



PADM 7362 01: Public Policy Analysis I

Thursday, 6:00-8:40p

Contact Information:

Professor: Dr. Derek Slagle

Email: drslagle@ualr.edu *

Office Hours: by appointment**

Office Phone: 501-569-8559***

Office: ROSS HALL, #404 & #631

Communications:

- *I encourage and expect contact from you over the semester. The easiest way to reach me is by e-mail
- **I am not setting specific office hours since most of the graduate students do not have the same or available times for office hours. Thus, my office hours are by appointment. Meetings will be scheduled via zoom and a google invite will be sent to participants.
- I generally use UALR e-mail and the course Blackboard system to conduct course business. If you do not use Blackboard and UALR's e-mail, please be sure to forward messages from those accounts to the e-mail account that you use. I will also place course assignments, handouts and PowerPoint slides on the course Blackboard site whenever possible.
- ***Students can call my office line at the UALR Survey Research Center and leave a voicemail. These voicemails are recorded and emailed to me
- **Regular and Substantive Contact Policy**

I have an open-door policy and can schedule zoom meetings at equally convenient times for the student and the professor. I try my best to answer emails within two-business days and routinely have responses that day. If you haven't heard from me in two business days, then please email me a follow-up as I receive an extraordinary number of emails each day and it is easy for emails to get buried or overlooked.

I plan to interact with you using a variety of tools: Announcements, posted class content (videos, reading notes/questions), participation activities, comments on the Discussion boards, comments on written assignments, and through one-on-one communication (via email and via regular office hours through Google/Zoom Chat/Hangouts, or via phone). For communication received during weekends (starting at 5pm Friday), response may be longer. On the instance that there is a face-to-face meeting all parties must abide by all protocols for campus presence, including using the UALR COVID screening tool, wearing a face mask that covers mouth and nose, and maintaining physical distance. In-person meetings would occur in the UALR Survey Research Center (Ross Hall #404) where there is socially distance.

Catalog Description:

This course is the first of a two-course sequence in the use of data and evidence to support analysis of public problems, programs and policies. Course topics include problem definition and measurement; problem analysis; data visualization and presentation; stakeholder interviewing; sampling, survey and evaluation research; experimental and quasi-experimental research design; multivariate statistical analysis; and public values and ethics in policy analysis. Students with credit for PADM 7315 cannot take this course for credit.

Program Course Descriptions:

PADM 7362 Public Policy Analysis I (Required): This course is the first of a two-course sequence in the use of data and evidence to support analysis of public problems, programs, and policies. Course topics include program definition and measurement; problem analysis; data visualization and presentation; stakeholder interviewing; sampling, survey, and evaluation research; experimental and quasi-experimental research design; multivariate statistical analysis; and public values and ethics in policy analysis. Students with credit for PADM 7315 cannot take this course for credit.

PADM 7363 Public Policy Analysis II (Required) *Prerequisite: PADM 7362.* This course is the second of a two-course sequence in the use of data and evidence to support analysis of public problems, programs, and policies. Course topics include program and policy evaluation; research design; experimental and quasi-experimental research design; multivariate statistical analysis; social welfare analysis; cost-benefit analysis; sampling, survey, and evaluation research; and public values and ethics in policy analysis. Course requirements include completion of a professional policy analysis paper

Course Overview:

Objectives:

Policymaking is a thriving arena in which policy advocates and experts make competing arguments for what problems deserve attention, what causes the problems we see, and what policy solutions are appropriate. But as Senator Moynihan suggests, not all arguments are treated with

the same seriousness: arguments that are supported by evidence carry much greater weight in the policy process.

In this course, you will learn how to think like a public policy professional, providing you with the ability to make evidence-based arguments about public problems and programs. By the end of this course sequence, you will have demonstrated your ability to:

- Use statistical data to describe the scope of public problems
- Formulate theories and testable hypotheses about the causes of public problems
- Conduct and interpret statistical tests for correlation and causation
- Write convincing arguments based on your analysis

These skills are central to conducting the independent policy research that will be expected of you in your second year PA courses and in your capstone project. More importantly, this skill set is highly valued in the job market and will allow you to make more effective contributions to on-going policy debates throughout your career.

