

PubH 6805 section 001**Introduction to Project Management for Health Professionals
Summer 2015**

Credits:	2
Meeting Days:	Tuesday
Meeting Time:	18:00 – 21:00
Meeting Place:	Mayo Building 1250
Instructor:	Tim Eiler
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Office Hours:	By appointment

Revision	Effective Date	Description	Author
1.1	6/28/2015	Added chapter 8 readings from Schwalbe text to weeks 5 and 6	Eiler, Tim

I. Course Description

Many public health interventions and information systems are implemented using projects and project teams. This course introduces you to the core concepts and skills for managing these projects effectively – making sure they are completed on time, within budget, and meeting performance objectives.

II. Course Prerequisites

Matriculation in a School of Public Health MPH or MS program or permission of the instructor.

III. Course Goals and ObjectivesDeclarative Knowledge

- Describe what a project is, the different types of projects, the key characteristics of projects, and how project management is used to manage projects.
- Classify a systems approach to planning, scheduling and controlling throughout the project life-cycle.
- Critique issues associated with project design, such as a project charter, budgets, project team structure and team processes, scheduling and critical paths, the project context, stakeholders, and sponsors.
- Utilize tools available to manage projects, such as project management software, scheduling, GANTT Charts, PERT, and CPM

- Explain project leadership, resource management, and risk management

Procedural Knowledge

- Lead and manage high-performance project teams, communicate effectively with sponsors and stakeholders about progress and risks
- Develop project charters, plans, budgets, and schedules with sponsors and stakeholders
- Utilize project management software for planning and monitoring schedules, resource balancing, adjusting schedules to changing circumstances
- Facilitate team meetings to review progress and teamwork at milestone reviews

IV. Methods of Instruction and Work Expectations

The course is a lecture based course with assignments, examinations, participation, and a team case. Students are expected to participate in a weekly on-line discussion forum related to the readings for the coming week.

Each week's class meeting is split into four segments to organize three hours into manageable segments with breaks and to support recording the class for on-line distribution in manageable segments.

These classes work best when all participants treat them as their job. This means that there are specific expectations for both the instructor and for the students.

- Expectations of the Instructor:

- Will arrive promptly for class.
- Have pertinent lecture slides on Moodle at least 2 weeks before actual class.
- Will respond to emails Monday-Friday from 8am-6pm as quickly as possible and on weekends by the end of each day.
- Will notify students of changes to the syllabus as quickly as possible. The instructor has a hold harmless policy which states that students will be held harmless for errors due to the instructor.

- Expectations of the Students:

- Will attend all classes.
 - If you are going to miss class, the instructor appreciates being told of this ahead of time. You are, however, an adult who, I'm sure, is quite capable of making your own choices. Understand that missing a class limits your ability to effectively participate in the required weekly Moodle discussions, to do the work required of you by your class team, and more. Thus, it is undoubtedly in your best interest to attend class.
 - If you are going to miss class, you really should let the other members of your student team for the course know ahead of time.
- Will arrive promptly for class.
- Will have access to computer/laptop with the appropriate software installed, and adequate internet access to fully participate in class.
- Will submit questions for each class period at least 24 hours before the start of class.
- Students are expected to have readings done in time to participate in the class discussion forums.
- Will submit assignments and do so on time by the assigned deadlines. Similar to a project with a project schedule, course work and exams are expected to be completed when assigned.

V. Course Text and Readings

Main Textbook: Schwalbe, K. and Furlong, D. (2013) *Healthcare Project Management* (1st ed., July 2013), Schwalbe Publishing, ISBN: 978-0982800355

Course Readings as assigned

This course starts you on the path to becoming a Certified Project Manager. If you would like to continue on to become a Certified Project Manager, you will want to read the following texts in the future: Project Management Institute (2013). *A Guide to the Project Management Body of Knowledge*: (5th ed.). Project Management Institute. ASIN: B00B120KPQ. See <http://www.pmi.org/Certification.aspx> for information on project management certification. This course provides a foundation for continuing education with the goal of certification

