

O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs
SPEA V-450/550: Survey Research

Instructor: Ashley Clark (please call me Ashley)
Email: Please use this email address for all communication (afbowers@iu.edu). My goal is to return all emails within 1 business day unless I have a personal emergency or illness.
Phone: 812-345-3818 (my cell number - feel free to text or call)
Office: Morrison Hall (Room 120D)¹

Class Meeting: TuTh 3:55-5:10pm, A203

Office Hours:

- WED 4-5pm, TH 10-11, or by appointment.
- Will be held virtually in my Zoom room: <https://iu.zoom.us/j/9868445322>
- Please say "hi" when you arrive so I know you're there – thanks!
- I don't have an office at O'Neill but am happy to reserve a room in O'Neill or Wells Library if you prefer to meet in person.
- ***Note: I'm also generally available to talk after class if that's more convenient.***

Course description: According to Jonathan Rosenberg, former senior vice president of Google, "Data is the sword of the 21st century, those who wield it well, the Samurai." In recent decades, survey data have become powerful swords that inform government policy making, business and nonprofit decision-making, political campaigns, legal decisions, and academic research in many fields of study. This course will give you the skills that you need to harness the power of surveys: How do I select a sample? How do I design survey questions? How do I collect the data? As part of the class, students will be exposed to many real-world survey examples and will be part of a student team that will design, conduct, and analyze a survey for a real-world client. This is a rigorous, upper-level undergraduate and graduate level class designed for those with an interest in research methods.

The focus of this course is survey research methods. Within that focus, I have selected class materials that adequately represent the field and the concepts that are used in modern survey research methods, including those based in cognitive science and social psychology, statistical sampling theory, survey methodology, and ethical standards as implemented by organizations such as the American Association for Public Opinion Research (AAPOR).

¹ My office suite requires a key to enter, so please let me know if you want to meet in person and I am happy to meet you in person at O'Neill or Wells Library.

Please note that this is a skills-based course that will provide you with technical, marketable skills. As such, it may seem “dry” at times due to the technical nature of the material. If you are not interested in the technical/methodological/operational details of how we conduct surveys, this may not be the right fit for you.

This course will require substantial time outside of class to study the material and complete course requirements. Since we are conducting a real-world survey project for a client, it will also require your flexibility and adaptability.

Prerequisites: I expect that you have an interest in conducting survey research and that you can perform work at an advanced undergraduate/graduate level. The course does assume some basic familiarity with statistics (ability to calculate descriptive statistics like means and percentages, ability to read basic tables with data) and ability to use Excel or other software to summarize data and produce basic charts (e.g., bar chart). Due to the breadth of material covered in this course, I am not able to teach the basics of data analysis in this class – I assume you know the basics of using Excel, creating a bar chart, etc. from other classes. If you feel that this might pose an issue for you, please talk with me. I will use class time to discuss some of the specific analysis considerations involved in analyzing data from surveys.

Learning outcomes:

By the end of the semester, you should be able to:

- Design a survey project
- Develop and test a survey questionnaire
- Design a sample
- Develop data collection protocols and materials that attempt to minimize nonresponse
- Prepare a dataset, including data cleaning and weighting
- Analyze survey data
- Prepare a final report documenting methods and findings

I will view this course as a success if we are able to equip you with the skills and resources to design and conduct a high-quality, cost-effective survey and the ability to be an informed consumer of survey research. I have no doubt that we can accomplish this!

This course will provide technical skills in designing, conducting, and analyzing research for governmental policymaking, nonprofit decision-making, and academic research. These skills will facilitate your professional growth in producing and using high-quality research data in your professional/academic careers, undergraduate/graduate coursework and research, Capstone projects, and dissertations.

O’Neill School expectations of civility and professional conduct²

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other

² These expectations are excerpted from the O’Neill School Honor Code which can be found under Student Ethics and Policies: <https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html>

institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

My view on class environment: As a leader, I believe in a particular management framework called Positive Organizational Scholarship (POS) and this approach also translates into how I approach learning. I encourage you to help me create a positive, encouraging learning environment for our class.

Course requirements:

Final grades will be calculated as follows. Please submit all assignments on Canvas. Details on the assignment requirements will be posted on Canvas and I will provide sample take-home exercises.

