Instructor: Professor Christina Barsky, Assistant Professor
Pronouns: She/her/hers
Classroom: Online
E-Mail: Christina.Barsky@mso.umt.edu
   *E-mail is the most reliable way to reach me.* In general, I reply to messages within 48 hours (or two business days) of receipt. Please include **PUAD 506** in the subject line of your message (this increases my reply efficiency).

Office Location: LAW 149
Office Telephone: 406-243-2871
   *You must leave a voice message for me to know that I have missed your call.*

Office Hours: In-person or virtually Tuesdays 10:30-11:30 & Wednesdays 1:00-3:00, or by appointment

Privilege: I would like to begin our time together by acknowledging that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. I thank the Sélíš-Qlispé Cultural Council for the above language and situate myself as a guest actively working against colonialism and injustice. I thank the people of Turtle Island, the First People, for the privilege of learning in this space.

Inclusion: All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support students in doing so as well. Throughout the semester I will push you to think about inclusivity and how we, as students of public administration, can prepare ourselves to best serve the public.

Course Description
For many of us, research methods can be intimidating, yet exhilarating. Now more than ever, public administration must be able to use data to inform decisions. In general, public administrators are concerned with how to effectively pursue policy goals within the bureaucracy of government and non-governmental entities. In public administration’s infancy, Luther Gluck called for a *science* of public administration (1937). This call sparked a debate centered on how the field approached research methodology: through a positivist lens or some other view. More than eighty years later, this contestation continues. The important question, however, is not concerned with what the best method for public administration research is, but rather the quality, usefulness, and applicability of that research. This course provides an overview of how research is approached in the public sector. In addition, this class is designed to elevate your skills as a social science researcher through the design and implementation of applied research projects.

Expectations for Student Learning for this Course & the University of Montana’s MPA Program
1. Explore how to incorporate research methods and inquiry into policy and practice
2. Formulate clear research questions, identify the research question(s) in reports and articles
3. Utilize quantitative and qualitative techniques in decision-making and problem solving
4. Critically evaluate the role of power, representation, culture, diversity, and inclusion in the public sector
5. Demonstrate professional and graduate-level writing, critical thinking, research, analytical, and public speaking skills

In exploring these learning objectives, this course will introduce and begin to develop core national (NASPAA) MPA competencies to **analyze, synthesize, think critically, solve problems, and make decisions.**

Required Course Materials
- Moodle required readings (noted with an asterisk in the course schedule)
- SPSS (a statistics software package available to University of Montana students).
  - We will discuss how to access this in class
- Weekly (Monday) professor e-mails
- Watch weekly lectures
- Watch, listen, and read professor updates and additional posted material (e.g., podcasts, research in the news)

For students interested in lowering their costs, I encourage you to consider using the University’s inter-library loan (ILL) program.

**Important Course Information**

This course is fifteen (15) weeks and online, meaning that we do not meet in person. Students will need to access the course Moodle site daily and familiarize themselves with the course materials that are organized by week. Understanding the Moodle course site is essential for successfully completing this class.

**Communication Information**

E-mail is far and away the best way to reach me, remembering to include “PUAD 506” in the subject line. I am eager to answer your questions; however, I ask that you first consult the syllabus, then look at my weekly e-mails and lectures, and then come to me with your requests.

**Navigation Information**

Links for all course sign-ups, the most recent syllabus, additional resources and materials are housed under the “Resources” tab on our class Moodle page. In addition, an on-going student-generated skills discussion for sharing challenges and solutions is housed on the ‘resources’ tab.

**MPA Portfolio:**

Students enrolled as MPA degree students are required to complete a portfolio in their final semester of the program. It is your responsibility to keep track of assignment grades and feedback. Scan and save paper feedback. Screenshot or use your ‘snipping tool’ to save digital feedback in your files. If you have questions, contact me.

**Course Expectations**

**Using Moodle:**

Since this is an online course, you are required to visit our Moodle site at least once per day. Participate in Moodle 101 for students if you are unfamiliar with the platform. Visit [http://umonline.umt.edu](http://umonline.umt.edu) to access the class.

