I. Course Description
This course is designed for students who are interested in public health, environmental issues, and the environmental basis of human disease. Students will learn how toxicology is used to understand how humans respond to chemical, biological, and physical agents in the environment. In addition, students will learn how toxicology is applied to protect human health through safety evaluation and risk assessment.

II. Course Prerequisites
Basic science courses. Previous coursework in biology, chemistry, and biochemistry is particularly helpful.

III. Course Goals and Objectives
• Learn the basic principles of toxicology
• Learn how environmental health risk assessment is used for safety evaluation
• Learn how behavior, lifestyle, and personal characteristics, such as diet and genetics, affect how humans respond to environmental toxicants
• Practice retrieving toxicology information from national databases, interpreting the information, and using scientific evidence to determine the roles of environmental toxicants in human disease
• Practice problem solving with colleagues who have varied perspectives and areas of expertise
• Practice delivering information on environmental health issues to an educated audience
IV. Methods of Instruction and Work Expectations

This course gives students experience working as part of an interdisciplinary team. Interdisciplinary, collaborative teams are needed to address complex, multi-dimensional environmental health issues.

The classroom, STSS 412, is designed for collaborative student work. The classroom is equipped with circular tables for each team, microphones, whiteboards, and wall monitors.

Please note: If you use a Mac, you will need to bring an adapter to use the monitor.

The course includes lectures, in-class exercises, a written report, an oral presentation, and quizzes. Grading percentages are based on total performance on quizzes and assignments. Extra credit projects will not be accepted to improve a grade or as a substitute for quizzes or assignments. The curve may be adjusted depending on the overall performance of the class (Grading Criteria are explained later in the syllabus).

Course grades will be determined by the following:

A. Quizzes (20 points)
B. Team project (55 points graded as a team, 15 points graded as an individual)
C. In class exercise, Tuesday, October 28 (10 points)

A. Quizzes (20 points): four total (5 points/quiz)
Tuesday, October 28; Thursday, November 6; Tuesday, November 18; and Tuesday, December 2.

Makeup quizzes will be provided for students who miss quizzes because of scheduled activities of an official University student organization, a religious holiday, a verifiable illness, a serious family emergency, jury duty or subpoenas. To be eligible for makeup quizzes, the student must notify the instructor before the scheduled time of the quiz and provide documentation that verifies the reason for the absence.

If you have a scheduled activity on a quiz date, notify the instructor immediately.

B. Team project (55 points graded as a team, 15 points graded as an individual)
The purpose of this assignment is to give students experience finding and presenting scientific evidence that validates or debunks a claim regarding the role of an environmental toxicant in harming human health. This assignment is explained in detail on a document posted on the Moodle site. A brief description is below.

Assignment: Your team has been hired by an environmental consulting firm to investigate a claim regarding the role of an environmental toxicant or toxicants in harming human health. They require you to write a memo (3-page limit) that explains the issue, the evidence, your analysis of the evidence, and your conclusions. In particular, they want to know how the scientific evidence either validates or refutes the claim. You will also provide the consulting firm with an additional document that summarizes the evidence you reviewed, and includes complete references.

The consulting firm also requires your team to give a brief talk on the issue and results. In addition, they require that you compose a tweet to create interest in your talk and to get the message out about the important issues that the consulting firm is investigating. The audience for your talk is a panel of research scientists who work for government and industry. They are experts in toxicology, although they may not be experts on the specific issue that you are investigating. The presentations will be given on Tuesday, December 9. All students are required to attend all of the presentations.

Altogether, your work on this assignment will be evaluated to see how well you investigated, explained, and analyzed the issues, and how well you justified your conclusions. The size of your consulting fee depends on the quality of your work on the entire project.
V. Course Text and Readings

Required textbook:

Required journal articles:


Supplemental texts:
Essentials of Environmental Toxicology. The Effects of Environmentally Hazardous Substances on Human Health by W. William Hughes. This is a useful textbook for more basic descriptions of toxicology concepts. This book is on reserve at the Bio-Med Library.

Casarett and Doull’s Toxicology. The Basic Science of Poisons by Curtis D. Klaasen. This is a useful reference for more in depth descriptions of toxicology concepts. This reference is available online through the University of Minnesota Biomedical Library.

Highly recommended reading:
Dark Remedy. The Impact of Thalidomide and its Revival as a Vital Medicine. By Trent Stephens and Rock Brynner. A true story about a major toxicological disaster that occurred in Europe and Canada, and how a smart, brave toxicologist prevented this from happening in the U.S. This book is on reserve at the Bio-Med Library.