Plan for the course:

Policy debate, and thus our course, begins by identifying and describing a public problem. Describing a problem means answering questions like, how big is the problem? Who is affected by it? What places are most affected? How long has it been going on? To do this, researchers need to be able to concretely define what circumstances should count as part of the problem and to do the counting. Even experts disagree about the most appropriate ways to define and measure a problem, and so policy debates on crime, homelessness and other issues often focus on measurement. After exploring issues on how to measure social problems, we will turn to how we can use statistical data collected by government, nonprofit and international organizations to describe a problem. In this part of the course, you will learn how to evaluate tables and charts, and how to create and use your own tables and charts in a research paper to show the scope and nature of a public problem.

In addition to statistical indicator data, policy professionals often work with survey data: responses to questionnaires designed to provide measures for public problems and to help describe relationships between problems and the characteristics of those affected. In the second part of this course, we will consider how policy professionals design and use surveys to find out more about

factors associated with public problems and to evaluate outcomes from public policies. We will also develop a toolkit of methods for analyzing data from surveys, including sample statistics, crosstab analysis, the difference of means test, correlation and bivariate regression.

But identifying and describing a research problem and its associations with various social factors does not provide enough information on how to address the problem. For that, we also need to understand what causes the problem. Public policy professionals develop theories to explain how and why a problem happens, and several theories may exist to explain any given problem. Hence, in the third part of this course, you will learn how to develop theories and hypotheses about the causes of a problem; how to find and discuss relevant scholarly literature; and how to design strategies for obtaining and analyzing data to choose between alternative explanations for a problem. Using these methods, you will be able to develop an effective and evidence-centered argument about the causes of a public problem.

Course Materials:

You are required to have two books for this course (see below for software and technology requirements):

- (1) Eric J. Krieg (2020) *Statistics and Data Analysis for Social Science* (2nd Edition). Sage Publications. ISBN: 9781544352657
- (2) Kenneth J. Meier, Jeffrey L. Brudney, & John Bothe (2015) *Applied Statistics for Public and Nonprofit Administration* (9th Edition). Cengage Learning. ISBN-13: 978-1-285-73723-2; ISBN-10: 1-285-73723-7
- (3) All other readings are available on our course Blackboard site.

Required/ Recommended Software:

1. Microsoft Office (Word/ Excel/ Powerpoint). [Available free to all students](#)
2. IBM SPSS Statistics GradPack Standard. Link [here](#). Click [here for vendors link](#) or [here for UALR vendor](#).
 - a. Note:
 - i. I will be providing additional resources on SPSS and that is what I use for my data analysis. If you choose another statistical analysis software, then you will need to let me know and also be aware that I will not likely be

able to help you troubleshoot issues you may have with the other statistical software options (see below)

- ii. There is a free open-source statistical software package for SPSS call PSPP. Downloadable software for Windows and for Apple Mac computers is available at <http://www.gnu.org/software/pspp/get.html> . Students who have used this in the past have noted issues with Macs; as well as some of the functionality and outputs different from the paid versions
- iii. We will routinely use Microsoft Excel. Some students in the past have opted to use Excel and have either used plug-in expansions for some of the statistics work or manually entered formulas into the spreadsheet.
- iv. Also, students can select other statistical software packages such as STATA, R, Python, Tableau, etc.
- v. There are lots of resources, tutorials, etc. on how to utilize statistical analysis software available. My plan is not to devote a considerable amount of time on navigating statistical software but to instead focus on the quantitative methodology, itself.

Technology:

To succeed in this course, you will need access to a computer and a stable internet connection.

1. If you do not have both of these at the beginning of the term, contact the CARE Team at this link:
<https://docs.google.com/forms/d/e/1FAIpQLSftFHstFymEU2oT99X9PdvRuMWdkgPT3udUL3HJwnxLlphS3g/viewform>
2. If, during the course of the semester, you lose access to either or both of these, please contact me immediately so that I can connect you with resources and so that we can discuss options for moving forward. The university has a limited number of laptops to loan to students. If, at some point in the semester, you find yourself without necessary technology to complete the class, you may use the [CARE Team request form](#) to request loaner equipment. The Ottenheimer Library will coordinate.

