

**PubH 6105- Section 001**  
**Environmental and Occupational Health Policy**  
**Spring 2016, version 1/8/16**

---

**Credits:** 2  
**Meeting Days:** Tuesdays  
**Meeting Time:** 6:00-8:00 pm  
**Meeting Place:** MoosT 2690

**Instructor:** Patricia (Pat) McGovern, PhD, MPH, BSN, Bond Professor of Environmental and Occupational Health Policy

**Office Address:** University of Minnesota, School of Public Health, Mayo Building, Room 1112  
**Office Phone:** 612-625-7429  
**Fax:** 612-626-4837  
**E-mail:** pmcg@umn.edu  
**Office Hours:** By appointment only

---

**I. Course Description**

This is an introductory course designed to provide graduate students with a survey of environmental and occupational health policy, acquaint them with the public policy process in the United States, and introduce conceptual frameworks for analyzing public policy alternatives. This is a required course for public health students majoring in environmental health. Students will be encouraged to apply course content to their professional careers in public health and to contribute to policy processes that advance the health of the public.

**II. Course Prerequisites**

PubH 6103 and PubH 6104

**III. Course Goals and Objectives**

Upon completion of the class students will be able to:

- (1) Describe current environmental and occupational health policies and how they have evolved over time
- (2) Identify the legal structure, ethical issues, and stakeholder perspectives that shape policy alternatives
- (3) Identify key policy issues and different perspectives driving the national debate about the reform of environmental and occupational health regulations
- (4) Discuss the public policy process in the United States as it relates to environmental and occupational health
- (5) Describe the role of science and scientists in the policy making process
- (6) Describe trade-offs in decision-making among conflicting goals, objectives, values, and approaches to various policy issues
- (7) Apply the knowledge and skills obtained in the course to the practice of environmental and occupational health.

#### **IV. Methods of Instruction and Work Expectations**

This class consists of lectures and interactive learning including class discussions, small group interactions and group projects. The main objectives of the course will be achieved through lectures and assigned readings to develop the subject in a logical sequence. It is expected that students will read assigned articles before class to facilitate active and informed class discussions. Multiple measures are used to assess student learning and facilitate student success including online quizzes and postings, written assignments, a midterm exam, and a group policy presentation structured as a debate and preparation of a policy brief.

While this class is offered in-person, online modules are generally available for situations when students have excused absences (e.g., work-related travel or illness). The modules are in various forms of completion as some have PowerPoint slides synced with audio from the live version of class in an earlier year while others are a podcast of the lecture from the current year and a separate slide deck posted on the course website. Please note that not all classes have online modules as options. Students who wish to take a module online in lieu of class should contact the instructor via e-mail as soon as feasible before the selected class. Students using the online module will have one week to complete any associated assignment (e.g., an associated quiz or posting). Students not completing the quiz or posting in that time framework will receive 0 points for any missed assignment. Additionally, students who complete an online module will be expected to complete a brief survey on user satisfaction for each module used at the end of the semester if requested by the class web designer as part of a course evaluation.

#### **V. Course Text and Readings**

The course text is Environmental Policy and Politics by Michael E. Kraft (2015, 6<sup>th</sup> edition) New York, Pearson Education Inc., cited below as Kraft M. (2015). (Note: the text is available to purchase new or used at the Coffman Union Bookstore). Additional required readings are noted below in association with weekly class topics and are available online or on the class website. These required readings supplement the lectures.

## VI. Course Outline/Weekly Schedule

### Week 1 (January 19), Course Overview

Pat McGovern, PhD, Course Instructor

- **Readings:**
  - Kraft M. (2015), Chapter 1, Environmental Problems and Politics (pp: 1-24) and Chapter 4, The Evolution of Environmental Politics and Policy (pp: 101-129)
  - Topical reading (to be determined)
- **Assignment/Quiz #:** Online Quiz (4 points); due 1/26/16, 6:00 pm
  - Log onto the class Moodle site and respond to the first discussion exercise.

