Course Title: Survey Research Methods and Questionnaire Design
Course Number: EPID 0621
Course Location: SSB 744
Course Date & Time: Thursdays 3-5pm
Course Instructor: Marian R. Passannante, PhD
                    Professor of Epidemiology
                    Office Address: 65 Bergen Street, SSB 743 Newark, NJ 07101
                    Office number: 973 972-4775
                    marian.passannante@rutgers.edu
Office Hours: by appointment, in person and web-based
Course Assistant: None

                      NOTE: both books are available on Amazon for rent at a substantially reduced price

Additional/Supplemental Readings/Resources: Reading assignments include journal articles that are available online via the Smith Library, or on the course Canvas website, and YouTube videos.

Course Description: The purpose of the course is to introduce students to the basics of survey research and to provide them with the skills necessary to conduct their own survey research.

Selected Concentration Competencies Addressed: Each Department identifies competencies for each degree offered. The competencies addressed in this course for the:

“legacy” MPH for the Department of Quantitative Methods: Epidemiology and Biostatistics include:
- QNME 3. Critically evaluate epidemiological data and findings
- QNME 4. Communicate results from epidemiologic studies
- QNME 5. Demonstrate proficiency in the use of a variety of software packages used in epidemiology (e.g., JMP, SAS and Epi-Info)
- QNME 8. Conceptualize public health or clinical research questions using quantitative methods

Department of Epidemiology include:
- Critique epidemiologic literature, assess its strengths and weaknesses and determine if conclusion(s) are supported;
- Formulate a specific hypothesis and determine an appropriate study design and analysis plan;
- Design, implement and assess ordinary data collection systems for public health research;
- Design and implement basic quality control methods during data entry and analysis;
- Appropriately analyze and interpret epidemiologic data, including large national and state level datasets; and
- Communicate and present study findings
Urban Public Health Concentration include:

- Assess the scientific evidence related to urban public health issues.
- Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.

Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- Conduct a critical review of the literature
- Develop survey items
- Measure validity and reliability of a survey instrument
- Pre-test and pilot test a survey instrument
- Create a codebook/data dictionary
- Administer a simple survey
- Collect and clean survey data
- Conduct basic statistical analysis of survey data using the JMP statistical package
- Develop charts and graphs to explicate data
- Present results orally to an audience

Course Requirements and Grading:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students who do not agree should contact the course instructor immediately.
### Assignment/Assessments

<table>
<thead>
<tr>
<th>Assignment I - Your Independent Survey Project Proposal</th>
<th>Competencies Addressed</th>
<th>% of grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student will develop his/her own individual (hypothetical) health survey project. Think of these 2 Assignments (I and II) as the first few sections of a proposal to conduct a survey that might be submitted to a granting agency or to the IRB. You need to convince the reviewer that this is a well thought out project and that it will provide important new information that will advance the field. All information should be presented in paragraph form, as if it were part of a formal proposal.</td>
<td>• QNME 4. Communicate results from epidemiologic studies • EPID Critique epidemiologic literature, assess its strengths and weaknesses and determine if conclusion(s) are supported; • EPID Formulate a specific hypothesis and determine an appropriate study design and analysis plan; • EPID URPH Assess the scientific evidence related to urban public health issues.</td>
<td>25%</td>
<td>Oct 11</td>
</tr>
</tbody>
</table>

1. Prepare and submit a word document that includes:

   a. A statement of your research question and survey objective;

   b. A description of your target population, your sample, and the proposed survey mode. Include a description of who will be included in your sample (with justification) and the proposed survey mode (provide a justification for your choice of survey mode);

   c. A critical review of the relevant literature (2-3 pages maximum), with citations (must use APA format). The literature review should include information on the content/subject area as well as a discussion of other surveys which have been conducted on this topic. You want to conduct a survey that will advance what has already been done in the field either by collecting new information or by conducting a survey in a new population.

2. You will also prepare and submit a 5-minute PowerPoint presentation that describes items 1a, b & c above. Submit Word and PowerPoint files electronically through the Canvas Class Website prior to coming to class (no later than 3pm). You will present this to the class for critique and suggestions.

