

EPSY 3264

Basic & Applied Statistics

Meeting Time M, W, 9:45-11:00am	Description EPSY 3264 is designed to engage students using a modeling and simulation approach to inference. This course fulfills the Mathematical Thinking component of the Liberal Education requirements at the University of Minnesota. Statistics is more than just an application of mathematics or a methodology used in some other discipline. Statistics is a principled way of thinking about the world. In particular, it is a principled approach to data collection, prediction, and scientific inference. In today's dynamic and interdisciplinary world, success in confronting new analytical issues requires both substantial knowledge of a scientific or technological area and highly flexible problem-solving strategies. This course uses pedagogical principles that are founded in research, such as daily small group activities and discussion. Upon completion of this course, students should have an understanding of the foundational concepts of data, variation and inference, as well as an appreciation for the fundamental role that statistics plays in a host of disciplines, such as business, economics, law, and medicine.
Classroom Zoom (link on Canvas)	
Instructor Sam Ihlenfeldt He/Him	
Email ihleno10@umn.edu	
Office Hours Zoom (Link on Canvas) M, W, 11:00-11:30am Or by appointment	
Teaching Assistant Jiayi Deng She/Her	
Email dengo194@umn.edu	
Office Hours Zoom (Link on Canvas) W, 3:00-4:00pm Or by appointment	
Table of Contents: Materials (p. 2) Coursework (p. 3) Grading (p. 5) Calendar (p. 6)	Course Philosophy & Format of Instruction This is not a class where you only come each day, listen, watch, and take notes! The primary method for learning new statistical concepts and methods will be by reading provided materials before class, participating in class activities and discussions, and working through lab assignments. This course makes extensive use of small group and large group activities and discussions to introduce ideas and understanding of material encountered in the readings. Your learning experience is thus dependent—to some extent—on your classmates and vice versa. Because of this, it is essential that you not only attend class each day and participate in the activities and discussions, but that you show up prepared, having completed the assigned readings. Internalizing a discipline's way of thinking about and solving problems is a time-consuming process, with the keyword being "process." It is not something that can be taught to students in a semester, or even year-long, course. Learning statistics takes much more than memorizing formulas or software commands. It requires active participation and questioning both in and out of the classroom. The instructor(s) of this course will provide you with many opportunities to learn the material through class activities, readings, and lab assignments, but in the end, you will have to do all of the hard work of actually learning that material.

Remote Learning and Office Hours

Our class is a remote learning version of EPSy 3264. Remote learning in this class means a blend of (1) in-person and synchronous work where the class meets online twice a week (via Zoom; M/W 9:45–11:00am) as a whole and (2) asynchronous learning (reading, independent learning, and take home exams). The Zoom link is available on the course Canvas page. Instructor office hours (both scheduled and unscheduled) will also be remote, via Zoom.

Student Learning Outcomes (SLO's)

EPSY 3264 addresses two components of the University of Minnesota's required learning outcomes.

- After completing this course, students will know the basic terms, concepts, principles, methods, and perspectives of statistics and will be able to build a framework of knowledge within the major themes of the course (Component 3: Have mastered a body of knowledge and mode of inquiry).
- Students will also be able to communicate the results of a statistical analysis with others, as well as discuss both ideas and applications of the discipline with peers (Component 5: Can communicate effectively).

Prerequisites

This course is intended for undergraduate students who have completed a high school algebra course, but not previously studied statistics. The course uses technology on a regular basis during both instruction and assessments. Because of this, students enrolled in the course **should be familiar with computers and technology** (e.g., internet browsing, Microsoft Word, opening/saving files, etc.).

Required Course Materials

Accessing the course Canvas page ([here](#)) regularly is a critical component of this course. The course lab assignments, textbook, readings, and lab manual will be organized on the Canvas page by date. You can also access many of the course materials directly:

- The course textbook, which includes the out-of-class readings, is available online at <http://ziefooo2.github.io/statistical-thinking/>.
- You will work from the lab manual, Statistical Thinking 4.2: A Simulation Approach to Modeling Uncertainty. You do not need a physical copy of the lab manual, but you will need to access it every day in class. A pdf copy of the manual is available on the course canvas site, or you can download it directly [here](#).
- There are several data sets used in the lab manual, as well as in EPSY 3264 individual exams. To download a ZIP file to your computer that includes all the data sets, check the course canvas site or click [here](#)! Once the ZIP file has been downloaded to your computer, double-click the ZIP file to unzip it and access the materials.
- This course requires the use of the software TinkerPlots. This software can be downloaded to a Mac or PC, or accessed via [Apps2Go](#) using your UMN x500 and password. However you decide to use TinkerPlots, you will need to purchase a license from <http://www.tinkerplots.com/>. (These are roughly \$7 for a year-long license.)

