otherwise in violation of the student's privacy rights, and therefore should be amended or deleted from the student's records.

Individuals who have a direct interest in the outcome of the hearing may not serve on the Hearing Body (i.e., may not be from the University department or division with whom the student has the conflict under FERPA).

9. Legitimate Educational Interest: A University Official has a legitimate educational interest if it is in the educational interest of the student in question for the official to have the information, or if it is necessary for the official to obtain the information in order to

carry out his or her official duties or to implement the policies of the University of Connecticut. Any University Official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for the University has a legitimate educational interest.

10. Parent: Includes a parent of a student, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
11. Personally Identifiable Information: A student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the social security number or student number, or any portion thereof; biometric record (meaning, biological or behavioral characteristics used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, handwriting); other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
12. Student: One who is presently enrolled and attending or who has been enrolled and attended the University's degree, non-degree and non-credit programs. It does not include deceased students.
13. Student Code: Regulations governing student conduct; also known as "Responsibilities of Community Life: The Student Code."
14. University: for the purposes of this policy, "University" means the University of Connecticut, all campuses.
15. University Official: The term "University Official" (sometimes called "School Official") means any person employed by the University in an administrative, supervisory, academic, research or outreach, or support staff position (including law enforcement unit personnel and health staff). The term also includes any contractor, consultant, volunteer, or other party to whom the University has outsourced institutional services or functions where the outside party—
 - a. Performs an institutional service or function for which University would otherwise use employees;
 - b. Is under the direct control of the University with respect to the use and maintenance of education records; and
 - c. Is subject to the requirements of FERPA governing the use and redisclosure of personally identifiable information from education records.

Examples of "University Officials" include, but are not limited to: attorneys, auditors, collection agents, officials of the National Student Clearinghouse, or the; a person serving on the Board of Trustees; Reserve Officers' Training Corps (ROTC) cadre members (limited to their relationship with students enrolled in the ROTC program and/or enrolled in ROTC courses); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University Official in performing his or her tasks.

B. Rights of Students

1. Students of the University have a right to:

1.
 1.
 1.
 - Be provided a list of the types and location of educational records maintained by the University and the titles and contact information of the officials responsible for those records. (See appropriate link for each campus at the end of this policy);
 - Inspect and review Education Records (except as excluded in section H. below), within 45 days of a written request being presented to the authorized custodian of the records in question;
 - Receive a response from the University to reasonable requests for explanations and interpretations of Education Records within ten (10) business days;
 - Request amendments to their Education Records if the student believes that they are inaccurate, misleading, or otherwise in violation of privacy rights. If the University refuses to make such amendments, the student shall have an opportunity for an administrative hearing to challenge the content of the record on the same grounds and to insert a written statement or explanation commenting upon the information in the record;
 - Inspect and review only such parts of educational material documents as relate to him/her or to be informed of such specific information;
 - Receive a copy, if desired, of all records supporting enrollment or transfer to another school, and have an opportunity for an administrative hearing to challenge the content of these records;
 - Revoke, in writing, any previously executed waiver of rights under FERPA, with respect to any actions occurring after revocation;
1.
 1.
 1.
 - Inspect the Disclosure Logs maintained by appropriate University record custodians with regard to the student's Education Record(s); and
 - File complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S. W., Washington, D.C. 20202-4605. Complaints may also be filed with the University's Compliance Office by calling the Assistant Director of Compliance/Privacy at (860) 486-5256 or online at <https://www.compliance-helpline.com/uconncares.jsp>, or the UCHC Compliance Office by calling the Associate Education Compliance Officer at (860) 679-1280 or email compliance.officer@uchc.edu.

C. Disclosure of Education Records. Education Records or other Personally Identifiable Information (other than Directory Information, as described in Section D. below) may not be disclosed without the student's prior written consent except in the following instances. For purposes of compliance with FERPA, the University considers all students, regardless of age or tax dependency status to be independent. Therefore, educational records will not be provided to parents without the written consent of the student, except where one or more of the exceptions below applies.