### Week 2 (January 26), Air Quality Policy

Matt Simcik, PhD, Associate Professor, Environmental Health Sciences, School of Public Health

- **Readings:**
  - Kraft M. (2015) Chapter 2, Judging the State of the Environment, *Air Quality* (pp: 30-37) and Chapter 5, Environmental Protection Policy: Controlling Pollution: *Clean Air Act* (pp: 132-140; 154-177).
- **Assignment/Quiz #2:** Online Quiz (4 points); due 2/2/16, 6:00 pm
- **Recommended Resources:**
  - Davis, Devra Lee (2002) *When Smoke Ran Like Water: Tales of Environmental Deception and the Battle against Pollution*. New York, Basic Books.
  - US Environmental Protection Agency (EPA). Air Pollution and the Clean Air Act, Accessed 1/7/2016. <http://www.epa.gov/air/caa/>

### Week 3 (February 2), Introduction to the Legislative and Political Process in Minnesota

**IMPORTANT NOTE TO STUDENTS: THERE IS NO IN-PERSON CLASS. ONLINE MODULES WILL SUBSTITUTE FOR CLASS.**

- **Readings:**
  - Kraft M. (2015) Chapter 3, Making Environmental Policy (pp. 68-98)
  - Lenhoff, D. Family and Medical Leave in the United States: Historical and Political Reflections, "After Birth: Policies for Healthy Women, Families and Workplaces" A Conference and Signature Study of the Hubert H. Humphrey Institute of Public Affairs conducted in collaboration with the School of Public Health, University of Minnesota Available on the course website.
- **Online Modules:**
  - Melissa Finnegan, MPA, Legislative Liaison, Minnesota Department of Health: "The Legislative Process in Minnesota"
  - Pat McGovern, PhD, Course Instructor, The Political Process and the Case of the Family and Medical Leave Act.
- **Assignment/Quiz #3:** Online Quiz (4 points); due 2/9/16.
- **Policy Debate Topic:** Paper (4 points) to be submitted via email by 2/9/16, 6:00 pm.

### Week 4 (February 9), Climate Change

Matt Simcik, PhD, Associate Professor and Pat McGovern, PhD, Course Instructor

- **Readings:**
  - Kraft M. (2015) Chapter 8, Environmental Policy and Politics for the 21<sup>st</sup> Century, *Climate Change* (pp: 298-301) and Chapter 7, Evaluating Environmental Policies (pp.241-2; pp-4-5)
  - Intergovernmental Panel on Climate Change (IPCC, 2014). Synthesis Report for Policy Makers. Accessed 1/7/2016 at <http://ipcc.ch/>
- **Recommended Resources** (next page).

- The White House. (2015, August 3) Fact Sheet: President Obama to Announce Historic Carbon Pollution Standards for Power Plants. Accessed 1/7/16, <https://www.whitehouse.gov/the-press-office/2015/08/03/fact-sheet-president-obama-announce-historic-carbon-pollution-standards>
- **Assignment/Quiz #4:** Writing Assignment (8 points); due 2/16/16, 6:00 pm

### **Week 5 (February 16), Water Quality Policy**

Faye Sleeper, MA, Interim Director, Water Resources Center, University of Minnesota

- **Readings**
  - Kraft M. (2015) Chapter 2, Judging the State of the Environment: *Water Quality* (pp: 37-42), Chapter 5, Environmental Protection Policy: Controlling Pollution: *The Clean Water Act*, (pp: 141-144), and Chapter 7, Evaluating Environmental Policies: *Environmental Protection Policies* [see Clean Water Act] (p. 242; pp1).
  - Topical readings (To be determined)
- **Assignment/Quiz #5:** Online Quiz (4 points); due 2/23/16, 6:00 pm
  - *Recommended Resources:* Minnesota Water Sustainability Framework. Water Resources Center, University of Minnesota. Accessed 1/7/16 at <http://www.wrc.umn.edu/publications/other-publications>

### **Week 6 (February 23), Risk Education and Communication:**

**IMPORTANT: THERE IS NO IN-PERSON CLASS; AN ONLINE MODULE WILL SUBSTITUTE FOR IN-PERSON CLASS.**

- **Online module**, “Risk Education” by Tannie Eshenaur, MPH, Planner/Director, Drinking Water Protection Section, Minnesota Department of Health.
- **Readings:**
  - Kraft M. (2015) Chapter 5, Environmental Protection Policy: Controlling Pollution: The Safe Drinking Water Act (pp: 144-145).
  - Lundgren R.E. & McMakin A.H. (2013). Risk Communication: A Handbook for Communicating Environmental, Safety and Health Risks (Fifth Edition). Hoboken, N.J., John Wiley & Sons, Inc. (Readings are posted on course website)
    - Chapter 2, Approaches to Communicating Risk, pp: 11-22.
    - Chapter 6, Principles of Risk Communication, pp: 71-82.
    - Chapter 13, Information Materials, pp: 147-158.
- **Assignment/Quiz #6:** Online Quiz (4 points); due 3/1/16, 6:00 pm