VI. Course Outline/Weekly Schedule

INTRODUCTION TO PROJECT MANAGEMENT – PUBH 6805					
VI. COURSE OUTLINE/WEEKLY SCHEDULE					
Weekly Segment	Topic	To Be Read Before Next Class Session	Coursework Assigned @ Class Session End	Coursework Due @ Class Session Start	Online Quizzes
1 6/16-6/22	<ul style="list-style-type: none"> • Introductions and Course Logistics <ul style="list-style-type: none"> ○ Expectations – in both direction (WIIFM) <ul style="list-style-type: none"> ▪ Do the pre-readings before class ▪ Understand the basics before class ▪ In class, we'll work on advanced work ▪ Participate in conversation ▪ Ask questions ▪ Help each other learn ▪ Challenge the instructor (productively) ○ Moodle ○ Syllabus ○ Course organization <ul style="list-style-type: none"> ▪ Basic info to more complex ▪ Generally chronological ○ Texts and reading material ○ Assignments and discussions ○ Project teams • What is Project Management (PM)? <ul style="list-style-type: none"> ○ What is a project? <ul style="list-style-type: none"> ▪ Project vs. Operation ▪ Types of projects ○ What is project management? <ul style="list-style-type: none"> ▪ Characteristics of a project? <ul style="list-style-type: none"> • Unique outcome • Definite start and finish • Project life cycle • Triple (etc.) Constraint 	<p>Schwalbe:</p> <ul style="list-style-type: none"> • Chapter 1: 1-39 • Chapter 2: 47-80 • Chapter 3: 93-95 • Chapter 4: 139-140 • Chapter 6: 235-247 • Chapter 7: 305-306, 310-315 	<ul style="list-style-type: none"> • Problem Set #1: 	<ul style="list-style-type: none"> • Student Info/PM Interest Form 	<ul style="list-style-type: none"> • none

		<ul style="list-style-type: none"> ▪ Do projects happen in a vacuum? ▪ Systems approach required <ul style="list-style-type: none"> • To project deliverable design • To scheduling, planning, controlling ○ Why use PM? When to use PM? 				
		<ul style="list-style-type: none"> • Where do Projects Come From? • So How Does a Project get managed? <ul style="list-style-type: none"> ○ Program and Portfolio ○ PM methodologies and approaches ○ What difference do these make? <ul style="list-style-type: none"> ▪ Waterfall ▪ Theory of Constraints (TOC) ▪ Agile ▪ Lean ○ Organizational structure and projects • Form project teams 				
2	6/23-6/29	<ol style="list-style-type: none"> 1. Who (typically) Must Do What? <ul style="list-style-type: none"> ○ Sponsor ○ Project Manager ○ Project Team 2. What Happens at the Start? <ul style="list-style-type: none"> ○ Project Request ○ Project Charter ○ PM Assignment ○ Project Estimation 3. How Does The Project Actually Move Forward? <ul style="list-style-type: none"> ○ Accountability and Responsibility ○ PM Authority (5 types of) ○ Project Team Formation ○ Communication, including project kickoffs 	<p>Schwalbe:</p> <ul style="list-style-type: none"> • Chapter 3: 87-128 • Chapter 4: 135-138, 144-169 • Chapter 5: 175-206 <p>Other:</p> <ul style="list-style-type: none"> • Managing Effective Meetings 	<ul style="list-style-type: none"> • Case study 1 • Problem Set #2 	<ul style="list-style-type: none"> • Problem Set #1 	<ul style="list-style-type: none"> • none

		<ul style="list-style-type: none"> ○ Team Development (FSNP, etc.) ○ Delegation ○ Leadership ○ Effective Meetings ○ Time Management ○ Conflict Management 				
		4. Team Case Discussion				
3	6/30-7/6	1. How Does a Project Get Planned? <ul style="list-style-type: none"> ○ Why not just start doing? ○ Predicting and Measuring Project Success <ul style="list-style-type: none"> ▪ Is project success only about delivery on-scope, on-schedule, on-budget? ▪ Business-Value Outcomes ○ Planning Kickoff ○ Target: Baselines! <ul style="list-style-type: none"> ▪ What's a Baseline? ▪ Scope ▪ Schedule ▪ Budget ▪ approvals 	Schwalbe <ul style="list-style-type: none"> • Chapter 4: 141-144 • Chapter 5: 206-215 • Chapter 6: 224-227 	<ul style="list-style-type: none"> • Case study 2 • Problem Set #3 	<ul style="list-style-type: none"> • Problem Set #2 	Quiz 1 (covers all of classes 1-3; available 6/30 @ end of class, through 7/7 at start of class)
		2. How Does Scope Get Planned-to-Baseline? <ul style="list-style-type: none"> ○ Statement of Work (SOW), High-level Requirements, and Product Specifications...<i>oh, my!</i> ○ Work Breakdown Structure (WBS) 				
		3. How Does Schedule Get Planned-to-Baseline? <ul style="list-style-type: none"> ○ Convert WBS deliverables into work tasks ○ Organize deliverables and tasks into a precedence network <ul style="list-style-type: none"> ▪ Milestone schedule 				
		4. Team Case Discussion				
4	7/7-7/13	Project Planning – Part Deux	Schwalbe	<ul style="list-style-type: none"> • Problem Set #4 	<ul style="list-style-type: none"> • Case study 1 • Problem Set #3 	<ul style="list-style-type: none"> • none
		1. How Does Schedule Get				

