

**PubH 6344-002**  
**Completing the Culminating Experience: Secondary Data Analysis**  
**Spring 2018**

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**Credits:** 2  
**Meeting Days:** Mondays  
**Meeting Time:** 9:05 am – 11:00 am  
**Meeting Place:** Mayo D199

**Instructor:** Anna Prizment, PhD  
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**Office Hours:** By appointment. To schedule an appointment for an in-person meeting, email us, or sign up on Google calendar (the link will be provided).

**Email Policy:** Instructors are expected to respond to all emails within 24 hours on weekdays and within 48-72 hours on weekends and during holidays.

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**I. Course Description**

The goal of the course is to provide instructions and hands-on experience to develop, conduct and defend Culminating Experience research project involving secondary data analysis of a cross-sectional, case-control, or cohort study. The course will help meet the milestones of the research project and complete the main parts of the project in a timely manner.

**Acknowledgments**

The content and syllabus of PubH 6344-02 have been developed by instructors Drs. Prizment and Sherwood. The instructors acknowledge the contributions of their colleagues Drs. Ben Capistrant, Lyn Steffen, Kathleen Call, and Rebecca Wurtz.

**II. Course Prerequisites**

Students in the Epidemiology MPH Program take this class in the academic year in which they are planning to graduate. Most of the students will be in the second year.

### III. Course Goals and Objectives

1. Develop research question and testable hypotheses that can be answered with available data.
2. Articulate human subjects research issues of study data and research question; and design and implement research study guided by the principles of human subjects research ethics.
3. Conduct a comprehensive literature review, create evidence grid for a research project.
4. Perform statistical analysis using SAS statistical software: manage data, conduct regression analysis and interpret results.
5. Create journal-quality data tables, and figures (as needed), of the study results.
6. Write journal-quality paper consisting of Abstract, Introduction, Methods, Results, and Discussion sections.
7. Characterize the public health significance of your research project (included in the Discussion section).
8. Prepare PowerPoint scientific presentation and give two talks: (1) practice talk in class and (2) final talk before the committee (~15 min presentation + Q&A session).
9. Improve scientific writing skills and ability to write under deadline.
10. Critically review the research projects of peers.
11. Synthesize feedback received into current project, written and oral presentation.

### IV. Methods of Instruction and Work Expectations

The class will be a mixture of lectures, discussions, and in-class activities, including computer work. Students will learn directly from the instructors and from one another how to solve their analysis problems and to communicate research design and findings. Most homework assignments will consist of writing sections of the paper; these written sections typically draw on other expected work, particularly literature reviews, statistical analyses, that need to be completed as well (i.e., completed analysis in order to draft results section).

Students are expected to turn in assignments on time in order for peers to provide feedback during the classroom discussion time. Please pay attention to when and to whom assignments will be due. Most assignments must be submitted through email.

In addition to writing its own project, each student will be expected to review the individual sections, the statistical code, and the whole proposal of their peers and provide feedback. An important feature of being a good colleague is to learn from each other, including providing and receiving peer feedback. Throughout the course, students will be expected to provide and receive constructive criticism, i.e. a critique that aims to improve the project. It is important that everyone has respect for each other's ideas and appreciate the diversity of the classroom. Peer critiques should not be made or taken as a personal attack against a person's beliefs or ideas. Instead, comments throughout the class should be positive in tone and with the goal of improving the proposed study.

### V. Course Text, Readings, and Other Materials

#### Readings

##### **Required Readings:**

1. Vandembroucke JP, von Elm E, Altman DG, Gøtzsche PC, Mulrow CD, Pocock SJ, Poole C, Schlesselman JJ, Egger M, for the STROBE initiative. Strengthening the Reporting of Observational Studies in Epidemiology (STROBE): Explanation and Elaboration. Arch Intern Med 2007;147:W163–W194. <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0040297>
2. Mensh B, Kording K. Ten simple rules for structuring papers. PLoS Comput Biol 2017;13(9): e1005619. <http://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1005619>

##### **Recommended Readings:**

1. Gopen GD and Swan JA. The Science of Scientific Writing. American Scientist 1990; Vol.78(6), 550-558.
2. Bern DJ. Writing the empirical journal. The complete academic: A practical guide for the beginning social scientist. 1987:171. In Darley, J. M., Zanna, M. P. & Darley J.M. (Eds) (1987).
3. Joshua Schimel. Writing science: how to write papers that get cited and proposals that get funded. OUP USA; 2012.

