PUBH 6577
Advanced Problem Solving in Health Services Administration
Course Syllabus for Spring 2015

Credits: 2 credits

This course is an off-campus consulting-based capstone course for the MHA program.
On-campus meetings: Friday, January 23, 2015, and Friday, May 1 (all day for presentations).
Project groups meet with your faculty advisor and your organization’s preceptor on an ongoing basis to complete your project over the course of the semester.

Course Coordinator: Greg Hart
Course Teaching Assistant: Sangeeta Vijayagopalan

Course Faculty Advisors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Contact Information</th>
</tr>
</thead>
<tbody>
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</table>
I. Course Description

This is the capstone course for the MHA Program. It builds on coursework throughout the Program. Students will integrate and synthesize the knowledge, attitudes and skills acquired in the curriculum and apply them to the resolution of a significant management problem in a healthcare organization. The course provides one of the last opportunities in the MHA Program for students to further develop and demonstrate their leadership and team competencies, and receive feedback on these competencies. This course derives from the Minnesota problem-solving method. Student groups are expected to reflect application of The Minnesota Way in their work and in their reports.

This course also represents an opportunity for the students to apply the competencies from the National Center for Healthcare Leadership Competency Model.

Participation in the UAB National Case Competition on behalf of the MHA Program is of similar nature and complexity as work on the site-based problems, therefore the students who assume the UAB responsibility will receive credit for PUB 6577 (assuming acceptable performance).

II. Course Prerequisites

MHA student; PUBH 6544 Principles of Problem Solving in Health Services Organizations; PUBH 6565 Healthcare Delivery Design and Innovation

III. Course Goals and Objectives

Students will help accomplish change and solve a significant management problem in a healthcare organization through application of the Minnesota problem-solving method. Students will work effectively as a high-functioning problem solving team, in which team members coach and develop each other to facilitate self and team development. Upon completion of the course, students will have achieved the following objectives:

1. Plan, execute, and monitor the project using consulting and project management processes and the Minnesota problem-solving method.
2. Act in a professional consultative role with the sponsoring organization to build effective relationships with key stakeholders, and keep them informed of project progress.
3. Apply relevant problem definition skills to the problem situation, including a clear formulation of issues and problem definition.
4. Use valid and reliable analysis of quantitative and qualitative data to arrive at a comprehensive, deep understanding of the problem and appropriate solutions. Become expert in the topic being addressed.
5. Implement and utilize interdisciplinary behavioral and technical competencies.
6. For some projects as warranted, conduct a pilot implementation of recommendations to assess their feasibility and make modifications as needed.
7. Recognize and appreciate the organization’s culture and external environment; take them into account in arriving at a solution and change management strategy for the organization.
8. Identify and resolve pertinent policy, organizational, and ethical issues in the problem situation.
9. Make pragmatic, results-oriented decisions and sound judgments throughout the project.
10. Provide a written report and a verbal presentation that are persuasive, convincing, polished, and tailored to the organization and audience and which anticipate the reactions and questions of the audience.
11. Provide a set of recommendations and work product to the client organization that is of high value and of professional consulting/management caliber.
12. Understand the application of a “Triple Aim” perspective to a tangible management problem.
13. Engage in learning experience which will have translational applicability to the fellowship or first job.

The team should plan on spending at least the equivalent of one full day (8 – 12 hours) per week on the project.
Each group member should contribute substantially to the accomplishment of these objectives by the group. If that is not occurring the group should address the group difficulties early, and with the faculty advisor if needed.

IV. Methods of Instruction and Work Expectations; Role of Faculty Advisor

In contrast with the clerkship, which is essentially an individual endeavor, the project in this course is a group effort, with the students' role as that of a consulting team engaged by the project organization to solve a senior management level problem under the supervision and guidance of the faculty advisor and the site preceptor.

