



PubH 6320-Online Section 320 Fundamentals of Epidemiology Spring 2018

Credits:	3	
Meeting Day:	online	
Instructor:	Dr. Theresa Osypuk, SD, SM	
Office Address:	West Bank Office Building 1300 South 2 nd St, Suite 435 Minneapolis, MN 55454	
Phone:	612-625-8279	
E-mail:	tosypuk@umn.edu	
Office Hours:	By appointment: please email to schedule in-person, phone, email, Skype, etc.	
Teaching Assistants:	Christopher Campbell, MPH Email: campb781@umn.edu	Christine Kunitz, MPH Email: gill0403@umn.edu
Office Hours:	By appointment: please email to schedule with the TAs.	

I. Course Description

Welcome to Fundamentals of Epidemiology Online! “Fundamentals” is an introductory course designed to provide graduate students who are not majoring in epidemiology with an understanding of the basic methods and tools used by epidemiologists to study the health of populations. We will cover all the same topics as the course taken by epidemiology majors, but in somewhat less depth. PubH 6320 is a required course for obtaining an MPH in the School of Public Health. Although you may not want to become an epidemiologist, we hope that by the end of this course, you will have developed an excitement for the subject and an appreciation for the relevance of epidemiology to your own discipline and to everyday life.

Epidemiology Is Not a Black-and-White Discipline. In epidemiology there is not always a right answer or only one approach to a research question. Sometimes, we must choose among various alternatives the one that would seem to be most appropriate for the problem posed. Sometimes we choose the best answer, given the alternatives, although it is not necessarily the only answer. This makes epidemiology a difficult subject to teach and to learn. Because epidemiology is immersed in the gray areas of human health, it is possible that you may pose a question, which we are unable to answer immediately, or if we answer it, we may change our mind upon further reflection. We also expect that some of you will come up with answers that had not occurred to us. We welcome such an exchange of ideas and look forward to learning from you.

Acknowledgments

The contents of PubH 6320 Online have been developed with the contributions of numerous instructors. Drs. Theresa Osypuk, Kristin Anderson, and Judy Punyko, the current instructors on the course throughout the year, have been involved with the majority of recent content, design, and modifications.

II. Course Prerequisites

Academic Health Center (AHC) student, dual or joint degree student or instructor consent.

If you are new to online learning, you may find it useful to view the student resources and tips at <https://www.lib.umn.edu/indexes/moreinfo?id=19909> .

In this class, you need to use basic math (algebra) skills to perform simple calculations of disease rates and risks. If you want to refresh your math skills, please visit: <http://www.sph.umn.edu/current/resources/math/>.

If you need support with writing, the 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 help students develop productive writing habits and revision strategies. SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with multilingual writers, and others have experience with writing in specific disciplines. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to writing.umn.edu/sws or call 612.625.1893.

In addition, SWS offers a number of [web-based resources](#) on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project. Additional information on how to avoid plagiarism is available from Indiana University <https://www.indiana.edu/~istd/overview.html>

For more refresher options, see: <http://www.sph.umn.edu/current/resources/?toggle=math-and-writing-refreshers> .

III. Course Goals and Objectives

Learning objectives are listed at the beginning of each lesson. Use these as a guide as you work through the lessons.

There is a minimum amount of knowledge required for passing this course, but there is no maximum. We would be happy to suggest additional materials for any students. Also see the course website for supplemental reading materials.

IV. Methods of Instruction and Work Expectations

The course consists of 14 online lessons, lab exercises, a textbook, practice problems, and a number of online resources, including readings, resource links, and motion-graphic modules (animations).

- **This course is NOT offered as an independent study course in which you can go-at-your-own pace. The course requires working with other students. Please see the calendar (below) for the class schedule and a listing of due dates.**
- **Please do not work too far ahead without checking with us because we may be modifying and updating lessons or labs occurring later in the course.**

Feedback Welcomed: We've done our best to make the online course as complete and accurate as possible, but it is constantly under development as we add function or content. If you notice inconsistencies or misspellings, if you have trouble accessing anything, or if you'd simply like to propose improvements, please let us know by posting a note in the Course Q&A forum or contacting the Distance Education Coordinator, Jim Harpole by phone: 612-626-5069 or email: harpo002@umn.edu

Communication: We will use the Course Q&A/Announcements forum (a tool within Moodle), and University of MN X500 email to communicate important information to you. Please check for our messages throughout the semester.