*Textbooks that help with data analysis (consult as needed)*

1. The Little SAS Book: A Primer, Fifth Edition: A Primer, Fifth Edition. By L. Delwiche, S. Slaughter. (electronic version is available through U of MN library)
2. Applied Statistics and the SAS Programming Language, 5<sup>th</sup> Edition by RP Cody and JK Smith, Pearson Education Inc., 2006
3. SAS Programming by Example by RP Cody and R Pass, SAS Publishing, 1995 (electronic version is available through U of MN library)
4. Applied Logistic Regression, 3<sup>rd</sup> edition by DW Hosmer and S Lemeshow, John Wiley & Sons, Inc., 2013 (electronic version is available through U of MN library)
5. Survival Analysis: a self-learning text, 2<sup>nd</sup> edition by D. Kleinbaum and M Klein Springer, 2005. (electronic version is available through U of MN library)
6. Survival Analysis: a self-learning text, 2<sup>nd</sup> edition by David G. Kleinbaum, Mitchel Klein, Springer, 2005. <http://link.springer.com/book/10.1007/978-1-4419-6646-9>

### **Equipment and Software**

Students are required to install SAS on their laptop and bring their laptop to each class. The student license fee is \$40 and additional information on ordering the software is available at <http://it.umn.edu/sas-sas-inc>. If students need help installing SAS on their laptops (for instance, if they have MAC laptops), talk to the instructors. We can help!

If needed, below is a list of student labs that have computers with installed SAS software.

1. A150 Mayo
2. WBOB (student lounge, room 466)
3. Bio-Medical Library, Diehl Hall
4. B060 Coffman Union
5. Hubert H. Humphrey Center 50
6. Classroom Office Building 135 on St. Paul campus

### **We strongly recommend that students use these additional resources early and often**

University of Minnesota Libraries: [www.lib.umn.edu](http://www.lib.umn.edu) (check out workshops on search engines, Mendeley, Endnote, etc.)

- *How to conduct research:* <https://hsl.lib.umn.edu/biomed/help/research>
- *How to do literature review:* <https://hsl.lib.umn.edu/biomed/help/systematic-review>
- *Library workshops: Introduction to Mendeley, Introduction to Citation Managers and others:* <http://umn.libcal.com/calendar/workshops/?cid=3064&t=d&d=0000-00-00&cal%5B%5D=3064>

The Center for Writing <http://writing.umn.edu/index.html>,

- Student Writing Support (SWS) <http://writing.umn.edu/sws> offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies.
- Consulting is available by appointment **online** and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to [writing.umn.edu/sws](http://writing.umn.edu/sws) or call 612.625.1893.

Potential resources for getting help with statistical analysis

- The UMN School of Statistics provides tutors who can give a limited amount of statistical assistance for free. <http://stat.umn.edu/people/tutors.html>
- PubH 7465 Biostatistics Consulting (a course which meets in Spring Semester) offers statistical consulting for AHC projects. Contact one of the instructors (Kyle Rudser or Ann Brearley) to discuss a consult.

