

**PubH 6020-002, 200**  
**Fundamentals of Social and Behavioral Science**  
**Fall 2016**

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**Credits:** 3  
**Meeting Days:** online (from 9/06/16-12/13/16)  
**Meeting Time:** online  
**Meeting Place:** online

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**Teaching Assistant (TA):** Mackenzie Riley [riley506@umn.edu](mailto:riley506@umn.edu)

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**I. Course Description**

This course fulfills the behavioral science core requirement for MPH students. This course provides both depth and breadth in addressing social and behavioral science.

Material will address theories and applications in public health. The course will focus on four major approaches to public health problems:

- Psychosocial
- Community
- Economic
- Policy

The psychosocial unit will include exposure to multiple behavioral theories, application of theory in understanding etiology and planning interventions, and measurement issues.

The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.

The economic unit will address such functions as supply and demand, opportunity costs, taxes and subsidies, economic evaluation of goods and services, and costs versus benefits and effectiveness in examining the role of economics in decision-making about public health.

The policy unit will address the structure of government, institutional behavior and theories, and administrative, judicial, and legislative processes.

Lectures provide students with an overview of theory and implementation. Learning activities provide the opportunity to apply learning to practice simulations, and written assignments provide an opportunity to synthesize lectures, readings, and learning activities into intellectual and creative documents.

## II. Course Prerequisites

None

## III. Course Goals and Objectives

After completion of this course, students will be able to:

- Describe how behavioral sciences can be used to understand and intervene upon current public health problems;
- Articulate how psychosocial and community theories are used to design, implement, and evaluate public health programs;
- Understand the application of economic theory to public health;
- Describe the major models and theories from political science and public policy that influence change;
- Communicate how public and private institutions create change in public health behaviors or the environment in which individual behavior responds; and
- Acquire skills in the application of behavioral science to current public health problems.

## IV. Methods of Instruction and Work Expectations

The course includes lectures (approximately 2/3 of the course) and written assignments (approximately 1/3 of the course). Lectures are available as audio recordings and PowerPoint slides at the course website.

At the course website, you will also find the syllabus, contact information for the instructor and TA, learning activity and written assignment instructions, as well as links to other useful information. In addition, the website provides an opportunity for students to ask questions and participate in discussions with the rest of the class, the TA, and the instructor.

Access to the course website is available through your University of Minnesota student Internet account (go to <http://www.myu.umn.edu/>); you will receive email instructions on accessing the class in time for the first day of the course on September 6, 2016.

**Be sure to check the website and your email regularly (ideally, at least once a day) during the semester. We will use email announcements and the discussion board at the website to communicate throughout the semester. If you receive an email from the instructor or TA, please take the time to respond, so that we can be sure you have received our communications.**

### *Learning Activities*

Each unit will have one graded learning activity that addresses practical applications of the concepts presented in lectures and readings. For each, you will be asked to respond to a scenario or other exercise in a brief written format. We will open a discussion board for each learning activity so that you may share ideas with other students in the course. Assignment details can be found on the course website. Although there are four learning activities, students are required to complete only three of their choosing (in each case by the due date for that learning activity).

## ***Written Assignments***

The written assignments will consist of four written papers (one for each unit of the course). One of the major objectives of this course is for students to be able to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice; to accomplish that goal, students will choose a health topic of interest to them to write about throughout the semester. Details on the assignments can be found on the course website. You will need to specify your paper topic no later than **Tuesday, September 20** and have this topic approved by the instructor.

For the learning activities and written assignments it is necessary to be concise and to the point while including the relevant information. This is an important skill that is relevant in multiple professional contexts.

## ***Expected Effort***

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance for a course during a 15- week semester. So, a three-credit course such as this one assumes that you will work an average of nine hours per week, including about 3 hours spent on lectures, and 6 hours in outside study.

## ***Strategies for Taking an Online Course***

Keep in mind that this is not a “go at your own pace” course. All assignments have specific deadlines, and we have suggested a pace for completing the lectures and readings so that students will be optimally prepared to stay on top of the course material and have the knowledge base to complete all written assignments effectively. That said, one of the best things about online classes is that they provide flexibility: the lectures are always available and can be completed anywhere, anytime, and in a variety of formats.