**Help with Technology:**

Call UMOnline by phone, 406-243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights or weekends. I cannot provide IT support, so please contact the appropriate University staff if an issue arises.

**Weekly Lectures:**

Each week, I have put together a brief video lecture that provides an overview of the materials for the week and/or highlights of a specific skill, idea, or practice. These lectures are organized by week and are embedded in our Moodle site. These lectures are not a replacement for the weekly readings. If lectures are not already posted, they will be published by 10:00pm Monday each week.

**Course Feedback, Drafts, & Examples:**

- Please allow for up to ten (10) full business days after the due date to receive assignment feedback
- Students should work with the [UM Public Speaking and Writing Center](http://umpublicspeaking.umt.edu) to review drafts of written work. I am happy to review a draft after you do so, but 72 hours prior to due dates (and only once per assignment)
- Sample assignments are not provided for graduate-level courses

**Guidelines for ALL Written Work:**

- You are expected to practice professional, graduate-level writing and will be evaluated on content, organization, writing/grammar, and following assignment instructions
- Work must be typed, double-spaced (unless otherwise noted), utilize 12-point font, and have one-inch margins
- You are required to utilize proper and appropriate citations. This means parenthetical (in-text) citations and a reference page. (Any academic style guide is acceptable since public administration is multi-disciplinary, APA is preferred)
- Assignments are due on the date/time listed in the course schedule
- All assignments must be turned in electronically on Moodle in Microsoft Word (.doc or .docx files). If I am unable to open the document, you will not receive a grade. Submission of assignments via email will not be accepted unless specific arrangements have been made
- Collusion is not allowed for individual assignments and will be treated as an act of plagiarism

Mastery-Based Learning (Course Grading):
I employ the concept of mastery-based learning in this course. The idea is that you will achieve a high-level of understanding of our subject matter by progressing at the pace appropriate for your learning.

Rather than assign scores for assignments throughout the term, your assignments will ‘meet expectations’ or ‘need revision’. You will revise assignments that need revision as many times as necessary to meet expectations, before moving to the next course concept. In addition, I will provide written and/or verbal feedback on assignments within 10 business days. My feedback will include identifying strong elements of your work, drawing your attention to areas for improvement or expansion, questions for consideration, and suggestions to improve your knowledge of course competencies. All assignments for this course must be completed and meet expectations to pass the class.

I use the following scale:

**E = Exceptional.** Truly exceptional participation and engagement. You contribute innovative and productive ideas, are a complete team player, and always go above and beyond what is required.

**AE = Above Expectations.** Above expected participation and engagement. You can be relied upon to deliver your tasks in a timely and thoughtful manner and produce very high-quality work. You bring good ideas to the teams you are on.

**ME = Meets Expectations.** Participation and engagement meet what is expected. You do what is necessary and can be counted on to contribute your share.

**NE = Near Expectations.** Participation and engagement approach or nearly meet expectations. You are sometimes unreliable, experienced some conflicts, and needed reminders about deadlines and tasks.

**DMN = Does Not Meet Expectations.** You are absent from activities, do not contribute in meaningful ways, and cannot be counted on to do things. Those that do not meet expectations exert minimal effort and produce poor-quality contributions.

To earn a B (Meets Expectations) in this class you must:
- Meet the criteria for all assignments
- Incorporate feedback into revised assignments, when it is first received
- Demonstrate attention to detail
- Actively participate in class discussions and exercises
- Work collaboratively with your group
- Ask thoughtful questions
- Revise all assignments so they meet the course expectations
- Meet due dates for assignments that require them
- Follow graduate and professional writing guidelines

To earn an A in this course (Exceptional), you must do the above and:
- Turn in high-quality assignments the first time you submit them
- Produce ethical, creative, unique, and engaging assignments
- Demonstrate not only topic competency, but synthesis
- Employ problem-solving and individually investigate solutions to challenges as they present
- Receive feedback and critique in an open, constructive manner
- Demonstrate a commitment and interest in the course topic, applied project, and group work
- Show careful attention to detail that reflects editing and consideration for your audience.

