School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 6414 (Online)
Biostatistical Literacy
Spring 2018

Credits: 3

Meeting Days/Time/Place: Online

Instructors: Laura Le, PhD, and Marta Shore, MS

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Office Hours: Online or in-person, by appointment.

Teaching Assistants: Meghana Bhimarao

I. Course Description

PubH 6414 Biostatistical Literacy has the primary goal of developing student ability to read and interpret statistical results in the primary literature of their specific scientific field of interest.

This course will involve minimal calculation and offer no formal training in any statistical programming software.

Biostatistical Literacy will cover the fundamental concepts of

- study design,
- descriptive statistics,
- hypothesis testing,
- confidence intervals,
- odds ratios,
- relative risks,
- adjusted models in multiple linear,
- logistic and proportional hazards regression, and
- survival analysis.

The focus will be when to use a given method and how to interpret the results, not the actual computation or computer programming to obtain results from raw data.

II. Course Prerequisites

The course presupposes a basic knowledge of mathematics (including algebra). A Math Refresher website has been created by the University of Minnesota's School of Public Health to help you review these concepts (http://www.sph.umn.edu/current/resources/, look under 'Math and Writing Refreshers' and click on 'SPH Online

Math Review'). It is entirely up to you whether you utilize the review site. However, it's there to help you feel confident of the basic mathematical operations that may be referred to in the course.

III. Course Goals and Objectives

At the conclusion of the course, students will be able to:

1. Ask questions. Read study results with a critical eye and ask questions about how they were obtained and what they mean.
2. Find answers. Be able to find answers to the questions in the original study article.
3. Look for limitations. Look critically at the study's strengths and limitations and assess how strong the evidence is for the claimed result.

IV. Methods of Instruction and Work Expectations

The emphasis in this class will be on learning by doing. Collaborative groups are used both to facilitate learning and to obtain experience in collaborating with others on a research team. Weekly learning activities will focus on exploring the concepts and applying them to reading the research literature. Students will read and critically analyze at least one article from the medical or public health literature each week. Students will also work in groups to design, analyze and report a research study, in order to develop a deeper understanding of what is involved in designing and carrying out a study.

NOTE: **The online section is not self-paced.** This course covers a large amount of material in a short time. The group and class activities depend on the active and timely participation of all students. Therefore, **late assignments or quizzes will not be accepted**.

Here is the breakdown of the weekly work expectations:

- **Preceding weekend / early part of the week**: Students are expected to prepare for the week by reading several selections from the textbook and viewing several short (10-20 minute) online presentations. An online readiness quiz covering the basic terms and definitions from the readings and lecture material will be **due each Wednesday by 11:55pm**. Students are encouraged to work with other students on the readiness quizzes.
- **During the week / later part of the week**: The week will be devoted to working collaboratively in small and large groups to explore and apply the concepts. Your learning experience is thus dependent–to some extent–on your classmates and vice versa. Because of this, it is essential that you not only participate in the activities and discussions, but that you show up prepared, having completed the preceding weekend tasks. The exploration (concept) and application (literature) activities are best carried out with a partner or study group in real time, either in person or via teleconference, chat, Skype, FaceTime, Google Hangouts, or similar means, but you may also work independently if you prefer. Plan to spend 2 – 3 hours per week working on the learning activities, alone or with your study group. We will also work collaboratively as a class to create the answer keys for the concept and literature activities. Each student is expected to contribute at least once to each key each week. Your contributions to the collaborative keys are **due each Sunday by 11:55pm.**
- **At the end of the week**: An online end-of-unit quiz covering the concept and literature activities of the week, as well as concepts from earlier weeks, will be **due each Sunday by 11:55pm**. Students are expected to complete the end-of-unit quizzes independently.

In the Island Project, you will also be experiencing the learn-by-doing approach. You will work in groups to design and carry out a medical or public health study in order to develop a deeper understanding of the process for research studies. To ease the process of collecting "human" data while still maintaining the flavor of conducting research, you will be using a virtual world called *the Island* (http://escholarship.org/uc/item/2q0740hv). Your group will work with a statistical consulting team comprised of senior undergraduate students from the STAT 4893W consulting course during the semester in all aspects of the study process (e.g., research question, methodology, analysis). This project will be semester-long and will require you to apply the concepts learned in

the course at a higher level. The culmination of the project will be a (virtual) presentation of the results of the study to your peers during the last week of class.