We encourage students to communicate with each other using discussion board threads and emails, in order to exchange ideas and share helpful comments. Also, feel free to ask questions of the instructor or TA. We try to respond to your emails or posted comments on the discussion board within 24 hours of the time we receive/read your message. We are also available by telephone during business hours (approximately 9:00-5:00 pm Central Time, Monday-Friday) and will do our best to return phone calls by the next business day. We may take longer to respond to communications received over the weekend.

In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact us for further information.

**Important Rule:** In your communications with fellow students or the instructor and TA, please remember to use the same etiquette you would use in face-to-face conversations.

## ***Logistics***

HOW THIS CLASS WORKS:

This is an online course that requires consistent Internet access during the 15 weeks of Fall semester. If you will not have Internet access or know of other circumstances that will keep you away from class for 2 weeks or more during the term, you should take this class during another semester.

We understand that you may encounter technical problems with the website. If you have a problem uploading an assignment, don't panic! We can help you solve these problems (**or, assignments can be emailed as Word document attachments to your grader in the event of a website “emergency”**) or make allowances as needed. For technical assistance with the website in general, you may refer to the course welcome email you receive at the beginning of the semester, or contact the Distance Education Coordinator directly at [decsph@umn.edu](mailto:decsph@umn.edu) or (612) 626-5069.

## V. Course Text and Readings

The textbook for this course is Health Behavior: Theory, Research, and Practice, 5th Edition. All other course readings are available on the course website and are listed below. Students are encouraged to complete the assigned readings prior to the lecture in which the topics are covered, as specified in the Course Outline. In addition, the course website provides supplemental readings for further information about course topics.

## VI. Course Outline/Weekly Schedule

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Week 1 - Introduction 9/6

Required Readings:

1. Text Chapter 1
2. Text Chapter 2
3. Text Chapter 4

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Week 2 – Ecological Models of Health Behavior & Health Belief Model 9/13

Required Readings:

1. Text Chapter 3
2. Text Chapter 5
3. Kwate, NOA. (2008). Fried chicken and fresh apples: Racial segregation as a fundamental cause of fast food density in black neighborhoods. *Health & Place, 14*, 32-44.
4. Jones, C., Smioth, H., Llewellyn. C. (2014). Evaluating the effectiveness of health belief model interventions in improving adherence: a systematic review. *Health Psychology Review, 8*(3), 253-269.

**PAPER TOPIC DUE Tuesday, September 20 by 11:55 pm.**

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Week 3 - Theory of Reasoned Action/Theory of Planned Behavior/Transtheoretical Model 9/20

Required Readings:

1. Text Chapter 6
2. Text Chapter 7
3. Hackman, C., Knowlden, A. (2014). Theory of reasoned action and theory of planned behavior-based dietary interventions in adolescents and young adults: a systematic review. *Adolescent Health, Medicine and Therapeutics. 5*, 101-114.

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Week 4 – Models of Interpersonal Health Behavior 9/27

Required Readings:

1. Text Chapter 8
2. Text Chapter 9
3. Text Chapter 13

**LEARNING ACTIVITY 1 DUE Tuesday, October 4 by 11:55 pm.**

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Week 5 - Networks and Social Support/Stress & Coping 10/04

Required Readings:

1. Text Chapter 10
2. Text Chapter 11

3. Text Chapter 12

4. Grow, HMG, Cook, AJ, Arterburn, DE, Saelens, BE, Drewnowski, A, Lozano, P. (2010). Child obesity associated with social disadvantage of children's neighborhoods. *Social Science & Medicine*, 71, 584-591.

