

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6066-001

Building Communities, Increasing Health: Preparing for community health work

Fall, 2015

Credits:	2
Meeting Days:	Monday
Meeting Time:	5:45-7:40
Meeting Place:	Mayo D199 and Cultural Wellness Center (2025 Portland Avenue South, Minneapolis)
Instructor:	Sara Axtell
Office Address:	388 McNeal Hall, St. Paul campus
Phone:	651-262-3764
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E-mail:	axtel002@umn.edu Please put 6066 in the subject line!
Office Hours:	Wednesdays 10:00-11:00 and by appointment

I. Course Description

The purpose of the course is to prepare you to make a contribution to the health of your own communities, as well as other communities, using asset-oriented, collaborative approaches. The course has three overarching themes that will help to prepare you for community work: cultural self-study, community building, and working across culture. Central questions that will guide the course this year include the following. These questions have grown out of Sara's study with Elders at the Cultural Wellness Center.

1. What are the challenges in establishing a working partnership between institutional knowledge and community knowledge in community health?
2. What are the ways that public health, as an institution, undermines communities?
3. What is the role of public health workers in community health and healing?

II. Course Prerequisites

None

III. Course Goals and Objectives

Cultural Wellness Center Objectives:

1. Provide experience in living with ambiguity, and multiple “correct” answers or ways of thinking.
2. Understand the effects of the historical relationships between cultural groups on intercultural interfacing.
3. Identify approaches communities take to solving problems.
4. Identify cultural self-study questions to walk with over time.

Objectives from Community Development and Community Organizing:

5. Discuss the difference between asset-based and deficit-based approaches to community health.
6. Discuss potential barriers in community building and organizing, and how to overcome them.
7. Identify a range of public health issues lending themselves to community organizing/building approaches.

Objectives that flow from both:

8. Understand that concepts like health, community, and development have a culturally determined definition and connotation. Describe applications of that understanding to community-based public health work.
9. Describe the role of public health workers in community organizing and community building.
10. Develop a better understanding of yourself and your own community(ies).

IV. Methods of Instruction and Work Expectations

The course is participatory in nature, and will require personal reflection. Instructional methods will include discussions with elders and community organizers, critical analysis of class readings, journaling and other reflective writing, and participation in the Allina Backyard Initiative, under the guidance of faculty from the Cultural Wellness Center. The course will expose you to cultural self-study as an approach to learning that is central to community knowledge production. This process of knowledge production values subjectivity as opposed to objectivity and gives authority over knowledge to cultural elders. These are two of the important ways in which participation in community knowledge production is different from the learning often expected in academic environments.

Expectations for the course include the following:

1. **Attend all class sessions, unless a prior arrangement has been made with the instructor.**
2. Do all reading prior to class, and participate in class discussions.
2. Engage in self-reflection regarding your culture and community.
3. Treat others in the class respectfully, as determined by class ground rules.

V. Course Text and Readings

Backyard Initiative Tool Kit, distributed during class

Readings packet available in Coffman bookstore.

The course packet is on reserve in the Bio-Med library in Diehl Hall.

VI. Course Outline/Weekly Schedule

9-14-15 Session 1

Objectives:

1. Begin to reflect on how we define and live out community in our own lives.
2. Practice viewing communities in terms of assets rather than needs.
3. Identify strategies for mapping assets on a community level.
4. Discuss ways to approach learning in the course

Reading:

1. Impacts of Community Engagement : <http://www.buildthefield.org/publications/>
2. Social Connectedness and Health: <http://www.wilder.org/Wilder-Research/Publications/Studies/Social%20Connectedness%20and%20Health/Social%20Connectedness%20and%20Health.pdf>
3. Kretzmann, J.P. & McKnight, J.L. (1993). Introduction. *Building Communities from the Inside Out*. Chicago: ACTA Publications. Found on <http://www.northwestern.edu/ipr/publications/community/intro-building.html>
4. [Mapping your networks to mine valuable resources.](http://www.fieldstonealliance.org/client/tools_you_can_use/08-05-09_social_capital.cfm)
http://www.fieldstonealliance.org/client/tools_you_can_use/08-05-09_social_capital.cfm
5. A Basic Guide to ABCD Organizing. <http://www.abcdinstitute.org/publications/downloadable/>