Liberal Education

EPSY 3264 fulfills the Mathematical Thinking component of the Liberal Education requirements at the University of Minnesota. An important part of any liberal education is learning to use abstract thinking and symbolic language to solve practical problems. Understanding quantitative information is fundamental for engaging in our complex world. Business, academia, and even everyday life are filled with the enumeration of information, and all increasingly require

data-driven decision-making. In this course, students will be immersed in the fundamental activities of collecting data, producing data, analyzing data, and interpreting summaries and analyses of data. In addition, students will encounter the diversity and cross-disciplinary application of statistics in the real world through problem contexts, assignments and readings.

Course Components

Readings

Completing the assigned readings prior to class is an important part of being successful in EPSY 3264. The readings and due dates for the readings are listed in the course calendar and can be found on the course Canvas page. Although not graded, readings are a required component of this course.

Individual Take-Home Exams (50%)

There are 5 individual take-home exams, which you need to complete outside of class. Each exam will make up 10% of your grade. They include problems that will help evaluate your understanding of the course material including the use of TinkerPlots™. **Take-home exams must be submitted on Canvas by midnight on the Friday after the group quiz.** Exams that are submitted via e-mail will receive no credit. Exams submitted up to one day late will receive a 10% reduction in score, based on the total possible points. Students submitting an exam more than 24 hours after the due date/time will be will receive a score of 0, although feedback can still be provided if requested. I understand that the world is in a state of uncertainty, so I encourage you ask for an extension in advance if you need it. After-the-fact justification for late exams will not be accepted.

Although your work in the classroom is collaborative, **you need to complete the exam on your own.** Collaboration is not permitted on the take-home exams. Sharing your work, TinkerPlots™ files, or talking about answers with other students (even if you have the best of intentions), is a violation of the Student Conduct Code. Instructors are required to report all students involved in incidents of scholastic dishonesty to the Office for Community Standards (OCS). **In cases where scholastic dishonesty has occurred, all students involved will be given a 0 for the exam in question, and may be given an "F" or an "N" for the course, as well as, face additional sanctions from the University**

Group Quizzes (50%)

There are 5 in-class group quizzes. Each quiz will make up 10% of your grade and consists of several short answer questions designed to test your ability to apply the knowledge you gained by reading the assigned material, working on individual exams, and participating in class activities and discussions. You will also be expected to use TinkerPlots™ on the group quizzes, **but no other materials.**

It is expected that you will work cooperatively with your group members to decide on the answers to the questions posed in the group quiz. Only one quiz per group will be graded, and each student in the group will receive the same grade.

If you arrive late for a quiz, or have missed previous class periods, you may be required to take the quiz by yourself. The instructor also reserves the right to re-assign groups on the day of the quiz.

If you have an excused absence and miss a quiz, a single make-up quiz will be administered at the end of the semester (time and location TBD) and will cover content from the entire course. If you fail to make-up the quiz at the rescheduled time, you will receive zero credit for the quiz.

Final Exam

This course has no final exam.

Attendance

In a collaborative learning environment, attendance is critical. Missing class does not only affect you. It also affects your classmates. Because of the adverse impact missing class may have on your classmates, the instructor reserves the right to re-assign groups on the day of the quiz, or have you work independently. As a courtesy If you cannot be in class, you should email your group members with as much advance warning as possible.

Please be on time. Showing up late to class is not only disruptive, it is disrespectful to your classmates. When you show up late, your group needs to spend valuable time catching you up on what you missed. If you show up late for group quizzes, you may be required to take the quiz by yourself.

If you are absent on the day a quiz or homework is due, you must provide documentation explaining your absence for the instructor to determine whether you will be allowed to turn in that homework later or take a make-up quiz. This will be at the instructor's discretion and will be evaluated on a case-by-case basis (see policy at <https://policy.umn.edu/education/makeupwork>).

Class Participation

Engaging in active class participation is an important part of taking ownership of your learning. Active participation is more than just showing up for class. It also includes being engaged during the class, asking questions (if you have a question, it is likely that others do as well), providing additional insight and material, responding to other students and the instructor, and always being open and inquisitive.

