

PubH 6102, Section 1

ISSUES IN ENVIRONMENTAL AND OCCUPATIONAL HEALTH
FALL 2018, 2 CREDITS

GRADING OPTION A-F

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Course & Contact Information

Meeting Day(s): Monday and Wednesday
Meeting Time: 1:25-3:20PM
Meeting Place: TBD

Instructor: Matt Simcik
Email: msimcik@umn.edu
Office Phone: 612-62-6269
Office Hours: by appointment
Office Location: 1108 Mayo

Communication

This in-person course is supplemented with an online learning management system called Moodle (<http://moodle.umn.edu>). You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily.

	Contact Information	Role	When to Contact
Teaching Assistant	[Name] [Email]	Assigns grades and provides individual feedback	Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact!
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sph/quickhelp	Troubleshoots technical issues related to the Moodle site or course content.	Technical issues with the Moodle site, media, quizzes or assignments.

*Please save this Instructional Team contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or otherwise don't have access to this syllabus.

CEPH Competencies & Learning Objectives

Competency	Learning Objectives	Assessment Strategies
4. Interpret results of data analysis for public health research, policy of practice	<ul style="list-style-type: none"> Identify most relevant air pollutants and their respective sources Understand how occupational health issues are tracked 	<ol style="list-style-type: none"> In-Class Activity: Compare air quality data from different cities, regions and countries and determine reasons for similarities and differences In-Class Activity: Describe the relevant sources of data used in tracking occupational health data, and evaluate their respective value in determining policy
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at the organizational, community and societal levels	<ul style="list-style-type: none"> Define, for use during the semester, Global Health, Social Determinants of Health and Environmental Justice Apply the definition created at the beginning of class to determine the relevance of each of these terms to the daily topic 	<ol style="list-style-type: none"> In-Class Activity: As a class propose and edit the definitions of these terms we will use during each week during the course In-Class Activity: Identify the way in which each of these terms is applicable to the topic of discussion Cornerstone Activity: Apply these terms in describing the Public Health successes and failures experienced in the Flint Water Crisis
12. Discuss multiple dimensions of the policy making process, including the role of ethics and evidence	<ul style="list-style-type: none"> Understand basic policy framework for providing a healthy working environment 	In-Class Activity: Describe the role that International/national governments, employers, unions and consumers have in determining labor policy
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	<ul style="list-style-type: none"> Determine the appropriate entities responsible for controlling labor policies, and what power they wield 	In-Class Activity: Describe the role that International/national governments, employers, unions and consumers have in determining labor policy
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	<ul style="list-style-type: none"> Identify the major routes of transmission of infectious diseases, and the environmental factors controlling them. 	In-Class Activity: Write a tweet informing an audience you identify about the cause(s)/concern of an infectious disease
22. Apply systems thinking tools to a public health issue	<ul style="list-style-type: none"> Determine factors controlling how we ensure an adequate supply of potable water 	In-Class Activity: Design a water supply for a rural village where the water must be carried from the source to the home by hand.

Course Description

This course is an introduction to the field of Environmental and Occupational Health (EOH), the impact of environmental and occupational hazards on individuals and communities, both domestic and global, the approaches taken to address EOH issues at the community level, and the domestic and global challenges that must be overcome to ensure success in dealing with EOH issues. Students will review scientific literature to learn about interventions for environmental health problems, and practice identifying environmental health problems and interventions in their communities. The focus of this course will be on the interaction between humans and the environment and how this interaction affects human health.

Course Prerequisites

Public Health MPH or MHA or certificate student or instructor consent. Public Health MPH or MHA or certificate student or instructor consent. NO CREDIT granted for students who have taken, or are currently enrolled in 6101.

Methods of Instruction and Work Expectations

Course Workload Expectations

PubH 6102 is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned), and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Course Text & Readings

Our Global Environment: A Health Perspective, by Anne Nadakavukaren. The book is published by: Waveland Press, Inc. PO Box 400, Prospect Heights, Illinois 60070. 6th edition (2000) ISBN 1-57766-402-7. 7th edition (2011), ISBN 1-57766-686-8

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the Moodle course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available on the University Libraries' site: <https://www.lib.umn.edu/pim/citation>.

