

School of Public Health
Syllabus and Course Information



PubH 3005/6003: Fundamentals of Alcohol and Drug Abuse for Teacher Education

Spring 2018

General Information

- Credits:** 1 credit
- Meeting Day, Time & Place:** This course is entirely web-based, delivered via a Moodle course site
- Instructor:** Emily Matson, MPH, MCHES
- Email:** emilym@umn.edu
- Phone:** 612-626-4215
- Office Address:** We are located in Suite 350-1 in the [McNamara Alumni Center](#)
- Fax:** 612-625-8950
- Office hours:** By appointment. We are happy to meet with students and are here to help you succeed! Contact information is shared below.

Instructional Team:

PubH 3005/6003 is taught by a team of people, including undergraduate and graduate Teaching Assistants (TAs), an instructor, and tech support. We work together to provide all students with a positive learning experience.

Tips for Contacting Us:

- Use only your official University of Minnesota account for email correspondence with us.
- Include the name of your course and section number in the subject heading. The course team works with and teaches multiple classes on multiple campuses and it may help us get back to you faster.

	Contact info	Role	Contact about...
Teaching Assistant:	Nathalie Cade, pubh3005@umn.edu	Assigns grades and provides feedback on assignments. Connects students to resources related to student services and course content.	Questions or concerns about the class, assignments, deadlines, etc.

Instructor:	Emily Matson, emilym@umn.edu	Creates course content and facilitates the class. Assigns grades and provides feedback on assignments. Connects students to resources and services related to student services and course content.	Questions about the course content, to submit a letter from the Disability Resource Center, to request an extension or approval to submit work late (be sure to look at the <i>Late Work</i> policy on page 8 of this syllabus), or anything else!
Tech Support:	Via tech help form or ritech@umn.edu	Troubleshoots technical issues related to the Moodle site or course content.	Issues with the Moodle site, the online lessons, or quizzes or assignments. But be sure to check the *TECH HUB* first where we have info on frequent questions/issues.

*Please record (or print) this Instructional Team contact information. That way, you can still contact us in the event that you have difficulty connecting to the Internet or otherwise don't have access to this syllabus.

Mailing Address: The Rothenberger Institute 350-1 McNamara Alumni Center, 200 Oak St. SE Minneapolis, MN 55455-2008	Intercampus Mail Code: 2004B
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Communication

Communication is especially important in an online course. The course site announcement forums and email will be used to communicate with students. **You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have.** We strongly recommend that you **check your U of M email daily**. Our goal is to respond to emails within one-two business days and instructional staff does not reply to emails outside of business hours.

I. Course Description

The course consists of interactive online lessons on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. The content was written specifically for educators and addresses how substance use-related topics may arise in their work with students. Special emphasis is placed on identifying resources related to incidence and prevalence of substance use and abuse, role of substance use on development, prevention issues and interventions, including an emphasis on high-risk populations. The course was developed to meet the legislative requirement for teacher licensure.

Fundamentals of Alcohol and Drug Abuse for Teacher Education is offered through the Rothenberger Institute (RI). RI provides a suite of wellness-based courses focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit the [Rothenberger Institute website](#).

Acknowledgments

The contents of PubH 3005/6003 have been developed with the contributions of numerous instructors. Emily Matson, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors, including James Rothenberger, Jerri Kjolhaug, Jolynn Gardner, Mary Hearst, and Dana Farley had roles in either the conceptual development or actual content of the

current course, and are acknowledged for their contributions. We also acknowledge Travis Olives, Ellen Orchard, Erin Blair, Sarah Sevcik, Amy LimBybliw, Laurie Lucachick, Paul Bernhardt, and Xiong Xy for their contributions.

Board of Teaching Standards

A candidate for teacher licensure shall show verification of completing The Standards of Effective Practice for Teachers according to MR 8710.2000. This course meets standards 11E: understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning and 11L: understand mandatory reporting laws and rules.