Earning an A in this course means that you have produced exceptional work. Your performance in all aspects of the course must be outstanding. I will let you know if you are in contention for an A in this course.

Please set an appointment with me to discuss any questions or concerns related to mastery-based learning. It is always better to talk sooner rather than later.

I will provide written feedback on each assignment. You are welcome to discuss any assignment with me before turning it in. Drafts should be first sent to the UM Public Speaking and Writing Center.

**Assessment of Subject Mastery (Assignments)**
This semester you will be evaluated on 1) participation and practice; 2) science 2 society; and 3) the practical data collection project.

Please see the appendix for details on the assignments and expectations.

**The Firing Option:**
When working in groups, members reserve the right to use the firing option. For members not meeting expectations, the group can seek remedy by first providing a written warning and engaging in consultation with the professor. If performance does not improve, the group can fire the underperforming member. Fired students will then have to conduct an additional research project individually, in addition to completing any remaining course assignments.

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**Course Schedule**
You must stay up with the course readings and assignments in order to maximize your online classroom experience. Although this is a general outline of readings, the schedule is subject to change as the semester proceeds. Students will be notified of any changes or modifications to the course schedule.

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week. I encourage you to download readings at the beginning of the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Course Overview</td>
<td><strong>Read</strong>: Pajo Chpt. 1; Gravetter &amp; Forzano*; Mertens (p. 1-7)*</td>
</tr>
<tr>
<td>(Jan. 13 – Jan. 19)</td>
<td>Introductions</td>
<td><strong>Due</strong>:</td>
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<tr>
<td></td>
<td>The Purpose of Research</td>
<td>- Introduction discussion</td>
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<td>- Complete <em>What should I know about you &amp; research</em></td>
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<td>- By 12:00pm (noon) on 1/18, sign-up for introductory Zoom session on Google Doc</td>
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<td>- By 12:00pm (noon) on 1/18, add your information to the PDCP topic and team Google Doc</td>
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<td></td>
<td></td>
<td>- By 12:00pm (noon) on 1/18, sign-up for Science 2 Society on Google Doc</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Problems and Formulating</td>
<td><strong>Read</strong>: Pajo Chpt. 2; Mertens (p. 9-42)*</td>
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<tr>
<td>(Jan. 20 – Jan. 26)</td>
<td>Research Questions</td>
<td><strong>Due</strong>:</td>
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<tr>
<td><strong>Jan 20 MLK Day</strong></td>
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<td>- Zoom meetings with Prof. B</td>
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</tbody>
</table>
| Week 3  | The Research Process, and Literature Reviews | Read: Pajo, Chpt. 3; Mertens (p. 43-69)*  
Due:  
- PDCP topic and team finalized and updated on Google by 12:00pm on 1/25 |
|---|---|---|
| Week 4 | Conceptualizing a Quantitative and Qualitative Research Designs | Read: Pajo Chpt. 4, 11  
Due:  
- Science 2 Society Cirrus Group  
  - Presenters post video by 10:00pm on 2/3  
  - Public engage the week. Discussion closes 12:00pm on 2/8  
- PDCP II (Research Question) turned in on Moodle by 12:00pm on 2/8 |
| Week 5 | Reliability, Validity, and Sampling | Read: Pajo Chpt. 5, 6  
Due:  
- Watch learning evaluation video (on Resources tab)  
- Sign-up for mid-semester check-in meetings by 12:00 on 2/15  
- Sign-up for PDCP VI presentation date/time via Google Doc  
- Optional sampling methods worksheet |
| Week 6 | Data Collection: Surveys | Read: Pajo Chpt. 7  
Due:  
- Complete the mid-semester learning evaluation (weblink sent to your UM e-mail account)  
- PDCP III (Draft) draft due by 12:00pm 2/22 |
| Week 7 | Data Collection: Secondary Data | Read: Pajo Chpt. 8  
Due:  
- Mid-semester check-in with Prof B  
- PDCP III (Qualtrics) due by 12:00pm on 2/29  
- Science 2 Society Cumulus Group  
