
PubH 7231 Section 101 Class# 87616
Surveillance of Foodborne Pathogens in Humans
May Session 2017

Credits:	1 credit
Meeting Days/Times:	May 22, 23, 24 1:00 pm-5:00 pm May 26 1:00 pm-4:00 pm
Meeting Place:	Hubert H. Humphrey School of Public Affairs (HHH) – Room 60
Instructor:	Kirk Smith, DVM, MS, PhD Manager - Foodborne, Waterborne, Vectorborne, and Zoonotic Diseases Section Minnesota Department of Health
Office Address:	Minnesota Department of Health 625 Robert Street North St. Paul, MN 55155
Office Phone:	651-201-5240
Fax:	651-201-5082
E-mail:	kirk.smith@state.mn.us
Office Hours:	By appointment

I. Course Description

This course will focus on principles and methods for the surveillance of foodborne diseases and investigation of outbreaks, and their application for the assessment of food safety hazards. The integration of epidemiologic and laboratory methods for surveillance of human populations will be emphasized.

Competencies

The core competencies in Public Health Preparedness and Response identified in the CDC planning model that apply to this course include:

Domain 1: Model Leadership

- 1.1 Solve problems under emergency conditions
- 1.3 Facilitate collaboration with internal and external partners
- 1.4 Maintain situational awareness
- 1.6 Act within the scope of one's legal authority

Domain 2: Communicate and Manage Information

- 2.2 Use principles of crisis and risk communication
- 2.4 Collect data according to protocol
- 2.5 Manage the recording of data according to protocol

The core competencies identified in the HRSA Council of Linkages model (2014) that apply to this course include:

1. Analytic/Assessment Skills Tier 2:

- 1.1 Describes factors affecting the health of a community (e.g., equity, income, education, environment)
- 1.8 Collects valid and reliable quantitative and qualitative data
- 1.10 Interprets quantitative and qualitative data
- 1.15 Advocates for the use of evidence in decision making that affects the health of a community (e.g., helping policy makers understand community health needs, demonstrating the impact of programs)

2. Policy Development/Program Planning Skills Tier 2:

- 2.1 Ensures state/Tribal/community health improvement planning uses community health assessments and other information related to the health of a community (e.g., current data and trends; proposed federal, state, and local legislation; commitments from organizations to take action)
- 2.12 Evaluates policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment)

6. Public Health Science Skills Tier 2:

- 6.3 Applies public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) in the delivery of the 10 Essential Public Health Services
- 6.9 Contributes to the public health evidence base (e.g., participating in Public Health Practice-Based Research Networks, community-based participatory research, and academic health departments; authoring articles; making data available to researchers)

8. Leadership and Systems Thinking Skills Tier 2:

- 8.2 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

II. Course Prerequisites

None

III. Course Goals and Objectives

Upon completion of this course, students will be able to:

- Describe the reasons for integrating epidemiologic and laboratory methods in conducting foodborne disease surveillance and outbreak investigations.
- Describe the roles and relationship of public health and regulatory agencies at federal, state, and local levels in conducting foodborne disease surveillance.
- Describe approaches to conducting an outbreak investigation.
- Evaluate the usefulness of a given surveillance system.
- Commit to using epidemiologic principles in the surveillance of foodborne diseases.

IV. Methods of Instruction and Work Expectations

Methods of Instruction include:

- Lectures with demonstrations, hands-on activities, and group exercises are used to present relevant material and help students understand the design, application, and evaluation of foodborne disease surveillance systems. Discussion of case-studies will provide insights to problems encountered while conducting foodborne disease outbreak investigations and the public health benefits of conducting rapid and thorough investigations.
- Students will be given guidelines to evaluate public health surveillance systems, and will evaluate selected surveillance systems.

- Students will be expected to spend about 5 hours reading materials prior to the course. See reading list posted below.
- Course grading will be determined on the basis of class participation, a multiple-choice examination and a group power point presentation evaluating an assigned published outbreak investigation. Students will be able to obtain full credit for classroom participation by asking questions and participating in discussions, hands-on activities, and group exercises. The examination will be an open-book, take home test due one week after the last day of class. For the group power-point presentation, groups will be assigned randomly by the instructor from the course roster. A 10-15 minute presentation will be given during the final class period.