II. Course Prerequisites

Credit will not be granted if credit has been received for: PubH 6003, PubH 5023, PubH 5003, PubH 3033, PubH 3032, PubH 3005, PubH 3004, PubH 3003, PubH 3002.

Prerequisites: undergrad in agricultural education, career/technical education, early childhood education or elementary education foundations, directrack to teaching, special education, or music education; M.Ed. student.

III. Course Goals and Objectives

The goals for this course are to:

1. Know the basic physiological, psychological, developmental, social, and economic effects of various substances for the purpose of making informed decisions.
2. Understand the influence of use and misuse of and dependency on tobacco, alcohol, drugs, and other chemicals on students' life and learning.
3. Describe basic prevention theories, population-specific strategies, and how educators can incorporate these concepts into their teaching.
4. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Specific lesson objectives are listed at the end of the syllabus.

IV. Methods of Instruction and Work Expectations**Course Workload Expectations**

PubH 3005/6003 is a one (1) credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 45 hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, your time will be spent interacting with online lessons, reading online articles, and completing assigned coursework via the Moodle course site.

Moodle Course Site

All course-related materials are on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information.

To access the course site:

1. [Log into your MyU](#) using your UMN Internet ID and password
2. Click on “Key Links” in the maroon horizontal menu bar toward the top of the page
3. Click on “Moodle”
4. Once the Moodle homepage opens, scroll down to the link for this course; click it to access the course site.

If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email [Moodle Support](#) for help.

Computer and Internet Expectations and Access

PubH 3005/6003 requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't have reliable computer and/or Internet access at home, the [University has many free, public computer labs](#) on campus.

Additionally, computers with reliable Internet for general use are available at most campus and community libraries.

Computer Skills and Online Course Readiness:

You are expected to have basic computing skills, such as using a word processing program like MS Word or Google Docs, uploading files, opening and sending email, etc. If you are concerned about your computer readiness to complete this online course, we encourage you to review the [U of M Resources and Tips and Training for students](#), the [Tech Hub Website](#), or contact your instructor.

U of M Technology Support

The U of M provides technical support services to students through the Office of Information Technology (OIT). [U of M tech support](#) can help with any questions about your University accounts (Email/Google Apps, Moodle access, MyU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop ([locations and hours](#)).

Note: U of M Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit “Technology Issues with Course Materials” below for more information.

V. Course Text and Readings

The text is required, but we also believe it is an important resource for your future as an educator. The text is:

Kuhn, C., Swartzwelder, S., & Wilson, W. (2014). *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy*. New York: W.W Norton & Co., Revised (4th) edition. ISBN-10: 0393344517

This book can be found in the University of Minnesota – Twin Cities and Crookston Bookstores, and through [Amazon](#) in both a Kindle and paperback version.

Interactive Lessons

We have designed the interactive lessons to meet all three learning styles: visual, auditory, and tactile/kinesthetic. You can control the way in which you access the material. We encourage you to [explore which learning style](#) works best for you and offer the following options:

- Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
- Download the lesson transcripts using [Adobe Reader](#) and read the text from the computer or print the file to read from hard copy.
- Download the lesson .mp3 and listen to it from an iPod or other .mp3 player.

If you choose to read the transcripts or download the lesson .mp3s, you're still expected to revisit the online lessons to engage with the interactive activities.

Access to interactive online lessons will end after the term is over; if you think you would like to refer back to lesson content after the term is over, download the lesson transcripts and/or audio files.

Browser Recommendations for the Online Interactive Lessons

The Rothenberger Institute recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing the online interactive lessons through the Moodle course site. Both of these web browsers can be downloaded for free:

- [Download the latest version of Firefox](#)
- [Download the latest version of Google Chrome](#)

Note: We do **not** recommend using Internet Explorer as your web browser to view the online interactive lessons.

Supplemental Readings

Many of the supplemental readings are accessible via web links, but others are posted to the course site in PDF format; in order to open them, you will need Adobe Acrobat Reader, which can be [downloaded for free](#).