- 1.
1.
 1. To the student himself/herself, unless he/she has waived the right;
 2. To University Officials who have a legitimate educational interest in the records.
 3. To officials of other schools in which the student seeks or intends to enroll or has enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer, and provided the student may upon request have a copy of the records so transferred;
 4. In connection with determining eligibility, amounts, and conditions, or enforcing terms of financial aid for which the student has applied or that which he or she has received;
 5. To comply with a judicial order or lawfully issued subpoena, provided the University makes a reasonable effort to notify the student of the order or subpoena in advance of the compliance therewith, unless such notification is not required by FERPA;
 6. To appropriate parties in connection with a health and safety emergency where the University determines that there is an articulable and significant threat to a student or any other individuals, where the knowledge of such information is necessary to protect the health or safety of the student or other individuals;
 7. To law enforcement agencies and to certain other governmental authorities and agencies as are enumerated in and required or permitted by FERPA;
 8. To a court in connection with legal action by the University against a student or a student's parent or by a student or student's parent against the University;
 9. To the parent of a student regarding the student's violation of any Federal, State, or local law or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance where:
 - a. The University has determined that the student has committed a disciplinary violation with respect to that use or possession; and
 - b. The student is under the age of 21 at the time of the disclosure to the parent. Such disclosure will occur in accordance with the University's Parental Notification Policy through the Division of Student Affairs. For more information, visit the Division of Student Affairs Community Standards website at: <http://www.community.uconn.edu>.
 10. To a victim of an Alleged Perpetrator of a Crime of Violence or a Non-forcible Sex Offense. Such disclosure may only include the final results of the disciplinary proceedings conducted by the University with respect to the alleged crime or offense. The University may disclose the final results of the disciplinary proceeding regardless of whether the University concluded a violation was committed;
 11. Disclosure of the final result of a disciplinary proceeding where the alleged perpetrator-student is found to have violated University policy with respect to a criminal allegation. Such disclosure may be made (even to members of the public in certain circumstances) where the University has determined through its disciplinary proceedings that a student is (a) an Alleged Perpetrator of a Crime of Violence or a Non-forcible Sex Offense; and (b) with respect to the allegation made against the student, the student has committed a violation of the Student Code. Such a disclosure may only include the Final Results of the disciplinary proceedings conducted by the University with respect to the alleged crime or offense. The University may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student. This paragraph applies only to disciplinary proceedings in which the Final Results were reached on or after October 7, 1998;

12. To authorized representatives of the federal, state and/or local government as permitted by FERPA in connection with an audit of federal- or state-supported education programs or with the enforcement of or compliance with federal legal requirements relating to those programs.
13. To accrediting organizations to carry out their accrediting functions; and
14. To organizations conducting studies for, or on behalf of, educational agencies or institutions to:
 - a. Develop, validate, or administer predictive tests;
 - b. Administer student aid programs; or
 - c. Improve instruction.

Disclosures made pursuant to this paragraph are subject to the requirements that (i) the studies are conducted in a manner that does not permit personal identification of parents and students to individuals other than representatives of the organization; and (ii) the information is destroyed when no longer needed for the purposes for which the study was conducted.

15. Pursuant to a student record release request made under the Solomon Amendment.
(See section E. below.)

D. Disclosure of Directory Information/Limited Directory Information Policy:

The University hereby gives notice that the categories of information defined herein as Directory Information may be released without the prior written consent of the student under the circumstances enumerated below. The University reserves its right to determine when and to whom it is appropriate to release Directory Information in response to third party requests. Any release of information deemed to be appropriate by the University will only occur as enumerated below:

1. The following categories of Directory Information may be disclosed to anyone who so requests:
 - Name
 - NetID
 - PeopleSoft Number
 - School or College
 - Major Field of Study
 - Degree Sought
 - Student Level
 - Degrees, Honors & Awards Received
 - Residency/Match Information (medical/dental students)
 - Dates of Attendance
 - Participation in Officially Recognized Activities and Sports
 - Weight and Height of Athletic Team Members and Other Similar Information Including Performance Statistics
 - Photographic Likenesses and Video of Athletic Team Members
 - For Student Employees, Employing Department & Dates of Employment

