

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

**PubH 6034**

**Evaluation**

**Spring 2017**

---

**Credits:** 3  
**Meeting Days:** T, Th  
**Meeting Time:** 9:45-11:00  
**Meeting Place:** Mayo A110

**Instructors:** **Ben Capistrant, ScD**  
437 WBOB  
Division of Epidemiology and Community Health  
School of Public Health  
[bcapistr@umn.edu](mailto:bcapistr@umn.edu)  
612-624-2891

**TA:**  
**Collin Calvert**  
[calve054@umn.edu](mailto:calve054@umn.edu)  
**Office hours:**  
Wednesdays,  
9:00-11:00  
**Location:** SPHere

**Simone French, PhD**  
444 WBOB  
Division of Epidemiology and Community Health  
School of Public Health  
[frenc001@umn.edu](mailto:frenc001@umn.edu)  
612-626-8594

**Traci Toomey, PhD**  
380 WBOB  
Division of Epidemiology and Community Health  
School of Public Health  
[Toome001@umn.edu](mailto:Toome001@umn.edu)  
612-626-9070

**Office Hours:** After class and by appointment

I. **Course Description:** This course was designed for MPH students to provide the basic concepts and tools needed to conduct needs assessments and evaluation interventions. This is a highly interactive, skill-building course.

II. **Course Prerequisites:** CHP or MCH MPH student or instructor's permission.

### **III. Course Goals and Objectives:**

Course Goal: Students will understand the basic tools and components of evaluation within the context of public health.

#### Course Objectives:

By the end of the semester, students will be able to:

1. Describe the importance of evaluation for public health.
2. Describe the main components of evaluation, including needs assessment, formative evaluation, process evaluation, and outcome evaluation.
3. Explain the different types of roles of evaluators.
4. Explain different types of evaluation.
5. Compare different options for data collection.
6. Design a basic evaluation plan.
7. Create an evaluation budget and timeline.
8. Explain strengths and limitations of different evaluations.

The syllabus is a guide for class schedule and specific objectives. Additional information and details will be given on Moodle and during class.

This course addresses the following MPH Foundational Competencies:

#### *Evidence-based Approaches to Public Health*

1. Select quantitative and qualitative data collection methods appropriate for a given public health context.

#### *Planning and Management to Promote Health*

1. Assess population needs, assets and capacities that affect communities' health.
2. Explain basic principles and tools of budget and resource management.
3. Select methods to evaluate public health programs.

#### *Policy in Public Health*

1. Evaluate policies for their impact on public health and health equity.

#### *Communication*

1. Communicate audience-appropriate public health content, both in writing and through oral presentation.
2. Describe the importance of cultural competence in communicating public health content.

This course addresses the following Community Health Promotion (CHP) Competencies:

1. Identify needs of individuals and communities to promote healthy behaviors.
2. Evaluate public health programs, policies, and practices using the appropriate study design and methods.
3. Communicate in writing and orally to lay and professional audiences about the needs of populations, intervention plans, and evaluation outcomes.

This course addresses the following Maternal & Child Health (MCH) Competencies:

1. Assess the effectiveness of an existing health program for specific MCH population groups.
2. Assess the strengths of individuals and communities and respond appropriately to their needs based on sensitivity to—and respect for—their cultural and ethnic backgrounds and socioeconomic status.
3. Develop strategies, including the use of supportive evidence, to develop public health policies and programs.

#### IV. Methods of Instruction and Work Expectations

The class sessions will be a combination of online and in-class lectures, classroom and small group discussion/workshops, and presentations by guest lecturers. **Assigned readings and online lectures should be completed before each class.**

**Attendance to class is mandatory.** Students are expected to attend class, arrive on time, and participate in class discussion. If you are unable to attend class, please contact the instructor prior to class, by email, or by phone. **Missing class without an excused absence may affect your grade in the class.**

#### V. Course Text and Readings

See below for readings provided on Moodle.

VI. Course Outline/Weekly Schedule: See below.

#### VII. Evaluation and Grading

Class time is designed for you to discuss the course topics with the instructor, interact with other students for in-class group activities, provide and receive explanations of course material, and questions/answers. A part of your grade is based on participation and it is not possible to participate if you are not in class.

