

Survey Design, Sampling, & Implementation

EPSY 5244 – 3 credits

Fall Semester, 2022

Wednesdays, 4:40 – 7:20pm CST

Classroom: Peik Hall 215

Instructional Time	Student Time
Live in-person lecture (one lecture totaling 150 minutes per week)	Attending to lecture [150 minutes]
[150 minutes]	Readings [180 minutes]
Total: 150 minutes	Working on course assignments [240 minutes]
	Total: 570 minutes

Note. The student times listed above are estimated averages per week. With that noted, some weeks may be more time intensive than others.

Website

All course activities and materials are accessible via the course Canvas site:

<https://canvas.umn.edu/courses/340641>. Students are expected to check the Canvas site on a weekly basis for news and updates. The purpose of this website is to enhance the learning of students in this course by providing additional resources, materials, and opportunities to reflect and interact with classmates around important course topics.

Technology Requirements

Students will need access to devices with high-speed internet access (e.g., computers, tablets) in order to access/download course materials and open-source statistical software, and submit required assignments.

Student Computer Skills

Students will need to be able to independently use the technology described above and/or independently seek guidance and develop proficiency in their use of those technologies through accessing resources, tutorials, and supports provided by the University; many of which are included elsewhere in this syllabus.

Policy for in-person class meetings

This course is scheduled as an in-person course. I intend to hold all class sessions in-person except if situational factors arise, such as personal illness of the instructor, when the class may be held synchronously via Zoom or recorded for later viewing. Students in this class are expected to comply with all University public health policies concerning the [wearing of face coverings](#).

Instructor name

Joseph A. Rios, PhD

Department of Educational Psychology

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Phone: (612) 624-1618

Office hours: Wednesday 2-4pm;

By appointment via Zoom

Office location: Education Sciences 164

College of Education & Human Development Mission Statement

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

Department Mission Statement

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

Program Mission Statement

QME strives to be a premier program recognized for leadership, innovation, and excellence, and to enable human potential through the advancement of education. QME prepares students to become cutting-edge professionals in educational measurement, evaluation, statistics, and statistics education, through excellence in teaching, research, and service; and through investigating and developing research methodology in education.

Diversity, Equity and Inclusion Statement

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, gender identity, sexual orientation, socioeconomic background, abilities, professional goals, and other social identities and life experiences. A dedication to inclusiveness requires respecting and thoughtfully considering what others say and their right to say it. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and generative learning community.

Learning Activities and Learner Interaction:

This course is based on a philosophy of "active learning" that emphasizes student participation within an environment of cooperation and mutual respect. Research has shown repeatedly that active-learning approaches to classroom instruction produce superior learning and retention. Success in this course requires students' willingness to participate fully in active learning

exercises in a small group. Along with small group activities, a variety of other learning strategies will be used including lectures, class discussions, and presentations.

Course Description

In this course, you will develop an understanding of basic survey research methods, particularly those that apply to educational settings with research applications in education and the social sciences. You will develop a practical understanding of the principles of sampling and data analysis. The course is taught from the theoretical basis of Social Exchange Theory and will include the review of state-of-the-art research on survey methods.

Course Goals, Objectives and Expectations

You will be able to apply basic survey research methods to the design of survey instruments, as well as the collection, analysis, and interpretation of responses. Generally, you will be able to:

- ◆ Evaluate the appropriateness of survey research methods given the research context
- ◆ Plan and execute a pilot test of survey instruments for instrument refinement
- ◆ Identify sources of sampling and non-sampling errors
- ◆ Develop basic sampling designs
- ◆ Select analysis methods appropriate for survey data
- ◆ Write a complete proposal for a survey research project

Textbooks and Materials

Dillman, D.A., Smyth, J.D., & Christian, L.M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

This book is available through the library as an ebook and is posted on the Canvas site.

For reference [Highly recommended for QME students]:

Lohr, S.L. (2010). *Sampling: Design and analysis* (2nd ed.). Boston, MA: Brooks/Cole Publishing.

Required Readings

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it? *Indian Journal of Medical Specialities*, 4(2), 330-333.

Feinberg, R. A., & Wainer, H. (2015). How much is enough? A reply to Sinharay, Haberman, and Boughton. *Educational Measurement: Issues and Practice*, 34(3), 9.

Halaydna, T. M., & Rodriguez, M. C. (2013). Developing and validating test items (pp. 152 – 185). New York, NY: Routledge.

Optional Readings

Rodriguez, M. C. (2016). *The origin and development of rating scales*. Unpublished manuscript. University of Minnesota.