How Everyday Products Make People Sick. Toxins at Home and in the Workplace. By Paul D. Blanc. This book describes fascinating cases of environmental health issues that have occurred throughout history. See the Scientific American interview with Paul Blanc by Nicholette Zeliadt, U of M Environmental Health Program graduate: http://www.scientificamerican.com/article.cfm?id=are-everyday-consumer-products-making-people-sick This book is on reserve at the Bio-Med Library.

Useful Web Sites
See Appendix 2-1 in Principles and Practice of Toxicology in Public Health, Second Addition for a list of useful websites for toxicology. Additional useful websites are listed below.

National Toxicology Program: http://ntp-server.niehs.nih.gov/


Minnesota Department of Health, Division of Environmental Health: http://www.health.state.mn.us/divs/eh/


Scitable: Basic information about genetics and cell biology provided by the Nature Publishing Group: http://www.nature.com/scitable
VI. Course Outline/Weekly Schedule

Please note: If you miss a class, you are responsible for getting class notes from another student in class. The syllabus may be modified according to the progress of the course.

Tuesday, October 21: Introduction to toxicology: prediction and prevention

Reading:
Required: *Principles and Practice of Toxicology in Public Health*, Chapters 1 – 3, 5, 6, 19 and 20

Supplemental: *Essentials of Environmental Toxicology*, Chapters 1 - 3; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 1.

Meet your team, plan how to choose the topic for your team project, Topic due to instructor by noon on Monday, October 27.

Thursday, October 23: Fundamentals of toxicology studies: the dose makes the poison

Reading:
Required: *Principles and Practice of Toxicology in Public Health*, Chapters 6 and 21;

Supplemental: *Essentials of Environmental Toxicology*, Chapters 2 and 3; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 1: Principles of Toxicology.

Monday, October 27: Submit topic for Team Project to the instructor by noon.

Tuesday, October 28: Fundamentals of toxicology studies: the dose makes the poison

Reading:
Required: *Principles and Practice of Toxicology in Public Health*, Chapters 6 and 21;


Supplemental: *Essentials of Environmental Toxicology*, Chapters 2 and 3; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 1: Principles of Toxicology.

Quiz 1

In class exercise: Health effects information databases (10 points), bring laptop

Thursday, October 30: Fundamentals of toxicology studies: the dose makes the poison

Reading:
Required: *Principles and Practice of Toxicology in Public Health*, Chapter 21

Additional: *Essentials of Environmental Toxicology*, Chapter 10; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 1: Risk Assessment.

Work on team project
**Tuesday, November 4:** *The application of toxicology to safety evaluation and risk assessment: what is safe?*

**Reading:**
- **Required:** *Principles and Practice of Toxicology in Public Health*, Chapters 24 and 25
- **Additional:** *Essentials of Environmental Toxicology*, Chapter 10; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 1: Risk Assessment.

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**Thursday, November 6:** *The application of toxicology to safety evaluation and risk assessment: what is safe?*

**Reading:**
- **Required:** *Principles and Practice of Toxicology in Public Health*, Chapters 24 and 25
- **Additional:** *Essentials of Environmental Toxicology*, Chapter 10; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 1: Risk Assessment.

**Quiz 2**

**Work on team project**

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**Tuesday, November 11:** *Reproductive and Developmental Toxicology*

Guest lecturer: Dr. Catherine Jacobson, Senior Toxicology Specialist, 3M

**Reading:**
- **Required:** *Principles and Practice of Toxicology in Public Health*, Chapter 18
- **Additional:** *Essentials of Environmental Toxicology*, Chapter 8; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 4: Target Organ Toxicity; Toxic Responses of the Reproductive System

**Recommended:** *In the Womb's Shadow. The theory of prenatal programming as the fetal origin of various adult diseases is increasingly supported by a wealth of evidence*. Silvia Fabiole Nicoletto and Andrea Rinaldi. EMBO reports. 2011. Volume 12. pp. 30-34.

**Assignment:** Receive midterm team member evaluation

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**Thursday, November 13:** *The application of toxicology to safety evaluation and risk assessment: what is safe?*

**Reading:**
- **Required:** *Principles and Practice of Toxicology in Public Health*, Chapters 24 and 25
- **Additional:** *Essentials of Environmental Toxicology*, Chapter 10; *Casarett and Doull's Toxicology. The Basic Science of Poisons*, Unit 1: Risk Assessment.