In class exercises:

[http://www.abcdinstitute.org/docs/I%20-%20Gift%20Discovery%20Activity%20\(long%20version\)\(2\).pdf](http://www.abcdinstitute.org/docs/I%20-%20Gift%20Discovery%20Activity%20(long%20version)(2).pdf)

[http://www.abcdinstitute.org/docs/F%20-%20Porch%20Time%20-%20Learning%20Conversations\(1\).pdf](http://www.abcdinstitute.org/docs/F%20-%20Porch%20Time%20-%20Learning%20Conversations(1).pdf)

Assignment:

[http://www.abcdinstitute.org/docs/Diane%20Dorfman-Mapping-Community-Assets-WorkBook\(1\)-1.pdf](http://www.abcdinstitute.org/docs/Diane%20Dorfman-Mapping-Community-Assets-WorkBook(1)-1.pdf)

9-21-15 Session 2

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Objectives:

1. Discuss an infrastructure for community leadership.
2. Examine the CHAT team system for knowledge production.
3. Discuss the three pillars of community infrastructure that can facilitate the community's partnership with institutions.

Reading:

1. The Backyard Initiative. http://www.allinahealth.org/ahs/aboutallina.nsf/page/Brief_Backyard_Initiative
2. Backyard Initiative articles in the Alley newspaper: <http://alleynews.org/?s=allina+backyard+initiative>
Read the article "The Backyard Initiative: History and Framework" and choose 4 other articles
3. *Backyard Initiative Toolkit* will be distributed in class.

9-28-15 Session 3

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Objectives:

1. Introduction to community engaged leadership
2. Identify cultural self-study questions to walk with over time.

Assignment:

What is the Teaching #1

10-5-15 Session 4

Objectives:

1. Discuss culture as a resource for health and healing.
2. Continue to reflect on our own cultural identity(ies).
3. Discuss the impact of the dominant Euro-American cultural framework on health and health care.

Readings:

1. Peace Corps Culture Matters Workbook.

a. Thirteen Cultural Categories

<http://www.peacecore.gov/wvs/educators/enrichment/culturematters/Ch2/thirteencategories.html>

b. Sources of American Culture

<http://www.peacecore.gov/wvs/educators/enrichment/culturematters/Ch2/sourcesamculture.html>

2. Stories of Impact: Cultural Wellness Center <http://www.buildthefield.org/publications/>

3. Eckersley, R.R (2006). "Is Modern Western Culture A Health Hazard?" Int. J. Epidemiol. 35 (2): 252-258.
doi: 10.1093/ije/dyi235 <http://ije.oxfordjournals.org/content/35/2/252.extract>

4. Montenegro, M. & Glavin, T. (July 9, 2010). In defense of difference. Seed Magazine.
http://seedmagazine.com/content/article/in_defense_of_difference/P1/

Assignment:

What is the teaching #2

10-12-15 Session 5

Objectives:

1. Reflect on the concept of privilege, and implications for community health work.
2. Identify ways to decrease barriers to people's participation in community organizations.

Reading:

1. On Racism and White Privilege. <http://www.tolerance.org/article/racism-and-white-privilege>

2. Explaining white privilege to a broke white person. <http://occupywallstreet.net/story/explaining-white-privilege-broke-white-person>

3. Mains, Shelley. (1997). Our feminist institutions, ourselves. *Sojourner: The Women's Forum* (23,4), p. 10-12, 25.
4. Helfand, Judy. [Constructing Whiteness](#)
5. Alexander, Michelle. *The New Jim Crow*, excerpt in readings packet.
6. Developing and Increasing Access to Community Services. <http://ctb.ku.edu/en/table-of-contents/implement/improving-services/access-health-and-community-services/main>

Assignment:

What is the teaching #3

10-19-15 Session 6

Objectives:

1. Identify strategies for creating inclusive organizations.

Reading:

1. Anner, chapter 1: "Power concedes nothing without a demand: Building multiracial organizations with direct action"
2. "Distinguish your work: Outreach or Community Engagement" <http://www.buildthefield.org/publications/>
3. "Stories of Impact: Hope Community" <http://www.buildthefield.org/publications/>
4. Creating Welcoming Places Workbook
[http://www.abcdinstitute.org/docs/WelcomWorkbook_final%20copy\(3\)%20copy.pdf](http://www.abcdinstitute.org/docs/WelcomWorkbook_final%20copy(3)%20copy.pdf)
5. African Immigrant Services: a culture of community innovation and inclusion.
<http://www.minnpost.com/pollen/2014/03/african-immigrant-services-culture-community-innovation-and-inclusion>

Assignment:

Community Meeting assignment, due 10/26

10-26-15 Session 7

Objectives:

1. Discuss the effects of historical relationships between cultural groups on intercultural interfacing and on public health programs.

Reading:

1. Huanani-Kay Trask. (1993). "Coalitions between natives and non-natives" in *From a Native Daughter: Colonialism and sovereignty in Hawaii*, p. 247-261. Monroe, Maine: Common Courage Press.
2. Davis, A. (1981). "Racism, birth control, and reproductive rights" in *Women, Race, and Class*, 202-221. New York: Vintage Books.

Assignment:

What is the teaching #4

11-2-15 Session 8

Objectives:

1. Revisit the role of public health workers in community building.
2. Discuss the intricacies of cross-cultural interface.
3. Discuss the role of institutions in community building.

Activities:

1. Debriefing from last session.
2. Scenario-based exercise on building ties with a community as an outsider.
3. John McKnight video:
http://www.abundantcommunity.com/home/videos/community_building_through_gifts.html

Reading:

1. Barnhardt, R. (2000). Teaching/Learning Across Cultures: Strategies for success. In Neil, R. (ed.). *Voice of the Drum*, p. 167-176. Brandon, Manitoba: Kingfisher Publications.
2. Seanhk-Ka, S. & Axtell, S. (2007). Sharing Intellectual Authority. *Partnership Perspectives*, 4(1), 78-85.
http://depts.washington.edu/ccph/pdf_files/PP-W07-Seanhk-ka.pdf
3. Stories of Impact: Native American Community Development Institute
<http://www.buildthefield.org/publications/>

Assignment:

What is the teaching #5

11-9-15 Session 9

Teacher: Elder Janice Barbee

Objectives:

1. Discuss cultural narratives that sustain systems of inequality
2. Integrate counter narratives into your practice of systems change.

Assignment:

What is the teaching #6

11-16-15 Session 10

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Objectives:

1. Discuss community engagement as it relates to community building and community organizing.
2. Discuss the question: what is your motivation for doing community work?

Assignment:

What is the teaching #7

11-23-15 Session 11

Objectives:

1. Discuss the approaches communities take to solving problems, and considerations when offering public health approaches to complement other cultural approaches.

Activities:

1. Discussion with Lea Foushee of North American Water Office

Reading:

1. Hassel, C. (2005). The Craft of Cross-Cultural Engagement. *Journal of Extension*, 43 (6), <http://www.joe.org/joe/2005december/a1.php>
2. Hassel, C. (2014). Reconsidering nutrition science: critical reflection with a cultural lens. *Nutrition Journal* 2014, 13:42. <http://www.nutritionj.com/content/13/1/42>
3. Evaluation and Community Engagement. <http://www.buildthefield.org/publications/>

Assignment:

What is the teaching #8

11-30-15 Session 12

Objectives:

1. Discuss how universities or other institutions can partner with grassroots organizations to improve the health of a community.

Activities:

1. Discussion with organizers Phillips Neighborhood Healthy Housing Collaborative.

12-7-15 Session 13

Community Conversation Due!

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Objectives:

1. Discuss lingering questions and frame questions for self-study going forward.

Activities:

1. Discussion with elders. Bring all of the questions on which you would like further counsel.

12-14-15 Session 14

Final paper due today!

