School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 1005: Sleep, Eat & Exercise

Summer 2018

General Information

Credits: 1 credit

Meeting Day(s), Time & Place: This course is entirely web-based, delivered via a Moodle course site

Instructor: Peter Campion, M.S

Email: see@umn.edu

Phone: 218-205-5253

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:

Sleep, Eat & Exercise is taught by a team of people, including undergraduate Teaching Assistants (TAs), a tech administrator, and the instructor. We work together to provide all students with a positive learning experience. Your TA will guide you through the course and is a great resource; we are confident in your TA's ability to provide accurate answers and valuable feedback. TAs have completed Peer Educator training, which addresses confidentiality as well as listening, responding, referral, and other skills.

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:	Name and contact information will be announced via the Moodle course site	Assigns grades and provides individual feedback on each assignment. Connects students to campus, community, and national resources and services.	Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact!

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.
Instructor:	Peter Campion, see@umn.edu 218-205-5253	Facilitates the class.	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 *Late Work* policy on page 9 of this syllabus), or anything else!

*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	Intercampus Mail Code: 2004B

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

Sleep, Eat & Exercise 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.

This course is intended for undergraduate students who want a basic knowledge of one or more of the main topic areas, guidance on how to improve their health-related behaviors, and/or experience taking an online course. Inactivity, poor nutrition, and inadequate sleep are common problems among college students and are leading contributors to a variety of short- and long-term consequences. Research indicates that, in addition to improving physical health, healthy habits can reduce stress and improve academic performance. Sleep, Eat & Exercise is an introductory level course designed to provide you with the knowledge and skills you need to live a balanced life while in college. It covers basic concepts in nutrition, sleep, and physical activity and incorporates a variety of techniques to promote self-awareness and reflection, goal setting, and action toward wellness.

Acknowledgments

The contents of Sleep, Eat & Exercise have been developed with the contributions of numerous instructors. Laurie Lucachick has been involved with recent content and modifications along with Jerri

Kjolhaug, who is acknowledged for the course's conceptual development and original content. We also acknowledge Jolynn Gardner, Sarah Sevcik, Paul Bernhardt, and Xiong Xy for their contributions.

II.   Course Prerequisites

There are no prerequisites for this course and it is intended for undergraduate students.

III.   Course Goals and Objectives

The overall course goals are to provide you with:

- Accurate information about sleep, nutrition, exercise, and stress management
- Compelling reasons to meet sleep, nutrition, and activity recommendations
- Practical advice about how to incorporate healthy habits into college life
- Confidence in your ability to positively impact your health and wellbeing

In general, at the end of the course you will be able to identify:

- The recommendations for sleep, physical activity, and nutrition
- Short- and long-term benefits and consequences related to sleep, nutrition, activity
- Practical strategies for achieving healthy sleep, activity, and nutrition habits within the life of a college student

Sleep, Eat & Exercise incorporates a variety of activities to promote an increase in self- awareness and reflection and help students move through the change process toward a healthier lifestyle. You will:

- Evaluate your perceptions of what is healthy and the factors that influence your ability to be healthy.
- Assess your current eating, sleeping, and exercising patterns.
- Identify key barriers that prevent you from meeting physical activity, nutrition, and sleep recommendations.
- Evaluate the pros and cons of making behavioral and/or environmental changes in order to modify your current physical activity, nutrition, and sleep patterns.
- Assess your readiness to change physical activity, nutrition, and sleep patterns.
- Work toward improved physical activity, nutrition, and sleep according to your current stage of change.

IV.   Methods of Instruction and Work Expectations

Course Workload Expectations

Sleep, Eat & Exercise 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

Sleep, Eat & Exercise 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

This course does not have an assigned textbook. All of the course lessons and readings can be accessed via the Moodle course site.

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:

1. Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
2. Download the lesson transcripts using Adobe Reader and read the text from the computer or print the file to read from hard copy.
3. 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.

Videos in Interactive Lessons

The interactive lessons feature unscripted videos of real students from Minnesota college campuses discussing their opinions and experiences related to topics covered in the course lessons. While valuable and relevant to the course, the views expressed by students featured in these videos may not necessarily represent the views or recommendations of the Rothenberger Institute. For this reason, content within student videos will not be assessed in quizzes. However, all other videos, unless otherwise noted, contain required content that may be assessed in quizzes and assignments.