Course Expectations

- **We will follow a class calendar with scheduled lessons, labs, discussion posts, other assignments, and quizzes.** Our expectations and requirements for this course are no different from

those for a graduate level epidemiology course that is taught in-person, so you will need to properly pace yourself as you work through the class content and assignments.

- **We expect you to take quizzes and exams independently**, without help from any other person, unless otherwise specified. You may be required to take the final exam in the presence of an online or in-person proctor. If so, details will follow.
- **We expect that students will have access to a computer and access to the internet.** We expect students in the course to be able to use their computers and software, and their knowledge of the World Wide Web, to fully participate in class discussion and submit labs, assignments and quizzes via Moodle. **It is the responsibility of students to determine if they will have adequate internet access, particularly if they are in remote areas. Poor internet access will not be accepted as an excuse for late assignments.** Computer labs are also available throughout campus (for locations and hours see: <https://it.umn.edu/service-details/public-computer-labs>). It is also recommended that you back up your files frequently in case of computer disasters, and that you save your work frequently when completing assignments online (e.g. Quizzes and Exams).
- **We expect you to participate in a small study group**, and actively collaborate in required group or class projects. Collaborating with a group is an important skill in the workplace, so we expect students to demonstrate (or learn) how to work well with a team. We encourage group discussion and problem solving, and we expect you to post your questions and answers within the discussion forums whenever possible. If you do not use the forums provided, but use other methods to communicate, we may require that you **provide documentation** of meetings conducted – minutes, items discussed, etc.
- **We expect you to be polite, succinct and professional in your e-mail communications and discussion postings.** Please remember to use the same etiquette that you would use in face-to-face conversations with both fellow students and instructional staff. To that end we strongly encourage you to read the expectations for class participation document.

Workload and Due Dates

- **It is estimated, based on the credit load and student experience, that this class requires about 12 – 13 hours per week.** This is consistent with University Policy regarding Instructional time per course credit. <https://policy.umn.edu/education/instructionaltime>
- All due dates are posted on the syllabus. **If you anticipate having difficulty meeting any deadline(s), you must make prior arrangements with your TA to be eligible for receiving full credit on your work** (i.e., labs, assignments, quizzes, final exam).
- **Students with disabilities are encouraged to contact the Disability Resource Center (DRC)** to have a confidential discussion of their individual needs for accommodations (see below). Please share your accommodation letter with me as soon as possible during the semester in order to secure accommodations in a timely manner. In fairness to all students, I can only make accommodations for students with a letter from the DRC.
- **Flexibility with due dates.** We want students to be successful in learning the course material; therefore, **just as we would in any class, we try to accommodate individuals with documented disabilities, illnesses, and family emergencies.** However, this is not an independent study class and it is not always possible to consider every student's individual personal schedule and to honor every request. We try to be flexible about quiz and lab due dates, but we will only consider requests prior to the due dates.
- Anyone working full-time is discouraged from taking more than one online course and everyone is discouraged from taking too many online classes at one time.

Strategies for Taking an Online Course in Epidemiology

- **Read the required textbook and other assignments. You will be tested on the readings.** The online recorded lessons are not sufficient to provide a thorough understanding of the course material. You may need several passes through the material to learn online. The lesson modules online will be most helpful to you if you have read the assigned materials first. In that way, the lecture material will have an air of familiarity about it.

- **You are required to be in a study groups and are strongly encouraged to communicate with your study partners** during the course to exchange ideas and get help with lab assignments, practice problems and homework assignments. There are also several group assignments in the class. Students are also free to share helpful comments with the class as a whole using the Course Q&A forum. A portion of your grade is based on your consistent participation in your study group and discussion forums. This means responding to instructors and fellow students questions, asking questions yourselves, bringing outside information to the group that may help others grasp the course content, participating in a discussion online, by phone, by email, by Webex, etc.
- **Also feel free to email to ask questions of the TAs or instructors.** We try to respond to your emails and posted questions in the forum/discussions within 24 hours of the time we receive/read your message. If you're in the Twin Cities, we also encourage you to avail yourself of in-person office hours. Simply email for an appointment. **Note: To protect your privacy, we prefer that you email your TA and/or instructor directly with questions about your grade(s) or about an assignment that has already been graded, rather than post these questions in the forum.**

Do Not Panic: Human Beings Teach This Course and Moodle Offers Technical Support

- Please remember there are people behind this course. We understand that there can be technical problems or computer “glitches”. If you experience a technical problem, DO NOT PANIC. These types of problems can be solved and we can make allowances for such problems.