Each team should meet frequently (no less than every two weeks, if not weekly), with the preceptor in the organization to ensure that the team is keeping him or her updated on its progress and issues, to get feedback, and to share findings, conclusions, and recommendations on an ongoing basis. Each team should ensure that there are no surprises for the preceptor at the conclusion of the project. Teams should share with their preceptor the schedule of deliverables as required by the course (see below), and develop with the preceptor other intermediate deliverables they ask the team to present to them as part of the project. The faculty advisor does not attend the regular meetings teams have with the preceptor (see exception in paragraph below). Some of these meetings can be conference call meetings as warranted, but each team should establish a regular meeting time with the preceptor.

The role of the faculty advisor is similar to that of a senior principal in a management consulting firm, offering advice and counsel, asking penetrating questions, probing the team’s thinking and approach, and critiquing their work, while keeping the proposed scope of work moving and on track. The ultimate responsibility, however, for the success or failure of the project, rests with the student team.

The faculty advisor should attend the team’s first meeting with the preceptor, and should attend the final presentations (one at the University and one in the organization). Teams should meet with their course faculty advisor approximately every two weeks (as determined by the faculty advisor and the group) to keep him or her updated on progress and to discuss issues, roadblocks, or difficulties they are facing.

There are three other important points at which the faculty advisor and the site preceptor will connect. The first is for sign-off on the Project Management Agreement. This document should describe the scope of the project, the project work plan, and the expected project deliverables (see attached example). It is essential that the site preceptor, the faculty advisor, and the student team sign-off on the Project Management Agreement by February 9, 2015. If this does not occur or needs to be delayed for some reason, please let Greg Hart know. The student team is responsible for development of and getting sign-off on the Project Management Agreement.

The faculty advisor and site preceptor will also connect mid-way and near the end of the project, to check on progress of the team. The faculty advisor will take responsibility for coordinating these discussions.

V. Course Text and Readings

There are no required texts or readings for this course. Your reading will depend on the problem you are asked to solve. Three texts which are options, but highly recommended are:

Optional: The Team Handbook (3rd edition) by Peter Scholtes, Brian Joiner, and Barbara Streibel

Optional: Flawless Consulting 2nd Edition: A Guide to Getting Your Expertise Used by Peter Block

Optional: The Flawless Consulting Fieldbook and Companion: A Guide to Understanding Your Expertise by Peter Block

The MHA Program office has copies of the texts. Feel free to sign them out to review before deciding whether to purchase them. All of them are excellent references for your professional library. They can be ordered online through Amazon or Barnes and Noble.
### VI. Course Outline/Schedule/Deliverables

To summarize the course and project schedules:

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>RESPONSIBLE PARTY</th>
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<tbody>
<tr>
<td>Course Kickoff</td>
<td>1/23/15</td>
<td>Hart</td>
</tr>
<tr>
<td>Initial Meeting with Preceptor</td>
<td>By 2/3/15</td>
<td>Student Teams</td>
</tr>
<tr>
<td>Project Management Agreement</td>
<td>By 2/9/15</td>
<td>Student Teams</td>
</tr>
<tr>
<td>Progress Reports: Preceptor and Faculty Advisor</td>
<td>Regular, as arranged</td>
<td>Student Teams</td>
</tr>
<tr>
<td>Mid-Term Preceptor/Faculty Advisor Check In</td>
<td>Approximately 3/6/15</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>Near Final Preceptor/Faculty Advisor Check In</td>
<td>Approximately 4/10/15</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>Draft Report</td>
<td>4/20/15</td>
<td>Student Teams</td>
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<tr>
<td>Final Report</td>
<td>5/1/15</td>
<td>Student Teams</td>
</tr>
<tr>
<td>On-Campus Presentation</td>
<td>5/1/15</td>
<td>Student Teams</td>
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<tr>
<td>Site Presentation</td>
<td>4/27 – 5/8/15</td>
<td>Student Teams</td>
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A more detailed schedule follows:

### Schedule and Deliverables

#### 2015

<table>
<thead>
<tr>
<th>Jan 23</th>
<th>Class Orientation</th>
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<tr>
<td>Jan 26 – Feb 3</td>
<td>Initial orientation meeting of students, faculty advisors, preceptors, and other project relevant members at the host organization to review the proposed project, their joint expectations and general rules governing conduct of the students’ experiences. Specifically:</td>
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</tbody>
</table>

1. Identify discuss, and determine project goals and objectives, difficulties, causes, possible alternative solutions, important stakeholders to be contacted and other factors to be considered in light of your work to date last semester.

