

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6025-01 e-Public Health Spring 2015

Credits: 2
Meeting Days: Mondays
Meeting Time: 1:25 pm to 3:20 pm
Meeting Place: Mayo Building A110
Instructor: Keith Horvath, PhD
Office Address: 393 West Bank Office Building (WBOB)
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I. Course Description

The use of technology for public health recruitment, assessment, and intervention has grown substantially since the introduction of the Internet and adoption of smartphones. Technology provides opportunities for public health research and practice, as well as challenges in adoption, adaptation, and implementation. This purpose of this course is to provide an overview of how technology may be used as a recruitment, assessment, and intervention tool in public health research and practice. Students will discuss the opportunities and challenges associated with different technologies, as well as discuss practical strategies for designing and managing public health projects that have a technology component. At the conclusion of the course, students should have basic understanding of e-Public Health approaches to choose the appropriate technology before embarking on a public health research or practice project, basic skills for designing a technology-based public health intervention, and best practices for assembling and managing a team to successfully build and implement a technology-delivered project.

II. Course Prerequisites

MPH students, PhD students, or other graduate students (or permission of the instructor)

III. Course Goals and Objectives

The goals of the course include:

1. Increase understanding of ways that technology may be used for recruitment, assessment, and intervention in public health research and practice.
2. Provide students with greater insights into the opportunities and challenges that accompany different forms of technologies (e.g. online, smartphone) for use in public health research and practice.
3. Provide students with the skills to develop and plan an e-public health intervention.

4. Provide students with practical project management strategies to oversee studies or interventions that include a technology component.

IV. Methods of Instruction and Work Expectations

Methods of instruction include lectures, in-class discussions, course readings, and peer feedback sessions. Researchers, developers, and technology experts will be invited to give presentations that address concepts discussed in class. Students are expected to attend class, complete reading assignments, participate in class discussions, complete homework on time, and contribute to an atmosphere of curiosity and learning. This is a 2 credit course and, therefore, students can expect to spend approximately 6 hours per week outside of class preparing for class discussions, assignments, and quizzes.

V. Course Text and Readings

Required course textbooks are:

Brown, D. M. (2010). Communicating Design: Developing Web Site Documentation for Design and Planning (2nd ed.). New Riders Publishers: Berkeley, CA.

Bull, S. (2011). Technology-based Health Promotion. Sage: Thousand Oakes, CA.

Additional readings and handouts, including scientific studies and other articles from peer-review journals and other public health publications, will be assigned during the course. Links to assigned readings will be posted on the Moodle course web site (see below), which students are expected to check regularly. Assigned journal articles can also be downloaded from the university libraries website (<https://www.lib.umn.edu>). **If you have problems accessing the course website or materials, please contact the course instructor by 12:00 p.m. (noon) on Friday since he may not be available to assist you on weekends.**

VI. Course Outline/Weekly Schedule

Note: Course syllabus may change during the semester. Changes will be announced in class and posted on the Moodle course website. Students are responsible for being aware of any changes made to the syllabus.

Access Course Moodle Site

- Go to www.umn.edu click on the “myU” button
- Login with your University ID and password
- Scroll to your course and click on the Moodle site link.

Week 1: January 25, 2016

Topics: Introduction and Course Overview: Defining e-Public Health and Theories of Information Technology Adoption

Course Textbook Reading:

Bull, S. (2011): Chapter 1

Brown, D. M. (2010): Chapter 4

Additional Readings:

Venkatesh, V. & Bala, H. (2008). Technology Acceptance Model 3 and a Research Agenda on Interventions. *Decision Sciences*, 39 (2): 273-282.

In-Class Activity: How do you define e-Public Health?

Week 2: February 1, 2016

Topics: Survey and Assessment using Technology

Course Textbook Reading:

Bull, S. (2011): Chapter 5

Additional Reading:

Wilkerson, JM, Iantaffi, A., Grey, JA, Bockting, WO, & Rosser, B.R. Recommendations for Internet-based Qualitative Health Research with Hard-to-Reach Populations. *Qualitative Health Research*; 2014; 24(4): 561-574.

