I. Course Description

The purpose of this course is to examine perinatal, family planning and reproductive health issues, programs, services, and policies in the United States. The course content will emphasize social, economic, environmental, behavioral, and political factors that affect family planning, reproductive health, fertility, and pregnancy outcome. The course will have two areas of focus: (1) interventions to improve reproductive and perinatal health (both policy and programs); and (2) the measurement and interpretation of reproductive and perinatal indices.

II. Course Prerequisites

Public Health student, graduate student or instructor consent.

III. Course Goals and Objectives

• Analyze a maternal, perinatal, or reproductive health problem relative to the public health implications and develop outlines for policy or programmatic initiatives. For example, if asked what type of contraceptive services should be available to adolescents, the student should be able to discuss the specific reproductive risks and needs of adolescents.

• Describe the elements that contribute to effective interventions to improve the reproductive health of adolescents, men, and women.

• Describe the goals of programs to promote prenatal health.

• Understand the terminology and vocabulary used in the reproductive and perinatal literature.
• Understand the value and limitations of various tools that are used to measure and monitor reproductive and perinatal health.

• Identify major demographic, behavioral and environmental factors that are associated with perinatal and reproductive risks.

• Identify trends in reproductive and perinatal health.

IV. Methods of Instruction and Work Expectations

Methods of instruction:
1. Lecture and class discussion.
2. In-class and out-of-class assignments.

Students are responsible for:
1. Completing weekly reading assignments PRIOR to class.
2. Class attendance and active participation in class discussions and activities.
3. Submission of all assignments on their due date.

V. Course Text and Readings

The readings were carefully chosen to represent good and recent review articles, intervention results, and commentaries by respected reproductive and perinatal health researchers. Students are expected to read all of the required readings before the class date for which they are assigned. The information in the readings is intended to complement the class lectures and will not be repeated in them.

There is no text for the course. The course readings (required and optional) are available on the Moodle course website.
VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20/15</td>
<td>Introduction to perinatal/reproductive data</td>
</tr>
</tbody>
</table>

**Required reading**


**Optional reading**


**Notes**

1. I strongly recommend that you review Healthy People 2020 objectives for maternal and child health as many are relevant to this class—and Healthy People 2020 reflects our political will:

2. The June 2012 *International Journal of Andrology* devoted the entire issue to endocrine disruptors and reproductive health. This journal is available on [biomed.lib.umn.edu](http://biomed.lib.umn.edu).

| 2       | 1/22/15    | Sexual activity/sexual health               |

*In-class coffee chat: Read Bayer (1994!!!) and discuss your thoughts about whether it is practical or possible to conduct “culturally competent” public health? E.g., Should evidence-based knowledge trump cultural norms?*

*Wendy will discuss how to read a journal article, using Adimora et al as an example: please read in advance.*

**Required reading**

- Adimora AA, Schoenbach VJ, Taylor EM, Khan MR, Schwartz RJ. Concurrent partnerships,


Optional reading


• Bauer GR, Jairam JA. Are lesbians really women who have sex with women (WSW)? Methodological concerns in measuring sexual orientation in health research. Women & Health 2008;48(4):383-408.


Notes


3 1/27/15 Sexually transmitted infections

Required reading


Optional reading


• Chando S, Tiro JA, Harris TR, Kobrin S, Breen N. Effects of socioeconomic status and health care access on low levels of human papillomavirus vaccination among Spanish-speaking Hispanics in
• Sutherland MA, Collins Fantasia H. Successful research recruitment strategies in a study focused on abused rural women at risk for sexually transmitted infections. J Midwifery Womens Health 2012;57:381-385.

Notes


In-class coffee chat: Discuss reproductive life planning. Go to CDC’s site on reproductive life planning, http://www.cdc.gov/preconception/reproductiveplan.html. What do you think of this information? What do you think about the health providers’ tool to stimulate conversation, http://www.cdc.gov/preconception/RLPool.html? Or, if you prefer, what do you think about the ONE KEY QUESTION initiative started by Oregon, https://www.arhp.org/publications-and-resources/contraception-journal/july-2013? As you think about these similar reproductive life planning tools, think about their effectiveness across populations that vary in routine health care access, age, income, etc.