Note: Class will meet at the Cultural Wellness Center at 2025 Portland Avenue South in Minneapolis.

Activities:

1. Sharing a meal together; sharing insights and reflections.

VII. Evaluation and Grading

All assignments must be submitted over the Moodle site, unless you talk to Sara to make other arrangements.

1. "What is the teaching?" Assignments: For eight of our class sessions, you will be asked to turn in a two page writing assignment, discussing questions, insights, or ideas that you will walk with as a result the session's discussion. Grading: 3 points each--did/didn't do

2. Skills assignments:

- a. Asset Mapping: Complete a community asset mapping either for a community you are part of now, or a community you grew up in. Guidelines distributed in class. 6 points, due 9/21
- b. Community Meeting: Attend a community meeting. There are several listed on the website, or you can choose a meeting or event in your own community. It should be a meeting where people have the opportunity to participate and discuss important issues. 5 points, due 10/26

Respond to the following questions in one page.

1. Notice power in the meeting. Who has power? Who sets the agenda? Does everyone have a voice?
2. Is it welcoming? Do you feel comfortable? Is a sense of community present?
3. Do you feel free to participate? Why or why not?

c. Community Conversation: 15 points

In groups of 2 or 3, students will plan and implement a community conversation about an issue of shared concern. You will design a series of discussion questions, to surface people's ideas, questions, and concerns about the issue, as well as possible actions to improve the situation. Invite 5-7 additional friends, coworkers, neighbors, fellow students, etc. to participate in the conversation. You will turn in the questions you used to prompt discussion, as well as 1-2 pages of notes about the main ideas and questions that surfaced during the discussion. Due: 12/7

3. Final Paper: Reflection on the course content as it relates to your current and future work (five typewritten pages). Further guidelines will be distributed in class. Points possible: 25

4. Allina Backyard Initiative: The Cultural Wellness Center has invited us to participate in the Allina Backyard Initiative, a partnership between Allina Health System, the Cultural Wellness Center, and the Phillips and Powderhorn communities. We will be asked to work in small groups to support the knowledge production work of the partnership. This will entail attending partnership meetings to document the knowledge produced in the meetings, and assisting with preparations for a community meeting/knowledge production event that happens in November. You will be asked to sign up in pairs to attend and take notes at a partnership meeting. In the community knowledge production process, notetaking is an important activity. It documents the ideas, questions, and knowledge produced at the meeting, and attempts to create a conceptual framework that incorporates the important ideas and perspectives shared. Please look at the dates below to see which might fit into your schedule. You will be asked to submit both a meeting document and a reflection document within 5 days of attending the meeting. See the website for examples of meeting documents. Points possible: 25

September 18, 5-8:00: All CHAT meeting

September 19, 8-10 am: Community Resource Board
October 1, 8-11:30: Assessment team meeting
October 2, 5:00-8:00: Community Commission on Health
October 16, 5:00-8:00: All CHAT meeting
November 5, 8-11:30: Assessment team meeting
November 6, 5:00-8:00: Community Commission on Health
November 20, 5:00-6:00: All CHAT meeting
November 21, 8-10 am: Community Resource Board
December 3, 8-11:30: Assessment team meeting
December 4, 5:00-8:00: Community Commission on Health

Grading Criteria – <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

The course grade is based on 100 points. Points are distributed in the following manner:

24%	What is the teaching? Assignments
26%	Skills assignments
25%	Final paper
25%	Allina Backyard Initiative

S/N option must complete all assignments to a C- level (70%) and letter grade will be determined by total effort as follows:

A = 93-100 points
A- = 90-92 points
B+ = 87-89 points
B = 83-86 points
B- = 80-82 points
C+ = 77-79 points
C = 73-76 points
C- = 70-72 points
D = 60-69 points
F = 59 or below

F (or N) – 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

S – Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing scores (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).

Assignments should be handed in via the Moodle site. In the event that extenuating circumstances make it impossible to turn in an assignment on time, you must email the instructor prior to the due date for late submission.

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

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

For additional information, please refer to: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. 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

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 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 <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, (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