Late assignments will lose 10 points each day they are late, except in the case of an emergency.

1. Semester-long survey project: Teams of students will develop, conduct and analyze a survey for a local organization as a major activity for this course. More information will be available in the Semester Project folder under Files in Canvas.
 - a. Final report (20%), *NOTE: There is a draft of this report due that is not graded but in order to grade your final report, I require that it be submitted.*
 - b. Final presentation (10%)
 - c. Team member's evaluation of your contribution to project (10%), *NOTE: Any student who does not obtain a passing score on this component of the course will fail the class. It is critically important that you be a team player and carry your weight on your team.*
2. Take-home exercise #1 (15%)
3. Take-home exercise #2 (19%)

4. Attendance and quality participation in discussion/in-class group activities and/or out-of-class sharing information/asking questions (10%) – *This class will involve a lot of hands-on exercises during class, checking in regarding the team project, and I may periodically provide unannounced homework. Please attend class (see Attendance policy later in this document) and be engaged and work with your classmates. If you do not, this will affect your grade in this component of the class.*
5. Questions on the readings each week (10%): Answering a short set of questions posted in Canvas about the readings each week (starting in Week #3) – you may skip 3 weeks without penalty (or drop your 3 lowest grades).
6. 3 “You Choose” Assignments (2% for each = 6%): The sky is the limit! Find an article (can use citations in the class readings or any other source you like), dataset, existing survey, exercise, magazine/newspaper article, internet blog, twitter feed, or YouTube video etc. or you can attend/view a webinar, research talk, or seminar that addresses a topic that interests you *relevant to survey research*, and you will complete a brief assignment on it (information about the assignment available on Canvas)

NOTE: Assignments 4, 5, and 6 (listed above) will be graded as follows: 100, 90, 80, 70, 60, or 50.

I use the standard Canvas grading scale. Grades may be curved as needed.

Name:	Range:	
A+	100 %	to 97.0%
A	< 97.0 %	to 93.0%
A-	< 93.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 83.0%
B-	< 83.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 73.0%
C-	< 73.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 63.0%
D-	< 63.0 %	to 60.0%
F	< 60.0 %	to 0.0%

Attendance. I expect you to attend class (unless you have an illness or emergency) and will be taking attendance each class session. *You may miss THREE classes without any penalty.* If you miss more than three classes, you will lose 5 points for each additional absence from your final class participation grade. The only exceptions are: religious holidays per IU policy (see more information about this at the end of the syllabus); when students request accommodation approved by the Accessible Educational Services Office in advance using the appropriate form; extended illness or extended family emergency; COVID-related absences; university approved

activities (such as participation in IU sports). *In this class, we will be doing a lot of hands-on exercises and checking in on the team project, so it will be very important for you to attend class.*

Electronic Devices. Please silence your cell phones and other devices before entering class. My cell phone will be on in case of a campus emergency.

Laptops. *It will be helpful to have a laptop available for class and group exercises, so if you have one and can bring it each week, that is encouraged.* If I see you using a laptop for non-class related purposes, this will lower your class participation grade, and if this becomes a widespread issue, I will disallow any electronic devices in class. If you have technology-related problems, IU has a number of resources that I'm happy to point you to.

Academic integrity. Please review your responsibilities in the Code of Student Rights, Responsibilities and Conduct: <http://studentcode.iu.edu/>. I do not tolerate any form of cheating, academic misconduct, or unprofessional behavior.

O'Neill School Honor Code. You are also expected to adhere to the O'Neill School's Honor Code (under Student Ethics and Policies): <https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html>

Use of AI (such as ChatGPT) in this class. *Using AI (such as ChatGPT) to assist in completing assignments in this class is prohibited (with some possible rare exceptions that the instructor will discuss in class, if she decides to do so).* If you do use AI, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

*Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. *Any ideas or materials taken from another source for either written or oral use must be fully acknowledged* unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>. (emphasis added)

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the

appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Required Text:

There is no required text. All class readings will be available online (for free) or provided on Canvas under Files. **Please review the table on the following pages EACH WEEK to be sure you know how to locate the required reading for that week. There will also be a Word document each week in Canvas under Files → W3 → READINGS - WEEK #3.docx (for Week #3, for example) that will list the readings due that week. Some readings will be available under Files in Canvas; others you will need to access directly online using the links provided. All links are working as of the beginning of the semester; please let me know if one becomes non-working.**

Canvas. This course is administered via Canvas. All class participants are expected to carefully read all announcements and download relevant material.