VI. Course Outline/Weekly Schedule

PubH 3005/6003 has specific deadlines. All coursework must be submitted via the Moodle course site before the date and time specified below. **Note: Quizzes and Assignments are due by 11:55pm CST every Tuesday throughout the term.**

Due 11:55pm (CST)	Submission	Standard Assessed	Material Covered	Points
January 23	Course Orientation Quiz	N/A	Syllabus, How-to Videos, Tech Forum	0 Re-quired
January 23	Small Group Preference Questionnaire	N/A	Your current/future student population	1
Module 1				
January 30	Introduction Discussion	N/A	You!	4
January 30	Module 1 Quiz	11E, 11L	Module 1 Lesson: Context of the Course Module 1 Readings: MN DHS Mandated Reporter Training, Reporting Child Abuse and Neglect, Family Guide to Child Protection	15
February 6	Discussion – Mandated Reporting	11E, 11L	Module 1 Lessons Module 1 Readings	10
Module 2				
February 13	Module 2 Quiz	11E, 11L	Module 2 Lessons: Spectrum of Use and Drug Classifications Module 2 Readings (Buzzed): Introduction (p.17-22), Test Your Drug Knowledge (p.27-30), Drug Basics (p.315-326)	15
February 13	Reflection – Test Your Drug Knowledge	11E	Module 2 Readings: Test Your Drug Knowledge (p.27-30)	5
February 20	Discussion – Self-Disclosure	11E, 11L	Personal Self Reflection	10
Module 3				
February 27	Module 3 Quiz	11E, 11L	Module 3 Lessons: Development, Substances and Learning, and Fetal Alcohol Spectrum Disorders Module 3 Readings (Buzzed): Alcohol -Children and Adolescents (p.59-62), Marijuana -	15

			Effects on Memory and Other Mental Functions (p.185-190), and Addiction (p.327-338) Module 3 Additional Readings: The Science of Addiction (p.15-20)	
February 27	Extra Credit Reflection – Buzzed Chapter	11E	Buzzed Chapter of your choice as described in assignment instructions	5
March 6	Reflection - Values and Beliefs	11E	Personal Self Reflection	30
Module 4				
March 20	Module 4 Quiz	11E	Module 4 Lessons: Introduction to Prevention, Types of Prevention	15
March 27	Discussion – The War on Drugs	11E	“War on Drugs” TEDtalk	10
Module 5				
April 3	Module 5 Quiz	11E	Lesson 5 Readings: Prevention Theory and Population-Specific Strategies	15
April 3	Reflection – Risk & Protective Factors	11E	Lesson 5 Readings: Prevention Theory and Population-Specific Strategies Lesson 5 Fact Sheets: Caring Relationships and Substance Use, Empowerment and Substance Use, Social Competency and Substance Use, and Youth Safety and Substance Use	5
Module 6				
April 10	Module 6 Quiz	11E, 11L	Module 6 Lessons: When Use Becomes a Problem, When You’re Concerned, and Expert Teachers	15
April 24	Final Assignment – Role-Play/Policy Analysis	11E, 11L	All course material	40
Wrapping Up the Course				
April 27	Extra Credit Reflection – Prohibition Doc.	N/A	Prohibition Documentary (1 section of your choice)	5
April 27	Extra Credit Self-Test	N/A	Self-Reflection	1

You may submit work early. However, we cannot guarantee that it will be graded early because priority will be given to work that's already been due. Our goal is to grade assignments within 10 days of their due date.

VII. Evaluation and Grading

Assessments Overview

Your performance in this course will be assessed through quizzes, discussions, reflections, and assignments. A brief summary of each category is included here. More specific instructions are located in the submission descriptions in the Moodle course site.

It is expected that you do your own work and that you work individually. Academic dishonesty will not be tolerated and will be dealt with according to University policy.