So if you are in the middle of a quiz at 11:45 pm on a Saturday night and the website shuts down and you try to get back in and can't and the deadline for the quiz is at 11:55 pm. DO NOT PANIC. Send an email explaining the problem. Technical issues are electronically documented in the course. We will help you on Monday morning. We will understand that you had a problem, and we can give you a break.

Our past experience with this class shows that a variety of technical problems can occur during any given semester. Often the teaching team can provide only limited technical support for many of these problems and you may need to contact others for assistance. Listed below are some helpful tips on whom to contact about various technical problems you might encounter during the semester:

For content-related problems such as broken links, content or tables not available: post a note in the Course Q&A discussion forum and/or contact the class TAs or instructor.

For Moodle-related technical problems, call the UMN Help Desk (612) 301-4357 (1-HELP on Campus). They respond to questions and concerns Monday-Friday, 8am-5pm. Or, fill out the help request form at: <http://it.umn.edu/course-management-system-moodle-related/students>. Regularly scheduled maintenance of Moodle would be noted on this website (<https://umnprd.service-now.com/sysstatus/>), although updates and maintenance for Moodle is infrequent and usually occurs between semesters, so we don't anticipate that this will pose a problem. For technical issues, you may also contact the Distance Education Coordinator, Jim Harpole at 612-626-5069 or harpo002@umn.edu.

For all other computer- and software-related problems contact the Help Line at 612-301-4357, <https://it.umn.edu/technology-help-our-staff>

V. Course Text and Readings

Required Texts

The required text book is: ***Essentials of Epidemiology in Public Health, 3rd Edition***, by Ann Aschengrau and George R. Seage II, published by Jones and Bartlett, Copyright 2014 (ISBN 978-1-284-02891-1).

The textbook is available at the University of Minnesota Bookstore, located in Coffman Memorial Union on the Minneapolis campus or via online services <https://www.bookstores.umn.edu/viewCategory.cgi?categoryID=3766#.Wk5QODdG2Uk>. It is also available at online services such as Barnes and Noble (<http://www.bn.com>) and Amazon (<http://www.amazon.com>). Be sure to check for the best prices, as sometimes these services and others will offer the book used.

Supplemental Texts & Articles

There is no one perfect text for teaching epidemiology so we strongly urge you to read other material as well. Don't reread something five times in one book if it is not clear. Find another source to read. It may explain a topic in another way that is just what you need to hear. Additionally, no one text satisfies everyone. If you find other materials that cover the required topics for this course that you like better than the suggested materials, go ahead and use them. On the website we have listed supplemental texts (available from the library) and articles (available as links on the class website) that you might find useful.

The University of Minnesota Bio-Medical Library provides information on how to evaluate web-resources: <http://hsl.lib.umn.edu/biomed/help/evaluating-web-resources>.

VI. Course Outline/Weekly Schedule: January 16 – May 10, 2018

Week	Lesson	Due Dates/ (All Assignments are due at 11:55 pm, Central Time Zone)	Instructions and Notes: (Readings are from Aschengrau unless otherwise indicated.)
Week 1 1/16 – 1/21	Lesson 1: Orientation and Scope of Epidemiology	--	Chapter 1
	Math Review – Optional	Optional	Math Review
	Syllabus Assessment	1/21	Access from the Home Page
	Lab 1	1/21	Consists of: Find answers on the web; Post biosketch on the forum; Describe a source of epi data
	Lesson 2: Causality	--	Chapter 15
	Lab 2	1/21	
Week 2 1/22 – 1/28	Lesson 3: Measures of Disease Occurrence: Counts and Proportions	--	Chapter 2
	Lesson 3: Round Table Discussion	Initial post: 1/25 Response post: 1/28	
	Select a Study Group	1/28	First study group assignment will be due at the end of Week 5
Week 3 1/29 – 2/4	Lesson 4: Measures of Disease Occurrence: Rates	--	Chapter 2
	Lab 3/4	2/4	This is one lab, assessing Lessons 3 and 4.
Week 4 2/5 – 2/11	<i>Quiz 1 Opens This Week (available 2/5 to 2/18)</i>	<i>Closes 2/18</i>	<i>Covers Lessons 1-4</i>
	Lesson 5: Descriptive Epidemiology	--	Chapter 5
	Lab 5	2/11	
Week 5 2/12 – 2/18	Quiz 1 Closes This Week (available 2/5 to 2/18, continued)	Closes 2/18	Covers Lessons 1-4