Course Communication: You must use your U of M email address! All course communications will be sent to your University of Minnesota email account. If you have not yet initiated your U of M email account, you will need to do so at: http://www.umn.edu/initiate.

V. Course Text and Readings

There is a **required textbook** for the course:

> Harvey Motulsky, Intuitive Biostatistics: A Nonmathematical Guide to Statistical Thinking (Oxford University Press, 3rd edition, 2014). ISBN 978-0-19-994664-8.

The book can be purchased through the University of Minnesota bookstore or online. It is also on reserve at the Bio-Medical Library and available at the Magrath Library.

The literature articles used in this course will be available via the course website.

VI. Course Outline/Weekly Schedule

Week & Dates (Mon– Sun)	Textbook Readings & Lectures	Weekly Activities	Due Dates *(*ALL DUE by 11:55pm on the due date)*
Week 1 January 16-21 **INTRODUCTION TO BIOSTATISTICS**	**Textbook Readings:** • Ch 1. Statistics and Probability are not Intuitive • Ch 2. The Complexities of Probability • Ch 3. From Sample to Population **Online Lectures:** • Biostatistical Literacy • Cycle of Research • Sampling Methods • Study Designs	**READINESS QUIZ**	SATURDAY January 20
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS • Concept Activity: Forum Posts • Literature Activity	**Concept Activity (forum):** First post due Friday Jan 19; all contributions due Sunday January 21 **Literature Activity (collaborative key):** Sunday January 21
		END-OF-UNIT QUIZ	Sunday January 21
		ISLAND PROJECT: • Island Exploration Activity • Form Island project teams	Island Exploration Activity – due Sunday January 21
Week 2 January 22-28 **INTRODUCTION TO SURVIVAL DATA**	**Textbook Reading:** • Ch 5. Confidence Interval of Survival Data **Online Lecture:** • Survival Data	**READINESS QUIZ**	WEDNESDAY Jan. 24
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday January 28
		END-OF-UNIT QUIZ	Sunday January 28
		ISLAND PROJECT: • Finalize Island project teams. Investigator teams meet briefly (via WebEx) to discuss roles and communications. • Come up with a research question for	Research question – due Sunday January 28 *(Instructor will approve topic by the end of Monday January 29)*

		your Island Project	
Week 3 Jan. 29 – Feb. 4 **CONFIDENCE INTERVAL FOR A PROPORTION**	**Textbook Reading:** ● Ch 4. Confidence Interval of a Proportion **Online Lectures:** ● Types of Variables ● Confidence Interval for Proportion	**READINESS QUIZ**	Wednesday Jan. 31
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday February 4
		END-OF-UNIT QUIZ	Sunday February 4
		ISLAND PROJECT: ● Write Introduction section (which includes your research question) ● Carry out a small pilot study.	Introduction and pilot data - due Sunday Feb. 4
Week 4 February 5 - 11 **SUMMARIZING CONTINUOUS VARIABLES**	**Textbook Readings:** ● Ch 7. Graphing Continuous Data ● Ch 9. Quantifying Scatter **Online Lecture:** ● Summarizing Continuous Data	**READINESS QUIZ**	Wednesday Feb. 7
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday February 11
		END-OF-UNIT QUIZ	Sunday February 11
		ISLAND PROJECT: ● **<u>Meeting 1</u> (via Webex) with consulting team and instructor**: introductions; discuss roles and communications plans; discuss and refine research question and brainstorm potential methods. (Meeting checklist will be provided.)	
Week 5 February 12-18 **CONFIDENCE INTERVAL FOR A MEAN**	**Textbook Readings:** ● Ch 10. The Gaussian (Normal) Distribution ● Ch 12. Confidence Interval of a Mean ● Ch 14. Error Bars **Online Lecture:** ● Confidence Interval For a Mean	**READINESS QUIZ**	Wednesday Feb. 14
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday February 18
		END-OF-UNIT QUIZ	Sunday February 18
		ISLAND PROJECT: ● ***No Island Project Task***	
Week 6 February 19-25 **HYPOTHESIS TESTING**	**Textbook Readings:** ● Ch 15. Introducing P-values ● Ch 16. Statistical Significance and Hypothesis Testing ● Ch 17. Relationship Between Confidence Intervals and Statistical Significance ● Ch 18. Interpreting a Result that is Statistically	**READINESS QUIZ**	Wednesday Feb. 21
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday February 25
		END-OF-UNIT QUIZ	Sunday February 25
		ISLAND PROJECT: ● (Mid-week) Receive final methodology proposal from	

