I. Course Description

Information is key to effective public health administration. Surveillance systems provide information on infectious disease tracking, disease clusters, food-borne outbreaks, and injuries. Environmental monitoring systems provide information on health risks such as toxic chemicals or airborne pollutants. Registries contain information on vital statistics such as birth, death, and immunization. e-Public Health integrates information from electronic health records to use in improving population health.

Introduction to Public Health Informatics describes these public health information systems and key issues in managing this information effectively, such as data standards, common functions, decision support, meaningful use, health information exchange, privacy and security.

II. Course Prerequisites

Admission to a University of Minnesota graduate program in the School of Public Health, Nursing, Health Informatics, Pharmacy, or Medicine or permission of instructor.

III. Course Goals and Objectives

At successful completion of the course, the student will be able to:

- Describe the key types of public health information systems and how they are used to improve population health.
- Define and describe the main informatics issues associated with key public health information systems.
- Compare and contrast the types of key public health information systems being used at the federal, state, and local public health agencies.
- Describe the key steps in the planning and development of public health information systems.
• Describe data and interoperability standards used in public health information systems.
• Describe privacy, confidentiality and information security issues encountered in development and implementation of public health information systems.
• Describe the concept of “Meaningful Use,” its historical and policy context and its implementation and impact from both public health and health care perspectives.
• Describe e-Health and explain how e-Health is related to improvement of the practice of public health and health care.
• Review academic literature and other published resources to understand the state of art in public health informatics.

IV. Methods of Instruction and Work Expectations

The class is conducted in a seminar and discussion format. Engaged participation is expected.

Students are expected to contribute information about the lecture issues being discussed from current journal articles/news accounts/application descriptions. This means that students are expected to prepare for the lecture by doing the readings, identify current related and relevant material to the lecture topics, and participate in a Moodle discussion prior to class. There will be a Moodle forum for this contribution. The forum will be reviewed 24 hours prior to the class to evaluate participation in this forum.

Course comprises of a mid-term exam, an individual project and a team project.

V. Course Text and Readings

Required texts:
• PHIIS - Public Health Informatics and Information Systems 2nd Edition, J. A. Magnuson and Paul C. Fu Jr. (eds), Springer-Verlag London 2014. This text is available as a PDF for no charge at http://link.springer.com/ (you must be on campus or log on through the library). A paper copy is available at this site for $26.

Required articles are assigned in the weekly reading assignments

Professional Resources
(a) Public Health Informatics Institute, http://www.phii.org/
(b) Office of the National Coordinator for Health Information Technology, http://www.healthit.gov
(c) CDC, Division of Health Informatics and Surveillance, http://www.cdc.gov/ophss/csels/dhis/index.html
(d) CDC Public Health Informatics Fellowship Program (PHIFP), http://www.cdc.gov/phifp/
(g) American Medical Informatics Association, Public Health Informatics, http://www.amia.org/applications-informatics/public-health-informatics
(j) University of Minnesota Libraries, Select Resources for Health Informatics, https://www.lib.umn.edu/subjects/rqs/112
## VI. Course Outline/Weekly Schedule