Quizzes

Moodle Support recommends that you complete quizzes using a wired, high-speed Internet connection (not a wireless connection) to limit potential issues with Internet connectivity that could result in quizzes not submitting properly. If you typically use a wireless router, we strongly recommend that you plug your computer/laptop directly into your router using a LAN cable while taking quizzes.

While we understand that technical problems could still occur, it is your responsibility to take all the steps possible to limit potential issues that may interrupt the submission of your quiz answers; the course team reserves the right to take into consideration the steps taken to decrease potential issues and report them in a timely manner when making final determinations on quizzes that do not submit properly.

Course Orientation Quiz (0 points, but required)

The course orientation quiz is required and is based on information in the syllabus and Tech Hub website (linked in the Moodle course site). This quiz is available in the “Click Here To Get Started” section of the course site. You will not be able to view any of the course materials until you receive 100% on the Orientation Quiz, but you can take the quiz as many times as necessary to receive that score.

Small Group Questionnaire (1 point)

This questionnaire asks you to tell us about your current/future student population. Based on what you tell us, we will assign you to a small discussion group with others who will be teaching the same type of students. This will make discussions easier because you will not have to read all of the postings from the entire class. Failure to complete this questionnaire will lead to a random group assignment.

Module Quizzes (6 x 15 points = 90 points)

There are six required quizzes throughout the term. All quizzes include multiple-choice or true/false questions.

Quiz Times and Scores

You are given a short window of time to complete your quiz (approximately a minute per question), so be sure to carefully review the required content for each quiz before beginning. Complete and submit your quiz before the 11:55 pm CST deadline. If your quiz is in-progress, only answers saved before the **11:55 pm CST** deadline will count. You will be allowed **one attempt** on each quiz.

You will be able to review quiz questions, scores, and correct answers immediately upon submitting a quiz on the course site. We encourage you to review the correct answers for any questions you may have answered incorrectly; this will further your understanding of important course concepts and help guide your studying for future quizzes and assignments. Contact your TA or the instructor if you have any questions.

Writing

Substance use by a student, within the home, or in the community has the potential to impact the student’s ability to learn. While most of you will not be responsible for teaching a health class, you do have the opportunity to impact risk and protective factors associated with substance use. Writing will be used in this course to help prepare you for the various ways in which substances may come up in your teaching career:

Discussions (1 x 4 points + 3 x 10 points = 34 points)

You’ll be placed in small discussion groups with other educators of the same current or future student population (i.e. early childhood, middle school, adult basic education, etc.) to work

through substance-related scenarios that might arise in your classroom, such as mandated reporting, self-disclosure, and the impact of drug laws.

Reflections (2 x 5 points + 1 x 30 points = 40 points)

You'll clarify and reflect on your own substance-related values and knowledge, how they were formed, and how they could affect your approach to these topics in your educational setting.

Final Assignment (40 points)

As an educator, you're responsible for communicating with students, their families, staff, and administrators. Your final assignment options give you an opportunity to practice using a communication method that you find most relevant and practical to your future career – either writing a memo advocating for effective and developmentally-appropriate substance use policies at a school where you want to teach, or creating a substance-related situation with a student or parent/guardian and role-playing a challenging conversation using the communication strategies from the course.

Saving and Submitting Coursework

Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.

Moodle will only accept assignments in a PDF file format. Directions on how to convert a variety of word processing file formats to PDFs can be found in the [Tech Hub](#) website.

In addition, we strongly encourage you to **save an electronic copy of each of your assignments to your Google Drive, a portable flash drive, and/or email the file(s) to yourself.** This is especially important if you are using a public computer, but is also recommended even if you have another copy saved on your personal computer.

Checking Assignment Scores and Feedback

It is our goal to complete the grading of assignments within 10 days of their deadline. In addition to grading your work, the TAs and instructor provide feedback relevant to your knowledge and attitudes. Read the feedback attached to your assignment to enhance your learning experience. You can check your assignment score and feedback by clicking the assignment title then scrolling to the bottom of the page.