		<p>Planned-to-Baseline?</p> <ul style="list-style-type: none"> ○ Critical Path ○ Critical Path Method (CPM), Critical Chain ○ Program Eval Review Technique (PERT) ○ Slack <ul style="list-style-type: none"> ▪ Local ▪ Total ○ Schedule <ul style="list-style-type: none"> ▪ Gantt (detailed) ▪ Gantt (milestone) ▪ Agile and Hybrid ○ Schedule Management Plan <p>2. How Does Budget Get Planned-to-Baseline?</p> <ul style="list-style-type: none"> ○ Estimate types (these also apply to scope, schedule, etc.) <ul style="list-style-type: none"> ▪ Rough Order of Magnitude (ROM) ▪ System (budgetary) ▪ Definitive (baseline) ○ Estimation Techniques (these also apply to scope, schedule, etc.) <ul style="list-style-type: none"> ▪ Bottom-Up ▪ Top-Down ▪ Parametric ○ Budget Management Plan <p>3. Introduction to PM Software</p> <ul style="list-style-type: none"> ○ What are they? <ul style="list-style-type: none"> ▪ Scope ▪ Scheduling ▪ Financial ▪ Other ○ Why should you care? <p>4. Project Management Plan</p> <ul style="list-style-type: none"> ○ What is it and why is it? ○ Format? <p>5. Team Case Discussion</p>	<ul style="list-style-type: none"> • Chapter 6: 259-270 • Chapter 7: 279-295, 306-309, 319-326 • Chapter 8: 364-368 			
5	7/14-7/20	<p>1. Project Execution</p> <ul style="list-style-type: none"> ○ Rule #1: Avoid Surprises!!! ○ Communication 	<p>Schwalbe</p> <ul style="list-style-type: none"> • Chapter 6: 248-258 	<ul style="list-style-type: none"> • Case study 3 • Problem Set #5 	<ul style="list-style-type: none"> • Case study 2 • Problem Set #4 	<ul style="list-style-type: none"> • none

		<ul style="list-style-type: none"> ○ Project Changes ○ Specific-resource allocation ○ Resource Leveling ○ Trade-off analysis ○ Working with stakeholders <ul style="list-style-type: none"> ▪ Saying “no” and “yes, but” 	<ul style="list-style-type: none"> • Chapter 7: 296-304, 315-319 • Chapter 8: 339-356 			
		2. Contracts and Contract Administration				
		3. Team Case Discussion				
6	7/21-7/27	1. Project Monitoring and Control <ul style="list-style-type: none"> ○ Entropy Happens <ul style="list-style-type: none"> ▪ Projects tend to deviate from plan ▪ What to watch for ▪ When to watch for it 2. Project Risk & Issue Management	Schwalbe <ul style="list-style-type: none"> • Chapter 1: 33-34 • Chapter 6: 228-235 • Chapter 8: 357-363, 368-372 • Chapter 9: 391-393 	<ul style="list-style-type: none"> • Problem Set #6 	<ul style="list-style-type: none"> • Problem Set #5 	<ul style="list-style-type: none"> • none
		3. Care and Feeding of Project Teams <ul style="list-style-type: none"> ○ Recognition ○ Steering via positive and negative feedback ○ Gaining and keeping their trust 				
		4. Team Case Discussion				
7	7/28-8/3	1. Project Quality Management	Schwalbe <ul style="list-style-type: none"> • Chapter 9: 381-391, 394-396 • Chapter 10: 403-427 	<ul style="list-style-type: none"> • Case study 4 • Problem Set #7 	<ul style="list-style-type: none"> • Case study 3 • Problem Set #6 	Quiz 2 (covers all of classes 4-6; available 7/28 @ end of class, through 8/4 at start of class)
		2. PM Ethics				
		3. Team Case Discussion				
8	8/4-8/10	1. Managing Troubled Projects <ul style="list-style-type: none"> ○ Projects are not just “black box in the middle part” ○ Not all projects go well – while nice not to have Problem Set, the real win is how you recover from the ones that you have ○ Management By Walking Around (MBWA) ○ The importance of project walk-through ○ Stage-gates (aka “Kill Gates”) 	Schwalbe <ul style="list-style-type: none"> • None Other <ul style="list-style-type: none"> • http://www.hackerchick.com/2012/01/agile-vs-lean-yeah-yeah-whats-the-difference.html (read both Parts 1 and 2) • http://www.hackerchick.com 	<ul style="list-style-type: none"> • Problem Set #8 	<ul style="list-style-type: none"> • Problem Set #7 	<ul style="list-style-type: none"> • none

