



EPsy 5244: Survey Design, Sampling, & Implementation

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Instructor

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Textbook

Required

- Dillman, D.A., Smyth, J.D., & Christian, L.M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). John Wiley & Sons, Inc. This book is available through the library as an eBook.

For Reference [*Highly recommended for QME students*]

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

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.



Primary Course Objectives

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.

Calendar

Session	Date	Topic	Projects DUE	Synchronous Meeting Time	Synchronous	Asynchronous
1	9/9/20	Measurement Principles; attending to purpose; survey ideas		1 hour	4:40 - 5:40	5:40 - 7:20
2	9/16/20	Social Exchange Theory, Preparing to Write Items [D: 1-2]	1 (In-class review)	2 hours	4:40 - 6:40	6:40 - 7:20
3	9/23/20	Item Writing; Review of Sample Surveys [D: 4-5]	1: Instrument Plan	1 hour	4:40 - 5:40	5:40 - 7:20
4	9/30/20	Form Construction, Pilot Strategies [D: 6; L: 1]		1 hour	4:40 - 5:40	5:40 - 7:20
5	10/7/20	Exploring options for survey data use	2 (In-class review)	2 hours	4:40 - 6:40	6:40 - 7:20
6	10/14/20	Research Design, Implementation [D: 7 (skim 8-11)]	2: Draft Instrument	1 hour	4:40 - 5:40	5:40 - 7:20
7	10/21/20	Coverage & Sampling Error; Sampling Strategies [D: 3]		1 hour	4:40 - 5:40	5:40 - 7:20
8	10/28/20	Stats Review re: Sampling Theory		1 hour	4:40 - 5:40	5:40 - 7:20
9	11/4/20	Simple Random; Stratified, Cluster Sampling [L: 2, 3, 5]		1 hour	4:40 - 5:40	5:40 - 7:20
10	11/11/20	Data Analysis & Psychometric Quality [L: 10, 11] jMetrik [Software]: Item Analysis, Rasch & Rating Scale Analysis	Sampling Assignment due	1 hour	4:40 - 5:40	5:40 - 7:20
11	11/18/20	Data Analysis & Data Displays Data Analysis, IRT Presentation	3: Sampling Plan	2 hour	4:40 - 6:40	6:40 - 7:20
	11/25/20	[Thanksgiving]	Analysis Assignment due		[Thanksgiving]	
12	12/2/20	Complex Surveys & Nonresponse, Data Management [L: 7, 8]	4: Pilot Summary	1 hour	4:40 - 5:40	5:40 - 7:20
13	12/9/20	Ethics & Reporting [D: 12]	5: Data Analysis Plan	1 hour	4:40 - 5:40	5:40 - 7:20
	12/16/20	Finals Week – NO CLASS	SUBMIT FINAL WORK		[Finals Week – NO CLASS]	

Note. Dillman and Lohr Chapters in Parentheses



Requirements

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, as long as 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: (1) instrument plan, (2) instrument draft [50 points], (3) instrument pilot test, (4) sampling plan, and (5) data analysis plan. The tasks in whole constitute a comprehensive survey proposal. A more detailed description of each task is provided at the end of this syllabus. The first two components of the survey project will be exchanged in class for review by two other students. The authors will be able to make modifications based on this review prior to submitting the work for evaluation by the instructor one week later. Each component of the survey project is worth 25 points, except the questionnaire instrument which is worth 50 points.

There will also be one sampling exercise and one data analysis exercise. These will be assigned during the course and available online. These two exercises will be small-group projects to be completed during asynchronous time as well as offline. Each exercise is worth 20 points. An alternative group project will be proposed in class – related to a group survey project.

Each component of the class project and each assignment can be submitted twice for full credit. The survey project is worth 150 points; the sampling and data analysis exercises are worth 40 points together. In total there are 190 points for the course.

Format for Submitting Assignments via CANVAS:

Submit assignments in Word doc format, using the following document naming system:

Lastname-Firstinitial-course-assignment-yearmonthday.docx

For example: **Gabel-M-EPSY5244-part1-2020.09.18.docx**

This specifies assignment from Gabel, M. in EPSY 5244 for part 1, 2020 September 18.

For each subsequent component added to the project, change the component # and the date. The document should be cumulative—adding a new component each time. Submissions not following this model may be returned for correction.



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 of 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



Course Projects for EPsy 5244: Survey Design, Sampling, & Implementation

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 separately). 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).
- c. Submit a blank questionnaire form with frequencies of responses to each option.
- d. Describe any revisions made to the questionnaire based on results.
- e. 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.



