Instructor: Dr. Christina Barsky  
Pronouns: She/her/hers  
Office: Virtual, via Zoom or LAW 149  
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/two business days.  
Office Telephone: 406-243-2871  
Office Hours/Meeting Virtually: By appointment.  
Please visit www.calendly.com/doctorbarsky to schedule a meeting and view my availability.  
To meet outside the available hours, please e-mail me. Include a few days/times you are available and what you would like to discuss.  

Important Note: To meet student demand, PUAD 506 is divided into two sections. The classes contain exactly the same content but are taught by either Dr. Barsky or Prof Harris.  

Privilege: I would like to begin our time together by acknowledging that we, at the University of Montana, are in the aboriginal territories of the Sélíš, Ksanka, and Qlíspé. Many others, including Blackfeet, Nez Perce, Shoshone, Bannock, and Coeur D’Alene, had and continue to have a crucial presence in the area. We honor the path they have always shown us in caring for this place for generations to come. I 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: Public administration distinguishes itself as a field interdisciplinary in nature, requiring the application of knowledge from a diversity of disciplines in an integrated manner. Less apparent are the ways public administration researchers have the power to perpetuate or challenge the status quo as they undertake studies pertinent to the public and nonprofit sectors. In this course, we acknowledge the legacy of white supremacy, heteronormativity, exclusion, and “othering” as we approach our task of building our public sector research toolbox. By approaching our subject with cultural humility, we understand that central to knowledge creation is the respect for and appreciation of a diversity of ways of knowing.  

Identity: 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 should be called and to identify the pronouns with which you should be addressed. I will do my best to address and refer to all students accordingly and support students in doing so as well.  

COVID-Safe Policies  
Central to our public service mission is collectively working together. Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, to please work with the department chair (Dr. Sara Rinfret) to develop a plan for successful completion in this course. The Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with DPAP department chair and course professor (me) to complete required coursework. Please take the time to review our Department’s COVID-Safe FAQ guide.  

I propose the following principles to foster a successful, supportive learning environment:  
1. Your health and safety – physical, mental, and emotional – are the most important. We will prioritize supporting one another  
2. Together, we will encourage intellectual nourishment, social connection, support, understanding, and personal accommodation  
3. We will remain flexible and adaptable in these dynamic times
Course Description
For many of us, research methods can be intimidating, yet exciting. 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 Gluick 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 and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudices, and DEI in the public (and nonprofit) sectors through self-reflection, readings, discussions, and assignments
5. Demonstrate 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
- There is not a required textbook for this course, everything can be downloaded on Moodle.
- Moodle required readings (noted with an asterisk in the course schedule)
- Weekly (Monday) professor e-mails
- Watch all weekly videos
- Watch, listen, and read professor updates and additional posted material (e.g., podcasts, research in the news)

If you would like to purchase a research textbook for reference or your future work, I recommend Bora Pajo (2018) Introduction to research methods: A hands-on approach (Sage).

Important Course Information
This course is six (6) 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. Moodle 101 for Students is available to help.

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 to access the class.

Weekly E-mails & Lectures:
Every Monday (or, if Monday is a University holiday, the following day) I will send an email to your University of Montana e-mail account providing important updates for the week. Be sure to read each e-mail message as soon as you receive it. As well, every week one or more lecture videos that an overview of the materials for the week and/or highlights of a specific skill, idea, or practice are posted. These videos are organized by week and are embedded in our Moodle site. Videos are not a replacement for the weekly readings. If video lectures are not already posted, they will be published by 10:00pm Monday each week.

UM E-mail:
Due to FERPA you are required to use your umontana student e-mail address for all communications and that you will check this account regularly (i.e., at least once per day). This link provides an overview of UM e-mail.
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.

Navigation Information:
Links for all course sign-ups, the most recent syllabus, general feedback videos, announcements, and other material and resources are housed under the “Resources” tab on our class Moodle page.