Students will be evaluated on:

|   |     |
|---|-----|
| Small-group workshops                             | 15% |
| Class participation                               | 5%  |
| Exam 1  | 15% |
| Exam 2  | 15% |
| Exam 3  | 15% |
| In-class evaluation plan/Small-group presentation | 15% |
| Final Assignment: Critique of Evaluation Plan     | 20% |

Grades will be determined by total effort as follows:

|                       |   |
|-----------------------|---|
| <b>A =</b> 95-100 pts | Represents achievement that is outstanding relative to the level necessary to meet course requirements  |
| <b>A- =</b> 90-94 pts |   |
| <b>B+ =</b> 87-89 pts |   |
| <b>B =</b> 83-86 pts  | Represents achievement that is significantly above the level necessary to meet course requirements  |
| <b>B- =</b> 80-82 pts | Represents achievement that meets the minimum course requirements   |
| <b>C+ =</b> 77-79 pts |   |
| <b>C =</b> 73-76 pts  |   |
| <b>C- =</b> 70-72 pts |   |
| <b>F (or N)</b>       | 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 INCOMPLETE. For additional information, please refer to: <a href="http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.htm">http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.htm</a> |

**Grading and Late Assignment Policy:** Students are expected to complete work on exams and the final assignment independently, not with interaction with other students. In-class workshop written materials must be turned in at the end of the workshop class to receive credit. We will have 13 in-class workshops; students need to complete at least 12 out of 13 to receive full credit for this part of the course (15% of grade). Workshop and small-group evaluation plan activities cannot be made up unless discussed with and approved in advance by one of the instructors. Examples of an excused absence include a death in the immediate family, a serious sudden injury, or a serious illness with a note from your doctor. Online exams cannot be made up unless you have an excused absence that you discuss with one of the instructors in advance. The final assignment must be turned in by midnight on May 9th. Points will be deducted from the final assignment grade for every 24-hour period late. After four days late, the assignment will receive zero points.

## COURSE SCHEDULE BY DATE

<sup>BC</sup>Before Class

| <u>Date</u> | <u>In-Class Topic/Activity</u>   | <u>Reading</u> <sup>BC</sup> | <u>Online Activity</u> <sup>BC</sup>   |
|-------------|--|------------------------------|--|
| Jan 17      | Course Introduction  | None                         | None   |
| Jan 19      | Evaluation Overview<br><u>Instructor: Toomey</u>                             | READING 1,2,3                | None   |
| Jan 24      | Working with Stakeholders<br>Community Partners<br><u>Instructor: French</u> | READING 4,5,6,7              | None   |
| Jan 26      | Workshop: Data Sources<br><u>Instructor: French</u>                          | READING 8,9,10               | Lecture: Types and Sources of Data   |
| Jan 31      | Workshop: Quantitative Data<br><u>Instructor: Toomey</u>                     | READING 11                   | Lecture: Quantitative Data   |
| Feb 2       | Workshop: Qualitative Data<br><u>Instructor: Capistrant</u>                  | READING 12,13                | Lecture: Qualitative Data  |
| Feb 7       | Workshop: Needs Assessment<br><u>Instructor: Capistrant</u>                  | READING 14, 15               | Lecture: Needs Assessment  |
| Feb 9       | Workshop: Needs Assessment<br><u>Instructor: Capistrant</u>                  | READING 16A, 16B             | None   |
| Feb 14      | Intervention Development<br><u>Instructor: Toomey</u>                        | READING 17,18                | Lecture: Basics of Intervention Development  |
| Feb 16      | Logic Models<br><u>Instructor: Capistrant</u>                                | READING 19,20                | <b>ONLINE EXAM #1:<br/>evaluation overview,<br/>data/data collection,<br/>needs assessment</b> |
| Feb 21      | Workshop: Logic Models   | None                         | None   |

| <u>Date</u> | <u>In-Class Topic/Activity</u>                                  | <u>Reading</u> <sup>BC</sup>    | <u>Online Activity</u> <sup>BC</sup>  |
|-------------|---|---------------------------------|---|
| Feb 23      | Formative Evaluation<br><u>Instructor: Toomey</u>               | READING 21,22                   | None  |
| Feb 28      | Workshop: Formative Evaluation<br><u>Instructor: Toomey</u>     | None                            | None  |
| Mar 2       | Workshop: Process Evaluation<br><u>Instructor: French</u>       | READING 23,24<br>Recommended 25 | Lecture: Process Evaluation   |
| Mar 7       | Workshop: Process Evaluation<br><u>Instructor: French</u>       | None                            | None  |
| Mar 9       | Outcome Evaluation<br><u>Instructor: French</u>                 | READING 26,27                   | <b>ONLINE EXAM #2:<br/>intervention development,<br/>formative/process<br/>evaluation,<br/>logic models</b> |
| Mar 21      | Workshop: Outcome Evaluation<br><u>Instructor: French</u>       | READING 28                      | None  |
| Mar 23      | Workshop: Outcome Evaluation<br><u>Instructor: French</u>       | None                            | None  |
| Mar 28      | Politics of Evaluation<br><u>Instructor: Capistrant</u>         | READING 29,30<br>Recommended 31 | None  |
| Mar 30      | Workshop: Evaluation Scenarios<br><u>Instructor: Capistrant</u> | None                            |   |
| Apr 4       | Budgets/Management<br><u>Instructor: Toomey</u>                 | None                            | Lecture: Developing a Budget  |
| Apr 4       | Budgets/Management<br><u>Instructor: Toomey</u>                 | None                            | Lecture: Developing a Budget  |
| Apr 6       | Workshop: Budgets<br><u>Instructor: Toomey</u>                  | None                            | None  |

