I. Course Description

The purpose of this course is to examine reproductive health issues, programs, services, and policies in developed and developing countries. The course content will emphasize social, economic, environmental, behavioral, and political factors that affect family planning, reproductive health, fertility, and pregnancy outcome. The course will have three areas of focus: (1) interventions and programs to improve reproductive health; (2) the measurement and interpretation of reproductive indices (within nations and globally); and (3) policies that affect reproductive health (with an emphasis on global policies and funding).

II. Course Prerequisites

Graduate level student in public health, nursing, medicine, international studies, child development, and other social sciences and health disciplines. Students in other areas of study may be enrolled with instructor consent. This course is a "scientific basis" course for MCH MPH students and an elective for students in the global health concentration in the SPH.

III. Course Goals and Objectives

At the completion of this course, the student should be able to:
• Analyze a reproductive health problem relative to the public health implications and develop outlines for policy or programmatic initiatives. For example, if asked what type of contraceptive services should be available to adolescents, the student should be able to provide a cogent discussion of the specific reproductive risks of adolescents in a specific region of the world.

• Identify the major governmental and non-governmental agencies who make global health policy.

• Describe the elements that contribute to effective interventions to improve the reproductive health of adolescents, men, and women and how “effective” interventions will vary according to political, social, cultural, and economic realities across the globe.

• Describe the goals of programs to promote safe motherhood in developed and developing countries.

• Understand the terminology and vocabulary used in the reproductive literature and how the meaning and importance of terms vary internationally.

• Identify major data sources for global health that allow cross-country comparisons.

• Understand how data collection and measurement problems vary internationally for select indicators and how these issues affect the validity (and comparability) of some reproductive health indicators.

• Appreciate the ramifications of social conditions, public policy and global financing on reproductive programs in developed and developing countries.

• Identify trends in reproductive health relative to economic, demographic, and environmental trends in various regions of the world—and how trends in one region of the world may affect reproductive health in other areas.

• Appreciate the complexity of local contexts (e.g., villages, towns, districts, cities, provinces, countries) and the difficulty of applying nationally and globally defined interventions and policies.

IV. Methods of Instruction and Work Expectations

The course will focus on eight topics (lessons) over the semester. The first six lessons will be presented in 2-week periods; the last 2 lessons will be presented in shorter sessions (see class schedule). By the last day of each period for each of the eight lessons, students will be expected to:

1. Carefully review the topic PowerPoint lectures. They are intended to provide background information, a conceptual framework for each of the lessons, and/or stimulating ideas.
2. **Carefully read** all of the required readings. **Students are strongly encouraged to also read the optional readings and view the suggested videos.**

3. **Respond to a topic question** posed by Dr. Hellerstedt. This exercise is intended to encourage critical thinking. Responses must be posted before the beginning date of the next lesson. For example, the responses to the question for Lesson 1 must be posted by 11:55 PM on the last day of Lesson 1 (Sept 14).

   *In addition to the work that must be completed by the end of each lesson, students must:*

1. **Respond to responses to a topic question posted by another student.** These responses may be made after the lesson period has passed. **Student participation** will be evaluated based on the number of responses posted. We will count the number of responses, for each student, to determine low, medium, and high response levels and assign points accordingly. A high response rate (10% of the grade) will be considered at least 6 thoughtful responses to student lesson responses during the semester; medium will be 3-5 (5-9%); low will be 0-2 (0-4%).

2. **Complete two short quizzes** that will focus on the course readings and PowerPoint presentations.

3. **Develop a factsheet** to share with all students in the class on a global reproductive health topic chosen by the student.

4. **Evaluate the presentation** of five students (as assigned by Dr. Hellerstedt).

   Optional materials will also be provided and students are encouraged to review them as their schedules permit.

V. **Course Text and Readings**

The readings are required (unless identified as optional). They should be read during the lesson period they are assigned because they complement the notes from the instructor and they will help the students respond to their required question for each topic. The readings were carefully chosen to represent good and recent research papers.