V. Course Text and Readings

Required online readings & websites listed on the syllabus can be accessed by clicking on the weblink, if provided. Journal articles and other readings are available as PDF documents on the Moodle site associated with this course. Or, you can access them the University Libraries. Students are responsible for downloading all course materials and completing pre-course assignments.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Required Readings (Prior to class):

Centers for Disease Control and Prevention. Updated guidelines for evaluating public health surveillance systems. *Morb Mortal Wkly Rep.* 2001; 50(RR13):1-35.

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5013a1.htm>

Council to Improve Foodborne Outbreak Response (CIFOR). Guidelines for foodborne disease outbreak response. Atlanta: Council of State and Territorial Epidemiologists, 2014. Available at:

<http://www.cifor.us/documents/CIFOR%20Industry%20Guidelines/CIFOR-Industry-Guideline.pdf> (Read Chapter 2, Chapter 4 [sections 4.0-4.3], and Chapter 5).

Centers for Disease Control and Prevention. Surveillance for foodborne disease outbreaks—United States, 2009-2010. *Morb Mortal Wkly Rep.* 2013;62:41-47. <http://www.cdc.gov/mmwr/pdf/wk/mm6203.pdf>

Centers for Disease Control and Prevention. Vital Signs: Infection with Pathogens Transmitted Commonly Through Food and the Effect of Increasing Use of Culture-Independent Diagnostic Tests on Surveillance — Foodborne Diseases Active Surveillance Network, 10 U.S. Sites, 2012–2015. *Morb Mortal Wkly Rep.* 2016;65:368–371 https://www.cdc.gov/mmwr/volumes/65/wr/mm6514a2.htm?s_cid=mm6514a2_w

Scallan E, Hoekstra, RM, Angulo FJ, Tauxe RV, Widdowson M-A, Roy SL, Jones JL, Griffin PM. Foodborne illness acquired in the United States—Major Pathogens. *Emerg Infect Dis.* 2011;17:7-15.

PMID: 21192848

Li J, Smith K, Kaehler D, Everstine K, Rounds J, Hedberg C. Evaluation of a statewide foodborne illness complaint surveillance system in Minnesota. *J Food Prot.* 2010;73:2059-64. **PMID: 21219718**

Tauxe RV. Molecular subtyping and the transformation of public health. *Foodborne Pathogen Dis.* 2006;3:4-8. **PMID: 16602974**

Barton Behravesh C, Mody RK, Jungk J et al. 2008 outbreak of *Salmonella* Saintpaul infections associated with raw produce. *New Engl J Med.* 2011;364:918-27. **PMID: 21345092**

Cavallaro E, Date K, Medus C et al. *Salmonella* Typhimurium infections associated with peanut products. *New Engl J Med.* 2011;35:601-10. **PMID: 21848461**

Rounds JM, Hedberg CW, Meyer S, Boxrud DJ, Smith KE. *Salmonella enterica* pulsed-field gel electrophoresis clusters, Minnesota, USA, 2001–2007. *Emerg Infect Dis.* 2010;16:1679-85. **PMID: 21029524**

Centers for Disease Control and Prevention. Vital Signs: multistate foodborne outbreaks—United States, 2010–2014. *MMWR Morb Mortal Wkly Rep.* 2015;64:1221–5.
<http://dx.doi.org/10.15585/mmwr.mm6443a4>

Please spend 10 minutes becoming familiar with each of the following websites, and bookmark them:

<http://www.cdc.gov/foodnet/>

<http://www.cdc.gov/foodsafety/fdoss/index.html>

http://www.cdc.gov/foodnet/surveys/FoodNetExposureAtlas0607_508.pdf (2006-2007 FoodNet Population Survey)

Additional references (not required but may be useful for the course):

Nguyen VD, Bennett SD, Mungai E, Gieraltowski L, Hise K, Gould LH. Increase in multistate foodborne disease outbreaks—United States, 1973–2010. *Foodborne Pathog Dis.* 2015;12:867–72.
<http://dx.doi.org/10.1089/fpd.2014.1908> **PMID:26284611**

Gould LH, Kline J, Monahan C, Vierk K. Outbreaks of disease associated with food imported into the United States, 1996-2014. *Emerg Inf Dis.* 2017;23:525-8. <https://wwwnc.cdc.gov/eid/article/23/3/pdfs/16-1462.pdf>