	Significant ● Ch 19. Interpreting a Result that is not Statistically Significant **Online Lecture:** ● Hypothesis Testing	consultants • Review the proposal • Draft your Methods section to bring to Meeting 2 next week	
Week 7 Feb. 26 – Mar. 4 **CHALLENGES IN STATISTICS**	**Textbook Readings:** ● Ch 20. Statistical Power ● Ch 22. Multiple Comparisons Concepts ● Ch 23. The Ubiquity of Multiple Comparisons ● Ch 24. Normality Tests ● Ch 25. Outliers ● Ch 26. Choosing a Sample Size **Online Lectures:** ● Multiple Comparisons ● Normality ● Outliers ● Sample Size	**READINESS QUIZ**	Wednesday Feb. 28
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday March 4
		END-OF-UNIT QUIZ	Sunday March 4
		ISLAND PROJECT: ● **<u>Meeting 2 (either via email or video chat)</u>: Communicate as pre-planned with consulting team**: discuss and finalize study design, data collection methods, sample size, data format template, and data analysis methods. ● Finalize Methods section	Methods - due Sunday March 4 *(Instructor will provide written feedback by Thursday morning March 8)*
Week 8 March 5 - 11 **STATISTICAL TESTS, PART 1**	**Textbook Readings:** ● Ch 27. Comparing Proportions ● Ch 28. Case-Control studies **Online Lectures:** ● Comparing Proportions: Odds ● Comparing Proportions: Risks	**READINESS QUIZ**	Wednesday March 7
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday March 11
		END-OF-UNIT QUIZ	Sunday March 11
		ISLAND PROJECT: • Begin collecting data for your Island study.	
March 12-18 Spring Break			
Week 9 March 19 - 25 **STATISTICAL TESTS, PART 2**	**Textbook Readings:** ● Ch 29: Comparing Survival Curves ● Ch 30. Comparing Two Means: Unpaired T-Test ● Ch 31. Comparing Two Paired Groups **Online Lectures:** ● Comparing Survival Curves ● Comparing Two Means ● Comparing Paired	**READINESS QUIZ**	Wednesday March 21
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday March 25
		END-OF-UNIT QUIZ	Sunday March 25
		ISLAND PROJECT: ● Complete collecting data for your Island study.	Dataset for your Island study - due Sunday March 25