Course Feedback, Drafts, & Examples:
- Please allow for up to seven (7) full business days after the due date to receive assignment feedback
  - I invite you to schedule a meeting with me if you would like additional feedback on an assignment
- I am happy to talk with you about your assignment and/or your assignment outline; however, I will not review draft assignments in this class
- Students should work with the UM Public Speaking and Writing Center to review drafts of written work
- 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 are required.
  a. I prefer APA citation; however, any recognized academic style is acceptable. Notify me as to what citation style you are using, if not APA, in your assignments
- Assignments are due on the date/time listed in the course schedule
- All assignments must be turned in electronically (on Moodle) as a .doc or .docx file (Microsoft Word). If I cannot open the document, you will not receive a grade. E-mail submission of assignments will not be accepted unless specific arrangements have been made
- Student collusion for individual assignments is not allowed and will be treated as an act of plagiarism. Self-plagiarism (e.g., turning in the same assignment in different classes) will be treated as plagiarism. If you have questions, contact me

Assessment (Course Grading)
Rather than assign point scores for assignments throughout the term, your assignments will be assessed using the scale below. I will provide written and/or verbal feedback on assignments within 7 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.

Approaching learning through an expectations-based assessment process is designed to enhance your experience and foster an open conversation, between you and me, about work product, understanding of content, critical thinking, and assessment. This approach demonstrates our department’s commitment to cultural awareness and attention to the feedback we receive from practitioners in the field (including the use of performance evaluation and centering initiative, curiosity, and critical thinking with the worker/student).

I use the following scale:

AE = Above Expectations. Above expected product. You contribute thoughtful and productive ideas, producing very high-quality work. You demonstrate synthesis of and critical engagement with material and pay close attention to detail, going above what is expected. Work demonstrates evaluation and creation. You do everything necessary to Meet Expectations, and: 1) receive feedback and critique in a professional manner; 2) demonstrate a commitment to expanding your knowledge; 3) utilize campus resources (research librarians, Public Speaking and Writing Center) to complete high-quality written work; and, 4) create thoughtful, creative, original assignments showcasing how you “connect the dots” and truly do above what is expected.
ME = Meets Expectations. Product produced meets what is expected. You deliver quality work that meets assignment and course criteria. You do what is necessary and adequately engage with the material. You pay attention to detail and successfully complete all elements of an assignment. Work demonstrates application and analysis. To Meet Expectations, you must meet all the stated criteria for assignments (including due dates), actively, consistently, and meaningfully participate in class activities, follow the writing guidelines for all assignments (including careful editing and attention to consistency), complete the end-of-semester learning assessment, check your UM e-mail and class Moodle site regularly, watch weekly lectures in full (I know if you don’t), practice empiricism by using evidence in all work, and demonstrate your knowledge and understanding of course material and its application in the world around us.

NE = Near Expectations. Product approaches or nearly meets expectations. Your work comes close to meeting the expected/necessary criteria. Engagement with course material is lacking or insufficient. Greater attention to detail would improve the product. Work demonstrates understanding. Work that approaches expectations or is near expectations may suffer from grammatical and formatting issues, lack professional polish, be turned-in late, lack substantial evidence, but demonstrates your thoughtful and honest attempt at meeting expectations (above).

DMN = Does Not Meet Expectations. Product does not meet expectations. Work that does not meet expectations reflects minimal effort and poor-quality contributions. These products do not meet minimally-required standards for the course and assignment and fail to demonstrate engagement with the subject or material. Some actions that will fail to meet expectations include: 1) not following assignment guidelines or expectations; 2) rushed, unprofessional, or presentation of sub-graduate-level writing; 3) requiring reminders to sign-up for projects, check the syllabus for information, and participate in class activities; and, 4) lack of engagement.

You should keep track of their feedback along the way – if you receive a plurality of ME, you will receive a B for the course. I encourage you to meet with me at least once during the semester to discuss your progress. Meetings are not required but are encouraged as they provide us an opportunity to talk about what’s working, what could improve, and how I can further your learning experience.