Learning in a digital environment can be difficult, especially when a world of distractions is just a tab away. Distractions can make it hard to learn during class. Additionally, as many features of this course are completed in a group setting (including quizzes), your distraction might make it hard for your classmates to learn as well. Unless you are a caretaker for a dependent or expecting an emergency or high-priority call/message, I strongly encourage you to avoid those distractions during our class period. If you feel an urge to look at your phone or open another page in your web browser during class, ask yourself these questions: **"Do I need to check my phone? Do I need to check my e-mail? Will it help me and my classmates learn right now, or will it harm my focus instead?"**

Evaluation of Student Performance

Grades will be based on the weighted average of your individual exams (10% each), and group quizzes (10% each). Grades will be assigned using the following criteria as a guideline:

Final Percentage	Letter Grade	Final Percentage	Letter Grade
93-100%	A	77-80%	C+
90-93%	A-	73-77%	C
87-90%	B+	70-73%	C-
83-87%	B	63-70%	D
80-83%	B-	0-63%	F

Students who earn below 63% will receive the letter grade of F. Students who wish to receive a Satisfactory (S) must obtain the total points required for a C— grade; anything less will be graded as N (Unsatisfactory). Shortly after the course, you may access your grades on-line at <http://www.onestop.edu>.

A grade of "I" (Incomplete) is assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., illness, hospitalization), a student is prevented from completing the work of the course by the end of the semester. To receive this grade, a written agreement must be completed between the instructor and the student. Notify the instructor as soon as possible if circumstances will prevent you from completing the course by the end of the semester.

Returning Exams and Quizzes

The teaching team aims to have all submitted exams and group quizzes graded and returned within a week of submission! Effort is put into providing you with feedback on these documents to help you learn, especially when points are deducted. **Please review all feedback given to you!**

Extra Credit Policy

There are no planned extra credit opportunities for this course.

How Can I Be Successful in this Course?

There are several things you can do to be successful in this course. **First and foremost, complete all the readings and come prepared to class.** Complete all the in-class assignments and the take-home exams. **Ask questions. If you are experiencing problems, need help, or have any questions or other course-related concerns, do not hesitate to get in touch with the instructor or TA.**

Course Communication Policy

Class-wide course communication will be done mainly through Canvas messaging or e-mail. Although very few e-mails during the semester will need to be addressed immediately, you are still expected to check regularly. Both the instructor and the TA will do the same, responding to e-mails within 24 hours Monday-Friday, and within 48 hours

Friday-Sunday. You are responsible for all official information sent to your University-assigned email account. If you choose to forward messages to another account, you are still responsible for all information, including attachments.

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

Course Calendar

The calendar below lists the tentative dates of the course topics and group activities, as well as the dates for the in-class assessments. These dates are subject to change at the instructor's discretion. **Readings are to be done out of class by the start of the class period after which they are listed.**

Week	Date	Activities	Unit
1	Sep. 9	Introduction to EPSY 3264	Introduction
		Reading: Introduction	Introduction
		Reading: Modeling & Simulation	Modeling and Simulation
		Watch: Joy of Stats	Modeling and Simulation
		Watch: Random Sequences	Modeling and Simulation
		Watch: Randomness	Modeling and Simulation
2	Sep. 14	Spotify Playlists	Modeling and Simulation
		Reading: Generating Data From Models	Modeling and Simulation
	Sep. 16	Optional Activity Due: Learning TinkerPlots™	Modeling and Simulation
		Generating Random Data – Cat Factory	Modeling and Simulation
		Reading: Monte Carlo Simulation	Modeling and Simulation
3	Sep. 21	Introduction to Monte Carlo Simulation	Modeling and Simulation
	Sep. 23	Automating the Simulation Process	Modeling and Simulation
4	Sep. 28	Group Quiz #1	Modeling and Simulation
		Reading: Modeling Sampling Variation	Modeling Sampling Variation
	Sep. 30	Monday Breakups	Modeling Sampling Variation
		Reading: Describing Distributions	Modeling Sampling Variation
	Oct. 2	Individual Exam #1 Due by Midnight	Modeling and Simulation
5	Oct. 5	Features of Distributions	Modeling Sampling Variation
	Oct. 7	Helper or Hinderer	Modeling Sampling Variation
6	Oct. 12	Comparing Hand Spans	Modeling Sampling Variation
	Oct. 14	Racial Disparities in Police Stops	Modeling Sampling Variation
7	Oct. 19	Group Quiz #2	Modeling Sampling Variation