   **APA format resource:**
   [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

   **Writing a literature review resources:** Online video resources for conducting a literature review:
   [https://www.youtube.com/watch?v=rnHvO5aRXq0](https://www.youtube.com/watch?v=rnHvO5aRXq0)
   [https://www.youtube.com/watch?v=daUL3JsqTw](https://www.youtube.com/watch?v=daUL3JsqTw)
**Assignment II- Individual (hypothetical) health survey project.**

Prepare and submit a word document that includes:

1. (If necessary) A revised statement of your research question and survey objective;
2. (If necessary) A revised description of your target population, proposed sample and proposed survey mode, with justifications;

Note: If items 1 and 2 above have not changed since the prior assignment, simply re-state the research question.

**New for this assignment:**

3. A clear description of your chosen:
   a. Study design
   b. Independent and dependent variables and how they will be measured;
   c. Sampling Plan - include how the sample will be selected (please refer to your textbook on sampling and we will cover this in class as well), a power calculation and a justification for your choices;

4. A brief survey instrument (5 pages maximum) that could be used to address your research question. Do your best to present a high quality final draft survey with all necessary questions, instructions and introductory letter/e-mail. The 5 page limit does not include the introductory letter/e-mail, which should include all necessary aspects of informed consent. **You do not need to create follow-up letters/e-mails for this assignment.** If you are using survey items from a previously developed survey, please footnote the source(s) for the question items. Note that this should be a final draft survey, not a preliminary one, so that it should look like it would to someone who is a member of the sample.

**Assignment III- Critiquing a Survey Article**

Read Best Practices article (#1 below) and use it to critique the paper presented below (#2 below), using Criteria 1-10 found at the end of the Best Practices article. Both articles are available free online. Students will independently prepare and submit responses to all 10 criteria. Responses should be presented in full sentences or in paragraph form, not in bullets.

<table>
<thead>
<tr>
<th>Assignment II</th>
<th>Assignment III</th>
<th>Nov 8</th>
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<tbody>
<tr>
<td><strong>QNME 8.</strong> Conceptualize public health or clinical research questions using quantitative methods</td>
<td><strong>QNME 3.</strong> Critically evaluate epidemiological data and findings</td>
<td>20%</td>
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<tr>
<td><strong>EPID Design,</strong> implement and assess ordinary data collection systems for public health research;</td>
<td><strong>URPH</strong> Assess the scientific evidence related to urban public health issues.</td>
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</table>

**25%**
| Assignment IV | 1. Draugalis, Coons and Plaza Best Practices in Survey Research Reports  
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2254236/  
2. Diana Paksarian, PhD, MPH, Kara E. Rudolph, PhD, MPH, MHS, Jian-Ping He, MSc, and Kathleen R. Merikangas, PhD, School Start Time and Adolescent Sleep Patterns: Results From the US National Comorbidity Survey—Adolescent Supplement, (Am J Public Health. 2015;105:1351–1357. (SMITH LIBRARY) | • QNME 5. Demonstrate proficiency in the use of a variety of software packages used in epidemiology (e.g., JMP, SAS and Epi-Info)  
• EPID Design and implement basic quality control methods during data entry and analysis;  
• EPID Appropriately analyze and interpret epidemiologic data, including large national and state level datasets; and  
• EPID Communicate and present study findings | 20%  
Dec 20 |

You will be supplied with survey data from our class group project. You will be assigned a research question(s) that must be answered. Analyze data and present the results of a survey using graphics. Prepare a 10-15 minute PowerPoint presentation of the analysis for class presentation. Please also submit a word document that fully describes all elements of your analysis and results. Submit an electronic version of your PowerPoint presentation and the word document by 3pm on the day of the presentation.

When preparing your PowerPoint slides consider the following:

- Present the research question(s) being addressed
- Describe data source(s)- the names of the variables described
- Present and describe your independent and dependent variables and their measurement scales (nominal, ordinal, numeric)
- Present the data in tabular and graphic form (e.g. r x c tables and mosaic plots for proportions, summary statistics, box plots, stem and leaf diagrams or histograms) Make sure that graphics are easy to read and interpret; if possible, make them interesting as well.
  - For proportions: provide 95% Confidence Intervals and interpretation of results in words
  - For significance testing, provide name(s) of test with justification for choice and pre-set alpha level, p value & Interpretation of results in words
- Rules of Thumb for Slide Presentation
  - No more than 5 lines per slide and 5 words per line
  - For a 10 minute presentation- try to keep it to 10 slides (1 per minute)

Grading for this assignment: 10% for presentation and 10% for your written document.
Class Participation
Students are expected to participate in class. If students have too many absences, this will be reflected in their class participation grade.