Earning an A in this course means that you have produced exceptional work and your performance in all aspects of the course has been outstanding.

Assessment of Learning & Work (Assignments):
This semester you will be assessed on 1) participation and reflection and 2) Applied Research Methods Practice Portfolio (ARMPP). See the appendix for details about the assignments and expectations.

MPA Portfolio
If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s “snipping tool” or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g., you cannot use outlines or case write-ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects independently. If you have MPA portfolio questions, please contact the MPA Director.
You must stay up with the course material in order to maximize your online classroom experience. This is a fast-paced course that covers a semester’s worth of material in six weeks, I encourage you to plan your schedule accordingly. The order of material in the “tasks” below is designed purposefully, with your learning and understanding in mind.

Although this is a general outline of readings, the schedule is subject to change as the course proceeds. You will be notified of any changes or modifications to the course schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tasks</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; Welcome Researcher Base Knowledge &amp; Ethics</td>
<td>1. Watch Researcher Starting Point video</td>
<td>1. Complete “About Research &amp; Me” on the Resources tab</td>
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<tr>
<td>May 10-16</td>
<td></td>
<td>2. Read Part 1 of Baimyrzaeva*</td>
<td>2. Participate in the Introduction Discussion</td>
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<td>3. Watch Ethics of Research video</td>
<td>a. Initial post due by 10:00pm Wednesday</td>
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<td>4. Watch IRB Workshop video</td>
<td>b. Discussion closes at 10:00pm Sunday</td>
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<td>5. Read Burnette, Sanders, Butcher, &amp; Rand*</td>
<td>3. ARMPP Assignment 1</td>
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<td>6. Listen Advice from the Field</td>
<td>a. Due by 10:00pm Sunday</td>
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<td>Applied Research Steps Research Question(s) Literature Review</td>
<td>1. Watch Research Questions &amp; Lit Reviews video</td>
<td>4. Sign-up for a Week 3 Zoom class conversation by 10:00pm Sunday</td>
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<tr>
<td>Week 2</td>
<td>Applied Research Steps Literature Review</td>
<td>2. Listen to Advice from the Field</td>
<td>5. Sign-up for ARMPP Assignment 3 interview partner(s) by 10:00pm Sunday</td>
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<td>May 17-23</td>
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<td>3. Read Part 2, Steps 1 &amp; 2 of Baimyrzaeva* (p. 17-25)</td>
<td>1. AMRPP Assignment 2</td>
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<td>4. Read Menser, Richter, &amp; McAlearney*</td>
<td>a. Due by 10:00pm Sunday</td>
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<td>5. Read Guide*</td>
<td>2. Create a RefWorks account using your UM e-mail address (optional)</td>
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<td>6. Watch Research Questions video</td>
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<td>7. Watch Lit Review video</td>
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<td>8. Read Siddaway, Wood, &amp; Hedges* (optional)</td>
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<td>9. Watch Introduction to RefWorks video</td>
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<td>Week 3</td>
<td>Research Tasks &amp; Design</td>
<td>1. Watch Research Tasks &amp; Design video</td>
<td>1. Participate in the Zoom class conversation (various dates/times). Zoom link in Moodle</td>
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<td>May 24-30</td>
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<td>2. Read Part 2, Steps 3, 4, &amp; 5 of Baimyrzaeva (p. 25-40)</td>
<td>2. Set up a remote connection to the Social Science Research Lab (SSRL) computer lab</td>
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<td>3. Review Emerald Publishing How To…Design a Research Study</td>
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<td>4. Read Morgan*</td>
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<td>5. Watch Sampling video</td>
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<td>6. Read Kumar*</td>
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<td>7. Review Assist Lab Setup</td>
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<td>Week 4</td>
<td>Qualitative Research Methods</td>
<td>1. Watch Qualitative Starting Point video</td>
<td>1. Complete ARMPP partner interview(s)</td>
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<td>May 31-June 6</td>
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<td></td>
<td>2. ARMPP Assignment 3</td>
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</tbody>
</table>
| **Memorial Day, May 31** | 2. **Watch** Conceptualizing Qualitative Research video  
3. **Read** Jacob & Furgerson*  
4. **Read** Mack, Woodsong, MacQueen, Guest, & Namey* (optional)  
5. **Read** Saunders et al.*  
6. **Watch** What Does Coding Look Like video  
7. **Watch** Introduction to NVivo video | a. **Due by 10:00pm Sunday** |
| --- | --- | --- |
| **Week 5**  
**June 7-13** | **Quantitative Research Methods** | **Week 5**  
**June 7-13** |
| **Week 6**  
**June 14-18**  
*End of term is a Friday* | **Communicating Research Wrapping Up & Reflection** | **Week 6**  
**June 14-18**  
*End of term is a Friday* |
| 1. **Watch** Quantitative Starting Point video  
2. **Watch** Conceptualizing Quantitative Research video  
3. **Watch** Questionnaire Design video  
4. **Watch** Top 10 List video  
5. **Read** Pew* (optional)  
6. **Read** Vannette* (optional)  
7. **Read** Harvard*  
8. **Read** Scribbr’s [Guide to Operationalization](#)  
9. **Exercises (3)** to get familiar with SPSS | 1. **Due by 10:00pm Sunday**  
2. ARMPP Assignment 4  
a. **Due by 10:00pm on Sunday** |
| 1. **Read** a [beginner’s guide to data visualization](#)  
2. **Explore** the [10 best data visualization blogs](#)  
3. **Explore** interesting online data visualizations  
4. **Read** Newell, Dale, & Winters*  
5. **Listen** to Advice from the Field (McKay)  
6. **Listen** to Advice from the Field (Todd) | 1. **Due by 10:00pm Sunday**  
2. ARMPP Assignment 5  
a. **Due by 10:00pm on FRIDAY**  
3. Provide your feedback for the UMOnline end of course learning assessment |
Appendix