		2. Project Closure <ul style="list-style-type: none"> ○ Retrospective <ul style="list-style-type: none"> ▪ Lessons-learned timeline ▪ Lessons-learned capture ▪ Lessons-learned meetings ▪ Do we only review project results of BVO, scope, schedule, budget? ○ Resource release for reassignment ○ Risk and Issue closeout ○ Final communications ○ Paying bills ○ Collecting invoices ○ Releasing remaining funds 	m/2012/01/kanban-is-the-new-scrum.html			
		3. Team Case Discussion				
9	8/11-8/17	1. Alternate Methodologies/Approaches <ul style="list-style-type: none"> ○ Agile & Scrum ○ Kanban ○ Lean ○ TOC/CC ○ RAD/JAD 	Schwalbe <ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Problem Set #9 	<ul style="list-style-type: none"> • Case study 4 • Problem Set #8 	<ul style="list-style-type: none"> • none
		2. Course Review				
		3. Team Case Discussion				
10	8/18-8/24	1. Project Presentations – Each Team 2. Recapitulation and Final Reflections	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Problem Set #9 • Final Presentation 	Final Exam (cumulative;) Available 8/18 at end of class through midnight 8/22

VII. Evaluation and Grading

Evaluation Item	Evaluation Procedure	Percent of Grade
Team Case Studies and Presentation	See Team Cases section below. Four case studies worth 25 points each and one presentation worth 25 points.	30%
Online Quizzes (2)	See timeline for quizzes in weekly schedule. Quizzes are available at the end of class until 11:59pm before the next class.	25%
Online Final Exam	Available 8/19-8/22	25%
Individual homework assignments	See homework assignments below	10%
Class participation and Moodle Discussion Forums	Weekly postings	10%

Quizzes and Final Examination

There are two quizzes and a final exam. The quizzes cover material through the date it is given. The final exam covers all course content. The quizzes and final exam will include questions, such as multiple choice and matching, that assess declarative knowledge of course material, assess skills, such as being able to determine a critical path, and mini-case analyses to demonstrate skill in leading projects and project management.

Exams will be assigned and available to you at 20:00 on the day indicated. The exam must be completed no later than (NLT) 12:00 on the following Sunday. Moodle is **not** set up to close the exam after 2 hours. You have 2 non-contiguous hours to take the exam. Moodle does, however, track the amount of collective time you use to take the exam. 5 points will be deducted for each half hour you take over the allocated two hour and 15 minute duration (there is a 15-minute grace period).

Team Cases

There will be four (4) case Studies assigned throughout the term and one final presentation. These are each to be completed by the assigned teams. Teams will be finalized in the first week of the class. Each case study and the final presentation will be worth 25 points each.

Each case will focus on material presented during the course up to the time the case is due. The final presentation will be a culminating presentation of the course material.

Grading of Team Cases

The grading will take into account completing the project on deadline, individual contribution, and team accountability:

- Individual grades will be assigned on an equal-share basis, which assumes that everyone contributes equally to the work. In other words, all student team members will receive an equal number of points for the assignment. For example, if the student is a part of a 5-person team, it will be assumed that s/he has contributed 20% of the work to completing the overall case deliverables. Therefore, if the team earns 95% of the available points for the assignment, s/he will receive 95% of the available points for the assignment. The only exceptions to this approach are explained in the following bullet, and in the section titled "Process for firing of team members."
- If, however, the other members of a team collectively approach the instructor to inform him that one of the members did not perform at an equal level with the rest of the team, the instructor reserves the right to unilaterally adjust that team member's grade in a negative way.
- Points will be deducted for late assignments unless prior arrangements have been agreed to with the instructor (late papers will only be allowed for exceptional circumstances: last minute conflicts with other requirements of other courses are not exceptional circumstances). The number of points lost will be a function of the degree of lateness, and are at the sole discretion of the instructor.