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

Sleep, Eat & Exercise 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 5:00pm CST every Tuesday and Thursday throughout the term.**

Week	Date	What is due?	Topics Covered	Points
1	June 11	First day of term – course opens!		
1	ASAP	Course Orientation Quiz	Syllabus, How-To Tutorial Videos, Tech Hub Website	0
1	ASAP	Introductory Post	You!	0
Intro				
1	June 14	Introduction to Wellness Module Quiz	Lessons: Sources of Health Info, Health & Wellness, and Lifestyle Choices	15
Time				
2	June 19	Procrastination Action Plan	Lessons: Time Management, Understanding Procrastination, and Changing Procrastination	15
Physical Activity				
2	June 21	Physical Activity Module Quiz	Lessons: Fitness, Physical Activity Guidelines, and Getting Started	20
2/3		Log physical activity behaviors 4+ days		
3	June 26	Time and Physical Activity Experiential Activities Assignment due		10
3	June 28	Physical Activity Log & Change Assignment due		20
Sleep				
4/5		Log sleep behaviors 4+ days		
4	July 3	Nothing Due!		
4	July 5	Sleep Module Quiz	Lessons: Sleep Matters and Getting Good Sleep	15
5	July 10	Sleep Log & Change Assignment due		20
Nutrition				
5	July 12	Nutrition Module Quiz Pt 1	Lessons: Nutrition Fundamentals, A Healthy Diet	15
5/6		Log nutrition behaviors 4+ days		
6	July 17	Nutrition Module Quiz Pt 2	Lessons: Food Skills, and Food & Body Continuum	10
6	July 19	Nutrition Log & Change Assignment due		20
7	July 24	Sleep and Nutrition Experiential Activities Assignment due		10
7	July 26	Nothing Due!		
Finishing the Course				
8	July 31	Final Course Reflection	Continuing Your Journey Lesson, Cumulative	30

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, behavior logs, and reflections. 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.

5pm CST Deadlines

The Rothenberger Institute has decided on a 5pm deadline for assignments and quizzes throughout the term. Turning your assignment in at 5pm means that the evening is available for you to practice habits that foster wellbeing and engage socially with your community; this deadline also encourages you to plan ahead and work on assignments in advance, which is one effective strategy to reduce your stress. Public health professionals work to change policies to make the world a healthier place; by building a system that supports health we are improving health outcomes for students!

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.

Content Quizzes (3 x 15 points + 1 x 20 points + 1 x 10 = 75 points)

There are five 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 5:00 pm CST deadline. If your quiz is in-progress, only answers saved before the **5:00 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.

Assignments

Procrastination Action Plan (15 points)

You will complete a workbook as you go through the lessons on understanding and changing procrastination and then complete and submit your very own "Doing" Cycle Action Plan to address a task or goal of your choosing.

Behavior Log & Change Assignments (3 x 20 points each = 60 points)

There are three required behavior log and change assignments throughout the term. Each focuses on a specific behavior (sleep, nutrition, activity). For each log, you will record your behavior for a minimum of four days (Saturday, Sunday, and at least two weekdays). After recording your behavior, you are asked to answer a series of analysis questions. Then, based on what you've learned from tracking your behavior and from the lesson content, you will assess your current readiness to change and answer a set of questions based on your current stage of change.

Experiential Activities Assignments (2 x 10 points each = 20 points)

There are two required experiential assignments. For each, you will be asked to select two experiential activities (5 points each) from a list of options. You will complete the activity and then answer and submit your responses to reflective questions about the experience.

Final Course Reflection (30 points)

In the final reflection, you will be asked to reflect on what you've learned from this course, the extent to which your health behaviors (or thoughts about them) have changed throughout the term, and how you plan to maintain a healthy lifestyle in the future.

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 a week of their deadline. In addition to grading your work, TAs provide feedback relevant to your knowledge, attitudes, and/or behavior. Read your TA's feedback 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 your 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 9pm 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 15 points)

You may earn a maximum of 15 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 200 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
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
$\leq$ 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.

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.

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 (As defined in the Student Conduct Code). If it is determined that a student has cheated, they may be given an "F" or an "N" for the course, and may face additional sanctions from the University. The U of M's policy on Teaching and Learning: Instructor and Unit Responsibilities shares more information on this.

The Office for Community Standards upholds the policies around scholastic dishonesty. 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.

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

Trigger Warning

Throughout Sleep, Eat & Exercise, we do our best to present accurate and factual information about sleep, nutrition, physical activity, and related topics. Some of the course lessons and optional resources contain information about sleep disorders, excessive exercise, disordered eating, eating disorders, body image concerns, and other things that may be triggering for some people. Additionally, course assignments ask you to reflect on your personal experiences related to topics covered in the course lessons. You're encouraged to share only at the level you are comfortable sharing. If something in the course triggers uncomfortable thoughts or feelings, please take care of yourself and seek help if necessary or desired.

Visit the Student Mental Health website for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!

Inclusive Language

While, for the most part, our culture 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 biological sex, we at the Rothenberger Institute recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. 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. When we report research results, we use the same terms used by the researchers, recognizing that

some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons 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.

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.