	Groups		
Week 10 March 26 – April 1 **COMMUNICATING RISK**	**Textbook Readings:** ● (Lecture) Communicating Risk: Absolute, Relative, Natural Frequencies ● Ch 42. Sensitivity, specificity and ROC curves. **Online Lecture:** ● Screening Tests	**READINESS QUIZ**	Wednesday March 28
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday April 1
		END-OF-UNIT QUIZ	Sunday April 1
		ISLAND PROJECT: • ***No Island Project Task***	
Week 11 April 2 - 8 **ANOVA**	**Textbook Readings:** ● Ch 39. Analysis of Variance. ● Ch 40. Multiple Comparisons Tests after ANOVA **Online Lecture:** ● Analysis of Variance (ANOVA)	**READINESS QUIZ**	Wednesday April 4
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday April 8
		END-OF-UNIT QUIZ	Sunday April 8
		ISLAND PROJECT: • ***No Island Project Task***	
Week 12 April 9-15 **CORRELATION AND REGRESSION**	**Textbook Readings:** ● Ch 32. Correlation ● Ch 33. Simple Linear Regression **Online Lectures:** ● Correlation ● Simple Linear Regression	**READINESS QUIZ**	Wednesday April 11
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday April 15
		END-OF-UNIT QUIZ	Sunday April 15
		ISLAND PROJECT: • Receive analysis report from consultants • Review the report • Draft your Results section to bring to Meeting 3 next week	
Week 13 April 16 - 22 **MULTIPLE LINEAR REGRESSION**	**Textbook Readings:** ● Ch 34. Introducing Models ● Ch 35. Comparing Models ● Ch 37. Multiple Regression **Online Lecture:** ● Multiple Regression	**READINESS QUIZ**	Wednesday April 18
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS)	Sunday April 22
		END-OF-UNIT QUIZ	Sunday April 22
		ISLAND PROJECT: ● **Meeting 3 (via Webex) with consulting team and instructor**: present and discuss analysis results and follow-up analyses (if any)	

		• Work on Island project presentation	
Week 14 April 23 - 29 **LOGISTIC REGRESSION AND PROPORTIONAL HAZARDS REGRESSION**	**Textbook Reading:** • Ch 38. Logistic and Proportional Hazards Regression **Online Lectures:** • Logistic Regression • Proportional Hazards Regression **OPTIONAL Textbook Readings:** • Ch 21. Equivalence and Non-Inferiority Testing • Ch 41. Nonparametric Methods • Ch 43. Meta-Analysis **OPTIONAL Online Lecture:** • Nonparametric Methods	**READINESS QUIZ**	Wednesday April 25
		CONCEPT AND LITERATURE ACTIVITIES	
		CONTRIBUTIONS TO COLLABORATIVE KEYS	Sunday April 29
		END-OF-UNIT QUIZ	Sunday April 29
		ISLAND PROJECT: • Finalize Island project presentation	Island Projection presentation - due Sunday April 29
ISLAND PROJECT Week 15 April 30 – May 6	**PRESENTATIONS AND EVALUATIONS**	**ISLAND PROJECT:** • Project presentations and Q&A (all week)	Peer evaluations - due Sunday May 6
		END-OF-SEMESTER QUIZ	Sunday May 6

VII. Evaluation and Grading

PubH 6414 can only be taken A/F. The S/N option is not available for PubH 6414. Grading is determined by:

- **Weekly work** (Total: 80%)
  - Readiness quizzes (20%)
  - Active and timely participation in class activities and discussions, including contributing to the collaborative answer keys (20%)
  - End-of-unit quizzes (40%)

- **Island Project** (20%)
  - The Island project score will depend on the quality of the study and the study report, as well as on active and timely participation as determined by peer ratings and instructor judgment.

Late Policy: This course covers a large amount of material in a short time. The group and class activities depend on the active and timely participation of all students. Therefore, **late assignments or quizzes will not be accepted**.

Academic Integrity Policy: The goal of this course is to enable students to read and interpret statistical results in the primary literature. We expect that students will complete all end-of-unit quizzes **INDEPENDENTLY,** without assistance from any other people. If we believe that a student gave assistance on an end-of-unit quiz to another student or received assistance on an end-of-unit quiz from another student or from a person outside the

class, **all students involved will receive a score of zero on that quiz**. If we believe that scholastic dishonesty has occurred, we are required by
the University to investigate and report the incident to the Office of Community Standards (https://communitystandards.umn.edu/).

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

A = 93-100%	(4.000) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- = 90-92%	(3.667)
B+ = 87-89%	(3.333)
B = 83-86%	(3.000) Represents achievement that is significantly above the level necessary to meet course requirements.
B- = 80-82%	(2.667)
C+ = 77-79%	(2.333)
C = 73-76%	(2.000) Represents achievement that meets the minimum course requirements.
C- = 70-72%	(1.667)
D+ = 67-69%	(1.333)
D = 63-66%	(1.000) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
F = 62% or less	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 the instructor and the student that the student would be awarded an I.

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 CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work

product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf.

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at 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 9/2014