Instruction

Each course meeting will include lecture on key points of the day's topic(s) and a period of questions and answers. Many of the sessions will include time to debate issues and challenge assumptions raised by students, the instructor, and the text author. Several sessions will include small group work (e.g., time to review text book material and others presented in class). As the instructor, I assume the following responsibilities: to present material in a clear and contextualized format, to provide opportunity for students to pursue additional clarification in and out of class, to develop and employ fair and meaningful assessment activities, to use results of evaluation activities for instructional feedback and course planning, and to provide opportunities for recourse if students believe they have been unfairly evaluated.

Technology

Technology is becoming increasingly important in education and we will pursue learning with the aid of technology in several ways. Students will be allowed to submit projects electronically. Students are encouraged to investigate survey-related web sites to support their reading and project work. A page of links to additional readings and resources is provided at the class website. During discussions of sampling and data analysis, computer demonstrations will be conducted virtually to illustrate various topics. We will explore a free item-analysis software (jMetrik) to understand measurement quality of survey items and scales. Canvas is available to support asynchronous course discussions and where all of the course materials will reside. Zoom will be our main mode of synchronous course discussions.

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](#). For more private matters, you may email individually.

Introductions: A discussion for introducing yourself to the instructor and the other students in the class will be provided on canvas. Please complete this activity in a timely manner - additionally, you may want to [update your profile in the system](#).

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>



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](#))

Diversity

The College of Education and Human Development is committed to have every course contribute to our understanding of diversity, including but not limited to: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status. Each of these characteristics plays a role in educational and psychological measurement and research. They are factors that contribute to individual and group differences -- they (may) affect the constructs we set out to measure and the way we interpret and report survey results. These issues will be addressed throughout the course and will be used as topics of debate and considerations of selecting survey methods to understand the role of group differences in evaluating survey results.



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](#)

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).



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

The Senate affirms the standard (first adopted by the University Senate on February 16, 1922, and reaffirmed 1993) that one semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), or approximately 45 hours of work over the course of an enrollment period. Expectations of faculty and students will be made clear. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

Late Work and Incompletes

No points will be deducted for late work. It is up to you to stay on track. 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. No options will be given at that point to submit incomplete work.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester. For complete information about the university absence policy, please see:
<http://policy.umn.edu/education/makeupwork>

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 necessary, you may pick up work prior to the following class period if agreed upon. If, at the end of the semester, you would like to receive remaining work through U.S. mail, submit a self-addressed stamped envelope. Otherwise, you may pick up final projects once grades are submitted in the Psychological Foundations' office in 250 Education Sciences Building with a student ID. Papers will be available there until February 1. Uncollected papers will be destroyed just prior to fall semester the following year.

Academic dishonesty

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.



University Grading Policy

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

Percentage	Letter Grade	GPA Points	Definitions for graduate credit
95-100%	A	4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-94.9%	A-	3.667	
85-89.9%	B+	3.333	
80-84.9%	B	3.000	Represents achievement that is significantly above the level necessary to meet course requirements
75-79.9%	B-	2.667	
70-74.9%	C+	2.333	
65-69.9%	C	2.000	Represents achievement that meets the course requirements in every respect
60-64.9%	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
	S		Represents achievement that is satisfactory, which is equivalent to a C or better

How to Access Your Grades

Go to OneStop for Students (<http://onestop.umn.edu/onestop/>), click on Grades & Transcripts; on the right side under Quick Links, click on Grades/Unofficial transcript.

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.



University Policies

See <http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html> for a list of policies related to teaching with links to those policies.

Also see <http://policy.umn.edu/education/studentresp> for University policies related to Teaching and Learning – Student Responsibilities.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

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

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

Use of Personal Electronic Devices in the Classroom

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

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

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.

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



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, 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 via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>

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 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 U. policies.

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



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.

Six Intellectual Principles of Ph.D./Ed.D./Master's Research Education

(Currently under review)

1. *Scholarly Formation*
2. *Communication*
3. *Leadership and Collaborative Skills*
4. *Global Context*
5. *Professional Responsibility*
6. *Personal and Professional Management Skills*

The College Commitment to Diversity and Inclusion:

We affirm the contributions of all people in our community. Diversity and equity are at the core of our mission in the College of Education and Human Development.

We explicitly reject bias, discrimination, and exclusion on the basis of race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity and diversity.