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<thead>
<tr>
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<th>10%</th>
<th>During class</th>
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<tr>
<td>Total</td>
<td>100%</td>
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Class Survey
The class will develop a group web-based survey research project. Students are expected to participate in the process fully both during and outside of class. This process will include reviewing the relevant literature, creating multiple drafts of the instrument and a final codebook, collecting the data, cleaning the data, conducting preliminary data analysis on the pilot data and presenting your results.

Because the purpose of the class project is educational, it is not clear that this data collection exercise meets the technical definition of "research" in 45 CFR 46.102 (d). According to 45 CFR 46 research is defined as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge". However, to be on the safe side the Rutgers IRB asked that I submit an IRB for this project and that we follow the criteria for exemption. In following the guidelines for exemption, two constraints will be followed: survey respondents will be anonymous, and the content of the survey will not address sensitive or threatening topics. We will also submit our final survey to the IRB for their review.

✓ The 2018 group survey project will be to create and administer a survey of Newark Campus Rutgers School of Public Health students regarding sleep and health.

Class Attendance
If you are unable to attend class, e-mail me to let me know BEFORE class. Even excused absences should be kept to a minimum.

Late Assignments
Late Assignments will not be accepted, unless prior arrangements have been made with the instructor.

Course Schedule:
Below, you will find a week by week schedule of the topics that will be covered in class. Please note for most weeks you will have a reading assignment (which should be completed prior to coming to class) and a homework assignment (which should be completed before the next class session).
Class Location SSB 744. Students will be required to bring a laptop to class on evening where we will be using the computer. These nights are designated [highlighted] on the syllabus. Students will need to have the JMP program installed on their computer. You may install a 30 day free trial by going to: http://www.jmp.com/en_us/offers/free-trial.html?gclid=COzos_uaus4CFVRahgod2CgPVw. If you wish to have access to JMP on your laptop for more than 30 days, please see link below to Rutgers Software Store. A 6-month license is available for approximately $30.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>90 – &lt;94</td>
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<tr>
<td>B</td>
<td>87 – &lt;90</td>
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<tr>
<td>B+</td>
<td>84 – &lt;87</td>
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<tr>
<td>B-</td>
<td>80 – &lt;84</td>
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<tr>
<td>C</td>
<td>77 – &lt;80</td>
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<tr>
<td>C+</td>
<td>70 – &lt;77</td>
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<tr>
<td>F</td>
<td>&lt;70</td>
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</table>
Course Schedule:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic/Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week # 1</td>
<td>September 6</td>
<td>• Overview of the Course</td>
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<tr>
<td></td>
<td></td>
<td>• Overview of Survey Research Methods and Modes of Administration</td>
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</tbody>
</table>

Homework Assignment:

- Please add your picture to your Canvas profile. This will help me to get to know you sooner.
- Complete the Honor Code Quiz
- Read Yong Liu, MD, MS, Anne G Wheaton, PhD, Janet B Croft, PhD, Fang Xu, PhD, Timothy J Cunningham, ScD, SM, Kurt J Greenlund, PhD, “Relationship between sleep duration and self-reported health-related quality of life among US adults with or without major chronic diseases, 2014” *Sleep Health* 4 (2018) 265–272.

<table>
<thead>
<tr>
<th>Week #2</th>
<th>September 13</th>
<th>Topic/Assignment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Self-Administered Surveys (group administered, computer-assisted, mail, web-based)</td>
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</tbody>
</table>

Reading Assignments:

**Fink, Chapter 1, Conducting Surveys: Everyone is Doing It, pp1-34.**

**Dillman,** Chapters Web Questionnaires and Implementation and Mail Questionnaires and Implementation, 9 and 10, pp. 301-396.