  - Presenters post video by 10:00pm on 2/24  
  - Public engage the week. Discussion closes 12:00pm on 2/29 |
| Week 8 | Data Collection: Observation and Focus Groups | Read: Cyr*; Center for Civic Partnerships*  
Due: |
<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date – End Date</th>
<th>Activity</th>
<th>Resources</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 9</td>
<td>(Mar. 9 – Mar. 15)</td>
<td>Data Collection: Interviews</td>
<td>Read: Rugg &amp; Petre*; Whiting*; Gill et al.*</td>
<td>- Observation Reflection due by 12:00pm 3/14</td>
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<td>- PDCP IV (Draft) due by 12:00pm 3/14</td>
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<td>- Science 2 Society Stratus Group</td>
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<td>- Presenters post video by 10:00pm on 3/2</td>
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<td>- Public engage the week. Discussion closes 12:00pm on 3/7</td>
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<tr>
<td>Week 10</td>
<td>(Mar. 16 – Mar. 22)</td>
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<td><strong>Spring Break – No Class</strong></td>
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<tr>
<td>Week 11</td>
<td>(Mar. 23 – Mar. 29)</td>
<td>Qualitative Analysis</td>
<td>Read: Pajo Chpt. 12</td>
<td>- Qualitative Coding Practice</td>
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<td>- Discussion 3/23-12:00pm 3/28</td>
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<tr>
<td>Week 12</td>
<td>(Mar. 30 – Apr. 5)</td>
<td>Quantitative Analysis</td>
<td>Read: Pajo Chpt. 9 &amp; 10 (p. 215-237)</td>
<td>- Science 2 Society Lenticular Group</td>
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<td>- Presenters post video by 10:00pm on 3/30</td>
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<td>- Public engage the week. Discussion closes 12:00pm on 4/4</td>
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<tr>
<td>Week 13</td>
<td>(Apr. 6 – Apr. 12)</td>
<td>Quantitative Analysis</td>
<td>Read: Pajo Chpt. 10 (p. 238-250)</td>
<td>- Measures &amp; Association Practice</td>
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<td>- Discussion 4/6-12:00pm 4/11</td>
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<tr>
<td>Week 14</td>
<td>(Apr. 13 – Apr. 19)</td>
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<td><strong>Research and Writing Week</strong></td>
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<tr>
<td>Week 15</td>
<td>(Apr. 20 – Apr. 26)</td>
<td>Communicating Research</td>
<td>Read: Pajo Chpt. 13, 14</td>
<td>- Science 2 Society Arcus Group</td>
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<td></td>
<td>- Presenters post video by 10:00pm on 4/20</td>
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<td>- Public engage the week. Discussion closes 12:00pm on 4/25</td>
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<tr>
<td>Week 16</td>
<td>(Apr. 27 – May 3)</td>
<td>Remembering Research Ethics</td>
<td>Read: Lewis-Kraus*; Singal*; Michelson* Johnson*</td>
<td>- Self- and Peer-Evaluation of PDCP team due by 12:00pm on 5/2</td>
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<td></td>
<td></td>
<td>&amp; Research Conference Presentations</td>
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Classroom Policies:

**Extra Credit:** There is no extra credit available in this course.

**Make-up Exams:** There is no exam for this course.

**Classroom Etiquette:** Should a student fail to act in an appropriate, professional manner, with their peers or the professor, they will be removed from course discussions.

**E-Mail Etiquette:** E-mail is an effective tool and a good way for you to reach out to me with questions, but it does not replace office hours. If you have involved questions about course materials or your performance, please set up a time to meet with me.

**Incompletes or Withdrawals (“W”) from the Course:** If for some reason the course is not working out for you, please adhere to the University’s add/drop policies. See the MPA Student Handbook for information about incompletes.

**Late Assignments:** Students are expected to submit all work on the date specified on the course calendar. Any exception must be approved by me 72 hours before the date in question. Students must complete all assignments to receive a grade for the course. Assignments turned in late will result in a reduction of the student grade by 10% every two days.