Robinson TJ, Cebelinski EA, Taylor C, Smith KE. Evaluation of the positive predictive value of rapid assays used by clinical laboratories in Minnesota for the diagnosis of cryptosporidiosis. *Clin Infect Dis.* 2010; 50: e53-e55. **PMID: 20218890**

Buchholz U, Bernard H, Werber D et al. German outbreak of *Escherichia coli* O104:H4 associated with sprouts. *New Engl J Med.* 2011;365:1763-1770. **PMID: 22029753**

Neil KP, Biggerstaff G, Macdonald JK et al. A Novel vehicle for transmission of *Escherichia coli* O157:H7 to humans: Multistate outbreak of *E. coli* O157:H7 infections associated with consumption of ready-to-bake commercial prepackaged cookie dough--United States, 2009. *Clin Infect Dis.* 2012;54:511-18. **PMID: 22157169**

Scallan E, Griffin PM, Angulo FJ, Tauxe RV, Hoekstra RM. Foodborne illness acquired in the United States—unspecified agents. *Emerg Infect Dis.* 2011;17:16-22. **PMID: 21192849**

Hedberg CW, Greenblatt JF, Matyas BT, Lemmings J, Sharp DJ, Skibicki RT, and Liang AP. Timeliness of Enteric Disease Surveillance in 6 US States. *Emerg Infect Dis.* 2008;14:311-313.
<http://www.cdc.gov/eid/content/14/2/pdfs/311.pdf>

Morris, Jr. JG. How safe is our food? *Emerg Infect Dis.* 2011;17:126-128. **PMID: 21192873**

Hall JA, Goulding JS, Bean NH, Tauxe RV, Hedberg CW. Epidemiologic profiling: evaluating food borne outbreaks for which no pathogen was isolated by routine laboratory testing: United States, 1982-1989. *Epidemiol Infect.* 2001;127:381-387.
<http://journals.cambridge.org/action/displayIssue?jid=HYG&volumeId=127&issueId=03#>

McCollum JT, Cronquist AB, Silk BJ, et al. Multistate outbreak of listeriosis associated with cantaloupe. *N Engl J Med.* 2013;369:944-53. doi: 10.1056/NEJMoa1215837.

Naimi TS, Wicklund JH, Olsen SJ et al. Concurrent outbreaks of *Shigella sonnei* and Enterotoxigenic *Escherichia coli* infections associated with parsley: implications for surveillance and control of foodborne illness. *J Food Prot.* 2003; 66:535-541. (Must use U of M libraries web directions to access article)

Laine ES, Scheffell JM, Boxrud DJ, Vought KJ, Danila RN, Elfering KM, Smith KE. Outbreak of *Escherichia coli* O157:H7 infections associated with nonintact blade-tenderized frozen steaks sold by door-to-door vendors. *J Food Prot.* 2005;68:1198-1202. (Must use U of M libraries web directions to access article).

Lynch MF, Tauxe RV, Hedberg CW. 2009. The growing burden of foodborne outbreaks due to contaminated fresh produce: risks and opportunities. *Epidemiol Infect.* 2009;137:307-315. **PMID: 19200406**

Bresee JS, Widdowson MA, Monroe SS, Glass RI. Foodborne viral gastroenteritis: challenges and opportunities. *Clin Infect Dis.* 2002;35:748-753. **PMID: 12203173**

Centers for Disease Control and Prevention. Outbreak of Salmonella Serotype Saintpaul Infections Associated with Eating Alfalfa Sprouts --- United States, 2009. *Morb Mortal Wkly Rep.* 2009;58:500-503. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5818a4.htm>

Centers for Disease Control and Prevention. Multistate Outbreak of *Salmonella* Infections Associated with frozen pot pies --- United States, 2007. *Morb Mortal Wkly Rep.* 2008;57:1277-1280. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5747a3.htm>

Mody RK, Meyer S, Trees E et al. Outbreak of *Salmonella enterica* serotype I 4,5,12:i- infections: The challenges of hypothesis generation and microwave cooking. *Epidemiol Infect.* August 2013; 1-11. Epub ahead of print.