**Participation & Practice**
You will complete a number of practice exercises and discussions in this class. These exercises are designed so that you can demonstrate applied research skills (connecting theory to practice) and reflect your learning.

All class exercises must be completed to meet the minimum expectations for this class.

Due to the side of our class, I will break our class into smaller discussion groups for Week 5 and Week 6.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction discussion</th>
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<tbody>
<tr>
<td></td>
<td>1. Post your introduction by 10:00pm Wednesday</td>
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<td>2. Participate in the discussion throughout the week. Discussion closes at 10:00pm Sunday</td>
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<td></td>
<td>About research and me</td>
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<td>1. Answer the three questions by 10:00pm Sunday</td>
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<tr>
<th>Week 3</th>
<th>Zoom class conversation (blended discussion with both sections of PUAD 506, Professor Harris, and Dr. Barsky).</th>
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<tr>
<td>Week 5</td>
<td>Survey questions discussion</td>
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<tr>
<td></td>
<td>1. Post your survey question exercise by 10:00pm Wednesday</td>
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<td></td>
<td>a. Instructions in Week 5 discussion on Moodle</td>
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<td>2. Provide feedback to two classmates’ survey questions</td>
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<td></td>
<td>3. Participate in discussion throughout the week. Discussion closes at 10:00pm on Sunday</td>
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<tr>
<th>Week 6</th>
<th>Reflection discussion</th>
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<tr>
<td></td>
<td>1. Find or create a meme that encapsulates your learning this term.</td>
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<td>2. Post the media and a brief interpretation of why you selected it/what you’ve learned by 10:00pm Wednesday</td>
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<td></td>
<td>3. Participate in the discussion throughout the week. Discussion closes at 10:00pm on Friday.</td>
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</table>
Applied Research Methods Practice Portfolio (ARMPP) (5 assignments)
Throughout the class you will complete a series of assignments that will enhance your comfort as well as knowledge and demonstration of key applied research methods components.