| <u>Date</u> | <u>In-Class Topic/Activity</u>   | <u>Reading</u> <sup>BC</sup> | <u>Online Activity</u> <sup>BC</sup>  |
|-------------|--|------------------------------|---|
| Apr 11      | Evaluation in different contexts<br>Guest: Elizabeth Kruger, MPH<br><u>Instructor</u> : Toomey | None                         | <b>ONLINE EXAM #3<br/>outcome evaluation,<br/>politics/ethics<br/>management, budgets</b> |
| Apr 13      | Guest: SHIP Evaluation Director Jennifer Pelletier, PhD<br><u>Instructor</u> : French          | READING 32                   | None  |
| Apr 18      | Critique of Evaluation Reports<br><u>Instructor</u> : French                                   | READING 33                   | None  |
| Apr 20      | Planning Group Presentations<br><u>Instructors</u> : Capistrant, French, Toomey                | None                         | None  |
| Apr 25      | Planning Group Presentations<br><u>Instructors</u> : Capistrant, French, Toomey                | None                         | None  |
| Apr 27      | Planning Group Presentations<br><u>Instructors</u> : Capistrant, French, Toomey                | None                         | None  |
| May 2       | Group Presentations<br><u>Instructors</u> : Capistrant, French, Toomey                         | None                         | Group Presentation  |
| May 4       | Synthesis Discussion<br><u>Instructors</u> : Capistrant, French, Toomey                        | None                         | None  |

**FINAL ASSIGNMENT DUE: MAY 9, 2017.** Assignments must be received by midnight May 9, 2017 or a grade penalty applies.

---

## READING LIST BY DATE AND NUMBER

### Jan 19

- 1 Framework for Program Evaluation in Public Health, *MMWR*, V. 48, No. RR-11, 1999.  
(<ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf>)
- 2 **Kellogg Evaluation Handbook**, pp. 2-13; <https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- 3 **CDC Self-Study Guide** Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide, CDC, 2011; <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> , pp. 1-12

### Jan 24

- 4 **CDC Self-Study Guide** Different Types of Evaluators/Evaluator Roles/Working with Stakeholders.  
<https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> pp13-20
- 5 **Kellogg Evaluation Handbook** pp. 57-68
- 6 JA King & L Stevahn. Chapter 4 pp. 66-95: Interactive Evaluation Practice. Sage Publications. 2013
- 7 Quinn Patton, M. Essentials of utilization-focused evaluation. 2012 Sage Publications, Inc. Pp 172-174.

### Jan 26

- 8 **CDC Self-Study Guide** <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> pp 58-73
- 9 **Kellogg Evaluation Handbook** pp. 70-87
- 10 Quinn Patton, M. Essentials of utilization-focused evaluation. 2012 Sage Publications, Inc.  
Chapter 10. Negotiate appropriate methods to generate credible findings that support intended use by intended users. pp 263-283.  
Chapter 13: Gather data with ongoing attention to use. pp 323 - 336.

### Jan 31

- 11 Ch. 1, Introduction to Quantitative Research, pp. 1-10, in Doing Quantitative Research in Education with SPSS ,  
[https://www.sagepub.com/sites/default/files/upm-binaries/36869\\_muijs.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/36869_muijs.pdf)

### Feb 2

- 12 CDC."Analyzing Qualitative Data for Evaluation" ETA Evaluation Briefs; 2009;16:1-2.  
<https://www.cdc.gov/healthyouth/evaluation/pdf/brief19.pdf>
- 13 Administration on Children, Youth & Families. (ACYF) (2016). Qualitative research methods in program evaluation: Considerations for federal staff [https://www.acf.hhs.gov/sites/default/files/acyf/qualitative\\_research\\_methods\\_in\\_program\\_evaluation.pdf](https://www.acf.hhs.gov/sites/default/files/acyf/qualitative_research_methods_in_program_evaluation.pdf) p. 1-7 (required), p.8-40 (recommended)



## Feb 7

- 14 Kaiser Permanente. (2015a) "Community Health Needs Assessment Toolkit Part I: Overview, Pre-Assessment & Data Collection." Oakland, CA: Kaiser Permanente p.12-28  
<http://www.communitycommons.org/wp-content/uploads/2015/05/KP-CHNA-Toolkit-Part-I-FINAL-052215-2.pdf>
- 15 Kaiser Permanente. (2015b) "Community Health Needs Assessment Toolkit Part II: Completing the CHNA Report." Oakland, CA: Kaiser Permanente <http://www.communitycommons.org/wp-content/uploads/2015/05/KP-CHNA-Toolkit-Part-Two-Updated-August-2015.pdf>