Centers for Disease Control and Prevention Ongoing Multistate Outbreak of *Escherichia coli* serotype O157:H7 Infections Associated with Consumption of Fresh Spinach --- United States, September 2006. *Morb Mortal Wkly Rep.* 2006;55:1045-1046. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5538a4.htm>

Centers for Disease Control and Prevention. *Salmonella* Montevideo infections associated with salami products made with contaminated imported black and red pepper—United States, July 2009–April 2010. *Morb Mortal Wkly Rep.* 2010;59:1647-1650. <http://www.cdc.gov/mmwr/PDF/wk/mm5950.pdf>

Gieraltowski L, Julian E, Pringle J et al. Nationwide outbreak of *Salmonella* Montevideo infections associated with contaminated imported black and red pepper: warehouse membership cards provide critical clues to identify the source. *Epidemiol Infect.* 2013;141:1244-1252. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3640547/pdf/S0950268812001859a.pdf>

Centers for Disease Control and Prevention. Botulism Associated with Commercially Canned Chili Sauce --- Texas and Indiana, July 2007, *Morb Mortal Wkly Rep.* 2007;56:767-769. <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5630a4.htm>

Barton Behravesh C, Blaney D, Medus C et al. Multistate outbreak of *Salmonella* serotype Typhimurium infections associated with consumption of restaurant tomatoes, United States, 2006: Hypothesis-generation through case exposures in multiple restaurant clusters. *Epidemiol Infect.* 2012;140:2053-2061. Batz MB, Doyle MP, Morris JG Jr, Painter J, Singh R, Tauxe RV et al. Attributing illness to food. *Emerg Infect Dis.* 2005;11:993-999. <http://www.cdc.gov/ncidod/EID/vol11no07/04-0634.htm>

Rounds JM, Boxrud DJ, Jawahir SL, Smith K. Dynamics of *Escherichia coli* O157:H7 outbreak detection and investigation, Minnesota 2000-2008. *Epidemiol Infect.* 2012;140:1430-8. **PMID: 22093879**

Miller BD, Rigdon CE, Ball J. Use of traceback methods to confirm the source of a multistate *Escherichia coli* O157:H7 outbreak due to in-shell hazelnuts. *J Food Protect.* 2012;75:320-327. **PMID: 22289593**

Miller BD, Rigdon CE, Robinson TJ, Hedberg C, Smith KE. Use of global trade item numbers in the investigation of a *Salmonella* Newport outbreak associated with blueberries in Minnesota, 2010. *J Food Prot.* 2013 May; 76(8):762-769.

Hale CR, Scallan E, Cronquist AB, Dunn J, Smith K, Robinson T, Lathrop S, Tobin-D'Angelo M, Clogher P. Estimates of enteric illness attributable to contact with animals and their environments in the United States. *Clin Infect Dis.* 2012;54 (Suppl 5):S472-9. **PMID: 22572672**

VI. Course Outline/Weekly Schedule

Pre-course	Complete required pre-course reading and website review
Day 1	Etiologies of foodborne disease Principles and applications of public health surveillance Foodborne disease surveillance systems: epidemiologic and laboratory methods - interviewing exercises Fundamentals of outbreak investigations
Day 2	Outbreaks in defined settings - outbreak investigation exercise Outbreaks due to commercially distributed food products Roles and relationships between public health and regulatory agencies at federal, state, and local levels Outbreaks as sentinels for new food hazards
Day 3	Sporadic infections, population surveillance of behaviors to assess food hazards Pathogen-specific surveillance systems (with case studies): <i>Salmonella</i> <i>E. coli</i> O157:H7 and other Shiga toxin-producing <i>E. coli</i> <i>Listeria</i> <i>Campylobacter</i> <i>Cryptosporidium</i> <i>Shigella</i> , Hepatitis A virus, Cyclospora Botulism, <i>Vibrio</i> (time permitting)
Day 4	Group presentations on outbreak investigation evaluations Summary

VII. Evaluation and Grading

Outline of Grading

- Precourse Assignment and Class Participation 30 points (30% of grade)
- Examination 40 points (40% of grade) Due 1 week after the last day of class
- Group Presentation 30 points (30% of grade) Due on final day of class

This course is offered A/F or S/N

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

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)

B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

- **S/N option must complete all assignments to a C- level (70%):**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
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.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's

college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (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.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to

your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

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

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success,

inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that 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 and conduct relevant research. 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.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

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