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS, ASSIGNMENTS &amp; EXAMS</th>
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| 1    | **A: Course Overview**  
  - Introduction of faculty and class participants  
  - Overview of course syllabus, expectations, project & grading  
  **B: Public Health Informatics Overview**  
  - Overview of public health goals and essential public health services  
  - Defining the term Public Health Informatics (PHI) & goal of PHI  
  - Describe why PHI is important  
  - Explain guiding principles foundational to PHI  
  - Describe the core competencies needed to build informatics capacity within an agency | PHIIS 1, 2  
| 2    | **Foundational Elements of Public Health Informatics**  
  - Building a National Health Infrastructure  
  - Information Architecture and Infrastructure  
  - Introduction/Overview of Privacy, Security and Confidentiality  
  - Key issues to address when developing public health information systems  
  - Explain the critical role and process for engaging stakeholders  
  - Understand concepts around Use Case of a public health information system (what does the system do, who uses it, how does it impact public and population health, what are opportunities for improvement) | PHIIS 5, 6, 9  
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| 5 2/19 | **Public Health Informatics Standards and Interoperability**  
- What are standards and inter-operability?  
- What standards and inter-operability issues are important in Public Health Informatics?  
- What are national, state, and local roles in standards and inter-operability for public health information systems?  
**Health Information Exchange (HIE) & ePublicHealth**  
- How is HIE & ePublicHealth implemented in communities?  
- Lessons Learned from Beacon Communities | PHIIS 8, 22  
Resources on Meaningful Use and relevant standards from CDC: [http://www.cdc.gov/ehrmeaningfuluse/index.html](http://www.cdc.gov/ehrmeaningfuluse/index.html)  
| 6 2/26 | **Minnesota Context: e-Health Initiative and Public Health Informatics**  
- The Minnesota e-Health Initiative and model for adopt, use and exchange  
- Role of Minnesota’s Office of Health Information Technology (OHIT) in workforce and agency informatics efforts related to Electronic health records and Health Information Technology for Economic and Clinical Health (HITECH) act  
- State Innovation Model (SIM) and population health informatics activities  
**Guest Speaker:**  
Marty LaVenture, MPH, PhD  
Director  
Office of Health Information Technology and e-Health  
Minnesota Department of Health | PHIIS 27, 28, 29  
Minnesota e-Health Initiative  
[http://www.health.state.mn.us/e-health/](http://www.health.state.mn.us/e-health/)  
Assessment Resources at Minnesota e-Health Initiative  
MDH Office of Health Information Technology  
Minnesota Accountable Health Model: State Innovation Model Grant  
[http://dhs.state.mn.us/sim](http://dhs.state.mn.us/sim) |
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<td>7 3/5</td>
<td><strong>Immunization Information Systems as a Case Study in Public Health Informatics</strong></td>
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<td>• How can event/condition registries and health care data be used for population health surveillance and assessing quality of care?</td>
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<td>• Learn about collaborations across various IIS and role of stakeholder involvement in public health informatics</td>
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<td><strong>Guest Speaker:</strong> Aaron Bieringer</td>
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<td>Interoperability Coordinator</td>
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<td>Minnesota Immunization Information Connection (MIIC)</td>
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<td>Minnesota Department of Health</td>
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<td>PHIIS 19, 23</td>
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<td></td>
<td>Minnesota Immunization Information Connection (MIIC)</td>
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<td></td>
<td>Immunization Information Systems (IIS) resources from CDC</td>
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<td>8 3/12</td>
<td><strong>Public Health Surveillance – Acute</strong></td>
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<td>A. Components of an Acute disease surveillance system</td>
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<td></td>
<td>• Outbreak management systems</td>
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<td></td>
<td>• Collection, Management, Analysis and Dissemination</td>
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<td>• Syndromic surveillance and situational awareness</td>
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<td><strong>Guest Speaker:</strong> Sarah Solarz, MPH</td>
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<td></td>
<td>MEDSS Manager</td>
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<td>Infectious Disease Epidemiology, Prevention and Control Division</td>
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<td>Minnesota Department of Health</td>
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<td>PHIIS 14, 16</td>
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<td></td>
<td>Minnesota Electronic Disease Surveillance System (MEDSS):</td>
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<td><a href="http://www.health.state.mn.us/divs/istm/medss/">http://www.health.state.mn.us/divs/istm/medss/</a></td>
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<td><strong>MIDTERM EXAM:</strong> Available on Moodle from Monday (3/9) 8am until Sunday (3/15) 11:59pm.</td>
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<td>By end of Week 8, students to have selected PHI topics to research and present in last week of course.</td>
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Spring Break (March 16-20, 2015)
<table>
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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS, ASSIGNMENTS &amp; EXAMS</th>
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| 9    | Public Health Surveillance (Chronic Conditions), Environmental       | PHIIS 15, 17, 18  
Health Promotion and Chronic Disease Program at MDH  
http://www.health.state.mn.us/divs/hpcd/index.html  
Office of Statewide Health Improvement Initiatives (OSHII)  
http://www.health.state.mn.us/divs/oshii/about.html |
| 3/26 | Monitoring and Registries                                           | • How is surveillance for chronic conditions currently done?  
• What are the information needs for a comprehensive chronic disease surveillance program?  
• Compare and contrast acute disease surveillance from chronic disease surveillance in public health |
| 10   | Public Health: GIS and Visualization, Web and Social Media          | PHIIS 7, 20, 21  
**Example Apps**  
http://teen.smokefree.gov/sftapps.aspx#tab_quit_start  
| 4/2  |                                                                     | Guest Speaker:  
Keith Horvath, PhD, MPH  
Associate Professor  
Division of Epidemiology and Community Health  
School of Public Health, University of Minnesota |
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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS, ASSIGNMENTS &amp; EXAMS</th>
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| 12   | Informatics and Information Systems in Local Public Health | PHIS 26  
2013 National Profile of Local Health Departments – Chapter 10 on Information Technology  
Local Public Health Informatics Survey by Minnesota e-Health and MDH Office of Health IT  
http://www.health.state.mn.us/e-health/assessment.html#lhds |
| 11   | Population Health Management in Primary Care Clinics and Accountable Care Organizations | PHIIS 24  
http://www.pcpcc.org/resource/managing-populations-maximizing-technology  