**Work on team project**

**Assignment:** Midterm team member evaluation due; complete overall midterm team assessment
Tuesday, November 18: *The internal fate of toxicants: Absorption, Distribution, Excretion, Metabolism*

**Reading:**
Required: *Principles and Practice of Toxicology in Public Health*, Chapters 7 – 9, 13, 14, and 16

Additional: *Essentials of Environmental Toxicology*, Chapters 4 - 6; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 2: Absorption, Distribution and Excretion of Toxicants; Biotransformation of Xenobiotics

**Quiz 3**

**Assignment:** Turn in draft of the *Summary of Scientific Evidence plus References* by the beginning of class

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Thursday, November 20: *The internal fate of toxicants: Absorption, Distribution, Excretion, Metabolism*

**Reading:**
Required: *Principles and Practice of Toxicology in Public Health*, Chapters 7 – 9, 13, 14, and 16

Additional: *Essentials of Environmental Toxicology*, Chapters 4 - 6; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 4: Absorption, Distribution and Excretion of Toxicants; Biotransformation of Xenobiotics

**Work on team project**

**Assignment:** Turn in the first draft of the *Memo* by the beginning class

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Tuesday, November 25: *Neurotoxicology*

Guest lecturer: Dr. Lisa Peterson, Professor, Division of Environmental Health Sciences

**Reading:**
Required: *Principles and Practice of Toxicology in Public Health*, Chapter 17

Additional: *Essentials of Environmental Toxicology*, Chapter 7; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*: Unit 4: Target Organ Toxicity; Toxic Responses of the Nervous System

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Thursday, November 27: *Thanksgiving*

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Tuesday, December 2: *The internal fate of toxicants: Absorption, Distribution, Excretion, Metabolism*

**Reading:**
Required: *Principles and Practice of Toxicology in Public Health*, Chapters 7 – 9, 13, 14, and 16

Additional: *Essentials of Environmental Toxicology*, Chapters 4 - 6; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 2: Absorption, Distribution and Excretion of Toxicants; Biotransformation of Xenobiotics

**Quiz 4**

**Work on team project**

**Assignments (optional):** Turn in draft presentation for feedback at the beginning of class
Thursday, December 4: *The internal fate of toxicants: Absorption, Distribution, Excretion, Metabolism*

**Reading:**
*Required:* *Principles and Practice of Toxicology in Public Health*, Chapters 7 – 9, 13, 14, and 16

*Additional:* *Essentials of Environmental Toxicology*, Chapters 4 - 6; *Casarett and Doull’s Toxicology. The Basic Science of Poisons*, Unit 2: Absorption, Distribution and Excretion of Toxicants; Biotransformation of Xenobiotics

**Assignments:** Tweet due by noon

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**Tuesday, December 9: Team Presentations**

**Assignment:** The Team Projects are due at the beginning of class; evaluation of presentations are due by the end of class; Receive final team member evaluation

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**Friday, December 12: No class, no final exam**

**Assignments:** Final team member evaluation due
VII. Evaluation and Grading

Grading percentages are based on total performance on tests and assignments. Extra credit projects will not be accepted to improve a grade. The curve may be adjusted depending on the overall performance of the class (see Grading Criteria below). Course grades will be determined by the following:

Procedure for contesting a grade:

If you disagree with the grade for a test or assignment, please do the following:
1. Make a photocopy of the test question or the assignment, and your answer.
2. Write an explanation that describes why you disagree with the grade.
3. Deliver the items mentioned in 1 and 2 to the instructor’s mailbox within one week of receiving the grade.
4. Make an appointment with the instructor to discuss your question.

Make-up Exams and Assignments

Students who need to reschedule a test or in-class assignment, or who have a doctor’s note indicating they are too sick to attend class are expected to make the appropriate rescheduling arrangements with the instructor. I will consider giving an alternative test or assignment date to students with a clear and compelling need for one. While it is possible to make-up individual work, it is not possible to make-up teamwork. Therefore, in general there will be no make-up option for teamwork.

A/F letter grade will be determined by total effort as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>(4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>88-91.5%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>84-87.5%</td>
<td>(3.0) Represents achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>80-83.5%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>76-79.5%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>72-75.5%</td>
<td>(2.0) Represents achievement that meets the minimum course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>68-71.5%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>64-67.5%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>60-63.5%</td>
<td>(1.0) Achievement below minimum course expectations but sufficient to be awarded credit.</td>
</tr>
<tr>
<td>D</td>
<td>56-59.6%</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>52-55.5%</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;51.5%</td>
<td></td>
</tr>
</tbody>
</table>

S/N option must complete all assignments to a C- level (70%):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing score (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).</td>
</tr>
<tr>
<td>F</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.
Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used.
in the classroom. For complete information, please reference:

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

**Mental Health and Stress Management:**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**The Office of Student Affairs at the University of Minnesota:**
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

**Academic Freedom and Responsibility: for courses that do not involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

OR:

**Academic Freedom and Responsibility, for courses that involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of
opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Template update 6/2014