Each of these assignments is designed to be discrete. In other words, each assignment is designed to stand alone and does not need to build upon or lead to any other assignments in the ARMPP.

Be sure to follow the guidelines for all written work (above) when completing ARMPP assignments.

Assignment 1: IRB Training (Due May 16 at 10:00pm Mountain)
Researchers of all kinds are required to maintain Institutional Review Board (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 engaged with the University to be reviewed and approved by the IRB prior to initiation. This is part of ethical research.

For this part of the AMRPP, you must successfully complete section 1, section 2, and section 6 of the University of Montana’s Online Research Ethics Course. Save (PDF and/or print) your certificates showing that you have completed the assignment. You will upload these during Week 1 on Moodle.

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

Assignment 2: Developing your Research Question (Due May 23 at 10:00pm Mountain)
For this assignment, you will complete the “Developing your Research Question” worksheet. This exercise is designed to help you develop thoughtful research questions and refine your research process skills. As you complete the worksheet, be sure to correctly cite the scholarship (in step three). Don’t just link to the article(s), but provide complete citations for articles or other scholarly sources.

To complete Assignment 2:

1. Complete the developing your research question worksheet
2. Include at least five articles or scholarly sources that be useful for your research
3. Develop a comprehensive mind map
   a. This can be attached as a secondary document or image if necessary
4. Draft at least three versions of your research question

Assignment 3: Qualitative Interviewing and Analysis (Due June 6 at 10:00pm Mountain)
For this assignment, you will develop a short, semi-structured interview and practice with a classmate. The purpose is to get familiar with the skills necessary to conduct an in-depth interview that addresses a specific research question.

Following the advice from Jacob & Furgeson (2012):
1. Develop an interview questionnaire containing three to five questions with the understanding that your interview should take 15-20 minutes to conduct.
   a. Include a statement of informed consent that you will read to your research subject(s) before undertaking the interview. Visit UM’s IRB Forms repository for reference materials.
2. Once you have drafted your interview protocol, critique your questions thoroughly. Consider if your questions allow the respondent to provide thoughtful answers, if they are confusing or overly complex, and if they illicit robust responses (i.e., not yes/no). Revise your questions as necessary.
3. Next, read the open-ended questions you created and answer them as if you were the respondent. Ask yourself, were the questions easy to answer? How did answering the questions about this particular topic feel? How might respondents feel about answering the questions.
4. Finally, using your revised interview protocol, ask your partner(s) one question and record their response(s). Once you have finished interviewing your partner(s), reflect on how successful your question and interview were at addressing your topic of interest/research question.

(over for Assignment 3, continued)
To complete Assignment 3, follow the directions in class to read/enter the interview response into NVivo and draft a brief writeup (3-5 pages) that includes:

1. Identification of the topic of interest or research question
2. Articulation of the concept(s) of interest
3. The final version of the interview questionnaire (the version you used, including consent)
4. Your interview subject’s responses to one selected question
5. A word cloud (and word count table) of your subject(s) response (built using NVivo), along with a few sentences of interpretation. Put another way, provide a brief analysis for your reader
6. A discussion of the challenges and opportunities qualitative interviews present to researchers

Assignment 4: Quantitative Analysis Report (Due June 13 at 10:00pm Mountain)
For this assignment, you will use SPSS to provide descriptive statistics and exploratory data analysis on several variables of interest for an analysis report. You should experience very little difficulty completing this assignment if you completed the course SPSS exercises. I strongly urge you to complete the three SPSS exercises in Week 5 before completing this assignment.