Course Structure:

PADM 7362

A. Public Problems & Foundations of

Analysis: (Weeks 1-4)

1. Introduction to policy analysis
2. Research Ethics
3. Defining and Measuring Problems
4. Concepts, Variables, & Measurement
5. Descriptive Statistics
 - a. Frequency Distributions
 - b. Measure of Central Tendency
 - c. Measures of Dispersion

B. Survey Research: (Weeks 5-7)

1. Fundamental of Survey Research
2. Modes of Survey Research
3. Population & Sampling
4. Fundamentals of writing questions
5. Survey Implementation

C. Analyzing data: (Weeks 8-14)

1. (8) Normal Probability distribution
2. (9,10) Probability from Samples to Statistics
 - a. Inferential Statistics
 - b. Hypothesis Testing
 - c. Proportions
3. (11-12) Analysis of Nominal and Ordinal Data
 - a. Cross-tabulation and Chi-Square

PADM 7363

A. Introduction & Review of PADM 7362 **Quantitative Methods (Week 1)**

B. Regression Analysis (Weeks 2-4)

1. Introduction to Regression Analysis & Assumptions of Linear Regression (Week 2)
2. Multiple Regression & Logistic Regression (Week 3)
3. Regression Output and Data Management (Week 4)

C. Qualitative Methods (Weeks 5-7)

1. Introduction (Week 5)
 - i. Underpinnings
 - ii. Case selection
 - iii. Introduction to Coding Open Ended Responses
2. Qualitative Coding (Week 6)
3. Overview of Focus Groups & Interviewing (Week 7)
4. Overview of Case Studies & Ethnography (Week 7)

D. Topics for Discussion in American Public Policy (Weeks 8-10)

1. *Policy Topic Discussions: (Week 9)*
2. *Policy Topic Discussions: (Week 10)*

E. The Visual Display of Data (Week 11)

F. Writing for Public Policy (Week 12)

<i>Week</i>	Date	Assignment due:	Topics:	Weekly Points	Cumulative Points	Modality
<i>1</i>	1/20		Overview/ Syllabus review Introduction to Policy Analysis	0	0	Online Synchronous
<i>2</i>	1/27	Homework 1	Framing the Problem	2	2	Online Synchronous
<i>3</i>	2/3	Homework 2	Defining & Measuring Problems	2	4	Face-to-Face
<i>4</i>	2/10	Homework 3	Descriptive Statistics	2	6	Face-to-Face
<i>5</i>	2/17	Homework 4	Fundamentals of Survey Research	2	8	Face-to-Face
<i>6</i>	2/24	(1) Homework 5 (2) Topic Selection	Survey Population Coverage & Sampling	2	10	Face-to-Face
<i>7</i>	3/3		(1) Survey Implementation	0	10	Face-to-Face
<i>8</i>	3/10	Analytic Essay 1	(2) Normal Probability Distribution (3) Big 3-results in research articles (online)	8	18	Face-to-Face
<i>9</i>	3/17	Homework #6	Public Policy Topic Discussion	2	20	Online Asynchronous
<i>10</i>	Spring Break 3/20-26					
<i>11</i>	3/31	Homework #7 – Annotated Bibliography	Introduction to Inference – Probability from Samples to Statistics	2	22	Face-to-Face
<i>12</i>	4/7		(1) Testing Difference between 2 Groups (2) Contingency Tables & Chi-Square	0	22	Face-to-Face
<i>13</i>	4/14	Analytic Essay 2	Analysis of Variance	8	30	Online Asynchronous
<i>14</i>	4/21	Class Presentation (Post to Blackboard)	Mini- Conference	10	40	Online Asynchronous
<i>15</i>	4/28	Problem Definition Paper		25	65	Online Asynchronous
<i>FINALS</i>	5/8	Database Assignment CITI Certification Attendance & Participation		15 5 15	80 85 100	Online Asynchronous

Weekly Course Overview:

- **Week 1 (1/20) Overview/ Syllabus review & Introduction to Policy Analysis:**
 - Recommended Readings:
 - Booth et al – From Questions to Arguments
 - Booth et al From Topics to Questions
 - Booth et al – Making Good Arguments: An Overview
 - Simon – Assumptions, Limitations, Delimitations
 - Slagle – Notes on Communicating in the Policymaking Process
 - Schwemmer & Wieczorek – Methodological Divide in Sociology