	Lesson 5 Study Group Activity (available 2/12-2/18)	2/18	
Week 6 2/19 – 2/25	Lesson 6: Rate Standardization		Chapter 3 pp. 69-73
	Lab 6	2/25	
Week 7 2/26 – 3/4	Lesson 7: Excess Risk	--	Chapter 3
	Lab 7	3/4	
	Lesson 7 Round Table Discussion	Initial post: 3/1 Response post: 3/4	
Week 8 3/5 – 3/11	Lesson 8: Confounding, Bias, and Error	--	Chapter 10, Chapter 11
	Lab 8	3/11	
Spring Break 3/12 – 3/18	<i>Quiz 2 Opens This Week</i> (available 3/12 to 3/25)	<i>Closes 3/25</i>	<i>Covers Lessons 6-8</i>
Week 9 3/19—3/25	<i>Quiz 2 Closes This Week</i> (available 3/12 to 3/25, continued)	Closes 3/25	Covers Lessons 6-8
	Lesson 9: Study Design	--	
	Lab 9	3/25	
Week 10 3/26 – 4/1	Lesson 10: Intervention Studies	--	Chapter 7
	Lab 10	4/1	
	Lesson 10 Round Table Discussion	Initial post: 3/29 Response post: 4/1	
Week 11 4/2 – 4/8	Lesson 11: Cohort Studies	--	Chapter 8
	Lab 11	4/8	
Week 12 4/9 – 4/15	Lesson 12: Case Control Studies	--	Chapter 9
	Lab 12	4/15	
Week 13 4/16 – 4/22	Quiz 3 Opens & Closes (available 4/16 to 4/22)	4/22	Covers: Lessons 9-12
	Lesson 13: Infectious Diseases	--	Friis and Sellers, Chapter 12 (PDF on moodle)

	Lab 13	4/22	
Week 14 4/23 – 4/29	Lesson 14: Screening	--	Chapter 16
	Lab 14	4/29	
	Database Exercise: “How Epi Applies to Your Field”	4/29	
Week 15 4/30 – 5/6	Manuscript Critique	5/3	This is a study group exercise
	Last day of Instruction	5/4	
	Quiz 4 Opens (available 5/4 to 5/10)	Thursday 5/10	Covers: Lessons 13-14
	Final Exam Opens (available 5/4 to 5/10)	Thursday 5/10	Covers: Everything (Comprehensive)
Finals Week 5/7 – 5/10	Quiz 4: Closes (available 5/4 to 5/10)	Thursday 5/10	Covers: Lessons 13-14
	Final Exam Closes (available 5/4 to 5/10)	Thursday 5/10	Covers: Everything (Comprehensive)

VII. Evaluation and Grading

The teaching team will use a variety of Moodle tools to monitor and assess your progress through the course materials, including reports on the frequency and duration of your access to the lessons; your use of the assignment tool, discussion board, and other course components; and the start times and duration you need to complete online assessments or quizzes. All assignments are due by 11:55 pm (Central Time) on the date noted.

Grades will be based on class participation, completion of lab exercises, a manuscript critique exercise, a study group activity in Lesson 5, and quizzes and final exam scores. We plan to give four (4) open-book quizzes and a comprehensive open-book final exam. All quizzes and the final exam must be completed individually without collaboration in groups or assistance from classmates.

NOTE: Self-tests available at the end of the lessons do **NOT** contribute to your grade. They are offered only to help you assess your understanding of the material. They do not provide extra credit.

- **Participation:** Your grade for participating in class will be based on the following: instructor evaluation of your participation in your study group on the Lesson 5 Small Group Activity and on the manuscript critique; participation in Round Table Discussions; and your contribution to the database of student examples. Watch for announcements about information on these required participation activities.
 - **Study Group.** In the first week, you will select or be assigned to a study group, comprised of 4 to 6 students. Think of your group as a resource for help with difficult concepts or completing the Labs. We highly encourage group discussion and problem solving on Lab assignments for this class. **Further, the Lesson 5 Small Group Activity and the Manuscript Critique must be completed with your study group.** As a part of your submission for these group assignments, you will need to identify the role of each person played in the group, e.g., group leader, editor, researcher, etc., and whether and how each person contributed to the assignment. We will use this information to evaluate

your participation on these two assignments as part of the study group as a part of your grade in the class.