If you have general questions about your grade, email your TA. If you would like an assignment, quiz score, or final grade to be reconsidered by the instructional team, email the instructor *within two weeks of the assignment or quiz deadline or within 48 hours of final grades being submitted (whichever comes first)* with a detailed justification as to why you believe the grade should be reconsidered.

Technical Issues with Course Materials

You are expected to submit all coursework on time and **it is your responsibility to ensure that your work is submitted properly before the deadline.**

- Open your PDF file prior to uploading it to Moodle to ensure that all of your answers are visible.
- Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page:
 - Assignments successfully submitted will be attached on this page.
 - Quiz scores should appear if your quiz was successfully submitted.

If you experience technical difficulties while navigating through the course site or attempting to submit coursework:

1. Search for a solution in the [RI Tech Hub website](#), linked in the Moodle course site.
2. If you cannot find a solution, submit a [Tech Help Form](#) (in the RI Tech Hub Website) **within 30 minutes** of the problem's occurrence.

- a. Provide as much information as possible, so the tech team can best help you as soon as possible.
- b. You can expect a response within 1-2 business days to help resolve the problem.
3. If you cannot access this course in Moodle, [contact Moodle support](#) for help.

Late Work

If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted within a 24-hour window past its deadline for up to half credit. The only potential exception to this policy is for a legitimate reason, as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past posted deadlines.

Makeup Work for Legitimate Reasons

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 48 hours of the missed deadline. Per University policy, legitimate reasons for making up work may include: illness

- serious accident or personal injury
- hospitalization
- death or serious illness within the family
- bereavement
- religious observances
- subpoenas
- jury duty
- military service
- participation in intercollegiate athletic events

Because our courses are entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are set for 11:55pm CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. For complete information, view the [U of M's policy on Makeup Work for Legitimate Absences](#).

Optional Extra Credit (up to 11 points)

You may earn a maximum of 11 points of extra credit throughout the term. Extra credit opportunities may take several forms (e.g., optional/bonus work on required assignments, experiential activities, campus or community events related to course topics, current events articles, etc.). Check the course outline (on the main page) to see extra-credit opportunities as well as the news and announcements forum for additional extra credit opportunities that may become available throughout the term.

Grade Calculation

There are 205 total points possible in this class. You can calculate your course grade throughout the term:

1. Go to the “Grades” link located within the “Navigation” block in Moodle.
2. Add the points earned on the work that’s been graded. Include any points earned through extra credit. **Reminder: The Orientation Quiz is required, but points do not count toward the course total.**
3. Divide that number by the total number of points that were possible on the work that’s been graded. *Do not include extra credit in the total points possible, or work that’s been submitted but not yet graded.*

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
92 - 100%	A	4.000
90 - 91%	A-	3.667

% In Class	Grade	GPA
88 - 89%	B+	3.333
82 - 87%	B	3.000
80 - 81/%	B-	2.667
78 - 79%	C+	2.333
72 - 77%	C	2.000
70 - 71%	C-	1.667
68 - 69%	D+	1.333
60 - 67%	D	1.000
≤ 59%	F	

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

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

C = achievement that meets the course requirements in every respect.

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

F = failure because 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).

S = achievement that is satisfactory, which is equivalent to a C- or better

N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

[U of M's policy on Grading and Transcripts](#)

Grade Option Change

For full-semester courses, you may change your grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e., summer and half-term) can be found at [One Stop Student Services](#).

Please note, if you are a student from a non-Twin Cities campus, contact your academic advisor on your campus to confirm the grading basis required for teacher licensure.

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). Students can learn more information and initiate an incomplete contract through the [SPHGrades website](#).

Note: We will not grant an "I" grade unless a majority of the coursework has already been completed satisfactorily (e.g. 75% of the coursework has been completed at or above a C-level). See [the U of M's policy on Incomplete Grades](#) for more information.

University of Minnesota Uniform Grading and Transcript Policy

More information on the policy can be found on [Policy Library Website](#).

VIII. Other Course Information and Policies

Other Important Dates

The [University's academic calendar](#) lists important University dates, deadlines, and holidays.