Required reading


Optional reading


Notes

1. A 2012 volume of Infectious Diseases in Obstetrics and Gynecology is devoted to dual use, http://www.hindawi.com/journals/idog/si/390398/. You can also get copies of the articles from the biomed e-journal library.


5 2/03/15 Unintended pregnancy and abortion
Summer Martins, MPH Division of Epidemiology & Community Health, School of Public Health, University of Minnesota

Required reading

• Santelli J, Rochat R, Hatfield-Timajchy K, et al. The measurement and meaning of unintended pregnancy. Perspect Sexual Reprod Health 2003;35:94-101. Note: this is an “old” publication, but it is an important one for understanding our measurement of pregnancy intention. NOT MUCH HAS CHANGED SINCE ITS PUBLICATION!

Optional reading


6 2/05/15 Adolescent sexual health

QUIZ DUE

Required reading


Optional reading


Note:

1. You may want to check out the 2010 MCH Knowledge Path on adolescent pregnancy prevention—it has many resources. http://www.mchlibrary.info/KnowledgePaths/kp_adolpreg.html.

7 2/10/15 Male reproductive health/fatherhood

In-class coffee chat: go to http://www.cdc.gov/nchs/nsfg.htm. The National Survey of Family Growth is the only reproductive health surveillance (for men and women) in the US. Pick something of interest about male repro health (maybe go to KEY STATISTICS link) and bring something to class for a chat with 3 other students.

Required reading


Optional reading


• Lerman RI. Capabilities and contributions of unwed fathers. IN: Fragile Families. Future of Children Series 2010 (Fall);20 (2): 63-85.

• Munoz-Laboy M, Hirsch JS, Quispe-Lazaro A. Loneliness as a sexual risk factor for male Mexican


---

### Environments/fetal origins of adult disease

**Required reading**


**Optional reading**


**Notes**

**Required reading**


**Optional reading**

- Spong CY. To VBAC or not to VBAC. PLoS Medicine 2012;9(3):e1001192.
Notes

   http://www.mchlibrary.info/KnowledgePaths/kp_pregnancy.html

2. The Institute of Medicine’s 2009 revision of prenatal weight gain recommendations, 

10  2/19/15

Reproductive cancers of women
Guest: Kristin Anderson, PhD
Professor and Associate Dean
School of Public Health
University of Minnesota

Required reading—Dr. Anderson may assign additional required readings closer to the date of her talk


Optional reading (higher priority)

• Collaborative Group on Hormonal Factors in Breast Cancer. Breast cancer and abortion: collaborative reanalysis of data from 53 epidemiological studies, including 83,000 women with breast cancer from 16 countries. Lancet 2004;363:1007-16. This is important historically because individuals still assert that there is an association between breast cancer and abortion, even though the evidence has negated this association for a long time.


Optional reading (lower priority)


In-class coffee chat: Go to the March of Dimes Peristats website, http://www.marchofdimes.com/peristats/default.aspx. Run some data or retrieve any information of interest to you and be prepared to discuss it informally with 3 other students (bring copies of whatever you want to share for everyone).

Required reading
• Lu MC, Johnson KA. Toward a national strategy on infant mortality Am J Public Health 2014;104(S1):S13-S16.

Optional reading

Note
You may also want to check out the 2010 MCH Knowledge Path on infant mortality and pregnancy loss. http://www.mchlibrary.info/KnowledgePaths/kp_infmort.html

Postpartum health/breastfeeding/infant mortality

QUIZ & TOPIC FOR FINAL PRESENTATION DUE
In-class coffee chat: We have one postpartum health surveillance system in the US, the Pregnancy Risk Assessment Monitoring System (PRAMS). Go to the national website, http://www.cdc.gov/prams/ or the Minnesota PRAMS website, http://www.health.state.mn.us/divs/cfh/prams/ (I would look at the report for 2002-2003) and find some data to discuss it informally with 3 other students (bring copies of whatever you want to share for everyone). Or, if you prefer, go to CDC’s reproductive health website, http://www.cdc.gov/reproductivehealth/Data_Stats/index.htm, and find some information to share about preconception, prenatal, postpartum or general reproductive health.