Class notes. I will post all class notes/slides (usually by class time) on Canvas.

*****Important Disclaimer. This syllabus is subject to change. Please be sure to read Canvas announcements for updates. They will always be posted there.**

*****LATE WITHDRAWAL: After the auto-W deadline, withdrawal will be significantly limited and you will need permission to withdraw and must meet requirements established by O'Neill.**

Week	Topic	Readings Due, NOTE: For readings WITH a link, please use the listed link to access the readings for free. For readings WITHOUT a link, please find them under Files in Canvas.	Assignment
1 (1/12)	Intro & overview of surveys		<ul style="list-style-type: none"> Complete class survey by Friday, 1/17, at 12 NOON: https://iu.co1.qualtrics.com/jfe/form/SV_88KJS86xTNzGWH4
2 (1/19)	Intro (cont'd)/ Designing questions	<ol style="list-style-type: none"> Approaches to Social Research, Singleton & Straits (S), Ch. 9 excerpt https://www.youtube.com/watch?v=ToTY5172ANY Chapter 8 - http://joophox.net/papers/SurveyHandbookCRC.pdf Survey Methodology, Chapter 7, excerpt 	
3 (1/26)	Designing survey questions (cont'd)	<ol style="list-style-type: none"> QAS excerpt Holbrook, A. (Academic). (2017). Allyson holbrook discusses questionnaire design [Video]. Sage Research Methods. https://proxyiub.uits.iu.edu/login?url=https://methods-sagepub-com.proxyiub.uits.iu.edu/video/allyson-holbrook-discusses-questionnaire-design (you should be able to access the video through IU Libraries – if not, I've included a transcript on Canvas) <p>SUPPLEMENT (NOT REQUIRED): If you would like another resource to help you understand questionnaire design, please view the Questionnaire Design webinar available in Canvas.</p> <p>NOTE: WE WILL NOT BE MEETING IN-PERSON IN CLASS THIS WEEK. YOU WILL PREPARE FOR, ATTEND, AND PREPARE NOTES FOR THE ZOOM MEETING WITH YOUR CLIENT (SUBJECT TO CHANGE DEPENDING ON CLIENT AVAILABILITY).</p>	<ul style="list-style-type: none"> Questions on readings due 1/28 (3:30 pm) YOU CHOOSE #1 due by 1/31, 11:59 PM (can be submitted any time in January)
4 (2/2)	Visual design & programming	<ol style="list-style-type: none"> Online research methods second edition excerpts Get access to a Qualtrics account (everyone with an IU account should be able to access Qualtrics for free – be sure that you can get logged in here: https://uits.iu.edu/qualtrics/: https://kb.iu.edu/d/bffx#:~:text=Appropriate%20use- 	<ul style="list-style-type: none"> Questions on readings due 2/4 (3:30 pm)