Course Outline, Topics & Assignments

*The schedule and readings may change as the instructor deems necessary.

Week	Date	Topic(s)	Readings	Activities	Assignments Due
1	9/7	Measurement Principles; Attending to purpose			
2	9/14	Survey Error; Social Exchange Theory	D: 1-2	In-class review of instrument plan	
3	9/21	Item Writing; Review of Sample Surveys	D: 4-5; Haladyna & Rodriguez, 2013 Optional: Rodriguez (2016)		Instrument Plan
4	9/28	Form Construction, Pilot Strategies	D: 6-7 Optional: L: 1		
5	10/5	Exploring options for survey data use		In-class review of instrument draft	
6	10/12	Research Design, Implementation Guest Lecture: Dr. Michael Rodriguez	D: 9, 11		Instrument Draft
7	10/19	Coverage & Sampling Error; Sampling Strategies	D: 3		
8	10/26	Stats Review re: Sampling Theory	Feinberg & Wainer, 2015		
9	11/2	Simple Random, Stratified, & Cluster Sampling	Acharya et al., 2014 Optional: L: 2, 3, 5	In-class sampling exercise; In-class review of sampling plan	
10	11/9	Data Analysis & Psychometric Quality jMetrik [Software]: Item Analysis	Optional: L: 10, 11		Sampling Plan
11	11/16	Data Analysis & Data Displays		In-class analysis exercise; In-class	

				review of pilot summary	
12	11/23	No Class – Thanksgiving			
13	11/30	Data Analysis		In-class review of data analysis plan	Pilot Summary
14	12/7	Complex Surveys & Nonresponse, Data Management	Optional: L: 7, 8		Data Analysis Plan
15	12/14	Ethics & Reporting	D: 12		
16	12/21	Finals Week - No Class			

Note. D = Dillman et al., 2014; L = Lohr (2010)

Assignments in Detail

Readings are listed on the day for which the reading applies. Read the material prior to class. We will discuss most of the material in the text during class. Much of the material concerning measurement and the application of certain statistical techniques in the analysis and interpretation of survey results will be presented in class.

We will take as much time as is necessary to complete understanding of the material before we move on. The material is cumulative to a certain extent, so it is imperative that you keep up with the workload. You are encouraged to work with a partner, if this works for you, and to utilize office hours to complete your understanding of the material from the moment you begin to feel uncertain.

Several projects will be required to assess student achievement of the above objectives. These projects include the following:

- Instrument plan [25 points]
- Instrument draft [50 points]
- Instrument pilot test [25 points]
- Sampling plan [25 points]
- Data analysis plan [25 points]

The tasks in whole constitute a comprehensive survey proposal. A more detailed description of each task is provided below. You will have the opportunity to obtain peer feedback for each survey component. Based on the feedback provided, each student will be able to make modifications to their work prior to submitting to the instructor one week later. Each component of the survey project is worth 25 points, except the questionnaire instrument, which is worth 50 points. **Submissions provided after the deadline will receive a 10% reduction for every day late, unless there is an extenuating circumstance.** Such circumstances include verified illness, subpoenas, jury duty, military service, bereavement, and religious observances. For complete information about notification, verification of absences, and make-up work, please see:

<http://policy.umn.edu/education/makeupwork>.

The Structure of a Survey Project

The timeline of the course prohibits us from mimicking the actual schedule you should follow to complete a survey project. Here is a common set of activities in a typical survey project. DO NOT simply use this list and add dates. This is offered as a guide – select activities that apply to your project and that you plan to conduct.

- ☑ Plan the survey – background research, communicating with target audience
- ☑ Identify the topics – complete instrument plan
- ☑ Write Items (may take weeks)
- ☑ Conduct item reviews: experts, members of the participant audience; editing
- ☑ Conduct draft instrument review (by clients, partners, survey experts, community leaders)
- ☑ IRB process, prior to pilot data collection (for us – EPSY 5244 class protocol)
- ☑ Pilot: full pilot including all the steps of a full administration; conduct think-alouds.

Clearly state whether you plan to complete a pilot and/or think-alouds.

- ☑ Submit pilot report for review (to clients, partners, survey experts, community leaders)
- ☑ Complete sampling plan and analysis plan
- ☑ Edit items, submit final instrument for review (to clients, partners)

Recognize at this point that you have an instrument plan, sampling plan, analysis plan, pilot results, and final instrument. This is where the course ends.