In-Class Activity: Designing an Online Survey

Week 3: February 8, 2016

Topics: Recruitment and Retention using Technology: Reaching your Target Audience

Course Textbook Reading:

Bull, S. (2011): Chapter 4

Additional Readings:

Kontos, E, Blake, KD, Chou, SC, & Prestin, A. (2014). Predictors of eHealth usage: Insights on the digital divide from the Health Information National Trends Survey 2012. *J Med Internet Res* 2014;16(7):e172.

Quach S, Pereira JA, Russell ML, Wormsbecker AE, Ramsay H, Crowe L, Quan SD, Kwong J. The Good, Bad, and Ugly of Online Recruitment of Parents for Health-Related Focus Groups: Lessons Learned. *J Med Internet Res* 2013;15(11):e250.

Shahab L, Brown J, Gardner B, & Smith SG. Seeking health information and support online: Does it differ as a function of engagement in risky health behaviors? Evidence from the health information national trends survey. *J Med Internet Res* 2014;16(11):e253.

In-Class Activity: Developing a recruitment plan using information from Pew Internet Project

Peer Feedback Session 1: Project Concept Paper

Week 4: February 15, 2016

Topics: Overview of the Development Process and Establishing a Scope of Work

Course Textbook Reading:

Bull, S. (2011): Chapter 3

Additional Readings:

Bennet, G.C, & Glasgow, R.E. (2009). The delivery of public health interventions via the Internet: Actualizing their potential. *Annual Review of Public Health*, 30:273-92.

Briones, R. Harnessing the Web: How E-Health and E-Health Literacy Impact Young Adults' Perceptions of Online Health Information. *J Med Internet Res* 2015; 4(2): e5.

In-Class Activity: Evaluate health websites.

Assignment 1 Due: Project Concept Paper

Week 5: February 22, 2016

Topics: **Designing your Intervention: Introduction to Design and Personas**

Course Textbook Readings:

Brown, D. M. (2010): Chapters 1, 2, & 3

Additional Readings:

Yardley, L, Morrison, L, Bradbury, K, & Muller, I. The person-based approach to intervention development: Application to digital health-related behavior change interventions. *J Med Internet Res* 2015; 17(2): e30.

In-Class Activity: Designing Personas

Week 6: February 29, 2016

Topics: **Other Design Artifacts: Site Maps, Flowcharts, and Wireframes**

Course Textbook Readings:

Brown, D. M. (2010): Chapters 5, 6, 7

Peer Feedback Session 2: Personas

Week 7: March 7, 2016

Topics: **Designing your Intervention: Journey Mapping and Process Flow**

No Readings this Week

Guest Lecture: Mary Polding from Russell Herder

Assignment 2 Due: Personas

March 14, 2016: SPRING BREAK!!

Week 8: March 21, 2016

Topics: **Social Media Interventions for Public Health**

Additional Readings:

Grajales III FJ, Sheps S, Ho K, Novak-Lauscher H, Eysenbach G. Social Media: A Review and Tutorial of Applications in Medicine and Health Care. *J Med Internet Res* 2014;16(2):e13.

Keller B, Labrique A, Jain KM, Pekosz A, Levine O. Mind the Gap: Social Media Engagement by Public Health Researchers. *J Med Internet Res* 2014;16(1):e8

Maher CA, Lewis LK, Ferrar K, Marshall S, De Bourdeaudhuij I, Vandelanotte C. Are Health Behavior Change Interventions That Use Online Social Networks Effective? A Systematic Review. *J Med Internet Res* 2014;16(2):e40.

Merolli, M., Gray, K., & Martin-Sanchez, F. Developing a framework to generate evidence of health outcomes from social media use in chronic disease management. *Med 2.0* 2013; 2(2): e3.