## Feb 9

- 16A University of Minnesota Medical Center. 2015 Community Health Needs Assessment. Minneapolis, MN: University of Minnesota Medical Center [https://www.fairview.org/fv/groups/internet/documents/web\\_content/s\\_127536.pdf](https://www.fairview.org/fv/groups/internet/documents/web_content/s_127536.pdf)
- 16B Ramsey County Community Health Improvement Plan 2014-2018. Saint Paul, MN: Ramsey County.  
[https://www.ramseycounty.us/sites/default/files/Departments/Public%20Health/CHIP\\_report\\_rev\\_june2016.pdf](https://www.ramseycounty.us/sites/default/files/Departments/Public%20Health/CHIP_report_rev_june2016.pdf) pp 25-50

## Feb 14

- 17 Quinn Patton, M. Essentials of utilization-focused evaluation. 2012 Sage Publications, Inc. **Chapter 9.** Determine What Intervention Model or Theory of Change is Being Evaluated. pp 230-262.
- 18 **CDC Self-Study Guide** Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide, CDC, 2011; <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> , pp. 21-25

## Feb 16

- 19 **Kellogg Evaluation Handbook** W.K. Kellogg Foundation Logic Model Development Guide. (2006)  
<https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- 20 **CDC Self-Study Guide** Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide, CDC, 2011; <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf>, pp. 26-39

## Feb 23

- 21 [How to pretest & pilot a survey questionnaire](http://www.tools4dev.org/wp-content/uploads/how-to-pretest-and-pilot-a-survey-questionnaire.pdf), <http://www.tools4dev.org/wp-content/uploads/how-to-pretest-and-pilot-a-survey-questionnaire.pdf>
- 22 The importance of pilot studies. Edwin R. van Teijlingen and Vanora Hundley. <http://sru.soc.surrey.ac.uk/SRU35.pdf>

## March 2

- 23 **CDC Self-Study Guide** <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> pp 58-73
- 24 Saunders RP, Evans MH and Joshi, P. 2005. Developing a process evaluation plan for assessing health promotion program implementation: A how-to guide. Health Promotion Practice 2005 6 134 DOI: 10.1177/1524839904273387

- 25 Recommended: Bellg AJ, Resnick B, Minicucci DS, Ogedegbe G, Ernst D, Borrelli B, Hecht J, Ory M, Orwig D, Czajkowski S. Enhancing treatment fidelity in health behavior change studies: Best practices and recommendations from the NIH Behavior Change Consortium. *Health Psychology* 2004; 23: 443-451.

### March 9

- 26 **CDC Self-Study Guide** Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide, CDC, 2011; <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> , pp. 42-55
- 27 Quinn Patton, M. *Essentials of utilization-focused evaluation*. 2012 Sage Publications, Inc. Page 284-308.  
page 233 exhibit 9.1 Basic Logic Model  
page 235 exhibit 9.2 Chain of measurement outcomes for a public health education campaign

### March 21

- 28 Campbell DT, Stanley, JC. *Experimental and Quasi-Experimental Designs for Research on Teaching*. 1963. *Handbook of Research on Teaching*. NL Gage (Ed). McNally & Company. Monograph published separately in 1966 as "Experimental and Quasi-Experimental Designs for Research". Wadsworth CENGAGE Learning. 71 pages. pages 1-50 first priority.

### March 28

- 29 King JA, Strevahn L. *Dealing with the Unexpected in Program Evaluation*. Chapter 8 in *Interactive Evaluation Practice*. Thousand Oaks, Calif. SAGE Publications 2013. pp. 240-284.
- 30 **CDC Self-Study Guide** Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide, CDC, 2011; <https://www.cdc.gov/eval/guide/cdcevalmanual.pdf> , pp. 74-90
- 31 Recommended: Posavac E. (2016) *Ethics in Program Evaluation*. Chapter 5 in *Program Evaluation: Methods and Case Studies*. pp. 91-107 New York: Routledge.

### April 13

- 32 *Statewide Health Improvement Program*. Report to the Minnesota Legislature. FY2014-2015

### April 18

- 33 CDC. *Developing an effective evaluation report: Setting the course for effective program evaluation*. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, Division of Nutrition, Physical Activity and Obesity, 2013.  
[https://www.cdc.gov/eval/materials/developing-an-effective-evaluation-report\\_tag508.pdf](https://www.cdc.gov/eval/materials/developing-an-effective-evaluation-report_tag508.pdf)

## **Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseeval](http://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](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](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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](mailto: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](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](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](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](mailto: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.

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