- ☑ Submit reviewed instrument and proposal to IRB (if pursuing full administration)
- ☑ Prenotice (one week prior to admin) → *Possibly in January or whenever you plan to...*
- ☑ Administration period begins (2-3 weeks of data collection for online administration; longer administration period for mail and in-person administration may be needed)
- ☑ Reminder (2-3 weeks of additional data collection)
- ☑ End data collection, begin data cleaning and analysis (length of time depends on the extensiveness of data analysis)
- ☑ Consider non-respondent study (may take 2-4 weeks)
- ☑ Write report, papers
- ☑ Consider presentation and review from members of the target community prior to release of data or formal reports

A Complete Survey Proposal

Create a single proposal document with the following sections. Each time you submit the proposal project, add the new section when due. Write this proposal like a single coherent document, not separate assignments (with the exception of the questionnaire instrument itself – which should be submitted as an appendix to the proposal). Structure it to look like a proposal (or report), not an assignment (e.g., do not use page headers with the course number).

Cover Page: Should contain the title of the questionnaire, your name and affiliation, the date (this can be updated as you go), any partners, clients, or sponsors associated with the project, and even their logos if available. Consider adding those partner/sponsor logos to the first page of the survey as well.

1. Instrument plan

- a. Describe the BIG questions the survey is trying to answer—2 to 3 questions—from which the questionnaire questions will come.
 - ☒ Program evaluation questions or
 - ☒ Research problem, questions
- b. Clearly report the purpose of the survey – in concrete and practical language. Who will do what with the survey results? This should connect to survey participants.
- c. Briefly describe the intended audience (no sampling information), the characteristics of the population of interest.
- d. Describe the type of questionnaire you will develop (mode, length). If you plan to develop an online questionnaire, identify the online tool you will use to develop/administer the questionnaire.
- e. Define the topics you will cover or the traits/characteristics/constructs you will measure. Do not list as questions (no survey questions) – just list topic areas.
- f. Provide a complete schedule with dates from design to reporting (one that is *realistic*, not constrained to a single semester). Include the relevant milestones in the comprehensive list above presented in *The Structure of a Survey Project*. Do not propose to administer the survey before January.

2. A draft questionnaire – *fully formatted – this should be submitted separately from the proposal document containing the remaining sections.*

- a. A pre-notice letter (or card or email)
- b. A consent form (use template from web)
- c. The questionnaire instrument
 - ☒ An introduction (a reminder of purpose on 1st page of survey)
 - ☒ Complete instructions
 - ☒ 15+ unique and original questions (not including background or demographic questions) [be sure to correctly cite sources for questions that are not yours]

3. Sampling plan

- a. Describe the research design and why it is appropriate in your context (cross-sectional, longitudinal, etc.)
- b. Explain your procedures for securing the sampling frame
- c. Specify the sampling plan (whatever it is)
 - ☒ Completely describe sampling/selection procedures
- d. Estimate sample size (even if you are not sampling)
 - ☒ Identify the key question you want to “power” for your study. Use this as a reference to define the three components of the sample size formula (level of confidence, estimate of population variance, and tolerable level of sampling error)
 - ☒ Show complete computations for sample size
- e. Describe limitations and describe how you are minimizing all FOUR sources of survey error (use online examples as models)

4. Instrument pilot test summary

- a. Describe pilot test (10 respondents) & think-aloud procedures (2 respondents).
- b. Summarize results (frequencies of responses & major or helpful/useful comments from think-alouds).
Submit a blank questionnaire form with frequencies of responses to each option.
- c. Describe any revisions made to the questionnaire based on results.
- d. Do you have any additional recommendations for implementation based on your experience from the pilot?

5. Data analysis plan

- a. Describe your sample in terms of the sampling design and what this means for analysis (what are your actual analysis options given the sampling design).
- b. Explain the options you have for presenting descriptive results (graphical displays, tables of frequencies, etc.).
- c. Describe the analysis procedures for each major evaluation or research question.
 - ☒ Specify the statistic or statistical test used
 - ☒ Why is this appropriate?
 - ☒ How will you interpret the results? What about generalizability?

The data analysis plan should be organized by research question – addressing the major questions posed in the instrument plan.

Final Exam:

There is no final exam for this course.

Attendance Policy:

Students are requested to inform the instructor via email if they must miss a class for illness or emergencies as a courtesy prior to class. However, there are no point deductions for absences.

CEHD Policy on Recording Classes

All class sessions may be recorded by the instructor using the procedures in the [CEHD Policy on Recording Classes](#), with or without prior notice. Students should assume that a class session is being recorded unless otherwise notified. No person (student or otherwise) may record a class without express written permission from the instructor or an authorized administrator implementing a disability accommodation. All permitted recordings are governed by this policy's limits on distribution and redistribution of recordings.