The recommended text below can provide supplemental material to the learning modules. The text is not required, but is a valuable resource. The text can be obtained through online booksellers such as [Amazon](#) or [Barnes and Noble](#).

All other learning materials will be available online, through the course Moodle site.

Course Outline/Weekly Schedule

6102 Issues in Environmental and Occupational Health has specific deadlines.

Week	Topic	Readings	In-Class Activities
Week 1 Sept 3rd-7th	Introduction	None	<ul style="list-style-type: none"> • Quiz • Create definitions for: Global Health, Social Determinants of Health and Environmental Justice
Week 2 Sept 10th-14th	Air Water	PowerPoint (Online) PowerPoint (Online)	<ul style="list-style-type: none"> • Quiz • Compare air quality data from different cities, regions and countries and determine reasons for similarities and differences • Quiz • Design a water supply for a rural village where the water must be carried from the source to the home by hand.
Week 3 Sept 17th-21st	Food	PowerPoint (Online)	<ul style="list-style-type: none"> • Quiz • Determine the factors affecting the safety of

	Housing	PowerPoint (Online)	<ul style="list-style-type: none"> food imported from other countries Quiz Create a list of questions you would ask a homeowner to determine if they are at risk for a specific household hazard
Week 4 Sept 24th-28th	Cornerstone Land	Flint Water Crisis Summary Document PowerPoint (Online)	<ul style="list-style-type: none"> Determine the Public Health successes and failures in the Flint Water Crisis from an Environmental Health Perspective Quiz Use online databases to search for Superfund sites, and describe their hazards, Primary Responsible Parties, and state of remediation
Week 5 Oct 1st-5th	Workplace Violence	PowerPoint (Online) PowerPoint (Online)	<ul style="list-style-type: none"> Quiz Watch the videos about child labor and discuss the roles/responsibilities of all involved in making changes in child labor Quiz Create a Haddon Matrix for gun violence in schools
Week 6 Oct 8th-12th	Climate Change Disaster Preparedness	PowerPoint (Online) PowerPoint (Online)	<ul style="list-style-type: none"> Quiz Explore the data in Gapminder related to CO2 emissions by countries over time Quiz List as many hazards as you can resulting from a disaster, and determine the best method for avoiding/ameliorating them.
Week 7 Oct 15th-19th	Infectious Disease Chronic Disease	PowerPoint (Online) PowerPoint (Online)	<ul style="list-style-type: none"> Quiz Write a tweet informing an audience you identify about the cause(s)/concern of an infectious disease Explore the data on the IARC website to compare the cancer rates between two countries. Determine why they are similar/different
Week 8 Oct 22nd-26th	Capstone	None	<ul style="list-style-type: none"> Write a short paper describing how you would lead the Public Health effort related to a disaster

Evaluation & Grading

Grades will be determined by the following:

<i>Assignments and Quizzes</i>	<i>Percentage of Grade</i>
Weekly activity/assignments (11 @ 30 points = 330 points)	60%
Weekly Quizzes (11 @ 10 points = 110 points)	20%

Cornerstone and Capstone Activities (2 @ 50 points = 100 points)	20%
Current Issues Extra Credit (3% possible)	3%
TOTAL	103%

In order to receive a passing grade (A, B, C, or S) all work must be completed and turned in no later than the **due date** assigned. **You are responsible for checking the Course Outline/Weekly Schedule for exact due dates and times. WORK WILL NOT BE ACCEPTED AFTER THE LAST DAY OF THE SEMESTER except in extraordinary situations, and only with a prior written agreement between the instructor and the student!** A letter grade will be determined based on total effort as follows:

		B+	87-89 points	C+	77-79 points		
A	95-100 points	B	83-86 points	C	73-76 points	D	60-69 points
A-	90-94 points	B-	80-82 points	C-	70-72 points	F	<60 points