Required reading


Optional reading


Note

You may also want to check out the 2009 MCH Knowledge Path on depression during and after pregnancy—it has many resources. http://www.mchlibrary.info/KnowledgePaths/kp_postpartum.html

13 3/3/15 HIV

Alan R. Lifson, MD, MPH, Professor
Division of Epidemiology & Community Health,
School of Public Health, University of
Minnesota

Required reading—if any—to be determined by Dr. Lifson prior to his talk

Optional reading (highest priority)

Notes:


2. A 2012 volume of *Infectious Diseases in Obstetrics and Gynecology* is devoted to HIV and reproductive, pre-conception, prenatal, and postpartum health, mostly among women in developing countries, but much of the information can be generalized to all women, http://www.hindawi.com/journals/idog/si/856570/. You can also get copies of the articles from the biomed e-journal library.

| 14   | 3/05/15 | Student presentations of factsheets |

No reading.

B. Web and Journal Resources

1. Websites. Students are encouraged to explore the internet for articles and data. This list is not exhaustive, but some good websites that are relevant to this class are:


- American College of Obstetrics and Gynecology, www.acog.org. Resources and Publications pages are especially useful (they include published articles and ACOG Committee opinions on best practices).

- Centers for Disease Control and Prevention, www.cdc.gov, can get you to the National Center for Health Statistics (a great source for vital records data), National Survey of Family Growth (http://www.cdc.gov/nchs/nsfg.htm), the only national surveillance focused on reproductive health, and MMWR, which has current data on STI incidence and prevalence as well as reports on pregnancy outcomes, sexual activity, etc. www.cdc.gov/mmwr/


- Pediatrics. The journal "Pediatrics" has a variety of articles relevant to perinatal health. Its electronic version has full text (you can download from www.biomed.lib.umn.edu). Also check out the umbrella organization of the Journal, the American Academy of Pediatrics www.aap.org


- Children's Defense Fund. A private, non-profit to educate about the needs of children. www.childrensdefense.org

• National Center for Education in Maternal and Child Health. Database about MCH organizations and publications. www.ncemch.org. Look especially at the MCH Library and, in that section, “Knowledge Paths.”

• Urban Institute. Policy research organization that focuses on broad areas of social and economic problems in the U.S. www.urban.org

• Healthy People 2020. Information on Year 2020 goals. This document reflects our political will in terms of research funding and programmatic support for public health—very important to see know what objectives are, and are not, included. http://www.healthypeople.gov

• For information about adolescent pregnancy, try Guttmacher website (www.guttmacher.org), Teenwise MN (www.teenwisemn.org; it has a resources page—the quality of individual resources is variable), or the National Campaign (http://www.thenationalcampaign.org/)

• National Women’s Health Information Center. www.womenshealth.gov.

• National Women’s Health Network. Operates an information clearinghouse. www.nwhn.org

• Melpomene Institute for Women’s Health. Local organization, sometimes data of variable quality, but they address a wide range of issues. www.melpomene.org


• Planned Parenthood. www.plannedparenthood.org provides example of good health information for lay readers.

• www.healthfinder.gov is the USDHHS’ link to health information from over 1700 government agencies and nonprofit organizations.

• Konopka Institute covers all indices of adolescent health, but has a great set of weblinks for adolescent sexual health, http://www.med.umn.edu/peds/ahm/programs/konopka/home.html


• American Society for Reproductive Medicine, www.asrm.org


• Endocrine disruption: http://www.endocrinedisruption.com/home.php

• MCH Knowledge Path pages cover several topics (e.g., preconception health, domestic violence) thoroughly: http://mchlibrary.info/KnowledgePaths/index.html.

2. Journal articles: They are available on the Moodle site for the course. If, for some reason, you cannot download them, the easiest thing to do if you want to access journal articles is probably to go to electronic journals on http://www.biomed.lib.umn.edu/ and go to the electronic journals site. You will have to put in your UM I.D. and password. Then download from there.

Note: If you are looking for journal articles for assignments in this, or any class, the University’s biomed site (noted above) is great. If the University does not have an electronic journal, try searching the journal name itself.
You will be surprised how many journals allow some access to pdf files of their articles. And, of course, things like Google Scholar are good search engines that can lead you to full and free copies of articles.