Workload Expectation (Policy: [Expected Student Academic Work per Credit](#))

It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

Evaluation of Student Performance

The grading system for this course is based on an expectation that students will master the material. Should a student foresee any problems with meeting deadlines, please see the instructor immediately (not the day before or the day an assignment is due) to devise a mutually acceptable plan of action. Under extenuating circumstances (e.g., illness, personal situations) students may be given permission to finish coursework beyond the end of the semester, and an "I" grade will be recorded.

Grading Standards:

Letter grades will be assigned based on the University of Minnesota definition of grades found below.

The final grade is recorded according to U of MN definition of grades:

93-100%	A	For exceptional work, well above the minimum criteria
90-92%	A-	For outstanding work, well above the minimum criteria
87-89%	B+	For excellent work, significant above the minimum criteria
83-86%	B	For work above the minimum criteria
80-82%	B-	
77-79%	C+	
73-76%	C	For work which meets the course requirements in every respect
70-72%	C-	
67-69%	D+	
63-66%	D	Worthy of credit even though it fails to meet the course requirements
0-62% F		Failed to meet minimum course requirements

Incomplete policy

An incomplete (I) will be assigned only if agreed to prior to the last week of class. If at the end of the semester course work is incomplete and no prior notification has been given, the grade based on points obtained at that time will be awarded. Without a prior agreement, no options will be given to submit incomplete work after grades have been submitted.

How to Access Your Grades

You can view your grades on the Grades tab in MyU: Academics. Additional instructions can be found on One Stop at <https://onestop.umn.edu/academics/viewing-grades>.

Returning Papers, Exams, and Projects

Given the size of the class and the extensiveness of student projects, I will try to return work within one week of the due date. If assignments are submitted after the due date, it will likely take longer to review and return. All assignments will be returned via Canvas.

Attendance and Participation

Active student participation is essential to the success of the course. Participation in this course is defined as successful completion of course readings, review of instructional materials, review of student presentation materials, and all other mandatory assignments (graded and ungraded). Participation also requires sharing insights or questions about course topics and materials, responding to or providing feedback to questions in response to course activities, comparing course material and integrating knowledge gained from the course material with your own experiences, and participating in online discussions.

Expected Behaviors and Respectful Contributions

Online learning can take place in a fully online course or as part of a face-to-face course. Participating in an online activity (e.g., discussion forum, Flipgrid, VoiceThread, peer review) can be different from the interactions that take place in a physical space. Without visual or verbal cues, it can be hard to communicate tone when using text. When you communicate online your content (files, text, images, and video) can be instantly copied and shared. Due to these differences, here are some things to keep in mind:

- Be polite. While there will inevitably be some things said in our online discussions that you will disagree with, always keep your responses constructive and, where possible, support your views with evidence from the readings or your own experiences.
- Keep your responses on-topic. If an individual mentions something that interests you in a post that seems completely tangential to the class discussion, respond by private email.
- Post messages to the appropriate audience. Be sure to post your questions/responses to the appropriate forum.
- Quote responsibly and reply substantially. Always weigh whether your comments are contributing substantially to the discussion before you post them to the discussion list--saying "I agree" after quoting a 25-line message can frustrate your peers and doesn't really add much to the discussion.
- Keep your responses jargon-free. Always be sure to define terms and acronyms fully before using them. This rule applies particularly to the use of Internet abbreviations. These terms may be confusing to new users or users who are not native speakers.
- Be mindful of what you share and how you use what is shared. Check with the person who posted the media you would like to reuse before doing so. If you are posting the media or images, be sure to explore what copyright might apply to them. To find more information, see the [Libraries' resource on using copyright materials](#).

Adapted from: [Internet Learning Alternatives Netiquette Primer](#)

Online Course Communication Methods

The following methods of communication may be used in this course:

Announcements - Periodically, you may receive a course announcement. If you have any questions regarding an announcement, feel free to respond to it, replies will allow the whole class to benefit from clarification. [Set up notification preferences to receive course announcements by email \(Links to an external site.\)](#). For more private matters, you may email individually.

Canvas Profile - You may want to [update your profile in the system \(Links to an external site.\)](#).

The University-assigned student email account is the University's official means of communication with all students. Students are responsible for all official information sent to their University-assigned email account. If a student chooses to forward messages to another account, the student is still responsible for all information, including attachments.

<https://policy.umn.edu/education/email>

Learn About Canvas

Learn more about how to use Canvas by watching the following videos.