- Round Table Discussions: You are required to post to the Round Table Discussions that occur 3 times during the semester (Lessons, 3, 7, and 10). The Round Table Discussions are online posting assignments, consisting of two parts: an initial post, and a response post. The Round Table Discussion will relate to the epidemiologic topic of the lesson that week. Collectively these posts are worth 5% of your grade collectively (1.67% per Round Table) and demonstrate you are engaging the material. You must complete the Round Table Discussion assignment by reading the background including any included websites and reflecting on the Lesson from that week to, (1) initially post on Thursday of that week, and then (2) reviewing and responding to at least one other classmate's post by Sunday of that week. There is no minimum posting length, but your post should generally be at least a short thoughtful paragraph. The posting can of course be written well ahead of the due date for the initial post, but the response post must obviously be posted in response to another student's initial post. The TAs and instructor will monitor the discussions and will join in where necessary. Posts are due by 11:55pm on the due date.
- Contribute to the database of student examples. The database exercise is an opportunity for you to provide an example of how epidemiology relates to your job or area of interest, due towards the end of the course. Possibilities include providing an example of how you have applied concepts from this course in your work, or finding a news story or example from an article, scholarly or otherwise. If you find a published example, be sure to explain the example and describe how it relates to your field or interests in your own words.
- Other opportunities for participation. We expect students to frequently visit the "Course Q&A/Announcements" forum to ask questions of other students and the teaching team, and to answer questions posted by other students. Students' activity in this forum is important for their success in the class.
- **Lab exercises**: Labs are due on Sunday nights. Each individual lab contributes approximately 1.54 percentage points (i.e., 20 percentage points/13 labs = 1.54) toward your final score for the class. The labs provide students with practice problems and often offer applications beyond what's seen in the lessons. They are meant to be a learning experience, so thoughtful but incorrect answers are acceptable. Working together on labs with other students (e.g. in small groups) is acceptable and encouraged, but you need to use your own words when submitting your answers for your lab assignment. It is not acceptable to copy another student's work and submit it as your own.

Labs will be graded based on completeness and whether the work was submitted by the due date deadline:

- Completeness: Full credit will be given if at least 90% of the answers were thoughtfully completed. If the lab is deemed incomplete or if it is clear that a student has put no thought into their answers, the lab will be penalized by 20%.
- Late work/No work: Late work will be penalized 20%, unless prior arrangements were made to submit your work at a later date. Labs will not receive credit if submitted after 11:55 p.m. on the last day of the corresponding quiz for that module. Exceptions may apply where permission is sought ahead of time or in cases of emergency.

The table below summarizes the grading rubric for the labs. The percentage in the last column, labeled 'Multiplier', when multiplied by 1.54 (the total number of percentage points for each lab) computes the number of percentage points earned on a particular lab. Example: If you submitted your work late without making prior arrangements, and your work was deemed complete, you would receive $80\% * 1.54 = 1.23$ percentage points for that lab.

Submitted Lab (Y/N)	Met Deadline* (Y/N)	Completed** (Y/N)	Multiplier
Yes	Yes	Yes	100%

Yes	Yes	No	80%
Yes	No	Yes	80%
Yes	No	No	40%
No	NA	NA	0%

* Deadline from weekly calendar or established by special arrangement.

** 90% of the lab answers must be thoughtfully completed.

Multiply this value by 1.54 to compute the number of percentage points earned for a particular lab.

Note: See the 'Grading Criteria' section below for how the total number of percentage points earned during the semester maps into a final letter grade.

Several of the labs are delivered interactively online within the course. For the other labs, you will need to download the lab and submit as follows:

Logistics of Submitting the Lab Exercises: There are two types of labs in this course: Word document labs and Moodle integrated labs. To submit Word document labs, download the Word file from Moodle for each Lab, which will list each question you must answer for the lab. Save the document to your computer. After you enter your answers into the Word document, upload the word document back into the Moodle website by the lab assignment deadline. For Word document labs, your TA will grade and provide feedback within one week of the lab's due date. After your lab has been graded you will receive access to a comprehensive answer key. More specific instructions are available through Moodle Help. To submit Moodle integrated labs, simply complete the Moodle activity. The Moodle activity can be attempted multiple times until the due date.

- **Lesson 5 Study Group Activity:** This assessment must be completed as a group effort with your study group; unless prior arrangements are made with the instructor, no credit will be given for work completed individually on this group activity. Instructions detailing this assignment will be given in the week it is provided. It will only be available to complete during this one week.
- **Manuscript critique:** This is a group exercise to be completed with your study group. Detailed instructions and grading for the manuscript critique will be available on the class website. Note that late projects and critiques will be penalized by 20% (e.g., 20 points out of a starting value of 100) unless prior arrangements have been made with the TAs and the instructor. At the top of the submission, identify the role of each person in the group, e.g., group leader, editor, researcher, etc.
- **Quizzes and final exam:** The 4 quizzes and comprehensive final exam will be available to you in the Moodle site for a limited period of time. All quizzes and the final exam must be completed individually.