## VI. Course Outline/Weekly Schedule

Class #	Date	Topic(s)	In-class Activity	Assignments Due (* = due the Friday before class)
1	1/22	<ul style="list-style-type: none"> <li>Introduction to course</li> <li>Culminating Experience (CE) Form</li> <li>IRB Application</li> </ul>	<ul style="list-style-type: none"> <li>Begin CE form</li> <li>Discuss research topics</li> </ul>	0- pre-class survey due Thurs 1/18
2	1/29	<ul style="list-style-type: none"> <li>Literature searches &amp; reference management (<i>Guest: Shanda Hunt</i>)</li> <li>Creating Evidence Grid</li> </ul>	<ul style="list-style-type: none"> <li>Begin literature search</li> <li>Start Mendeley library</li> </ul>	1 - Draft CE Form 2 - IRB
3	2/5	<ul style="list-style-type: none"> <li>Standards of Research Study Papers (STROBE)</li> <li>Critical Review of the paper</li> </ul>	<ul style="list-style-type: none"> <li>Start working on evidence grid</li> </ul>	1 - Final CE Form
4	2/12	<ul style="list-style-type: none"> <li>Writing Introductions</li> </ul>	<ul style="list-style-type: none"> <li>Paper critique group discussion</li> </ul>	3 - Paper Critique
5	2/19	<ul style="list-style-type: none"> <li>Methods Section Part 1: Study design, Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Working on Introduction drafts</li> </ul>	4 - Lit Review & Evidence Grid
6	2/26	<ul style="list-style-type: none"> <li>Methods Section Part 2: Statistical Analysis Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review each other's Introduction</li> <li><u>Discuss status of dataset with instructors</u></li> </ul>	*5A – Introduction (2/23)
7	3/5	<ul style="list-style-type: none"> <li>Results– Tables, Figures &amp; Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Review each other's Methods, Part 1</li> <li><u>Discuss status of dataset with instructors</u></li> </ul>	5B - Introduction *6A - Methods, Part 1 (3/2)
	3/12	Spring Break: No Class		
8	3/19	<ul style="list-style-type: none"> <li>Review Methods, Part 2</li> <li>Discuss the Implementation of individual Analysis Plan with peers and instructors</li> <li>In-Class Data Analysis</li> </ul>		6B - Methods, Part 1 7A - Methods, Part 2 with table shells
9	3/26	<ul style="list-style-type: none"> <li>Discussion – Public Health Significance</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> </ul>	5C- Introduction 7B - Methods, Part 2 (including analysis plan, completed Table 1, and shells for Tables 2 & 3)
10	4/2	<ul style="list-style-type: none"> <li>Writing Guidance (<i>Guest: Steve Claas</i>)</li> <li>Writing the Abstract</li> <li>Reference Formatting</li> </ul>	<ul style="list-style-type: none"> <li>Review each other's results</li> </ul>	6C - Methods, Part 1 *8A - Results with all tables and figures (3/30)
11	4/9	<ul style="list-style-type: none"> <li>Creating PowerPoint Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Review Discussion</li> </ul>	7C - Methods, Part 2 8B - Results, Tables/Figures *9A - Discussion (4/6)
12	4/16	<ul style="list-style-type: none"> <li>Discussing each other's Abstracts</li> <li>Working on full drafts, including abstract</li> </ul>		9B - Discussion *10A - Draft Abstract (4/13)
13	4/23	<ul style="list-style-type: none"> <li>Reviewing each other's PowerPoint presentations</li> <li>Discussing full manuscripts with peers and instructors</li> <li>Finalizing full manuscripts</li> </ul>		*11A - Full Manuscript (including 10B - revised abstract, 8C - Results, Tables, Figures, and 9C - Discussion (due to instructors 4/20) 12A - Draft PowerPoint slides
14	4/30	<ul style="list-style-type: none"> <li>Practice PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Peer feedback</li> </ul>	11B - Full Manuscript, SAS codes and outputs to instructors and academic advisors (Wed 4/25) *12B - Revised PowerPoint slides (Friday 5/04)
<b>Thurs, May 10</b>	<b>Final Defense (WBOB, rooms 150 and 364), 9:00am-1:00pm</b>			

Since writing is a critical component of the course, there will be a lot of feedback on iterative writing assignments. Each component of the paper will be reviewed one time by a peer (A-not graded) and twice by one of the instructors (B-revised draft based on peer feedback, and C-final draft based on instructor feedback).

For "A": drafts are due to peers at an agreed-upon time by both peers, no later than end of the day Friday before Monday's class (unless stated otherwise), in order to give peers time to read and comment on sections of the paper. They should be sent by email, with the instructor's cc'ed. Peer feedback will include how well components of STROBE criteria are met; constructive comments on how to clarify ideas and writing; and thoughts about the scientific approach of the paper.

For "B" and "C": document should be emailed to instructors no later than Monday before class (unless stated otherwise).