C. Accessing the course website

The course Moodle site has PDF copies of required and optional course readings, a copy of the syllabus, copies of assignments and resources. Course lecture slides from Dr. Hellerstedt will be posted after she has made her presentations (guest speakers may not provide slides). It also has a forum for students to share resources and thoughts about reproductive and perinatal health.

The easiest way to log in to a course site is from www.myu.umn.edu, using your Internet ID. Select “My courses” and you will open the page with all your courses. If you do not know your Internet ID and password or have other problems, contact the Technology Helpline: (612) 301-4357 (1-HELP on campus)

VII. Evaluation and Grading

Students must complete all of the following requirements to earn a passing grade in the course:

A. Completion of all the assigned readings for the course. Assigned readings should be done before class to enhance students' learning. The readings are important for completion of course papers and class discussion.

B. Reaction paper: 25% of the total grade. This short paper is intended to help the student critically examine reproductive and perinatal health issues. The paper will be student responses to a question, or questions, related to the course readings or lectures. The guidance for this paper will be provided by Dr. Hellerstedt 2-3 weeks prior to the due date. The paper is not a research paper. The paper should be 3-5 typed pages, double-spaced. It should be carefully proofread for grammatical and spelling errors, because such errors could affect grading.

Due date: February 17, 2015

C. Quizzes (2): 15% each; 30% of the total. There will be two short take-home quizzes, which will be provided by Dr. Hellerstedt two weeks prior to the due date. Responses will be short answer. The purpose of this assignment (and of participation in class discussion of specific readings) is to develop and strengthen your critical thinking skills. In your career as a public health professional, you will be required to synthesize public health research and apply scientific knowledge to promote the public’s health. Therefore skill development in these areas is very important for your successful work.

Scientific journals publish a number of different types of papers, including review articles, commentary pieces, and original research. By the time a paper is published, it has usually been through a process of quality control, called peer review. However, this does not mean it will be perfect. Many published papers contain factual and statistical errors, and statements, which are really assertions, disguised as objective fact. Given this, and the fact that scientific knowledge is often provisional and changing, the proper attitude when reading scientific papers is one of skepticism; it is the task of the reader to judge whether the author’s conclusions are justified. Thus, your take-home quizzes and class discussions will be most successful if you apply critical thinking.

Due dates: February 5, 2015 and February 26, 2015

D. One factsheet on a reproductive or perinatal topic: 35% (10% for presentation, 25% for the factsheet) This project involves presenting the factsheet findings informally in small groups of approximately 4-6 people. Its purpose is to allow students to explore a single question or topic in reproductive or perinatal health, gather a bit of information, and share it with other students. The factsheet will allow students to succinctly educate others about one of the following broad areas: (1) an outcome or exposure in reproductive or perinatal health (e.g., a
specific STI, domestic violence, infertility). Students may describe either the magnitude of the health condition/exposure or how it can best be measured; (2) a program or intervention approach, or a health-care access issue (e.g., prenatal care for incarcerated women; hormone replacement therapy); or (3) a policy or initiative that affects the provision of care or attainment of optimal health (e.g., contraceptive insurance coverage; worksite environmental protection policies).

What is the product of this project? Students should produce a 2-page factsheet for everyone in the class. If a student needs more than 2 pages, fine. Even though the students will present their work in small groups it is important that the information they have be shared with everyone on the course website. The presentation of the factsheet should be well-organized and not be more than 15 minutes in length (i.e., a 10-minute presentation and 5 minutes for questions). The presentation is intended to give students experience in preparing information for brief dissemination and an opportunity to share findings with others. It is suggested, given the size of the class, that the students prepare their presentations to highlight about 5 major points that can be briefly conveyed to the class. These are informal presentation—no PowerPoint. Just sit down, distribute the factsheet, and share information.