- Teams are accountable as teams. A full letter grade will be deducted from all team cases in situations where the team hands in more than one product (e.g., one team member hands in paper separately from other team members).

Process for firing of team members

- Occasionally, situations develop in which a team member is isn't carrying his/her share of the assigned load.
- Teams are expected, as is the case in a work setting, to work as a group to resolve the problem before escalating the issue to the instructor for aid and/or resolution.
- If, however, the team finds, after attempting a fair resolution of the situation, that the offending team member still has not rectified the situation, the team is encouraged to reach out to the instructor for help resolving the situation.
- Due to the short nature of the course, the process for resolution must transpire quickly. Though the instructor reserves the right to make real-time adjustments to the process, as needed and at his unilateral discretion, the standard, general process will take the following form:
 - Aggrieved students raise the issue to the instructor:
 - provide explanation and evidence of the grievance
 - provide explanation and evidence of the actions taken by the team to rectify the situation, including notations of what was rectified and not rectified by the offending team member
 - provide recommendation to instructor of what the team would like the instructor to do
 - Instructor will discuss the complaint with the offending student
 - If instructor is not satisfied that the offending student will rectify the situation, the student will be fired from the student team. At that point, the fired student:
 - must complete on her/his own any team assignment(s) then in progress.
 - must complete on her/his own any team assignment(s).
 - will not be required to re-complete and/or re-submit any team assignment(s) that were submitted prior to the time of firing.

Individual Homework Assignments

- Individual homework assignments (Problem Set #1 – Problem Set #9) are to be completed by individual students. These are **not** to be done by groups of students.
- Grading for individual assignments is on the basis of points earned.
- Except as noted in the section titled “Makeup Work for Legitimate Absences” in this syllabus, assignments turned in late will automatically lose 25% of the points earned if they are submitted within 3 days after the due date. Any assignment submitted more than 3 days late will lose 50% of the points earned. An example follows:
 - Assume that an assignment is worth 10 points

Scenario	Submission	Points earned
1	On time	8
2	On day 3 after due date	$8 - 25\% = 6$
3	On day 4 after due date	$8 - 50\% = 4$

Class Moodle Discussion

There will be an online discussion for the class each week. Each student is required to participate in these discussions.

Online discussions provide an opportunity for you to interact with your classmates with which to share ideas, develop questions, develop a community of learners, think critically about the material presented in the course, and perform exploratory learning. You are expected to post well-reasoned and thoughtful reflections for each item, making reference, as appropriate, to the readings and what was done/provided in class time. You are also expected to reply to your classmates' posts in a respectful, professional, and courteous manner. You may, of course, post questions asking for clarification or further elucidation on a topic.

The participation must occur by no later than 24 hours prior to a class. The participation should indicate understanding of the readings and attentiveness and inclusiveness to earlier postings by classmates. Constructive participation is encouraged. Uncivil comments and comments indicating inadequate preparation will result in low grades.

Participation on Moodle will be assessed by the instructor noting active and useful contribution to forum discussions. Participation will be assessed by assigning the following points per class and totaling them for the term: "-2" – Unexcused absence, "0" – Excused absence, "1" – Contribution with somewhat useful comments, "2" – Contribution with very useful comments. Similar to what occurs in a project, participation in a team meeting cannot occur unless the team member is present. Similar to what occurs in a job situation, managers (instructors) should be informed about being absent.

Late Work and Make-Up Exam

Similar to a project with a project schedule, course work, quizzes and exam are expected to be completed when assigned.

Grading Policies

Grading will take into account completing and submitting the research recommendation on deadline:

- Points will be deducted for late submission unless prior arrangements have been agreed to with the instructor (late submission will only be allowed for exceptional circumstances; since the topic is selected at Week 4 to allow sufficient time for completion, last minute conflicts with other requirements of other courses are not exceptional circumstances). The number of points will be a function of the degree of lateness.

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

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

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:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

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:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

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".*

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