**All assignments should be labeled:** Last Name\_Number of the assignment\_date (e.g., Sherwood\_5a\_2018\_02\_26 for the first draft of the assignment, Sherwood\_5b\_2018\_03\_05 for the revised version of that assignment, and Sherwood\_1c\_2018\_03\_19 for the final version of that assignment).

### **Feedback memo**

To help your peer reviewers/instructors give you the most helpful feedback, student writers need to provide a so called feedback memo, in which they should reflect on the specific components they think are strong and weak and what they need help with. To ask for this feedback, student writers should include in **the body of the email** with their submission, brief answers to the following:

- i) What parts of the assignment should the reviewer focus on?
- ii) What was the peer feedback and how you addressed that feedback in this version?
- iii) Are there specific questions regarding this draft you need assistance with (e.g., conflicting advice from students, tone, formatting)?

### **Final presentation**

The final presentation will be a 15-minute oral presentation plus 5-10 Q&A) during the course exam period (on May 10<sup>th</sup>, 9-1pm, at West Bank Office Building). There will be a panel of two Epidemiology MPH program faculty, including a course instructor and your academic advisor, who will evaluate the presentation and written paper.

## VII. Evaluation and Grading

Assignments	Description	Due Date (* = Fri before class to peer)	Points
<b>0. Pre-Class Survey</b>	Online survey of project topic	1/18	1 bonus point
<b>1. Culminating Experience Form</b>			<b>10 total</b>
<b>A. Draft for Instructors</b>	Draft required Epi MPH Form with outline of proposed project	1/29	5 points
<b>B. Final Version for Instructors</b>	Final required Epi MPH Form with outline of proposed project	2/5	5 points
<b>2. IRB Forms</b>	Completed IRB forms for study review	1/29	<b>5 total</b>
<b>3. Paper Critique</b>	1 page written critique of empirical paper – content and presentation (writing, etc.)	2/12	<b>10 total</b>
<b>4. Literature Review &amp; Evidence Grid</b>	Evidence Grid	2/19	<b>10 total</b>
<b>5. Introduction</b>			<b>20 total</b>
<b>A. Draft for Peer Review</b>	Critical Introduction (about 500 words): explaining what is already known, articulating gaps in literature and rationale for the proposed study / hypotheses	2/23*	
<b>B. Revised Draft to Instructors</b>	Revised introduction, including revisions based on peer's comments and evidence grids	3/5	10 points
<b>C. Final Draft to Instructors</b>	Revised introduction, including revisions based on instructors' comments	3/26	10 points
<b>6. Methods – Part 1</b>			<b>10 total</b>
<b>A. Draft for Peer Review</b>	Methods Section (about 500 words) – Part 1, including: Study Design, Population, Sampling, Data Collection (may include subheadings)	3/2*	
<b>B. Revised Draft to Instructors</b>	Revised Methods Section – Part 1, including revisions based on peer's comments	3/19	5 points
<b>C. Final Draft to Instructors</b>	Revised Methods Section – Part 1, including revisions based on instructor's comments	4/2	5 points
<b>7. Methods – Part 2</b>			<b>10 total</b>
<b>A. Draft for Peer Review</b>	Methods Section (250-500-words) – Part 2, Measures & Detailed Statistical Analysis Plan, Table shells (with overall title, column title, row title)	3/19	
<b>B. Revised Draft to Instructors</b>	Revised Methods Section – Part 2, including revisions based on peer's comments	3/26	5 points
<b>C. Final Draft to Instructors</b>	Revised Methods Section – Part 2, including revisions based on instructor's comments	4/9	5 points