- [Canvas Overview](#)
- [Update Your Profile](#)
- [Update Your Notification Preferences](#)
- [Communicate with Your Instructor and Peers](#)
- [Participate in Discussions](#)
- [Keep Track of Assignments Due](#)
 - Guide: [Add the Canvas Calendar to Your Google Calendar](#)
- [Submit Your Assignments](#)
- [Participate in a Group](#)
- [Check Your Grades](#)
 - [View Assignment Feedback from Your Instructor](#)
- [Canvas Student App](#)

You can also learn more about the features of the Canvas learning management system by reading their guide for students. [Find it here](#)

Learn about Zoom

Zoom is used by the University of Minnesota for online meetings and video conferencing.

- [U of M OIT Zoom Resources](#)
- [Getting Started with Zoom](#)

U of M Technology Support

- [Online Tech Help](#)
- [In-Person Tech Help](#)

Additional U of M Resources

- [Educational Policies](#)
- [Smart Learning Commons](#)
- [Student Writing Support](#)
- [Student Mental Health](#)
- [Campus Safety and Security](#)
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Student Resources

- **Hardware and Software Information** - Computer and Device Support can connect you with discounted hardware, software, and cell phone options.
- U of M Support - Online specialists can be reached via email, phone, or chat: **Contact Us**.
- **University Libraries** - Information about distance learning, as well as services to online students affiliated with each campus: **Duluth**, **Crookston**, **Morris**, and the **Twin Cities**.
- University of Minnesota Libraries - **Online tutorials** and **workshops**.
- The U of M Learning Platform - Academic applications (e.g., Canvas, myLibrary, podcasts). Students access the Learning Platform via the **MyU Portal** (login required).

Tips and Training

- Free **training courseware** for MS Office products.
- Free **mini-course** (requires registration) on assessing and overcoming your tendency to procrastinate.
- **Online learning tips** from the University of Illinois.
- Information on **how to be a successful online learner**.

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/regents.umn.edu/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 and/or a student's ability to learn. 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."

Unfairly Prejudicial Comments in Teaching Evaluations

While we have much to learn from the critical feedback our students give, unfairly prejudicial comments have no place in the teaching evaluation process and are **inexcusable and wrong**. According to the [University of Minnesota's policy on teaching evaluations](#), these comments may include **offensive, racist, sexist, homophobic, and other personal comments**.

UMN's Center for Educational Innovation has provided a list of comments **likely** to be labeled unfairly prejudicial because they refer to one or more of the following properties in describing an instructor:

1. **body characteristics** (e.g., weight, level of attractiveness, body shape or contour, other distinguishing physical features)
2. **professional appearance** (e.g., apparel or accessories, hairstyle, grooming habits)
3. **discriminatory statements** counter to Equal Opportunity and Affirmative Action values (e.g., sexual identity, age, race, religion, nationality, visible or invisible disabilities)
4. a **bullying, abusive, or offensive tone** that comprises harassment or intimidation

Student comments **might** be unfairly prejudicial if they refer to:

5. **elocution of speech** (e.g., accent, pronunciation, rhythm, speed)

Please be mindful to not include these types of comments when providing feedback on your course evaluations.

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 instructor 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/education/studentresp>.

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: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf) If it is determined that a student has cheated, the student 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/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-....> 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/education/makeupwork>.

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/education/studentresp>.

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA Points	
A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is above the minimum expectations in the course.
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the minimum expectations in the course.
C-	1.667	
D+	1.333	

D	1.000 -	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA Points	
S	0.00	Satisfactory (equivalent to a C- or better)
N	0.00	Not Satisfactory

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://coaa.umn.edu/report-misconduct>). If you want to report sexual misconduct or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Sexual Assault and higher education: Training modules and information

The Department of Educational Psychology supports the efforts of the University of Minnesota towards prevention of sexual assault. We encourage all students to participate in the free online training that has been established for undergraduate students and graduate students. The training highlights pertinent issues regarding sexual assault, including, but not limited to: defining healthy relationships, consent, bystander intervention, and gender roles. The guide for the training in your [My Training page](#) is available at <https://it.umn.edu/training-guide-preventing-responding>. Additionally, to learn more about how you can help reduce sexual assault at the University of Minnesota, please visit the [Aurora Center](#).

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides 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, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The 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 have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: <https://diversity.umn.edu/disability/> or e-mail drc@umn.edu with questions.

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>.

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. *[Customize with names and contact information as appropriate for the course/college/campus.]*

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

This publication/material is available in alternative formats upon request. Please contact the Educational Psychology Department, 250 Education Sciences Building, 612-624-6083 or edpsych@umn.edu.