Peer Feedback Session 3: Journey Map

Week 9: March 28, 2016

Topics: **Text Messaging and Smartphone App Interventions**

Additional Readings:

Bender JL, Yue RYK, To MJ, Deacken L, Jadad AR. A Lot of Action, But Not in the Right Direction: Systematic Review and Content Analysis of Smartphone Applications for the Prevention, Detection, and Management of Cancer. *J Med Internet Res* 2013;15(12):e287

Dunton GF, Dzibur E, Kawabata K...Intille S. Development of a smartphone application to measures physical activity using sensor-assisted self-report. *Frontiers in Pub Health* 2014; 2:12.

Rabiya M-A, Baildam E, Campbell M, Chieng A, Fallon D, ...Swallow V. Apps and Adolescents: A Systematic Review of Adolescents' Use of Mobile Phone and Tablet Apps that Support Personal Management of their Chronic or Long-Term Physical Conditions. *J Med Internet Res* 2015;17(12):e287

Guest lecture: Casey Helbing, Founder of Software for Good

Assignment 3 Due: Journey Map

Week 10: April 4, 2016

Topics: **Usability Testing & Wearables**

Course Textbook Readings:

Brown, D. M. (2010): Chapters 11 & 12

Additional Readings:

Carreiro, S., Smelson, D., Ranney, M, Horvath, K.J., Pikard, R.W., Boudreaux, E.D., Hayes R. & Boyer, E.W. (in press). Real-Time Mobile Detection of Drug Use with Wearable Biosensors: A Pilot Study. *Journal of Medical Toxicology*.

Mary Bachman DeSilva, Allen L. Gifford, Xu Keyi, et al., "Feasibility and Acceptability of a Real-Time Adherence Device among HIV-Positive IDU Patients in China," *AIDS Research and Treatment*, vol. 2013, Article ID 957862, 6 pages, 2013. doi:10.1155/2013/957862

Peer Feedback Session 4: Wireframes

Week 11: April 11, 2016

Topics: **Content Management System, Back-end Reporting, and Data Management & Working with Vendors**

Additional Readings:

Cook, DJ, Moradkhani, A., Douglas, KS et al. Patient Education Self-Management During Surgical Recovery: Combining Mobile (iPad) and a Content Management System. 2014. *Telemed J E Health*; in press.

Horvath, KJ., Ecklund, A., Hunt, S., Nelson, T., & Toomey, T. Developing Internet-based Health Interventions: A Guide for Public Health Researchers and Practitioners. *J Med Internet*. 17(1): e28.

Regola N, Chawla NV. Storing and Using Health Data in a Virtual Private Cloud. *J Med Internet Res* 2013;15(3):e63

Guest lecture: Ali Ecklund, MPH from EpiCH

Assignment 4 Due: Wireframes

Week 12: April 18, 2016

Topics: Human subjects, Ethics, and Data Privacy in Technology-based Research and Practice

Course Textbook Reading:

Bull, S. (2011): Chapter 2

Additional Reading:

Internet-based Research Interventions: Suggestions for Minimizing Risk. National Institute of Mental Health. 2007.

Rosser, B.R.S, Gurak, L., Horvath, K.J., Oakes, J.M., Konstan, J. & Danilenko, G. (2009). The challenges of ensuring participant consent in Internet-based sex studies: A case study of the MINTS I & II Studies. *Journal of Computer Mediated Communications*, 14(3), 602-26. PMC:3817747

Guest lecture: Dr. Simon Rosser from EpiCH

Assignment 5 Due: Project Presentation (last half of class)

Week 13: April 25, 2016

Topics: Project Presentations

Assignment 5 Due: Project Presentation

Week 14: May 2, 2016

Topics: Project Presentations & Wrap-up

Assignment 5 Due: Project Presentation

Final Project Due on Scheduled Final Examination Day (TBD)

VII. Evaluation and Grading

Final Grades for the class will be calculated based on performance in the following areas:

Peer Feedback Sessions (10% of grade):

You will have the opportunity to gain peer feedback on your assignment the week before each assignment is due. Peer feedback is a valuable way to gain insight into the potential strengths and weaknesses of your approach. You will be randomly paired with a peer at the beginning of the semester, and this peer will provide feedback on each of your assignments (to provide continuity as you develop your project). After each peer review session, your peer will rate the effort that you put in for the peer review session on a 1 to 10 scale (i.e., how much effort you put into the assignment before class and how useful the feedback was during the peer review session). Points will be tallied at the end of the semester and pro-rated to account for 10% of your final grade.