**University Attendance Policy:** Please review the course participation and attendance policy (above). Students who are registered for this course but do not attend the first two class meetings may be required by the professor to drop the course. This rule allows for early identification of class vacancies to permit students on the course waitlist to add classes. Students not allowed to remain in the course must complete a drop form or drop the course via CyberBear to avoid receiving a failing grade. Students who know they will be absent should contact the professor in advance.

**Wikipedia:** The “Truth by Consensus” is not reliable (and sometimes not valid). Wikipedia should not be cited in any assignment. Rather, you should become comfortable citing scholarly research and peer-reviewed sources as a graduate student at the University of Montana.

**Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. More information can be found in the Student Code of Conduct. All work submitted must be your own. Duplicated work (e.g., work completed for another class) will be considered self-plagiarism. Acts of academic dishonesty will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will be reported to the Academic Court. To avoid plagiarizing, cite each reference or source (direct quotes, paraphrases, and ideas) you use and give proper credit for the ideas, opinions, and findings of others. When using the direct quotes, use quotation marks and appropriate citation (e.g., APA) that include the page number and work’s title.

**Moodle:** This course is supported by Moodle. Please refer to the site regularly for additional readings, supplemental material, announcements, grades, assignment submissions, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word .doc or .docx files.

**Sensitive Course Materials:** Advanced degree programs seek to expand and challenge student assumptions, worldviews, and conceptions. Therefore, we engage with a wide range of material that do not necessarily affirm personal or broadly accepted understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

**Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities and instructors. For more information, visit Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact DSS in Lommasson Center 154 or call 406/243.2243. As your professor, I will work with DSS to provide an appropriate modification.

**Cultural Leave Policy:** The University of Montana Cultural and Ceremonial Leave Policy states: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”
Appendix:

**Participation and Practice**

You will complete a number of practice exercises and discussions for this class. The exercises are designed so you practice some applied research skill and reflect on your learning. All class exercises must be completed to meet the minimum expectation for this class.

There are three *required* participation and practice exercises for this class. Assignment details are posted in the Moodle shell in the week the exercise takes place. All three participation and practice exercises involve small-group discussion.

All exercises/discussions are due by 12:00pm (noon) on Saturday of the week they are assigned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Observation</td>
<td>Complete the observation assignment, assignment, and discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Qualitative Coding</td>
<td>Participate in the Qualitative Coding discussion</td>
</tr>
<tr>
<td>Week 13</td>
<td>Measure &amp; Association</td>
<td>Complete the worksheet, assignment, and discussion</td>
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</tbody>
</table>

In addition, you will participate in introduction discussions, Zoom meeting, and other participation-based activities. See the course schedule for details.
**Science 2 Society** (outlines due by 11:00pm on Moodle the day of your presentation, see schedule)
Throughout the semester, each student will develop their critical research consumption and communication skills. Communicating science to society increasingly involves the use of data visualization. For this assignment, you will work individually to explore the role of data visualization and its effectiveness for communicating research.

Visit the ‘Science to Society’ tab on Moodle for articles on data visualization that will be helpful in producing your reflection and presentation. There are also directions for recording a video using Zoom posted here. **This is also where you will turn in your Science 2 Society reflection.**

For Presenters, this assignment includes:

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>Find</td>
<td>A piece of popular media from a reputable source that utilizes some form of data visualization to communicate its findings. For an example, see “Extensive data shows punishing reach of racism for Black boys” (New York Times).</td>
</tr>
<tr>
<td>Read</td>
<td>Data visualization readings under the Science 2 Society tab on Moodle</td>
</tr>
<tr>
<td>Write</td>
<td>Producing a two-page, double-spaced reflection that showcases your understanding of the research question, strengths and weaknesses of the data visualization tool, questions that remain, and demonstrates your synthesis of course materials, lectures, and discussion. Also include what advice you would give to public administration researchers about communicating research findings to the public, to elected officials, and to bureaucrats. Address any concerns data visualization presents as well as opportunities</td>
</tr>
<tr>
<td>Record</td>
<td>A 3-minute video presentation via Zoom of the key points covered in your reflection</td>
</tr>
<tr>
<td>Post &amp; Discuss</td>
<td>Your video must be posted as a new discussion on Moodle by 10:00pm Monday, the week of your Science 2 Society presentation. You must also include a link to your article so your colleagues can read it for themselves. Participate in an on-going discussion with your classmates about your video throughout the week. Discussion forums close at 12:00pm (noon) on Saturdays.</td>
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</table>