To complete this assignment:
1. Open a data file in SPSS (using the example data set from class or one of your own files)
2. Select two variables to investigate and
   a. One must be an independent categorical (nominal) variable
   b. One must be a dependent discrete or continuous (ordinal, interval, ratio) variable
3. As part of data preparation, confirm that variable labels, value labels, and missing data are entered correctly in the “variable view” tab
4. Run frequency distributions for the variables of interest
5. Run one of the compare means procedures:
   a. If your independent categorical variable has only two values/groupings, run the “independent-samples t-test”
   b. If your data is setup in a pre-test/post-test form and you are analyzing the differences between pre-test/post-test means for a dependent variable, use the “paired-samples t-test”
   c. If your independent variable has three or more values/groupings, run “one-way ANOVA”

Then, draft a brief writeup (3-5 pages) that:

1. Identifies your dataset – where is it from? How was it collected? When?
2. Identifies and describes the variables under investigation. Include the variable names, variable labels, and value labels. Explain why these variables are interesting to analyze.
3. Includes frequency distributions for the variables of interest.
   a. For the nominal variable – thoroughly describe in your own words what the SPSS output tells you about the variable. Interpret the analysis.
   b. For the non-nominal variable, thoroughly describe what the output tells you. In addition, provide the appropriate descriptive statistics and an appropriate chart using the method described in the SPSS Intro Exercise (17:45)
4. Includes the means test conducted.
   a. Using the method described in the SPSS Intro Exercise (17:45), copy and paste the appropriate output table into the report (note: not all of the output should be included, just the meaningful output you will be explaining)
5. Describes what the output (analysis) tells you about the variables of interest. This is where the tip offered in the SPSS Reliability Exercise (11:29) may prove useful.
6. A discussion of the challenges and opportunities quantitative surveys and analysis present to researchers

Assignment 5: Synopsis and Compiling the ARMPP (Due June 18 at 10:00pm Mountain)
Please note – this assignment is due on Friday
For this assignment you will put ARMPP Assignment 2 through 5 together into a final portfolio. First, create a cover page and a table of contents for the complete ARMPP. Then, at the start of your portfolio, include a 3-5-page synopsis reflection that includes:

1. Key concepts and takeaways from the course
2. How, why, and when you would use qualitative tools and quantitative tools in public administration research (also, identify the data collection tools)
3. A discussion of key consideration public and nonprofit sector researchers should observe to undertake ethical and actionable research
4. Identification of how you can use what you’ve learned in class in the future
5. Suggestions for how public administration researchers can effectively communicate their findings to both policymakers and the public in the future
Classroom Policies

Extra Credit: I do not offer extra credit for this course.

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

Classroom Etiquette: Our classroom will be a civil and supportive space. Should anyone fail to act in an appropriate manner, I reserve the right to remove them 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 speaking “face-to-face.” If you have involved questions about course material, your performance, or simply want to check-in, please set up a time to meet with me using my scheduling link. Please include PUAD 506 in the subject line of your e-mails.

Incomplete or Withdrawals (“W”) from the Course: Please see the University’s add/drop policies.

Late Assignments: I expect you to turn in assignments on time. With this being said, I understand that the lives of the individuals in our DPAP community are dynamic and require flexibility. It is my preference that you reach out to me sooner, rather than later (e.g., 72 hours before an assignment is due) about adjustments to the course schedule. I respect you – it is OK if you need extra time to complete work. Part of respect is believing you and your autonomy – I do not need you to ‘prove,’ explain, or answer why – I simply ask that you let me know of your need for extra time, so that I can plan accordingly. All assignments must be completed to receive a grade for the course.

University Attendance Policy: Please review the course participation and attendance policy (above). Students who are registered for this course but do 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. Visit the Mansfield Library website and Google Scholar for resources. Reach out to me for further help, if necessary.

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 for this class must be your own. Duplicated work (e.g., work completed for another class) will be considered an act of 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 and charts/graphs) 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. If you’re not sure if it’s plagiarism, err on the side of citation.

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 unless otherwise specified in the syllabus.

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.

Food and Housing Assistance: Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources: UM Food Pantry (or via @pantryUm on Twitter, @UMPantry on Facebook, um_pantry on Instagram). The ASUM Renter Center has compiled a list of resources for UM students experiencing or at risk of housing instability and food insecurity.