Week	Topic	Readings Due, NOTE: For readings WITH a link, please use the listed link to access the readings for free. For readings WITHOUT a link, please find them under Files in Canvas.	Assignment
		<p>.Create%20an%20account,default%20set%20of%20Qualtrics%20permissions</p> <p>3) Complete the following Qualtrics training (NOTE: To access the trainings, please use these steps: – (1) go to https://basecamp.qualtrics.com/path/learn-to-use-qualtrics-for-research, (2) then go to blue box where it says “Register” (3) then Qualtrics Credentials, (4) Sign in with SSO, (5) then enter your organization id which is iu, and you should be able to enter your IU credentials, then (6) scroll down to complete the following 3 modules:</p> <ol style="list-style-type: none"> Configuring Your Research Project Sharing Your Research Project Collecting Research Feedback 	
5 (2/9)	Pretesting	<ol style="list-style-type: none"> Ch. 10 (S), pp. 336-341 How to Cognitive Interviewing Guide (Willis), read through Section 6 (will say page 20 at the bottom of page) https://www.hkr.se/contentassets/9ed7b1b3997e4bf4baa8d4eceed5cd87/gordonwillis.pdf 	<ul style="list-style-type: none"> Questions on readings due 2/11 (3:30 pm)
6 (2/16)	Developing survey materials & data collection design	<ol style="list-style-type: none"> Dillman Ch 9 excerpt https://www.youtube.com/watch?v=CHDhfz5Be24 https://www.youtube.com/watch?v=44nnbv90C9M https://www.youtube.com/watch?v=N1SrFR_IOIA 	<ul style="list-style-type: none"> Questions on readings due 2/18 (3:30 pm)
7 (2/23)	Sampling	<ol style="list-style-type: none"> Dixon, Chapter 6, pp. 138-160 https://www.m-s-g.com/Pages/genesys/address_based_sample https://www.ipsos.com/sites/default/files/ipsosknowledgepanelmethodology.pdf (page 1 and 2 only) <p>SUPPLEMENT (NOT REQUIRED) - A MORE ADVANCED TREATMENT OF SAMPLING:</p> <ol style="list-style-type: none"> Lohr Sampling Text: Sections 2.1-2.7 (Simple Probability Samples) 	<ul style="list-style-type: none"> Questions on readings due 2/25 (3:30 pm) YOU CHOOSE #2 due by 2/28, 11:59 PM (can be submitted any time in February)

Week	Topic	Readings Due, NOTE: For readings WITH a link, please use the listed link to access the readings for free. For readings WITHOUT a link, please find them under Files in Canvas.	Assignment
		2) Lohr Chapter 3 (Stratified Sampling), and Appendix A (if want to better understand the formulas).	
8 (3/2)	Sampling (cont'd)	1) Ch 3 (Dillman) EXCERPT 2) Intro to Sampling webinar <i>Readings for Week #8 will likely seem repetitive with Week #7. In my experience, sampling is one of the most difficult topics for students so I want to provide multiple ways to increase your familiarity with the material.</i>	<ul style="list-style-type: none"> Questions on readings due 3/4 (3:30 pm) TAKE HOME exercise #1 (covers weeks #1-#6) due on 3/7, 11:59 PM
9 (3/9)	Data cleaning & response rates	1) Ch. 15 (S), pp. bottom of page 495 (Cleaning) until The Functions of Statistics section on page 500 2) Cleaning Cheat Sheet	<ul style="list-style-type: none"> Questions on readings due 3/11 (3:30 pm)
10 (3/16)		NO CLASS – SPRING BREAK	
11 (3/23)	Analysis & report writing	1) Ch. 15 (S), pp. 500-514 2) http://www.unece.org/fileadmin/DAM/stats/documents/writing/MDM_Part2_English.pdf , pp. 9-29, 45 3) https://www.qgso.qld.gov.au/issues/671/presenting-survey-results-report-writing.pdf , SKIP THE FOLLOWING SECTIONS: Comparing survey results and subgroups using the confidence interval, Statistical significance vs practical significance, Remember the relative standard error (RSE), Association vs causation, Client input	<ul style="list-style-type: none"> Questions on readings due 3/25 (3:30 pm)
12 (3/30)	Assessing survey quality	1) https://journalistsresource.org/politics-and-government/public-opinion-polls-tips-journalists/ 2) Chapter 1 - http://joophox.net/papers/SurveyHandbookCRC.pdf	<ul style="list-style-type: none"> Questions on readings due 4/1 (3:30 pm) YOU CHOOSE #3 due by 3/31, 11:59 PM (can be submitted any time in March)
13 (4/6)	Weighting	1) http://www.nyu.edu/classes/jackson/design.of.social.research/Readings/Johnson%20-%20Introduction%20to%20survey%20weights%20%28PRI%20version%29.	<ul style="list-style-type: none"> Questions on readings due 4/8 (3:30 pm)