The required and optional readings are available through the University’s Library Reserve, which can be accessed through the course website. Students will see all readings on the homepage and lesson-specific readings on each Lesson homepage.

*Important note: students may not agree with the assigned commentaries, the conclusions drawn by authors, or the point of view expressed in PowerPoints or videos. That is fine! Students are welcome to discuss their reactions to course materials through online discussion.*

**Lesson 1**

**Required Reading**


Optional Reading


Lesson 2

Required Reading


Optional Reading


Lesson 3

Required Reading


Optional Reading


Lesson 4

Required Reading


Optional Reading


Lesson 5

Required Reading


Optional Reading


Lesson 6

Required Reading


Optional Reading


Lesson 7
Required Reading


Optional Reading


Lesson 8

**Required Reading**


**Optional Reading**


VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date and Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>September 2-14: Overview of global reproductive health: assessment, assurance, and advocacy</td>
</tr>
<tr>
<td></td>
<td>• Definitions: global, reproductive, populations affected, public health, sexual health</td>
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<td></td>
<td>• Global demographic and epidemiologic transitions</td>
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<td></td>
<td>• Reproductive health indicators and surveillance</td>
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<td></td>
<td>• 20th &amp; 21st Century events that affect how we conceptualize reproductive health (e.g., Beijing, Cairo, MDGs)</td>
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<td></td>
<td>• The alphabet soup of international reproductive health programs</td>
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<td></td>
<td><strong>Due by September 14:</strong> Response to a topic question</td>
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<tr>
<td></td>
<td>Introductions</td>
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<tr>
<td>#2</td>
<td>September 15–28: Special populations (with a focus on stigma and its affect on reproductive health) and surveillance</td>
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<tr>
<td></td>
<td>• Gender and sex</td>
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<tr>
<td></td>
<td>• Victims of interpersonal violence</td>
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<tr>
<td></td>
<td>• Sex workers in developing and developed countries</td>
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<td></td>
<td>• Child brides</td>
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<tr>
<td></td>
<td>• Immigrants, refugees, victims of war, victims of violence</td>
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<tr>
<td></td>
<td>• Homosexuals/trans-gendered individuals in developing and developed countries</td>
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<tr>
<td></td>
<td>• Infertile couples in developing and developed countries</td>
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<tr>
<td></td>
<td>• Social influences (e.g., marriage, education, poverty, ethnic identity, religion): does their impact on reproductive health vary internationally?</td>
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<td></td>
<td><strong>Due by September 28:</strong> Response to a topic question</td>
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<tr>
<td>#3</td>
<td>September 29- October 12: Environmental concerns and global reproductive health</td>
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<tr>
<td></td>
<td>• Environmental conditions (natural and human-made) that affect fertility and reproductive health: how are the concerns of people in developed and developing countries expressed? How are they addressed?</td>
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<td>• Population growth</td>
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<td><strong>Due by October 5:</strong> Quiz 1 Due</td>
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<td></td>
<td><strong>Due by October 12:</strong> Response to a topic question</td>
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<tr>
<td>#4</td>
<td>October 13 - October 26: Sexually transmitted infections, HIV/AIDS, and cervical cancer: prevention, control, and treatment variations internationally</td>
</tr>
</tbody>
</table>
|         | • Pregnancy and perinatal HIV infection: is it possible that the successes realized in developed countries can ever be realized in developing countries?
• Access to HIV treatment worldwide
• Cervical cancer: cultural, political, and economic barriers and opportunities for prevention (HPV vaccine, Pap smears) and treatment
• Variations in education, prevention, and treatment of STIs internationally, with an emphasis on special populations (youth, sex workers)
• International variations in STI prevalence by type

Due by October 26: Response to a topic question  
E-mail factsheet topic idea to Dr. Hellerstedt

#5 October 27 – November 9: International variations in approaches to family planning

• Concepts (e.g., contraception, dual use, child spacing)
• Contraceptive access and availability (hormonal and non-hormonal)