- **Week 2 (1/27) Framing the Problem:**
 - Required Readings:
 - Best – Stat Wars
 - PIT Count Methodology Guide
 - Homeless Definition CQ Researcher
 - Homeless count USA Today
 - Recommended Readings:
 - Weimer & Vining – Towards Professional Ethics
 - Elliott & Woodward – Describing & Examining Data
 - Elliott & Woodward – Creating & Using Graphs
 - Rassel et al. – Research Designs for Description
 - Rassel et al. – Protection of Human Research Subjects & Other Ethical Issues
 - Assignments due:
 - Homework #1

- **Week 3 (2/3) Defining & Measuring Problems:**
 - Required Readings:
 - Shively – Dimensional Thinking
 - Meier et al. – Measurement
 - Knapp – Research Principles
 - Knapp – Working in SPSS
 - Rassel et al. – Research Designs for Explanation
 - Rassel et al. – Measuring Variables
 - Recommended Readings:
 - Gooden & Berry-James – Variable Definitions: Are We Really talking About the Same Thing?
 - Gooden & Berry-James – Research Ethics: Important Considerations for Practitioners
 - Assignments due:
 - Homework #2

- **Week 4 (2/10) Descriptive Statistics:**
 - Required Readings:
 - Miller – Basic Types of Quantitative Comparisons
 - Meier et al. – Frequency Descriptions

- Meier et al. – Measures of Central Tendency
 - Meier et al. – Measures of Dispersion
 - Knapp – Descriptive Statistics
 - Handout 2: The Nature of Outcome Data
 - Recommended Readings:
 - Booth et al. – Assembling Reasons & Evidence
 - Booth et al - Warrants
 - Assignments due:
 - Homework #3
- **Week 5 (2/17) Fundamentals of Survey Research:**
 - Required Readings:
 - Ruel et al – Introduction to Survey Research
 - Ruel et al – Types of Surveys
 - Dillman et al – Sample Surveys in an Electronic World
 - Dillman et al – Reducing People’s Reluctance to Respond to Surveys
 - Assignments due
 - Homework #4
- **Week 6 (2/24) Survey Population Coverage & Sampling:**
 - Required Readings:
 - Dillman – Covering the Population & Selecting Who to Survey
 - Recommended Readings
 - Ruel et al – Selecting a Sample: Probability Sampling
 - Ruel et al – Nonprobability Sampling & Sampling Hard-to-Find Populations
 - Rassel et al. - Sampling
 - Rassel et al. – Contacting & Talking to Subjects
 - Assignments due:
 - Homework #5 Qualtrics Survey Practice Questions
 - Problem Definition Paper Topic Selection
- **Week 7 (3/3) Survey Implementation:**
 - Required Readings:
 - Dillman et al– The Fundamentals of Writing Questions
 - Dillman et al – Web Questionnaires and Implementation
 - Recommended Readings:
 - Report of AAPOR Task Force on Transitions from Telephone Surveys to Self-Administered & Mixed-Mode Surveys
- **Week 8 (3/17) Normal Probability Distribution & Big 3-results in Research Articles:**
 - Required Readings:
 - Meier et al. –The Normal Probability Distribution
 - Krieg – Probability & The Normal Curve
 - Policy Chapters – To Be Determined
 - Recommended Readings:
 - Handout 2: Reporting a two-sample z-test for proportions

- Assignments due:
 - Analytic Essay 1
- **Week 9: Public Policy Topic Discussion:**
 - Assignments due:
 - Homework #6 Policy Discussion 1
- **Week 10: SPRING BREAK 3/21-3/27**
- **Week 11 (3/31) Probability from Samples to Statistics:**
 - Required Readings:
 - Krieg – Probability from Samples to Statistics
 - Meier et al – Introduction to Inference
 - Meier et al – Hypothesis Testing
 - Handout 2: Inferential versus Descriptive Statistics Usage
 - Recommended Readings:
 - Rassel et al. – Examining relationships between variables with tests of statistical significance
 - Handout 2 – Review Questions of Difference, Relationships, Goodness of Fit
 - Assignments due: Annotated Bibliography (Homework #7)
- **Week 12 (4/7) Testing Difference between Groups & Analysis of Nominal and Ordinal Data:**
 - Required Readings:
 - Meier et al – Testing the Difference between Two Groups
 - Knapp – t Test
 - Knapp – Paired t Test
 - Elliott & Woodward – Comparing One or two Means using the T-test
 - Krieg – Cross Tabulation & Chi-Square
 - Meier et al – Construction & Analysis of Contingency Tables
 - Meier et al – Aids for Interpretation of Contingency Tables
 - Knapp – Chi-Square
 - Elliott & Woodward – Analysis of Categorical Data
 - Handout 2: Chi-Square test of Independence
 - Recommended Readings:
 - Handout 2 – Reporting an independent sample t test
 - Handout 2 – Reporting a paired sample t test
 - Rassel et al. – Examining Relationships between Nominal and Ordinal Variables
 - Handout 2 – Null Hypothesis for a Goodness of Fit
 - Handout 2 – Null Hypothesis for a Chi-Square test of Independence
 - Handout 2 – Reporting Chi-Square Goodness of Fit Test of Independence
 - Handout 2 – Reporting a Chi-Square Test of Independence
- **Week 13 (4/21) ANOVA:**
 - Required Readings:
 - Krieg – Analysis of Variance