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office of Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (https://www.indiana.edu/~academy/firstPrinciples/index.html).</p>
Late Assignments	<p>All work must be completed and turned in no later than the due date assigned. You are responsible for checking the course outline/weekly schedule for exact due dates and times. The only potential exception to this policy is for a legitimate reason, as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points.</p>
Makeup Work for Legitimate Reasons	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> ● illness ● serious accident or personal injury ● hospitalization ● death or serious illness within the family ● bereavement

	<ul style="list-style-type: none"> • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events
Saving & Submitting Quizzes	Quizzes that students submit via Moodle are considered final
Technical Issues with Course Materials	<p>You are expected to submit all quizzes on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <ul style="list-style-type: none"> • Double-check your quiz submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page: <ul style="list-style-type: none"> ◦ Quizzes will show as successfully submitted. <p>If you experience technical difficulties while navigating through the course site or attempting to submit a quiz:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ◦ Provide as much information as possible, so the tech team can best help you as soon as possible. ◦ You can expect a response within 1-2 business days to help resolve the problem. • If you cannot access this course in Moodle, contact Moodle support (moodle@umn.edu) for help.
Extra Credit	For up to 3 extra credit points on your final grade write a short paper (2 pages double spaced) on an infectious disease of recent relevance, describing how Environmental Health plays multiple roles in the cause, spread, prevention and remedy for the outbreak.
Grade Disputes	<p>Grade disputes are accepted between the final day of class and until 5 p.m. CST for the 5 days following the final day of class. Grade dispute requests are only accepted for point allocations that would affect the final letter grade that a student would receive for the course.</p> <p>If you wish to dispute the number of points you receive on a class assignment, you must do so in writing. You must submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.</p> <p>The only exception to this policy is for a student to note a mathematical error in a grading rubric.</p>
Incomplete Contracts	<p>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.</p> <p>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). The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student.</p> <p>Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option). For more information and to initiate an incomplete contract, students should go to SPHGrades (http://www.sph.umn.edu/grades).</p>
Course Evaluation	<p>Student feedback on course content and faculty teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CoursEval (http://www.sph.umn.edu/courseval). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in SPHGrades (http://www.sph.umn.edu/grades) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p>Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>

UMN Uniform Grading & Transcript Policy	Information about the UMN policy on grading and transcripts can be found at https://z.umn.edu/gradingpolicy
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 https://onestop.umn.edu/dates-and-deadlines .
Course Withdrawal	<p>Students should refer to the Refund and Drop/Add Deadlines for the particular term at https://onestop.umn.edu/dates-and-deadlines 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.</p> <p>Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ask@umn.edu for further information.</p>

Technology Readiness

Technology or Resource	Technology or Resource Description
Course Technologies	<p>You will use the following technology tools in this course. Please make yourself familiar with them.</p> <ul style="list-style-type: none"> • <i>List technologies and where they can learn more</i> • Example: Voicethread, information is available in your Moodle course site. • Example: Microsoft Excel, note general functionality necessary to know, training is available at http://lynda.umn.edu. • Example: Google Docs, training is available via OIT https://it.umn.edu/self-help-guide/google-drive-work-files-folders. • <i>Note: if you need assistance compiling this list or require a resource that does not exist for a specific technology, please visit http://www.sph.umn.edu/academics/academic-technology/guides.</i>
Moodle	<p>All course-related materials are on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information.</p> <p>To access the course site:</p> <ol style="list-style-type: none"> 1. Log into http://moodle.umn.edu using your UMN Internet ID and password 2. Scroll down the Moodle homepage to the link for this course; click it to access the course site. <p>If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email Moodle Support at moodle@umn.edu for help.</p>
Computer and Internet Expectations and Access	<p>[Course name] requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't have reliable computer and/or Internet access at home, the University has many free, public computer labs on campus.</p> <p>Additionally, computers with reliable Internet for general use are available at most campus and community libraries.</p>
University of Minnesota Technology Support	<p>The University of Minnesota provides technical support services to students through the Office of Information Technology (OIT). UMN technical support (https://it.umn.edu/help) can help with any questions about your University accounts (Email/Google Apps, Moodle access, MyU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop (locations and hours: http://www.oit.umn.edu/computer-labs/locations-hours/).</p> <p>Note: UMN Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit SPH Quick Help at https://z.umn.edu/sphquickhelp.</p>
Web Browser	<p>SPH recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing content via your Moodle course site. Both of these web browsers can be downloaded for free:</p> <ul style="list-style-type: none"> • Download the latest version of Firefox (http://www.mozilla.com/en-US/firefox/fx/) • Download the latest version of Google Chrome (https://www.google.com/chrome/browser/)