Course Evaluation

Student feedback on course content and faculty teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a [software system called CoursEval](#). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in [SPHGrades](#) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.

Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.

Course Withdrawal

Refer to the [Refund and Drop/Add Deadlines](#) for the particular term or 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.

[Contact the School of Public Health Office of Admissions and Student Resources](#) for further information about withdrawing from this course after the noted final deadline.

Student Conduct

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 Student Conduct Code](#).

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. The [U of M's policy on the Use of Personal Electronic Devices in the Classroom](#) has more information.

Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University [Student Conduct Code](#) defines scholastic dishonesty as follows: plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course 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. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. The [Office for Community Standards](#) upholds the policies around scholastic dishonesty. If you have any questions regarding the expectations for a specific assignment or exam, ask to clarify with your instructor for the course.

We take scholastic dishonesty seriously in this course. As future educators, you are expected to do your own academic work and know how to properly cite your sources. **We require written work to follow APA formatting and style guidelines.** If you are unfamiliar with this style of formatting and citation, we suggest obtaining a copy of the [APA Publication Manual](#). Additional tips on APA style can be found on the [Purdue Online Writing Lab website](#).

If you are retaking this course, we expect you to review the feedback provided on the assignments submitted during the semester you previously took the course and revise before resubmitting. If you no longer have the feedback from that term, ask your instructor to provide you with a copy. Please note, the course team revises assignments each semester, so you'll need to use the templates and instructions on the course site for this term.

Indiana University offers [a clear description of plagiarism and an online quiz](#) to check your understanding.

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. The [U of M's policy on the Appropriate Student Use of Class Notes and Course Materials](#) shares more information.

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. The [Board of Regents Policy on Sexual Harassment](#) shares more information.

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. The [Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#) shares more information

Inclusive Language

Our culture, for the most part, uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing sex assigned at birth. However, we recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. In addition to the gendered pronouns he/him/his and she/her/hers, you will notice our use of they/them/their as nonbinary pronouns in reference to a singular person. It's important to recognize that in addition to these examples, individuals use numerous other [gender-neutral pronouns](#).

Research Used in Course Materials

The results of some research refer to binary labels—for example, men and women or male and female. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. We realize researchers may have misidentified some participants' gender or sex assigned at birth, excluded those who didn't identify with the terms used, or neglected to realize how using binary labels in their data collection and reporting can exclude people.

Despite its potentially exclusionary nature, we have chosen to include such research because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.

Topic Sensitivity

In higher education, it is common for courses to contain content that exposes students to sensitive content, including trauma, racism, classism, violence, sexual assault, and other content that one might find upsetting, disturbing, or triggering. If you have significant difficulty with any of the course assignments, activities, or discussions, please contact the instructor so it can be addressed. Students are reminded to share only at the level they are comfortable sharing.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. [Disability Resource Center](#) (DRC) 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 (V/TTY) or [email the DRC](#) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the term as possible to discuss how the accommodations will be applied in the course.

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](#).

Housing and Financial Instability

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to utilize [local housing and financial resources](#), the [Nutritious U Food Pantry](#), the [Student Emergency Loan Fund](#), or [emergency funding through the Student Parent HELP Center](#) (for students with a child/children). Furthermore, if you feel comfortable, please notify your instructor or TA so they can provide any other resources they may be aware of.

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 Community Standards, the Office for Student Engagement, the Parent Program, University Recreation and Wellness, 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.

Academic Freedom and Responsibility

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, your adviser, the associate dean of the college ([Dr. Kristin Anderson](#), 612-626-8568), 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)

Students who wish to improve their academic performance may find assistance from [Student Academic Support Services](#) (SASS). While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Student Writing Support

Student Writing Support (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 from across the disciplines 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, visit the [SWS website](#) or call 612-625-1893.

In addition, [SWS's web-based resources](#) offer support on a number of topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.

Role and Purpose of Policies

The above course policies are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.