Week	Date	Activities	Unit
		Reading: <u>Experimental Variation and the Randomization Test</u>	Experimental Variation and the Randomization Test
	Oct. 21	Memorization	Experimental Variation and the Randomization Test
	Oct. 23	Individual Exam #2 Due by Midnight	Modeling Sampling Variation
8	Oct. 26	Memorization using TinkerPlots™	Experimental Variation and the Randomization Test
	Oct. 28	Sleep Deprivation	Experimental Variation and the Randomization Test
		Reading: <u>Quantifying Results: p-value</u>	Experimental Variation and the Randomization Test
9	Nov. 2	Contagious Yawns	Experimental Variation and the Randomization Test
		Reading: <u>Internal Validity Evidence and Random Assignment</u>	Experimental Variation and the Randomization Test
	Nov. 4	Strength Shoe	Experimental Variation and the Randomization Test
10	Nov. 9	Group Quiz #3	Experimental Variation and the Randomization Test
		Reading: <u>Sampling Variation and the Bootstrap Test</u>	Sampling Variation and the Bootstrap Test
	Nov. 11	Speed Skating	Sampling Variation and the Bootstrap Test
		Reading: <u>External Validity Evidence and Random Sampling</u>	Sampling Variation and the Bootstrap Test
	Nov. 13	Individual Exam #3 Due by Midnight	Experimental Variation and the Randomization Test
11	Nov. 16	Gettysburg Address	Sampling Variation and the Bootstrap Test
		Reading: <u>Validity Evidence and Inferences</u>	Sampling Variation and the Bootstrap Test
		Reading: <u>Observational Studies and the Bootstrap Test</u>	Sampling Variation and the Bootstrap Test

Week	Date	Activities	Unit
	Nov. 18	Murderous Nurse	Sampling Variation and the Bootstrap Test
12	Nov. 23	Movie Sequels	Sampling Variation and the Bootstrap Test
	Nov. 25	No Class (Happy Thanksgiving!)	
13	Nov. 30	Group Quiz #4	Sampling Variation and the Bootstrap Test
		Reading: <u>Estimating Uncertainty</u>	Estimating Uncertainty
	Dec. 2	Kissing the 'Right' Way	Estimating Uncertainty
	Dec. 4	Individual Exam #4 Due by Midnight	Sampling Variation and the Bootstrap Test
14	Dec. 7	Cuddling Preferences	Estimating Uncertainty
		Reading: <u>Uncertainty and Bias</u>	Estimating Uncertainty
	Dec. 9	Minnesota College Debt	Estimating Uncertainty
15	Dec. 14	Comparing Cuddling Preferences	Estimating Uncertainty
	Dec. 16	Group Quiz #5	Estimating Uncertainty
Finals	Dec. 21	Individual Exam #5 Due by Midnight	Estimating Uncertainty

Mission Statements

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 of Educational Psychology 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.

Quantitative Methods in Education 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.

University of Minnesota Policies and Procedures

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 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."

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.

Introductions - A discussion for introducing yourself to the instructor and the other students in the class may be provided. Please complete this activity in a timely manner - additionally, 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](#)
- [Submit Your Assignments](#)
- [Participate in a Group](#)

- [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](#)
- [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](#)

UMN Technology Support

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

Additional UMN Resources

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

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](#)**

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

In addition, 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 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/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: http://regents.umn.edu/sites/regents.umn.edu/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/education/instructorresp>.

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/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 Policy

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:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	0.000 - 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-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

S	0.000 - Represents achievement that is satisfactory, which is equivalent to a C- or better.
N	0.000 - 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.

I - There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time. The assignment of an I requires a written agreement

between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

For additional information, please refer to <http://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://eoaa.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, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.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>.

Workload Expectation

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

Student workload expectations per undergraduate credit. For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week. Policy for Expected Student Academic Work per Credit: <http://policy.umn.edu/education/studentwork>.

Academic Freedom and Responsibility

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

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor (Samuel Ihlenfeldt; ihleno10@umn.edu); the Department Chair (Kristen McMaster; mcmas004@umn.edu); your adviser; the associate dean of the college for undergraduate education, diversity, and

international initiatives (Michael Rodriguez; mcrdz@umn.edu); or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost (Rebecca Ropers-Huilman; ropers@umn.edu).

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