February 26, 2015: E-mail title of presentation to Dr. Hellerstedt so she can organize the small groups

March 5, 2015 (last day of class): Give factsheet presentation in small group

E. Attendance and participation: 10% of total grade. There are only 14 class periods. It is expected that students attend each class because lecture materials are not replicated in the readings. It is hoped that students will participate in, and learn from, informal and structured student discussions. After two missed classes, two points will be subtracted for every subsequent missed class (i.e., students will lose points beginning with the third missed class). Exception: students must be present on “coffee chat” days. If absent on “coffee chat” days, a student will lose two attendance points. Days missed for a coffee chat will be counted in the first two days noted above (i.e., if a student misses two coffee chat days, she will lose 4 points on her grade AND for every subsequent missed day, will lose two points each. If the subsequent missed day (the third missed day) is a coffee chat day, she will lose two (not four!) points for that day (i.e., no days will be double-counted for subtracted points).

F. There will be no final exam.

G. There will be no opportunity for "extra credit."

H. Students are encouraged to participate in the discussion board on the course website, but they will not be graded or evaluated on that.

I. Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction paper</td>
<td>25</td>
<td>2/17/15</td>
</tr>
<tr>
<td>Quizzes (n=2)</td>
<td>30</td>
<td>2/05/15 and 2/26/15</td>
</tr>
<tr>
<td>Research topic presentation</td>
<td>35</td>
<td>3/05/15 topic to Hellerstedt: 2/26/15</td>
</tr>
<tr>
<td>and factsheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; participation</td>
<td>10</td>
<td>Ongoing. Two points lost for every “coffee chat” day. And, after two days missing (coffee chat days missing will be counted among these two days, two points will be subtracted for every missed class (unless it is a “coffee chat” day for which points will automatically be subtracted).</td>
</tr>
</tbody>
</table>
J. Grading Criteria

University grading policies are on
http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Letter grades and associated points are awarded in this course as follows below, and will appear on the student’s official transcript. The S grade does not carry points but the credits will count toward completion of the student’s degree program if permitted by the college or program.

NOTES

1. Grades will be rounded up a one-quarter point, but not a half-point. Thus if a student has 94.75 points, s/he will earn an “A.” If s/he has 94.25 points, she will earn an “A-.”

2. Because students have been exposed to some grade inflation in some classes, they have been led to believe that any grade less than A is a poor grade. This is not the case. Please read the following description of grades. Grades above C are considered above average. *In the interest of fairness, Dr. Hellerstedt will not negotiate grades.*

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 95-100</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A- = 90-94</td>
<td>(3.67)</td>
</tr>
<tr>
<td>B+ = 87-89</td>
<td>(3.33)</td>
</tr>
<tr>
<td>B = 83-86</td>
<td>(3.0)</td>
</tr>
<tr>
<td>B- = 80-82</td>
<td>(2.67)</td>
</tr>
<tr>
<td>C+ = 77-79</td>
<td>(2.33)</td>
</tr>
<tr>
<td>C = 73-76</td>
<td>(2.0)</td>
</tr>
<tr>
<td>C- = 70-72</td>
<td>(1.67)</td>
</tr>
<tr>
<td>D+ = 65-69</td>
<td>(1.33)</td>
</tr>
<tr>
<td>D = 55-64</td>
<td>(1.0)</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

Represents achievement that is outstanding relative to the level necessary to meet course requirements.

Represents achievement that is significantly above the level necessary to meet course requirements.

Represents achievement that meets the course requirements in every respect.

Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

Represents achievement that is satisfactory, which is equivalent to a C- or better.

S/N Grade Option

The S/N option is available for this class. S represents achievement that is satisfactory, which is equivalent to a B- or better (i.e., at least 80 points earned). N represents no credit and signifies that the work was not completed at a level of satisfactory achievement and carries no grade points.
K. Make-up Policy

There is no make-up policy. If you are unable to turn in an assignment by the assignment due date, contact Dr. Hellerstedt prior to the due date. Extensions may be granted for extreme circumstances, like unanticipated illnesses or other emergencies.

L. Incomplete Contracts

Dr. Hellerstedt will NOT assign an incomplete unless there are extreme circumstances. The following represents University policy: 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 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 www.sph.umn.edu/grades.

M. University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

N. Course Evaluation

The SPH collects 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.

O. 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.

P. 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

A. 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 onestop.umn.edu.

B. 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 Student Services Center at sph-ssc@umn.edu for further information.

C. 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."

D. 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.

E. 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/stu...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.

**F. 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.

**G. 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.

**H. 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.

**I. 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.

**J. 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.
K. 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.

L. The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

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

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

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

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

N. 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.