### **Week 7 (March 1), Safe Drinking Water Act and Environmental Health Literacy**

Tannie Eshenaur, MPH, Planner/Director, Drinking Water Protection Section, and Deanna Scher, PhD, Exposure Consultant, Environmental Health Division, Minnesota Department of Health

- **Readings:**
  - EPA. Water: Safe Drinking Water Act. Accessed 1/7/16 at <http://www.epa.gov/laws-regulations/summary-safe-drinking-water-act>
  - Minnesota Department of Health (2015). Nitrate in Well Water Brochure. (Available on the course website)
  - Topical readings (To be determined)
    - Marcotty, J. (2015, Sept. 19) Contaminated wells aren't just a rural problem – just ask homeowners in Washington County. StarTribune, accessed 1/8/16, <http://www.startribune.com/contaminated-wells-aren-t-just-a-rural-problem-just-ask-homeowners-in-washington-county/328382251/>
- **Midterm exam will be available online after class and is due March 11, 6:00 pm.**

## **Week 8 (March 8), Ebola Policy**

**Note: Minnesota's 2016 legislative session begins this week**

Rich Danila, PhD, Section Chief, Acute Disease Investigation and Control, Minnesota Department of Health

- **Readings:**
  - Centers for Disease Control (CDC). Ebola Virus Disease. Retrieved 3/12/15, <http://www.cdc.gov/vhf/ebola/> (Review items of interest)
  - Centers for Disease Control (CDC) Ebola Virus Disease (EVD) Information for Clinicians in U.S. Healthcare Settings; retrieved 1/8/16 from [www.cdc.gov/vhf/ebola/healthcare-us/preparing/clinicians.html](http://www.cdc.gov/vhf/ebola/healthcare-us/preparing/clinicians.html)
- **Assignment/Quiz #7**

## **Week 9 (March 15) Spring Break**

## **Week 10 (March 22) Occupational Health Standards**

Gurumurthy Ramachandran, PhD, Professor, Environmental Health Sciences, School of Public Health

- **Readings:**
  - Ashford N.A. and Caldart, C. (2011). Government Regulation in Occupational and Environmental Health. In BS Levy, DH Wegman, SL Baron, and RK Sokas (Eds.) Occupational and Environmental Health, Recognizing and Preventing Disease (6th ed., Philadelphia, Lippincott, Williams & Wilkins. (pp. 640-663) (See course website)
  - Choi J, Ramachandran G, Kandlikar M. (2009). The Impact of Toxicity Testing Costs on Nanomaterial Regulation. *43 (9):3030-3034*.
  - Ramachandran G, Wolf S, Paradise J, Kuzma J, Hall R, Kokkoli E, Fatehi L, (2011). Recommendations for oversight of nanobiotechnology: Dynamic oversight for complex and convergent technology. *Journal of Nanoparticle Research 13:1345–1371*.
- **Assignment/Quiz #8**

## **Week 11 (March 29), the Americans with Disabilities Act (ADA), Mental Conditions in the Workplace and Policy Evaluation**

David Cossi, JD, MS, Adjunct Faculty, and Pat McGovern, PhD, Course Instructor, Environmental Health Sciences, School of Public Health

- **Readings:**
  - Equal Employment Opportunity Commission (EEOC). Disability Discrimination. Retrieved 1/8/16, <http://www.eeoc.gov/laws/types/disability.cfm>
  - Equal Employment Opportunity Commission (EEOC). Facts about the Americans with Disabilities. Retrieved 1/8/16, <http://www.eeoc.gov/eeoc/publications/fs-ada.cfm>
  - EEOC. Notice Concerning The Americans With Disabilities Act (ADA) Amendments Act of 2008 Retrieved 1/8/16, [http://www.eeoc.gov/laws/statutes/adaaa\\_notice.cfm](http://www.eeoc.gov/laws/statutes/adaaa_notice.cfm)
  - Cossi, D. (unpublished): Bultemeyer v. Fort Wayne Community Schools (Case Study). (Available on the course website).
  - EEOC Enforcement Guidance on the Americans with Disabilities Act and Psychiatric Disabilities (1997, March 25). EEOC NOTICE #915.002. Retrieved, 1/8/16, <http://www.eeoc.gov/policy/docs/psych.html> (Available on the course website).
- **Assignment/Quiz #9**