Assignment 1: Project Concept Paper (20% of grade):

You will be asked to provide a concept sheet for your project. The project concept paper will be used to provide information about your proposed intervention in the following areas: a) What public health topic you are addressing?; b) What is the significance of the proposed project in context of existing literature?; c) What is the innovation of your proposed project with respect to the benefits of technology-based health promotions; d) What is the proposed intervention, and what approach will you take to develop it?; e) What are the limitations and challenges to the proposed intervention? The paper should be between 5-7 pages.

Assignment 2: Personas (15% of grade):

Following recommendations provided in the course textbook (by Brown), create 3 personas that represent typical users of your intervention. Personas should represent potential users of the intervention, and be sufficiently developed to guide the development of the project site map and wireframes. The paper should be 3 pages.

Assignment 3: Journey Mapping (10%):

Using information learned in class, develop a “Journey Map” for your intervention. Your Journey Map should contain the following information: a) The User (i.e., consumer) Journey that describes how the user will adopt your intervention and achieve the outcome desired b) At each stage of the User Journey, describe the user sentiment that a typical user at that stage would express, c) At each stage of the User Journey, describe the expected outcomes you would like to achieve, and d) Describe when each component of your intervention would be implemented (i.e., rolled out) vis-à-vis the User Journey, and what metrics you are going to use to assess whether the components you roll out have reached the desired outcome. The paper should be 1 page.

Assignment 4: Wireframes (15% of grade):

Wireframes are a simplified (either paper and pencil or using a computer graphics tool) view of what content should appear on a screen of your intervention. This tells the intervention and design teams what information and graphics should be included on that page of your intervention, as well as the layout of that particular screen. Following recommendations provided in the course textbook (see Chapter 7 in Dan Brown’s book), develop wireframes for 3 substantive page of your intervention. Wireframes should include a sketch of the page (1 page per wireframe). On a separate page, describe the elements included on each of your wireframes page and the purpose that each feature serves (for example, describing how that feature fits in with your overall intervention, or if that feature is there to provide visual interest or engagement). The paper should be 1 page.

Assignment 5: Project Presentation (15% of grade):

Each student will have 10 minutes to present her or his project to the class. It may be helpful to review the advice about presenting different aspects of your project that is provided in the readings by Brown. Up to 2 minutes will be left after each presentation for audience questions and discussion.

Final Project (15% of grade):

The final project will be the all of the assignments (Project Concept Paper, Personas, Journey Map and Wireframes), plus a description of the team members who should be included in intervention/program development, a usability testing plan, and a discussion of the ethical/human subjects issues. Based on students’ evolving thinking on their project, as well as feedback from peers and the instructor, students are encouraged to edit to improve previous assignments. In addition, new components (intervention/program team members, usability testing, ethical/human subjects issues) should be added to the revised Project Concept Paper. The goal of the final project is to have a final, polished portfolio that demonstrates students’ experiences and understanding of technology-based intervention/program development and implementation based on their chosen intervention/program.

Extra credit is not offered in this course. Students' final grades will be calculated based on their performance on class assignments.

Assignments handed in late (without permission by instructor or proof of medical emergency) will be penalized by subtracting 5% points off of the grade for each day late (excluding weekends). Late assignments will be accepted up to 2 weeks after the due date, after which a 0% for that assignment will be given.

Grading

Final grades will be assigned as follows:

Percent	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

For students taking this class S/N a minimum of 80% is required for a passing grade. Students may change grading options during the initial registration period or during the first two weeks of the semester. The grading option may not be changed after the second week of the term.

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 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/>.

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, (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 8/2014