Due by November 2: Quiz 2 Due
Due by November 9: Response to a topic question

#6 November 10 - 23: Abortion (medical and surgical) and unintended pregnancy

• Global abortion surveillance: prevalence and trends
• Policies that affect access, availability, and safety: comparison of safety in countries where abortion policy varies
• Unwanted pregnancy and its consequences: the Czech and Romanian experiences

Due by November 23: Response to a topic question

#7 November 24 - November 30: Safe motherhood and fetal origins of adult disease

• Infant and maternal mortality: developing and developed countries
• Abortion: global abortion surveillance (prevalence and trends); policies that affect access, availability, and safety
• Safe Motherhood initiatives for developing countries and expectations in developed countries
• Fetal origins of adult disease: beyond nutritional etiologies

Due by November 30: Response to a topic question
Due by November 30: Factsheet

#8 December 1 - 10: Adolescent reproductive and sexual health: indices and trends related to health promotion and outcomes internationally

• Key concepts (e.g., age at sexual debut, marriage/employment/education): how correlates of reproductive health vary internationally by sex and by gender
• Educational approaches (e.g., abstinence, comprehensive sexual education): comparisons of European, US, and African models
• Consequences of early pregnancy and sexually transmitted infections (e.g., does the role of women affect the impact of socioeconomic consequences?)
VII. Evaluation and Grading

This is a 2-credit class. One credit is generally defined as the equivalent of roughly 3 hours of learning effort/week. This 8-lesson class is spread out over a full semester. Students have 2 weeks to finish each lessons EXCEPT for the last two lessons, which are shorter than 2 weeks.

A. Assignments

Students must complete all of the following requirements to earn a passing grade in the course:

1. Review all PowerPoint presentations provided by Dr. Hellerstedt. They are intended to provide an overview to the topic and will complement your readings.

2. Complete all of the assigned readings.

3. Respond to a question about each of the 8 topics by the last day of session. These responses will be posted for all students and the instructor to read. **Students will earn 0-5 points for each of their topic responses; this activity will contribute to 40% of the total grade.** All questions responses will be due on the last day of a lesson.

4. **Respond to student responses to session topics (see C above).** Students can respond to any and all student comments. **Responses need to be substantive and thoughtful to be counted** (e.g., a response of “I agree” will not be counted. A response of “I agree because…” will likely be counted). Students may respond after the topic deadline (e.g., a student may response to a topic #1 comment when the class is on topic #3)—but may not respond more than a month after the initial student response (unless there is a continuing series of student responses to the post). All substantive responses will be counted: e.g., a student could provide responses to 3 students on the same topic and all 3 would be counted. **This activity will contribute up to 10% of the total grade. Students may continue to respond (and are encouraged to do so) after they have attained the maximum of 10% for this activity.**

5. **Quizzes (2):** 20% of the total grade (i.e., 10% each). The short quizzes will ask questions about course readings and/or presentations. They are intended to help the student understand the course materials.

**Due dates: October 5 and November 2**

6. **Global reproductive health factsheet:** 20% of total grade for the factsheet; up to an additional 10% for evaluating assigned student factsheets. Students will prepare a factsheet (2 pages) that explores a small question in global reproductive health. The purpose of the project is to give students an opportunity to organize a handout that will allow them to succinctly educate others about one of the following broad areas: (1) a marker of global reproductive health (e.g., fertility, STIs—a specific STI is best, abortion, sterilization, maternal
mortality)—students may describe either the magnitude of the health condition or how it can best be measured; (2) a program or intervention approach, or a health-care access issue, specific to another country or area of the world (e.g., treatment of HIV-positive mothers in Africa, prenatal care in Northern Europe; contraceptive access in Eastern Europe); or (3) a policy or international initiative that affects the provision of reproductive services (e.g., major statements from the Beijing or Cairo conferences, WHO position on HIV, the former Global Gag Rule).