	Note: We do not recommend using Internet Explorer as your web browser to view the online interactive lessons.
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Other Course Information & Policies

Policy	Policy Description
Student Conduct	<p>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.</p> <p>As a student at the University you are expected adhere to Board of Regents Student Conduct Code (https://z.umn.edu/studentconduct).</p> <p>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."</p>
Disability Accommodations	<p>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 https://z.umn.edu/resourcesdisability.</p>
Sexual Harassment	<p>"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 https://z.umn.edu/harrassment</p>
Mental Health and Stress Management	<p>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 https://z.umn.edu/mentalhlth.</p>
Content Warning (if relevant for content)	<p>[[Example: Throughout Sleep, Eat & Exercise, we do our best to present accurate and factual information about sleep, nutrition, physical activity, and related topics. Some of the course lessons and optional resources contain information about sleep disorders, excessive exercise, disordered eating, eating disorders, body image concerns, and other things that may be triggering for some people. Additionally, course assignments ask you to reflect on your personal experiences related to topics covered in the course lessons. You're encouraged to share only at the level you are comfortable sharing. If something in the course triggers uncomfortable thoughts or feelings, please take care of yourself and seek help if necessary or desired.</p> <p>Visit the Student Mental Health website for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!]]</p>
Inclusive Language (if relevant for content)	<p>Example: While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex, we at the recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best</p>

	data available on a given topic.
Use of Personal Electronic Devices in the Classroom	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: https://z.umn.edu/electronicdevices
Appropriate Student Use of Class Notes and Course Materials	Respecting intellectual property. Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation. https://z.umn.edu/classnotes
The Office of Student Affairs at the University of Minnesota	<p>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.</p> <p>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 Community Standards, the Office of Multicultural Student Engagement, the Parent and Family Program, Recreation and Wellness,, Off-Campus Living,, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, Student Counseling Services,, and University Student Legal Service https://z.umn.edu/communitystand.</p>
Academic Freedom and Responsibility	<p>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 in courses in which students are conducting 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.*</p> <p>When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.</p> <p>Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the program director or director of graduate studies, your adviser, the associate dean of the college, (Dr. Kristin Anderson, ander116@umn.edu, SPH Associate Dean for Learning Systems and Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.</p> <p><i>* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></p>

UMN Student Resources

Resource	Resource Description
Important Dates	The University's academic calendar lists important University dates, deadlines, and holidays: http://www.onestop.umn.edu/calendars/index.html .
Student Academic Success Services (SASS)	Students who wish to improve their academic performance may find assistance from Student Academic Support Services http://www.sass.umn.edu .
Student Writing Support	<p>Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies.</p> <p>Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall.</p>

	<p>For more information, visit the SWS website (http://writing.umn.edu/sws) or call 612-625-1893.</p> <p>In addition, SWS's web-based resources offer support on a number of topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.</p>
<p>Housing and Financial Instability</p>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to utilize local housing and financial resources (https://drive.google.com/file/d/0B4ZsPhqdEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view), the Nutritious U Food Pantry (https://osa.umn.edu/nutritious-u), the Student Emergency Loan Fund (http://selfund.umn.edu), or emergency funding through the Student Parent HELP Center (for students with a child/children) (http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding). Furthermore, please notify your instructor or TA if you are comfortable in doing so they can provide any other resources they may be aware of.</p>