**Examples:**

- (mail) National Immunization Survey (provider’s survey) [http://www.cdc.gov/vaccines/imz-managers/nis/about.html](http://www.cdc.gov/vaccines/imz-managers/nis/about.html)
<table>
<thead>
<tr>
<th>Week #3</th>
<th>September 20</th>
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<tbody>
<tr>
<td><strong>• Interview Surveys (telephone and in-person)</strong>&lt;br&gt;<strong>• Mixed-Mode Questionnaires and Survey Implementation</strong></td>
<td></td>
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<tr>
<td><strong>Dillman</strong>, Chapter 8, Telephone Questionnaires and Implementation, 258-298 and Chapter 11, Mixed Mode Questionnaires and Survey Implementation, 398-448.</td>
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</tbody>
</table>
| **Examples:**  

<table>
<thead>
<tr>
<th>Week #4</th>
<th>September 27</th>
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<tbody>
<tr>
<td><strong>Bring laptop to class.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>• Strategies for Searching the Survey Literature</strong></td>
<td></td>
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</tbody>
</table>
| **Guest Presenter:**
Roberta Bronson Fitzpatrick, Associate Director and Sarah Jewell Information & Education Librarian, George F. Smith Library of the Health Sciences, University Libraries |
| **Reading/Viewing Assignment:**
View these 2 YouTube Video on Conducting a Literature Review:
[https://www.youtube.com/watch?v=daUL3JsrqTw](https://www.youtube.com/watch?v=daUL3JsrqTw)  
[https://www.youtube.com/watch?v=rnHvO5aRXqQ](https://www.youtube.com/watch?v=rnHvO5aRXqQ) |
| **Homework:**
✅ Search the literature for your individual survey topic. |

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<tr>
<th>Week #5</th>
<th>October 4</th>
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<tbody>
<tr>
<td><strong>• Developing the Instrument: Asking Questions and Choosing Responses</strong></td>
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</tbody>
</table>
| **Reading Assignment:**
**Dillman**, Chapter 4, The Fundamentals of Writing Questions, pp. 94-126  
Chapter 5, How to Write One-and Closed Ended Questions, pp.127-167.  
Chapter 6, Aural Versus Visual Design of Questions and Questionnaire, pp. 169-225. |
| **In class activity:**
Break up into groups. Review, edit and add to the survey. Send edits to Instructor by October 9th. Instructor will create Draft 1 Survey |

<table>
<thead>
<tr>
<th>Week #6</th>
<th>October 11</th>
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</table>
| **Assignment I Due today- Class Presentations**
Note: All students are expected to attend this session and critique the proposals. Active participation in this session is expected and will be part of the class participation grade. |
| **In class activity:**
Break up into groups. Review, edit and add to the Draft 1 Survey. Send edits to Instructor by October 16. Instructor will create Draft 2 survey |
<table>
<thead>
<tr>
<th>Week #7</th>
<th>October 18</th>
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<tbody>
<tr>
<td></td>
<td>• Developing the Instrument: Validity and Reliability</td>
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<tr>
<td></td>
<td><strong>Reading/Viewing Assignment:</strong></td>
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<tr>
<td></td>
<td>Fink, Chapter 3, Getting it Together: Some Practical Concerns, pp.67-90.</td>
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<tr>
<td></td>
<td>Dillman, Chapter 2, Reducting People’s Reluctance to Respond to Surveys (pp. 19-55) and Chapter 7, Ordering Questions and Testing for Question Order Effects (pp. 228-257).</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=IC2a9f9EKYM">https://www.youtube.com/watch?v=IC2a9f9EKYM</a></td>
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<tr>
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<td><a href="https://www.youtube.com/watch?v=krU1eupS5Fc">https://www.youtube.com/watch?v=krU1eupS5Fc</a></td>
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<td></td>
<td><strong>In class activity: Revise Draft of Class Survey</strong></td>
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<td></td>
<td><strong>Homework Assignments:</strong></td>
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<tr>
<td></td>
<td>✓ Review DRAFT2 of survey</td>
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<td>✓ Use assigned articles when evaluating questions</td>
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<td></td>
<td>✓ Be sure that you have instructions and transition statements for new sections</td>
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<td></td>
<td>✓ Prepare pre-letter and reminder letters</td>
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<td></td>
<td>✓ If you know content experts, ask their opinion of questions</td>
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<td><strong>Submit all revised survey materials by October 23. Instructor will combine to create Draft 3.</strong></td>
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<thead>
<tr>
<th>Week #8</th>
<th>October 25</th>
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<tbody>
<tr>
<td></td>
<td>• Developing the Instrument: Pre-testing and Pilot testing the questionnaire</td>
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<tr>
<td></td>
<td><strong>Reading Assignment:</strong> “How to Conduct Effective Pretests”</td>
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<td></td>
<td>Edwin R. van Teijlingen and Vanora Hundley, <em>The importance of pilot studies</em>, <a href="http://sr.u.soc.surrey.ac.uk/SRU35.html">http://sr.u.soc.surrey.ac.uk/SRU35.html</a></td>
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<td></td>
<td><em>Cognitive Interviewing A “How To” Guide Developed by: Gordon B. Willis Research Triangle Institute</em></td>
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<td></td>
<td>Final Draft of the Class Survey completed in class today. Final survey items submitted by the end of class.</td>
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<th>Week #9</th>
<th>November 1</th>
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<tbody>
<tr>
<td></td>
<td>• Sampling Plan, Study Design and Power Analysis</td>
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<tr>
<td></td>
<td><strong>Reading Assignment:</strong></td>
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<tr>
<td></td>
<td>Fink, Chapter 4 Sampling (pp. 93-115) and Chapter 5 Survey Design: Environmental Control (pp. 117-134)</td>
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<td></td>
<td>Dillman, Chapter 3, Covering the Population and Selecting Who to Survey, pp. 56-92</td>
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<tr>
<td></td>
<td>Draugalis and Plaza, <em>Best Practices in Survey Research Reports-Revisited</em></td>
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<td><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2828303/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2828303/</a></td>
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</table>
### Important Dates (Tentative Partial Study Timeline):