The goal of this project is to share evidence-based information with an informed audience (i.e., graduate students in public health). For example, a very appropriate factsheet could include a table of the most prevalent STIs (and the numbers of people affected) in Eastern Africa. The student could take this table—from a report (it is does not have to be created by the student)—and put together a factsheet about the distribution of STIs in one area of the world. The student could also choose several areas of the world to contrast the prevalence of specific STIs and provide some information about why prevalence may vary. Another appropriate presentation would be a simple description of China’s One Child Rule: when was it started, why, and what is its status now? Or, the student may choose to ask a provocative question, such as ‘DOES ANY GOVERNMENT HAVE THE RIGHT TO IMPOSE FERTILITY MEASURES?’ and then offer evidence to support his/her view.

Relevant citations are also important—it is necessary to cite reproduced material and to tell people where to look for further information. A good handout will have a small bibliography with relevant articles and websites. Students may check the websites on the syllabus as many produce factsheets of high quality.

The factsheet will be shared with the entire class electronically (not in person). Students will be encouraged to view all of them (to enhance their knowledge!) and to grade five of them using a simple scale provided by Dr. Hellerstedt before students start this assignment. Dr. Hellerstedt will tell students whose assignments they are grading after the factsheets are submitted. Those grades will be submitted to Dr. Hellerstedt and may inform her grading of the materials. The evaluations of the factsheets will be graded by Dr. Hellerstedt; this assignment has the potential to add 0-10% to the final grade.

Due date to e-mail topic idea to Hellerstedt: October 26
Due date for factsheet: November 30
Due date to evaluate assigned student factsheets: December 10

B. There will be no final exam.

C. There will be no opportunity for "extra credit."

D. Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to question/assignment about each of eight topics</td>
<td>5% for each response, for a total of 40%</td>
<td>By the last day of each lesson period</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10%</td>
<td>10/05/14</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10%</td>
<td>11/02/14</td>
</tr>
</tbody>
</table>
**Factsheet**

<table>
<thead>
<tr>
<th>Participatory assignments</th>
<th>20%</th>
<th>11/30/14 notification about topic to Hellerstedt: 10/26/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responses to student discussion responses</td>
<td>Up to 10% (as described on the website, responses will be evaluated)</td>
<td>Anytime before the end of the semester</td>
</tr>
<tr>
<td>• Evaluate five presentations, as assigned by Hellerstedt</td>
<td>0-2% for each evaluation, for a maximum total of 10%</td>
<td>12/10/14</td>
</tr>
</tbody>
</table>

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**E. Grading Criteria**

Letter grades and associated points are awarded in this course as follows below, and will appear on the student’s official transcript. The S grade does not carry points but the credits will count toward completion of the student’s degree program if permitted by the college or program.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 95-100 (4.0)</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A- = 90-94 (3.67)</td>
<td></td>
</tr>
<tr>
<td>B+ = 87-89 (3.33)</td>
<td></td>
</tr>
<tr>
<td>B = 83-86 (3.0)</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B- = 80-82 (2.67)</td>
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</tr>
<tr>
<td>C+ = 77-79 (2.33)</td>
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</tr>
<tr>
<td>C = 73-76 (2.0)</td>
<td>Represents achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C- = 70-72 (1.67)</td>
<td></td>
</tr>
<tr>
<td>D+ = 65-69 (1.33)</td>
<td></td>
</tr>
<tr>
<td>D = 55-64 (1.0)</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>F = &lt;55 (0.0)</td>
<td>Represents failure and signifies that the work was completed but not at a level of achievement worthy of credit.</td>
</tr>
</tbody>
</table>

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

| S | Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-). |
| N | 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. |
F. Student 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.

G. 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.

H. 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

A. Grade Option Change

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.

B. 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.
C. 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."

D. 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: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

E. 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.

F. 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.

G. 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.

H. 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

I. 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:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity EO AA.pdf

J. 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 DRC at 612-626-1333 or drc@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/.

K. 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.

L. 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.

M. 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.]

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

N. Student Academic Success Services (SASS):  [http://www.sass.umn.edu](http://www.sass.umn.edu)

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.