**Guest Speaker:**  
Karen Soderberg, MS  
Assessment and Evaluation Coordinator  
Office of Health Information Technology (OHIT)  
Minnesota Department of Health  
Anne Schloegel, MPH  
SIM (State Innovation Model) Coordinator  
Office of Health Information Technology (OHIT)  
Minnesota Department of Health
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<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS, ASSIGNMENTS &amp; EXAMS</th>
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</table>
| 14   | Highlights in Public Health Informatics  
• Case-based Learning in Public Health Informatics  
• Project Management and Public Health Informatics | PHIS 11, 12, 25  
| 4/23 | Guest Speaker:  
Sridhar Papagari Sangareddy, PhD  
Health Scientist  
Informatics Workforce Development Team  
Centers for Disease Control and Prevention (CDC) | |
| 13   | National and Global Trends in Public Health Informatics  
• Public Health Informatics - Where Has it Been? Where is it Going?  
• Review of approaches and organizations in public health informatics  
• Review of academic publications and other reputed resources relevant to select public health informatics topics | PHII 30, 31, 32  
Public Health Informatics Year in review from 2014 AMIA Symposium  
Topics from 2013 Public Health Informatics conference  
Global Health Informatics Year in review from 2014 AMIA Symposium |
| 4/30 | | |
| 15   | Course Summary  
• Highlights from lectures and assignments | Team Projects: Presentation, discussion and report on a PHI topic |
| 5/7  | | Exam Week (May 11 – 16, 2015) |
VII. Evaluation and Grading

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PERCENT</th>
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<tr>
<td>Moodle forum related to week’s readings – must be completed at least 24 hours before class to receive a score; graded from 0 (not done) to 10 (excellent)</td>
<td>15%</td>
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<tr>
<td>Mid-term exam</td>
<td>30%</td>
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<tr>
<td>Individual project of a public health informatics topic</td>
<td>25%</td>
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<tr>
<td>Team project: presentation, discussion and report on a PHI system</td>
<td>30%</td>
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**Participation in Moodle Weekly Forum**
Each student will be expected to participate in a discussion of the week’s lecture topic on Moodle. Participation should be completed at least 24 hours prior to the class where the material is discussed. The postings should reflect understanding of the assigned readings through comments and questions based on the readings. The postings should reflect active engagement with prior postings for the week. Postings that reflect the week’s readings, engage with prior postings, and relate the week’s assigned readings to current journal/news articles will receive the highest grade.

**Mid-term Exam**
There will be an interim exam consisting of multiple choice, true-false, matching, and short essay questions covering the content of the course covered, including all lectures, discussion, and readings.

In order to facilitate understanding of the field, every student is expected to participate in one individual project and in one team project.

**Individual Project**
An opportunity for students to individually research and report on a lecture topic and be the informed subject matter expert along with the instructor for that class. This constitutes completion of chapter and reading assignments, researching the topic ahead of time and posting a synopsis of topic on Moodle ahead of class.

**Team Project**
For team project, each student is expected to choose a topic from a suggested list and do a complete literature review, create a mini-report and discuss it in class. These topics will be modified based on current trends in public health informatics. Students can propose a topic for review and discussion, but needs to be approved by instructor.

This Executive Report and Presentation is an opportunity for a student team to research and report on a PHI topic of their choice. This report and presentation should be done as if an agency directory, such as a CIO at a state health department or a local health department director, has requested a review of what is known about a particular PHI topic.

The report should be no more than five pages single-spaced that would be a memorandum produced by a PHI team member for a supervisor or senior manager. The paper should (a) Introduce the topic, (b) relevant background information, (c) current state of knowledge in terms of systems, implementations (d) knowledge dissemination on topic as academic publications, reports, web sites, organizations etc. (e) propose possible studies/steps to support implementation and knowledge dissemination.

The literature used in the review should be the (a) academic literature on the system and its effectiveness; (b) literature from public agencies such as CDC, NACCHO and the Public Health Informatics Institute; (c) “grey literature” reports from other state agencies or local health departments. The report will be evaluated on the thoroughness of the information search.

The presentation should be no more than a 20 minutes report with 5 minutes for questions to a committee chaired by the superior requesting the report.

The report and presentation will be evaluated for its professional quality, completeness, consistency, and thoroughness. Quality, completeness, consistency, thoroughness should be at the level expected in an employment situation.
Grading Policies
Grading will take into account completion and submission by deadline:

- Points will be deducted for late submission unless prior arrangements have been agreed to with the instructor (late submission will only be allowed for exceptional circumstances; since the topic is selected at Week 4 to allow sufficient time for completion, last minute conflicts with other requirements of other courses are not exceptional circumstances). The number of points will be a function of the degree of lateness.

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

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>4.000</td>
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<tr>
<td>A-</td>
<td>3.667</td>
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<tr>
<td>B+</td>
<td>3.333</td>
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<tr>
<td>B</td>
<td>3.000</td>
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<td>B-</td>
<td>2.667</td>
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<td>C+</td>
<td>2.333</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>1.333</td>
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<tr>
<td>D</td>
<td>1.000</td>
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<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
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For additional information, please refer to: [http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](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](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

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

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).
VIII. Other Course Information and Policies

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

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: 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 DS at 612-626-1333 or ds@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 http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility (for courses that do not involve students in research)
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

OR

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

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

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

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