- IRB will be submitted on Oct 29
- Preletter sent Nov 6
- Round 1 of class survey Nov 8
- Round 2 of class survey Nov 14
- Round 3 of class survey Nov 21
- Close data collection Nov 29
- Post codebook and study data Dec 1
- Analysis of study data Dec 1 - Dec 19
- Presentation of Results: Dec 20

Assignment II due November 8 before class.

### Week #10
**November 8**

- Assignment II due tonight before class
  - Developing a Timeline
  - Developing a Data Analysis Plan for our Class Project

Reading Assignment: Developing a Quantitative Data Analysis Plan for Observational Studies

### Week #11
**November 15**

- Human Subject Research
  - (1 hour) Guest Presenter:
    - Carlotta M. Rodriguez, MS, CIP, CHRC, Director, IRB
    - Rutgers Health Sciences Campus at Newark, Office of Research & Economic Development, Office of Research Regulatory Affairs

(1 hour) Finalizing Data Analysis Plan

### Week #12
**Tuesday November 20**

- Bring laptop to class with JMP installed
- Creating a Codebook
- Brief Look at JMP computer program
- Finalizing Data Analysis Plan

**Homework:**
- Complete JMP tutorials
  [http://wwwjmpcomacademiclearninglibrary.shtml](http://wwwjmpcomacademiclearninglibrary.shtml)
- Submit Codebook Sections by November 27

### Week #13
**November 29**

- Bring laptop to class with JMP installed
- Assignment III Due Tonight before Class - REVIEW IN CLASS
  - Data Cleaning and Data Analysis I
  - Cleaning and Analyzing Quantitative Survey Data

Reading Assignment: Fink Chapter 6, Analyzing and Organizing Data From Surveys, pp. 135-165

### Week #14
**Dec 6**

- Bring laptop with JMP installed
- Data Analysis II
- Cleaning and Analyzing Quantitative Survey Data

Class project data and codebook available on Dec 1 on Canvas site.

Reading Assignment: Fink Chapter 7, Presenting the Survey Results, opp. 162-192.
Important Dates to remember:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>September 17</td>
<td>The last day to add a course to existing schedule. Last day to drop course w/o &quot;W&quot; grade if not withdrawing in full.</td>
</tr>
<tr>
<td>October 15</td>
<td>LAST DAY TO WITHDRAW WITH A GRADE OF W</td>
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</tbody>
</table>

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student’s responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student_life/computer_requirements.html

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without processing an Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health’s Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/registration/school_calendars.html