## **Week 12 (April 5), Workers Compensation Policy**

William Lohman, MD, Assistant Professor, Environmental Health Sciences, and Director, MD/MPH Program, School of Public Health

- **Reading:**
  - Boden LI, Barth PS, Leifer NT, Strouss DC, Spieler EA, Roche PA (2007). Legal Remedies. In B. S. Levy, D. H. Wegman, S.L. Baron, R.K. Sokas (Eds.) Occupational and Environmental Health, Recognizing and Preventing Disease and Injury (6th ed). Philadelphia, Lippincott, Williams & Wilkins (pp. 664-696). The reading is available on the class website.
  - Additional readings to be determined.
- **Assignment/Quiz #10**
- **Draft debate slides and policy brief due today**

## **Week 13 (April 12) Final Preparations for Debate and Policy Briefs**

- Overview of performance expectations
- Individual teams meet for feedback on materials and to prepare and practice
- Course instructor and teaching assistant are available for assistance

## **Week 14 (April 19), Student Debate/Presentations 1**

- No readings

## **Week 15 (April 26), Student Debate/ Presentations II**

- No readings

## **Week 16 (May 3), Student Debate/Presentations III**

- No readings

## **VII. Evaluation and Grading**

- Student performance will be based on the following criteria:
  - Quizzes, written assignments or web postings (40%)
  - Policy Debate Topic paper (5%)
  - Midterm (20%)
  - Team Presentations-Debates and Policy Briefs (35%)

## **Quizzes, Postings, Midterm, Written Assignments and Resources**

### Weekly Assignments

Over the course of the semester either a quiz, posting or written assignment will be required for each class to assess students' basic comprehension of the readings and course content and to facilitate informed participation in class and online discussions. *There will be 10 weekly assignments that total 44 points and students will be allowed to drop the lowest scoring assignment (of any 4 point assignment) so that the grade for all quizzes, postings and assignments will be based on 40 points maximum.*

A description of the learning activities follows. Quizzes will test factual knowledge from readings and lectures through questions that are true-false, multiple choice or short-answer. Postings and written

exercises will involve expository writing and are designed to give students the opportunity to reflect upon the meaning of what they have learned and apply the course content to new situations or examples. Scoring of postings is based on the degree to which the student answers the question and builds upon the class discussion in a meaningful way. All comments should be written with correct spelling and grammar to receive the maximum points. Below is an example excerpted from a former postings; it was awarded the full points possible. In addition to what is shown in the example below, students are often asked to comment on at least one other student's posting. Students are expected to state whether they agree or disagree with their peer's posting and give a thoughtful justification for their position using correct grammar and spelling to receive full points. **All postings and quizzes are due one week from assignment or else 0 points will be awarded.**

Sample Questions:

1. Given Dr. Lohman's presentations and your required reading, do you think regulatory action on ergonomic risks is needed in Minnesota? Provide your rationale. (2 points).
2. For the sake of argument, assume some regulatory action is needed. What regulatory intervention would you recommend? Provide your rationale. (2 points).

Sample Student Answer

1) *Yes, regulatory action for ergonomic risk is needed in Minnesota. My decision relates to protecting workers from adverse health problems that can impact long-term health and costs as well as productivity. Employers, should take a keen interest in creating ergonomically friendly working environments for all employees as it can minimize injuries and associated workers compensations costs. According to Dr. Lohman's lecture, injury incidence and claim rates have remained relatively stable over a 10 year period, but claim payments for musculoskeletal disorders (MSDs) have increased significantly over the same time period in Minnesota. Minnesota's costs for MSDs have increased while those for the rest of the nation have trended downwards. These facts support the need for regulatory intervention.*

2) *Currently regulatory action has been based on the General Duty Clause. The state of Minnesota needs to take one more step and codify a specific regulation for ergonomic controls. This will allow stronger enforcement. The regulation could target back and arm/hand disorders and focus on problem industries. The regulation would be proactive and require analyses and preventive measures for specific types of jobs. While some argue this would be burdensome for industry, I disagree as the benefits would overshadow the costs. This approach would significantly reduce the incidents, claims and costs associated with injuries related to MSDs.*