2. Reach mutual understanding re: project scope and objectives, work schedule and expectations, arrangements for meetings with the preceptor, access to personnel, data sources and processing, confidentiality of data, office space and equipment, format and presentation schedules for the final report.

3. Set up schedule of meetings throughout the semester with faculty advisor to discuss progress, problems encountered, etc. These weekly or bi-weekly updates and reports are to be rigorously critiqued by faculty who will provide direction more by asking questions or challenging written submittals than by answering questions in ways which would heavily involve faculty in writing the report. The general role of the faculty is to serve the student groups as mentors and to assist in the preparation of a report that will be valued by the project organization. The
meetings also are the time to discuss with faculty advisors any questions regarding course expectations or process, problems etc.

4. Set up record keeping system of how your team will organize project materials, record your meeting agendas and minutes, and track progress towards deadlines and deliverables. Submit your weekly meeting minutes to your faculty advisor.

5. Work Schedule. including anticipated project tasks, team member responsibility by task, timeline, and deliverable due dates.

by Feb 9
Project Consulting Agreement signed by student team lead (project manager), preceptor/sponsor, and faculty advisor.

Feb 10 - April 20
Team Meetings with site preceptors and faculty advisors.
Faculty advisor provides the course coordinator and the students with a verbal assessment of their progress to date, including any problems encountered. Serious problems in performance should be discussed in depth with the course coordinator to assess next steps in correcting the situation.

By the second week in April, your group should be drafting your written report as you continue to work on your project, and begin putting together a draft of your PowerPoint presentation.

April 20 – May 1
Group’s faculty advisor critiques the draft project report and PowerPoint slides for their student group. Final report due May 1.

May 1
Students formally present their verbal report to the faculty and class. A schedule with exact times and place will be distributed in advance.

1. Each project group presents its report to all members of the other project groups, their faculty advisors, and preceptors. Maximum time for presentation—30 minutes followed by 15 minutes for questions by students and faculty. NOTE: Your group should provide copies to the audience of both your executive summary and any overheads that are to be used.

2. Each member of the audience will provide written feedback using the “Verbal Presentation Grade Report”, which will be distributed to those in attendance. These should be returned to the course coordinator along with their rank order assessment of each group’s presentation.

3. Students are requested to provide at least one comment in their evaluation of each presentation on how future presentations might be improved. Your classmates deserve the benefit of your observations to help them achieve excellent evaluations for future job performance.

4. NOTE: All comments, information and materials presented during the class presentations are regarded as CONFIDENTIAL and are NOT to be shared beyond the classroom.

May 1
Deadline for students to submit their final report to their faculty advisor and preceptor:
Each member of the group, separately and individually must also provide the course coordinator his or her assessment of the contributions of each member to the group’s effort using the Student Assessment of Individual Contribution as well as their evaluation of the group’s performance as a whole using the Group Process Evaluation form.
May 4-8  
(or the preceding week as schedules allow)  
Students make verbal presentation of their final report to the preceptor and his/her staff in the project organization at a mutually agreed upon time and place. Faculty advisors should attend this presentation. The course coordinator will provide the preceptor with a copy of the grading sheet, to be completed and returned to the faculty advisor and the course coordinator.

May 12  
Faculty nominates and selects the year’s Dornblaser Best Project Award winner, which will be announced at the students’ graduation lunch.

Students draft a thank you letter to be sent to the preceptor to come jointly from the student group and the faculty advisor. Students take responsibility for seeing that the letter gets put on MHA letterhead and signed by all student members and the faculty advisor. The letter should include wording regarding appreciation to the project’s preceptor thanking them for providing our students’ the opportunity to work with their organization.

Last Day of Class  
Welcome to becoming active members of the MHA Alumni Association/Foundation. We look forward to your continuing support of the MHA Program and the AA/F!