All exams are offered as open-book exams. Check the times and dates on the course calendar for the time period where the quiz/exam is open for you to take it. Generally, the quizzes and exam are open for approximately a week or more. We recommend that you have paper, pencil, and a calculator handy before you begin the quiz. Quizzes are timed: you will have about 1.5 hours to finish the questions in each quiz, but you can choose the specific time within the multi-day period that the quiz remains available to the class.

NOTE: You will NOT be able to re-enter a quiz after you have submitted your answers or otherwise closed out of the Assessment Tool.

Please also note these important points regarding quizzes and the final exam:

- **We will provide make-up quizzes and incompletes, at no penalty, for documented family emergencies, illness, and other extraordinary circumstances, or by prior arrangement for work conflicts, etc. If prior arrangements were not made for schedule conflicts AND the student is allowed to make up the quiz (contact the instructor please), we may apply a late penalty equal to 20% of the total possible points for the quiz (e.g. 20 points out of a starting value of 100).**
- **Students are solely responsible for correctly entering their answers into the assessment (exam) tool. Allowances for students' entry errors are not automatic and will be made at the discretion of the teaching team.**
- **While taking your quiz/exam, please save your answers frequently as you go along, to prevent you from losing your work if there is a computer or internet connectivity problem.**

- **ALL EXAMS AND QUIZZES ARE TO BE TAKEN INDEPENDENTLY. No collaboration or sharing with classmates is allowed; you should conduct yourself as you would for a proctored, in-class exam. As mentioned previously, the teaching team may monitor your performance on quizzes to ensure independent work.**
- Assignments and quizzes will contribute to your total grade points, which will determine your letter grade for the class (see Grading Criteria below). To compute grade points for each activity, we multiply the percentage points earned for an activity by the points multiplier for that activity, as seen in the table below. Example: If you earned 86% on quiz 3, you would earn $86 \times 0.1 = 8.6$ grade points for quiz 3. The total grade points are computed as the sum of the grade points for all of the class activities. Note: These calculations do not include any extra credit points; if offered they will add to individual quizzes or the grade point total as indicated by the instructor.

Activity	% Contribution to Total Grade Points	Points Multiplier
Participation in class: -Small group participation, for Lesson 5 Activity and Manuscript Critique (4%) -Participation in Round Table Discussions (5%) -Contribution to student database of examples (1%)	10%	0.10
Labs (13 Labs)	20%	0.20
Lesson 5 Small Group Activity	5%	0.05
Quiz 1 (Evaluating Lessons 1-4)	10%	0.10
Quiz 2 (Evaluating Lessons 6-8)	10%	0.10
Quiz 3 (Evaluating Lessons 9-12)	10%	0.10
Quiz 4 (Evaluating Lessons 13-14)	10%	0.10
Manuscript critique	10%	0.10
Final exam	15%	0.15

- **A/F letter grade** will be determined by total effort as follows:

A = 92.5 – 100%	(4.000) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- = 90.0 – 92.4%	(3.667)
B+ = 87.5 – 89.9%	(3.333)
B = 82.5 – 87.4%	(3.000) Represents achievement that is significantly above the level necessary to meet course requirements.
B- = 80.0 – 82.4%	(2.667) Minimum passing grade for the University of Minnesota, School of Public Health (SPH) Master's of Public Health (MPH) program,
C+ = 77.5 – 79.9%	(2.333)
C = 72.5-77.4%	(2.000) Represents achievement that meets the minimum course requirements.
C- = 70.0 – 72.4%	(1.667)
D+ = 67.5 – 69.9%	(1.333)
D = 62.5 – 67.4%	(1.000)
D- = 60.0 – 62.4%	(0.667)
F = <60%	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed

	and there was no agreement between instructor and student that the student would be given an I.
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The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

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

For additional information, please refer to:

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

The University's Uniform Grading Policy is found at www.umn.edu/usenate/usen/policies.htm

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: 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 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 MyU 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 Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty <https://communitystandards.umn.edu>. 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 Community Standards, 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 <https://osa.umn.edu/>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

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

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 8/2017

Syllabus updated 01/15/2018