**PAPER 1 (PSYCHOSOCIAL MODEL) DUE Tuesday, October 11 by 11:55 pm.**

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Week 6 – Community Approaches & Community Organizing 10/11

Interview (video link embedded at course website): Traci Toomey on Organizing Community Alcohol Prevention Campaigns

Required Readings:

1. Text Chapter 15
2. Green, L, Daniel, M, Novick, L. (2001). Partnerships and coalitions for community-based research. *Public Health Reports*, 116(S), 20-31.
3. Minkler, M. (2005). Community-based research partnerships: Challenges and opportunities. *Journal of Urban Health*, 82(2):ii3-ii12. DOI:10.1093/jurban/jti034
4. Komro, K., Wagenaar, A., Boyd, M., Boyd, B., Kominsky, T., Pettigrew, D., Tobler, A., Lynne-Landsman, S., Livingston, M., Molina, M. (2014). Prevention trial in the Cherokee Nation: Design of a randomized community trial. DOI 10.1007/s11121-014-0478-y

**LEARNING ACTIVITY 2 DUE Tuesday, October 18 by 11:55 pm.**

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Week 7 – Implementation, Dissemination, Diffusion, Communication, and Marketing 10/18

Required Readings:

1. Text Chapter 16
2. Text Chapter 17
3. Text Chapter 21
4. Glasgow, R., Vinson, C., Chambers, D., Khoury, M., Kaplan, R., Hunter, C. (2012). National Institutes of Health approaches to dissemination and implementation science: Current and future directions. *American Journal of Public Health*, 102:1274-1281. DOI:10.2105/AJPH.2012
5. Maibach, EW, Van Duyn, MAS, Bloodgood, B. (2006). A marketing perspective on disseminating evidence-based approaches to disease prevention and health promotion. *Preventing Chronic Disease* 3(3), 1-11.

**PAPER 2 (COMMUNITY APPROACHES) Tuesday, October 27 by 11:55 pm.**

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Week 8 - Economic Approaches of Public Health 10/25

Required Readings:

1. Text Chapter 20
2. Becker, GS. (1992). *The economic way of looking at life* (Working Paper No. 12). Chicago: John M. Olin Law and Economics Series 2D.
3. Warner, KE, Chaloupka, FJ, Cook, PJ, et al. (1995). Criteria for determining an optimal cigarette tax: The economist's perspective. *Tobacco Control*, 4(4), 380-386.
4. Stiglitz, JE. (2000). Externalities and the environment. *Economics of the public sector* (3rd ed., pp. 214-244). New York: W. W. Norton & Company. (NOTE: Chapter is posted in two parts.)

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Week 9 - Economic Approaches: Gun Control & Vaccines 11/1

Required Readings:

1. Mullahy, J. (1999). It'll only hurt a second? Microeconomic determinants of who gets flu shots. *Health Economics*, 8, 9-24.
2. The Editors (2012). Wakefield's article linking MMR vaccine and autism was fraudulent. *BMJ*. 342, 64-67.
3. Nowalk, M., Lin, C., Hannibal, K., Reis, E., Gallik, G., Moehling, K., Huang, H., Allred, N., Wolfson, D., Zimmerman, R. (2014). Increasing childhood influenza vaccination: A cluster randomized trial. *American Journal of Preventive Medicine*. [Epub ahead of print]
4. Institute of Medicine. (2013) Priorities for research to reduce the threat of firearm-related violence. *Report Brief*.
5. Cook, PJ, Leitzel, JA. (1996). Perversity, futility, jeopardy: An economic analysis of the attack on gun control. *Law and Contemporary Problems*, 59(1), 91-118.

**LEARNING ACTIVITY 3 DUE Tuesday, November 1 by 11:55 pm.**

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Week 10 - Economic Approaches: Obesity 11/8

Required Readings:

1. Malik, V., Willett, W., Hu, F. (2013). *Nature Reviews Endocrinology*, 9(1), 13-27/
2. Fiegal et al. 2012 Prevalence and trends in obesity among US adults 1999-2010. *JAMA*, 309(1), 71-82
3. Cutler, Glaeser, Shapiro (2003). Why have Americans become more obese? *Journal of Economic Perspectives*, 17(3), 93-118.
4. Brownell, K., Farley, T., Willett, W., Popkin, B., Chaloupka, F., Tompson, J., Ludwig, D. (2009). The public health and economic benefits of taxing sugar-sweetened beverages. *New England Journal of Medicine* 361(16), 1599-1605.

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Week 11 - Introduction to Public Health Policy 11/15

Required Readings:

1. U.S. Constitution
2. Longest, B. (2010) Health and Health Policy. In B. Longest (ed.). *Health Policymaking in the US* (5th ed., pp 1-28). Chicago, IL: Health Administration Press.