Background Information and Resources on Legislative Activities and Legislation

Background information and resources can be found on the web site for the Minnesota State Legislature <http://www.leg.state.mn.us/> .It is expected that all students will review the "Frequently Asked Questions" accessed at <http://www.leg.state.mn.us/leg/faq/faqtoc.aspx> in particular, the following topics: about the legislature; bills; calendars; caucuses; citizen participation; laws, statutes and rules; research; and schedules. Note that on the link "Visiting the Capitol" you will find driving directions and options for parking. On the link for "Schedules" you will find out what is going on in the House and Senate every day. Review the schedule for a committee hearing on an environmental or occupational health issue<sup>1</sup> that interests you if you wish to attend in-person. Note that if you cannot attend a hearing in-person there are video and audio hearings online (live and archived available videos are at available at <http://www.house.leg.state.mn.us/audio/default.asp>).

### Initial Policy Debate Topic Proposal

This paper will be worth 5 points. The purpose is to propose a potential policy topic for a debate and briefly describe the status of the issue in the legislative process and key issues that make it a good debate topic such as the nature of the underlying science, public health significance, political issues, economics and ethical concerns with at least one three citations. The paper is due 2/9/16, 6:00 pm.

### Midterm Exam

The midterm exam will be a take home exam worth 20 points. **Instructions will be provided online and it will be due March 11, 6:00 pm.** Students who receive a low grade will be given one opportunity to raise their grade by meeting with the course instructors and rewriting their exam. However, the highest grade that will be given for a rewritten exam will be 75% (C+).

### Policy Debate Presentation and Policy Briefs

The final presentation will be a policy debate that will engage the entire class. Students will construct their debate using policy and scientific sources. The goal is to perform significant work with information resources, and spend more time proving your arguments than stating them. Issues to address when presenting include a clear statement of the issue and your position, and your rationale based on public health benefits, science, economics, costs, politics and ethics using high quality sources of information. Additional details on the assignment will follow on the class website.

Teams may choose a national, state, or local issue for the debate, but representatives of the team must talk with the course instructor for topic approval and provide a one page policy proposal addressing the same elements that were required earlier for the written description of your policy debate topic. However this paper addresses the group debate topic which may or may not be the same topic as your individual topic paper. Further instructions will be provided on the course website. ***This paper is due March 29*** by email to the instructor and the TA. Only one paper per team is needed.

Once a topic is approved student teams can sign up for a presentation date on a first come, first served basis, but the instructor reserves the right to reassign teams, if needed, for a reasonable distribution of presentations by topic and time.

Student debate teams will likely be composed of 6 students assigned to one policy issue; 3 students each will address the proponents' view and 3 students each will address the opponents' view. (This plan may vary based on course enrollment).

Each group, proponents and opponents, will present for 20 minutes to describe their issue, analysis and recommendations. This will include discussion of what the issue or problem is, your position (the status quo or an alternative), and a clear and compelling justification for your position. All team members must participate. After both sides present, each group will briefly confer regarding their debate strategy. Following this break, each group may ask the other group questions for 3 minutes each. The remaining time is for discussion with the class.

Time Keeping—it will be strict. Teams must be ready to go when it is their turn. I suggest one computer be shared by the debating teams for efficiency. Groups will need to provide PowerPoint files to the class instructor the day before the debate (Monday, 5 pm) so that they can be posted on Moodle. A tentative agenda, assuming 6 persons per team and 60 minutes follows:

- 5 minute (Intro)
- 20 minutes (Pro)
- 20 minutes (Con)
- 2 minutes (individual team strategy session)
- 2.5 minutes (Con asks Pro questions)

2.5 minutes (Pro asks Con questions)  
8 minutes (Class members ask either side questions)

### Grading the Debates and Policy Briefs

Each student will share responsibility for a team score which may total a maximum of 35 points towards the course grade and a detailed grading schema will be provided online. Additionally class participation will be assessed by submission of written critiques of others debates and policy briefs. (5/35 points)

### **Late and Revised Work:**

See section IV above which describes that if a student misses class due to illness, personal emergency or work-related travel they can make up the missed class by an online module (if available) and finish any assignment one week later with instructor approval. Additionally, students who receive a low midterm grade will be given one opportunity to raise their grade by meeting with the course instructors and rewriting their exam. However, the highest grade that will be given for a rewritten exam will be 75% (C+).

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 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** (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](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. Disability Services (DS) 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 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.

**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.

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

Template update 9/2014

---

i