VII. Evaluation and Grading

Grades for the group project activities will be weighted as follows:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Project final written report and slides for presentation at the University of Minnesota:</td>
<td></td>
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<tr>
<td>- Ability to work together</td>
<td>40%</td>
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<tr>
<td>- Report substance &amp; judgments</td>
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<tr>
<td>- Slides used for U of M presentation</td>
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<tr>
<td>Final presentation to University of Minnesota:</td>
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<tr>
<td>Presentation to and evaluation by the Host Organization/Site Preceptor</td>
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<tr>
<td></td>
<td>20%</td>
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<td></td>
<td>40%</td>
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Individuals and groups are expected to demonstrate managerial accountability to fully implement assignments. Individual grades may be higher or lower than the group grade based upon the faculty advisors and group’s assessments of the individual's contribution to the group effort.

MANAGEMENT PROJECT TEAM AWARD

Faculty selection of the Dornblaser Management Project Team of the Year is based on the project grade and the preceptor, student and faculty assessments of 1) the students’ group problem solving skills; 2) their integration of skills, knowledge, and values to develop an effective problem solution; 3) their written and verbal communication; and 4) their contribution to the learning of fellow students and faculty.
REPORT FORMAT

The format for the final written report should be as short and readable as possible while being complete in its documentation and thorough in its analysis.

The report should be written as a professional, formal consulting report. A PowerPoint format is the industry standard format for such reports. The PPT is a “dense PPT”, as contrasted with a PPT document created purely for presentation purposes. An illustration of such a report will be provided at the initial class session for the course.

Because the management project serves two purposes – resolution of an on-going management problem for the organization as well as fulfillment of an academic requirement for the program, the team is accountable to both the preceptor (the organization) and the faculty advisor who may well have different expectations for the final written report. For instance, some preceptors may prefer to receive only an abbreviated version of the final report rather than the complete copy submitted to the faculty. Therefore it is important that the team ascertain in advance which format the preceptor prefers. If the preceptor would prefer to receive only an abbreviated copy of the report, then two versions of the report need to be prepared and distributed:

- One (1) copy of the abbreviated report to your preceptor
- Two (2) copies of the complete report to your faculty advisor(s), along with two (2) copies of the abbreviated report

If, on the other hand, the preceptor would like to receive the full report then one (1) copy should be submitted to him or her and two (2) copies to your faculty advisors.

The report should reflect the problem solving method, particularly in:

- Organization setting/background and clear description of the situation.
- The Problem Solving Team Members.
- Identification of the issues (questions to be addressed) and the problem statement; objectives for the project.
- Description of the analytic approach (data collection, analytic tools).
- Thorough report of findings from the research and analytics, and conclusions drawn from the findings (detailed analytics typically will be in appendix material).
- Recommendations that are actionable and that will result in resolution of the defined problem, including implementation plan.
- In addition to the appendix with analytics as you deem appropriate, an appendix section should be included which addresses two elements of team self-evaluation: key learnings and value created for the client.

The above does not mean the report should be written in the format used for the Introduction to Problem Solving Course. Rather, the report should be written in a “real world” management/consulting report format.

If your team believes the above flow to the report will not be applicable and you propose to do something different, you should first get the approval of your faculty advisor.

Presentation

The presentation to the client should be in whatever form and format best suits the needs of the client. This is typically also a PPT presentation, but contrasted with the formal written submission (above) it is likely to be shorter and more visual. This should be determined in collaboration with the site preceptor. Remember to apply the presentation strategy learnings from the Problem Solving course in formulating the client presentation.
The presentation at the University for all of the groups will be on May 1, 2015. These presentations should be thirty minutes for each team, which will be followed by 15 minutes of questions and answers with the audience. The audience will include the first and second year students, the faculty from the course, other faculty, and the site preceptors (as available). The presentation should showcase the work of the group in a highly professional manner. It should reflect the problem solving method (problem definition, problem study, recommendations) as applicable to each project. The presentation should follow the flow described above for the written report. The presentation should also be instructional to the audience, and demonstrate that the team has become expert in the subject material related to the problem.

**Incomplete Grade**
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.

**Course Evaluations**
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. 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.

**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](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](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, forgining, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](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](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](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](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".