Week	Topic	Readings Due, NOTE: For readings WITH a link, please use the listed link to access the readings for free. For readings WITHOUT a link, please find them under Files in Canvas.	Assignment
		<p>pdf (STOP BEFORE “ADJUSTING FOR MULTIPLE POPULATION CHARACTERISTICS” SLIDE)</p> <p>SUPPLEMENT (NOT REQUIRED): Ch. 17 (Biemer & Christ), Chapter 9 – Variance Estimation in Lohr Sampling Text</p>	
14 (4/13)	Survey interviewing	<ol style="list-style-type: none"> 1) Standardized survey interviewing 2) Job description for field data collector/field interviewer 3) https://www.youtube.com/watch?v=G6yru6SSI1k 4) https://www.youtube.com/watch?v=_ufo9U-Knds&t=4s 	<ul style="list-style-type: none"> • Questions on readings due 4/15 (3:30 pm) • DRAFT FINAL REPORT due 4/18, 11:59 PM
15 (4/20)	Ethics; misc. topics	<ol style="list-style-type: none"> 1) AAPOR-2020-Code_FINAL_APPROVED.pdf (Read up until Part II. Principles of Professional Practice in the Conduct of Our Work) 2) https://www.metro.us/local/concerned-new-yorkers-leave-fake-parking-tickets-metro-us/tmWljh---d41pRytTStM (read up until “Concerned New Yorkers around the city” section) 	<ul style="list-style-type: none"> • Questions on readings due 4/22 (3:30 pm) • TAKE HOME exercise #2 due on 4/25 (covers weeks #7-#14), 11:59 PM
16 (4/27)	Wrap-up; Presentations	NO READINGS THIS WEEK – FINAL PRESENTATIONS	<ul style="list-style-type: none"> • FINAL PRESENTATION due by 4/29 AT 12:00 NOON
Finals Week		<i>There is no in-person final exam for this class. Final report and team member evaluation are due on Canvas at exam time (Thursday, 5/8, 5 PM).</i>	<ul style="list-style-type: none"> • FINAL REPORT & TEAM MEMBER EVALUATION due by Thursday, 5/8, AT 5 PM

Policies, Services, Resources, and Accommodations:

Accessible Educational Services (formerly Disability Services for Students).

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor, and the AES Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentlife.indiana.edu/student-support/iub-aes/index.html>

Bias Incident Reporting. Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) fill out an online report at <https://reportincident.iu.edu/>; 2) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at <https://reportincident.iu.edu/>

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@iu.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glttserv@iu.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@iu.edu

Website: <https://lacasa.indiana.edu/>

Neal-Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmbcc@iu.edu

Website: <https://blackculture.indiana.edu/index.html>

Financial or Other Assistance. The Student Advocates Office (SAO) can help students work through personal and academic problems as well as financial difficulties and concerns. SAO also assists students working through grade appeals and withdrawals from all classes.

<https://studentlife.indiana.edu/care-advocacy/advocates/index.html>

Grading policies. Please see <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>

Mental Health and Well-being Resources. For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>. Please also see <https://studentlife.indiana.edu/health-well-being/index.html>.

Timely Care. IU students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services.

<https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Missed Class Policy for University-Approved Activities. Scroll down under University-approved activities: <https://studentaffairs.indiana.edu/student-support/dean-of-students/attendance.html>.

Religious Observances. In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. Students missing class for a religious observance must fill out the accommodation form (see

https://iu.co1.qualtrics.com/jfe/form/SV_0VO24OlyWWmfneu) on the Vice Provost for Faculty and Academic Affairs webpage at least two weeks before your anticipated absence. More information about this policy available here: <https://vpfaa.indiana.edu/policies/bl-aca-h10-religious-observances/index.html>

Sexual Harassment, Misconduct & Title IX: As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available

to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Student engagement roster alerts: In this course the instructor wants to make sure you connect with resources that will help you be successful. If you receive a message through the Student Engagement Roster that asks you to consult with your advisor, please know that the message is sent to both you and your academic advisor, who will follow up and view the feedback from this course.

Technology resources:

- Free on-campus [wireless internet](#) (wifi) access through the “eduroam” network.
- Free software for [download](#) and for [cloud-based use](#).
- Free 24/7 [IU tech support](#) (e.g., email, Canvas, wifi, printing, device setup, etc.).
- Free in-person tech support in the Wells Library.