For the Public (students not presenting) this assignment includes:

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Watch</td>
<td>Presenter videos</td>
</tr>
<tr>
<td>Read</td>
<td>The original article the presenter discusses</td>
</tr>
<tr>
<td>Participate</td>
<td>In at least two video discussions each Science 2 Society week</td>
</tr>
<tr>
<td>Engage</td>
<td>The presenter with thoughtful questions. Connect the presentation to what you are reading for class. What questions do you have? How would you use the same tool? What does the article do well? How can data visualization and public administration intersect? Take part in the discussion throughout the week. Engagement early in the week is a part of active participation (meeting expectations) in this class. Discussions close at 12:00pm (noon) on Saturdays.</td>
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</tbody>
</table>
**Practical Data Collection Project (PDCP) (6 components)**

Throughout the semester, you will complete a series of assignments that will enhance your comfort and knowledge of quantitative and qualitative research.

You will work in teams of two or three to complete these assignments. Public administration, and research in general, is collaborative. When working with others, be sure that all names appear on all assignments as you only need to submit one copy on Moodle.

Use the Google Doc under the ‘Resources’ tab on Moodle to sign-up for teams.

*Only under extenuating circumstances will you be allowed to work on your own. Please contact me to discuss.*

For these assignments, you will need to identify an organization (public or nonprofit) that will serve as your research organization throughout this project. You are welcome to use your own organization. In addition, you will need to identify some question, problem, or issue that you are seeking to inform decision-making about. This might be *what type of employee wellness program do our employees want or why don’t program participants attend financial education classes?* I encourage you to think about the courses you are taking in the MPA program and the issues that are of interest to you. Project assignments are noted as “PDCP” in the course schedule.

This course is titled “MPA Applied Research Methods.” As such, you will be learning and doing applied research. When thinking about the focus of your PDCP, *keep in mind you will need to collect original data via survey and interview.*

**Part I: IRB Training (Due Feb. 1 at 12:00pm [noon] Mountain)**

Researchers of all kinds are required to maintain IRB certification and receive IRB approval for their research design. The University of Montana requires all research involving human subjects conducted by faculty, staff, or students engage with the University to be reviewed and approved by the IRB prior to initiation. This is part of ethical research.

For this part of your research project, you must complete section 1, section 2, and section 6 of the University of Montana’s [Online Research Ethics Course](#). Turn in a PDF of your certificates, showing that you have completed the assignment, in Moodle (Week 3).

# Please note that this certificate is only recognized at the University of Montana and affiliate campuses #

**Part II: Background and Research Question (Due Feb. 8 at 12:00pm [noon] Mountain)**

For this assignment, you will identify your organization and the research question. In 3-4 double-spaced pages:

- State your research question. Your question should be concise and comprehensive.
- Provide necessary information about your research organization
- Provide a background and overview of the problem or issue

I encourage you to look ahead and consider how your research question will lend itself to quantitative and qualitative data collection. You will be attempting to answer your question by conducting field work, so be sure you can collect the data necessary.

**Part III: Survey Instrument (Draft Due Feb. 22 at 12:00pm [noon] Mountain)**

For Part III you will draft your own survey instrument, test and revise, and collect data using the tool. You are expected to collect at least 10 survey responses.