**PAPER 3 (ECONOMIC FACTORS) DUE Tuesday, November 22 by 11:55 pm.**

Week 12 - Public Health Law 11/22

Interview (video link posted at course website): Hubert H. (Skip) Humphrey III on the Role of the Attorney General in Public Health

Required Readings:

1. Gostin, LO. (2000). Public health law in a new century: Part II: Public health powers and limits. *Journal of the American Medical Association*, 283(22), 2979-2984.
2. Gostin, LO. (2000). Public health law in a new century: Part III: Public health regulation: A systematic evaluation. *Journal of the American Medical Association*, 283(23), 3118-3122.
3. Gostin, LO. (2000). Public health law in a new century: Part I: Law as a tool to advance the community's health. *Journal of the American Medical Association* 283(21), 2837-2841.
4. Gostin, LO., Sridhar, D. (2014) Global health and the law. *New England Journal of Medicine*, 370:1732-1740. DOI: 10.1056/NEJMr1314054
5. Gostin, LO. (2016). Politics and public health: The Flint drinking water crisis. *The Hastings Center Report*, 46(4):5-6. DOI: 10.1002/hast.598

Required Readings:

- 1.Kersh, R, Morone, J. (2002). The politics of obesity: Seven steps to government action. *Health Affairs*, 21(6), 142-153.
- 2.Longest B. (2010). The context and process of health policymaking. In B. Longest (ed.) *Health Policymaking in the US* (5<sup>th</sup> ed, pp. 29-58). Chicago, IL: Health Administration Press.

**LEARNING ACTIVITY 4 DUE Tuesday, December 6 by 11:55 pm.**

Required Readings:

- 1.Dunn, WN. (1981). A framework for policy analysis. In WN. Dunn, *Public policy analysis: An introduction* (pp. 34-63). Englewood Cliffs, NJ, Prentice-Hall.
- 2.Lurie, N. (2002). What the federal government can do about the nonmedical determinants of health. *Health Affairs*, 21(2), 94-106.

**PAPER 4 (POLICY APPROACH) DUE Tuesday, December 13 by 11:55 pm.**

## VII. Evaluation and Grading

Students will be evaluated through multiple written assignments. Final grade will be assessed on a 200-point scale.

<u>Assignment</u>	<u>Points</u>
Papers (30 points each x 4)	120
Learning Activities (20 points each x 3)	60
Total	200

**Each assignment is due to the course website by 11:55 PM Central Time on the due date; any assignment submitted at 12:00 AM or beyond will be considered late.**

One (1) point will be deducted for each day the abstract or a learning activity is late. Two (2) points will be deducted for each day a paper is late. We **will not accept** any assignments after they are seven (7) days late. The course instructor and TA will be grading these assignments using specific grading criteria to ensure a standard process for all.

If you anticipate having difficulty meeting due dates due to unusual circumstances, you **must** make arrangements with your grader **at least 24 hours in advance of the due date** to be eligible for full credit for your work. If these circumstances are **voluntary** (e.g., planned vacation or other commitment that overlaps with an assignment due date), you should complete an assignment **before** the planned travel or other event

The instructor and TA will grade all assignments and return feedback to students as quickly as possible. All assignment deadlines are set so that the instructor and TA are able to return feedback before another related assignment is due.

Grades will be based on the following scale:

A	93 - 100%	B-	80 - <83	D+	67 - <70
A-	90 - <93	C+	77 - <80	D	63 - <67
B+	87 - <90	C	73 - <77	D-	60 - <63
B	83 - <87	C-	70 - <73	F	Below 60

**For Masters of Public Health (MPH) students:** This course is designated as part of the public health core requirement and effective Fall 2005, MPH students must take this course for a letter grade (A-F). MPH students will be required to achieve no less than a B- grade in each of the public health core courses.

### **Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseval](http://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](http://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](http://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](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### **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](http://onestop.umn.edu).

### **Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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](mailto: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](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](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](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 DRC at 612-626-1333 or [drc@umn.edu](mailto: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/>.

**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.\*

**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, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

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

**Student Academic Success Services (SASS): <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.

*Template update 9/2014*