2. In addition to the information in category #1, the following categories of Directory Information may be disclosed to the UConn Foundation (including the UConn Alumni Association) and/or the UConn Law School Foundation:

- Date of Birth
- Addresses (physical and email)
- Telephone Number

3. In addition, any member of the University community with a NetID may access student email addresses, as long as the access is for University-related purposes. However, such individuals may not use any student emails accessed through this process for commercial purposes or otherwise in violation of other University policies or applicable state or federal law.

4. **Opting Out of Directory Information:** Students who wish to opt-out of having their directory information disclosed without their prior consent must make the request in writing. At the Storrs and Regional Campuses, all requests shall be directed to the Office of the Registrar, Wilbur Cross Building, Unit 4077, Storrs, CT 06269-4077. At UCHC, all requests shall be directed to the Student Services Center, 263 Farmington Avenue, Farmington, CT 06030-1827. Such requests shall apply only to subsequent actions by the University and shall remain in place until removed by written request of the student. A student may not use the right to opt out of Directory Information disclosures to prevent the University from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled. Student employees must contact the Student Employment division within the Office of Student Financial Aid Services to restrict access to any employment-related Directory Information. The University will not use Social Security Numbers as a means of verifying the identity of a student, nor to confirm identity of the student upon the request for the release of Directory Information about the student.

E. Military Access to Education Records. The Solomon Amendment is not a part of FERPA, but it allows military organizations access to information for the purposes of military recruiting which information may otherwise be protected from disclosure under FERPA. Failure to comply with this requirement could result in the loss of various forms of federal funding including various forms of Federal Student Aid.

1. At the University of Connecticut, all items included under the Solomon Amendment's list of required information are included within the University's definition of "Directory Information." These include name, addresses, telephone numbers, age, major, dates of attendance and degrees awarded.
2. Information released is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. Military recruiters must be from one of the following United States military organizations: Air Force; Air Force Reserve; Air Force National Guard; Army; Army Reserve; Army National Guard; Coast Guard; Coast Guard Reserve; Navy; Navy Reserve; Marine Corps; Marine Corps Reserve.
3. If a student requests that their Directory Information be withheld under section D.3. of this policy, the student's records will not be released to military recruiters.

F. Disclosure Logs. The appropriate University records custodian shall maintain a log of each request for and each disclosure of Personally Identifiable Information from the Education Records of a student, that indicates the persons who have requested or obtained Personally Identifiable Information and their legitimate interests in obtaining it. However, this requirement does not apply to:

1. Disclosures pursuant to the written consent of the student, when the consent is specific with respect to the party or parties to whom the disclosure is to be made;
2. Disclosures to University Officials, when it has been determined that the official has a legitimate educational interest; and
3. Disclosures of Directory Information; and
4. Disclosures to the student upon the student's own request.

G. Redisclosure. University Officials who disclose personally identifiable information from an Education Record must inform the recipient of the information that he/she/it may not redisclose that information without the consent of the student, and that the recipient may only use the information received for the purpose for which the disclosure was made, except where one of the exceptions in Section C. above applies.

H. Records Excluded from the Definition of Education Records. The following materials, information, and records which are excluded from the definition of Education Records are not available to students for inspection, review, challenge, correction, or deletion:

1. Confidential letters and statements of recommendation which were placed in the Education Records prior to January 1, 1975, if they are not used for purposes other than those for which they were specifically intended;
2. Confidential letters and statements of recommendations, used solely for the purposes for which they were specifically intended, if the student has waived the right to inspect and review recommendations:
 - a. regarding admission to an educational institution,
 - b. regarding an application for employment, and
 - c. regarding the receipt of an honor or honorary recognition;
3. Financial records and statements of the student's parents or any information contained therein;
4. Records of instructional, supervisory, or administrative personnel or educational personnel ancillary thereto, which are kept in the sole possession of the maker thereof, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
5. Records which are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting or assisting in that capacity, used only in providing treatment to the student, and not available to anyone other than persons providing such treatment, except that such records may be personally reviewed by a physician or other appropriate professional of the student's choice;
6. Records made and maintained in the normal course of business which relate exclusively to the individual in his or her capacity as an employee and are not available for any other purpose; this exclusion does not apply to an individual who is employed by the University as a result of his/her status as a student (i.e., interns, graduate assistants, work-study, etc.);
7. Records that only contain information about or related to a former student once he or she is no longer enrolled at the University (e.g., information regarding alumni or regarding individuals who attended the University at some point but are no longer enrolled);
8. Records of a law enforcement unit of the University created and maintained by that law enforcement unit for the purpose of law enforcement. This exception does not include those records created by a law enforcement unit, even if the records were created for law enforcement purposes, if such records are maintained by a component of the University other than the law enforcement unit; and
9. Grades on peer-graded papers before they are collected and recorded by a teacher.

Student Rights to Inspect and Challenge Education Records. The University shall provide a student the opportunity to challenge the content of his or her Education Records where the student believes the record(s) to be inaccurate, misleading, or otherwise in violation of privacy rights, and to correct, delete, or insert written statements of explanation into such record(s). This does not give a student a right to contest or challenge an assigned grade. Although disagreements may be settled through informal meetings and discussions, either the student or the University may request an administrative hearing to resolve the dispute. The student or University administrator seeking the hearing shall make his or her request in writing.

At **Storrs and the Regional Campuses**, send a written request to:

Chief Privacy Officer
University of Connecticut
Office of Privacy Protection & Management
28 Professional Park Unit 5084
Storrs, Connecticut 0626888-5084
88

At **UCHC**, send a written request to:

Chief Privacy Officer
University of Connecticut Health Center
Office of Privacy Protection & Management
263 Farmington Avenue
Farmington, Connecticut 06030-8235

The Hearing Process:

1. The hearing shall be conducted and decided within a reasonable period of time following the request, and the student shall be given notice of the date, time, and place reasonably in advance of the hearing. Normally, the hearing will be conducted within ten (10) business days following the date the hearing request has been received.
2. The student will have, at the formal hearing, the opportunity to present evidence and argument to a Hearing Body in support of his or her contention that the records are inaccurate, misleading or otherwise inappropriate. The student may, at his or her own expense, be assisted by one or more individuals of his or her own choice, including an attorney. The student may present evidence and question witnesses. The burden shall lie with the student to show that it is more likely than not (preponderance of the evidence) that the University department should have made the student's requested changes to his or her records, and/or that a violation of the student's rights under FERPA has occurred.
3. The University department with whom the student has the conflict may present a case in rebuttal with the same aforementioned procedural rights. The University department shall be provided an opportunity to present evidence relevant to the issues raised by the student;
4. The hearing shall be conducted by a Hearing Body who will hear all testimony, review all evidence presented at the hearing and render a decision. The Hearing Body shall be appointed by the Vice President of Student Affairs for the Storrs and Regional Campuses, or by the Dean of Students for each school (Medical and Dental) at UCHC, provided that person(s) does not have a direct interest in the outcome;

5. The Hearing Body shall ensure that the decision is rendered to the student in writing within a reasonable time after the conclusion of the hearing, is based solely upon the evidence presented at the hearing, and shall include a summary of the evidence and the reasons for the decision. The decision of the Hearing Body shall be final.
6. If the matter is not resolved to the satisfaction of the student, the student may draft a written response to be included with the Education Record(s) in question that details the student's issue(s) with the Education Record(s) in question, and a description of why the student believes the Education Record(s) in question to be inaccurate, misleading, or otherwise in violation of privacy rights.

To find location of specific student files, please go to: <http://ferpa.uconn.edu/records>