For this assignment, your team will draft a short survey tool that you will use to collect data in the field. Your survey should have no more than 10 substantive questions. Your survey can include additional demographic questions.

| Feb. 22 (Draft) | Submit a draft of your survey as a Word document, including the question language, question directions, numbering, and answer choices. Also identify where page breaks will occur. Include a narrative describing your sample, sampling method, and your survey distribution strategy. |
**Remember, your survey must include an informed consent page.**

| Once draft meets expectations... (Revision) | After you receive feedback on your Word draft, and it meets expectations, build your survey tool in [Qualtrics](https://www.qualtrics.com).  
| Submit a link to your survey as a Word document that includes a narrative describing the sample and distribution strategy on Moodle 8  
| You will need to request access to Qualtrics and log in with your NetID and password. |

| Then, fielding | I will test your online survey and determine if it meets expectations or needs revision. Once your survey meets expectations, you will distribute it and collect *at least 10* responses |

You are expected to demonstrate survey best practices when completing this assignment. This includes following ethical standards, question design, question ordering, and general language, look, and feel.

# Since Part III and Part IV investigate the same research question, it is wise to consider what information is best collected quantitatively (survey) versus qualitatively (interview) #

**Part IV: Interview Protocol (Draft Due March 14 at 12:00pm [noon] Mountain)**

For Part IV you will draft semi-structured interview protocol, test and revise, and field the protocol. Your interviews should seek to address your research question.

For this assignment, your team will draft a semi-structured interview protocol that you will use in the field. Your protocol should have between 6 and 8 substantive questions.

| March 14th (Draft) | Submit a draft of your semi-structured interview protocol as a Word document  
| Include a narrative describing the individuals that will participate in your research, how you will recruit them, the interface you will use for your interviews (e.g., in-person, Zoom, telephone), and how you will collect the data (take notes, record).  
| Remember, you *must* have a statement of consent. *Do not* include the names of your participants in the narrative, instead use identifiers. |

| Once draft meets expectations... (Revision) | I will review your protocol and determine if it meets expectations or needs revision. Once your protocol meets expectations you are ready to conduct your interviews.  
| Then, fielding | Utilize your revised interview protocol to conduct *at least three* interviews (per team).  
| *All* students must conduct one interview. |

# Interview questions should get at things that are not best answered using survey research or secondary analysis. By using open-ended semi-structured interviews, you are able to dive deeper into your research topic #

**Part V: Analysis (May. 2, 12:00pm [noon] Mountain)**

For this assignment, you will analyze the data you collected in order to address the research question. You will produce a comprehensive research report that in approximately 15-20 double-spaced pages provides:

| Top-Line Findings | This section is structured like a research abstract or executive summary. It should include one or two sentences that relate to the sections below. |
| Organization Overview & Issue or Problem Overview | This is your research question and context pertinent to your study. |
| Methods | In this section, you should examine how the data were collected. You should include a justification for the methodological approach. This might include the strengths of the approaches |
used, an explanation for the question design, and cite course material. This section is where you should include information on your sample and fielding strategies.

<table>
<thead>
<tr>
<th>Data Analysis</th>
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<tbody>
<tr>
<td>This section is where you explain what the data find. Build and include appropriately sized tables and charts to illustrate your findings (do not use SPSS or Qualtrics charts/tables). Interpret your findings. Address what the data suggest about the research question.</td>
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<tr>
<th>Conclusion, Recommendations, and Action Steps</th>
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<tr>
<td>In the final section, you will include an assessment of the limitations of your research, including recommendations for others or future research. In this section you may address the disadvantages of the research methods used and propose alternative approaches. Address what decisions can be made based on your analysis. Address what conclusions can be drawn. Return to your research question to wrap up your findings in this section.</td>
</tr>
</tbody>
</table>

Include instruments, interview notes, and additional charts or tables in an appendix to your report. Include citations to course materials and other scholarly sources to support your work. Be sure you maintain confidentiality in your reporting and appendices.

**Part VI: Presentation (Week 16, in class)**

During our final week of the semester, each team will present their research findings. You will sign-up for a final presentation time during Week 5. Presentations will be hosted online, utilizing Zoom.

In 8-10 minutes, each team will present the findings from their research project. Your presentation should include: an introduction/overview/hook; research question; methodology; background; discussion of data and results; analysis; conclusion.

You may use PowerPoint or Keynote but do so judiciously.