<b>8. Results, Tables/ Figures</b>			<b>20 total</b>
<b>A. Draft For Peer Review</b>	Results section (500-1000 words), including: study findings, interpreting coefficients and results; Tables and Figures (not included in the word count)	3/30*	
<b>B. Revised Draft to Instructors</b>	Revised Results section, including revisions based on peer's comments	4/9	10 points
<b>C. Final Draft to Instructors</b>	Revised Results section, including revisions based on instructor's comments	4/23	10 points
<b>9. Discussion</b>			<b>20 total</b>
<b>A. Draft for Peer Review</b>	Discussion section (1000-1500 words), including: summary of key findings; strengths and weaknesses; comparisons of findings to prior literature; public health and clinical implications; conclusions	4/6*	
<b>B. Revised Draft to Instructors</b>	Revised Discussion section, including revisions based on peer's comments	4/16	10 points
<b>C. Final Draft to Instructors</b>	Revised Discussion section, including revisions based on peer's comments (incorporated in Draft Full Manuscript)	*4/20	10 points
<b>10. Abstract</b>			<b>10 total</b>
<b>A. Draft for Peers &amp; Instructors</b>	Abstract (250 words) with the following sub-headings: Background, Methods, Results, Discussion	4/13	5 points
<b>B. Revised Draft to Instructors</b>	Revised Abstract, including revisions based on peer's comments (incorporated in Draft of Full Manuscript)	*4/20	5 points
<b>11. Full Manuscript</b>			<b>70 total</b>
<b>A. Draft for Peers and Instructors</b>	Full draft with the Abstract, Introduction, Methods, Results (Tables/Figures), Discussion, Formatted references: 4000 words (excluding abstract, references, tables); ≤5 tables and figures total; 20-50 references	*4/20	
<b>B. Revised Draft to Instructors and Academic advisors</b>	Revised Full Paper based on peer's and instructors' comments; Statistical code and outputs	4/25	
<b>12. PowerPoint Presentation</b>			<b>10 total</b>
<b>A. Draft for Peers</b>	12-18 formatted slides for 15-minute presentation	4/23	
<b>B. Practice</b>	Revised PowerPoint slides, including revisions based on peer's and instructors' comments	*5/4	
<b>Final Presentation/Defense</b>		5/10	<b>35 total</b>
<b>Class Attendance</b>	Class attendance is expected. Absences may result in lower grades.		<b>10 total</b>
<b>Participation (including review of peers' drafts)</b>	Participation is expected		<b>25 total</b>
<b>Total Points</b>			<b>210</b>

**Classroom Participation and attendance: 13% of the grade (35 points total).** Students are expected to attend class and participate in lecture discussions; work on the research project in class; and assist fellow students by providing constructive feedback on drafts, and, where possible, help with analysis.

**Homework Assignments: 50% of the grade (135 points).** Credit for assignments is based on on-time receipt of the assignment, quality, and addressing the comments of peer reviewers (based on the rubric below). These versions are due by email (to both instructors) before the start of the specified class period. The practice presentation is also included in this total.

**Final Manuscript and Final Presentation/Defense 37% (100 points).** Faculty review of complete final product (faculty review paper, statistical code, and final presentation).

Written Assignment Assessment Rubric				
	Exemplary	Satisfactory	Unsatisfactory	Unacceptable
<b>Insight</b>	Written content is original, is thought provoking and analytic, stimulates inquiry and investigation.	Written content is acceptable but is more descriptive than analytic.	Written content is vague, is incomplete, or demonstrates a low level of thinking.	Written content is inappropriate.
<b>Timeliness</b>	Written content is submitted by deadline.	Written content is submitted after the deadline, but with permission.	Written content is submitted after the deadline without getting permission from the instructor.	Nothing is submitted.
<b>Course content</b>	Written content effectively incorporates concepts from the course.	Written content incorporates course concepts superficially.	Written content does not incorporate course concepts.	Written content does not relate to course content.
<b>Writing</b>	Thoughtful organization, good grammar, no typos.	Good organization, adequate grammar, few typos.	Many typos, poor organization, adequate grammar.	Incomplete sentences, poor grammar.

**Late work Policy:** Late work is considered incomplete and is subject to points off the grade. Exceptions may be granted by the instructors on a case-by-case basis. The student must contact the instructors in advance of the deadline, and the instructors must agree that the student's circumstances warrant a new deadline for the student. Make every effort to turn assignments in on time. For each day an assignment is late, a 1 point grade reduction will be taken.



## Grading

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

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
S	Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing score (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).
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.

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](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 DRC at 612-626-1333 or [drc@umn.edu](mailto: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.\*

*\* 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*