- Knapp – ANOVA & Kruskal-Wallis Test
 - Elliott & Woodward – Analysis of Variance & Covariance
 - Assignments due:
 - Analytic Essay #2
- **Week 13 (4/21) Mini-Conference:**
 - Required Readings:
 - Rassel et al. – Finding & Analyzing Existing Data
 - Rassel et al. – Combining Indicators & Constructing Indices
 - Recommended Readings:
 - Klass – Measuring political, social, and economic conditions
 - Klass – Measuring Racial & Ethnic Inequality
 - Booth et al. – Planning
 - Assignments due:
 - Class Presentations (Posted to Blackboard)
- **Week 14 (4/28) Problem Definition Paper:**
 - Required Readings:
 - Schmidt – Writing in Political Science
 - Assignment Due:
 - Problem Definition Paper
- **FINALS WEEK (5/5-11) Database Assignment:**
 - Required Readings:
 - Corti et al. – Making Use of Other People’s Research Data
 - Corti et al – Publishing and Citing Research Data
 - Corti et al – Importance of Managing & Sharing Research Data
 - Assignment Due: Database Assignment Due 5/8

[Deadline for Grades due 5/12, by Noon]

Grading:

<i>Assignment</i>	<i>Percentage</i>
CITI certification	5%
Class Participation & Attendance	15%
Homework Assignments	14% (7x2% each)
Course Mini-Conference	10%
Analytic essays	16% (2x8% each)
Problem Definition Paper	25%
Database Assignment	15%
Grade Scale	
Range	Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F
University Grading Policies: http://ualr.edu/policy/home/student/grades-and-grading-grad/	

1. **Attendance & Participation:** One of the primary objectives of this class is to develop your ability to critically analyze policy issues. During class sessions, we will engage in activities such as discussions, presentations, and group work that will call on you to apply new ideas from the reading to solve problems. Thus, it is important for you to come to class prepared to participate by having studied the assigned reading and completed the homework. Your class participation grade will reflect all the following factors:

--- *Collegiality:* Showing respect for your peers by being in class on time, staying through the entire class, cell phones off, and respecting the views of others in class discussion. Refer to the **Scholarly Technology and Resources STaR - Netiquette Guidelines for the Online Community** included in the syllabus document below

--- *Preparation*: Completing reading before class, coming to class prepared with assignments and reading materials, active participation in discussion and small group work.

--- *Engagement out of class*: Class sessions are not the only opportunity to discuss course ideas with me. I want to know if you are having trouble with the material and what you like and don't like about the course. You may reach me by e-mail, see me during office hours, make a lunch appointment with me, or drop by anytime my office door is open (I frequently work at my office beyond my posted office hours).

Whether in a distance education context or face-to-face, documenting that a student is present is not sufficient, by itself, to demonstrate academic attendance by the student. Students demonstrate participation in class by engagement in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question. Examples of acceptable evidence of academic attendance and attendance at an academically related activity in a distance education program include:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial, game simulation, policy discussions, or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and an e-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

I will be taking attendance for both online and face-to-face sessions. I do expect students to attend, when possible, to be engaged and collegial with classmates, and to collaborate. **ATTENDANCE** is a component of class participation. Being present in class is a key to success. Attendance is defined as being present and participating in the class session. During this time of pandemic I understand that students may face interruptions related to illness/family illness, abrupt changes in work schedule or children schooling situations, and other unforeseen circumstances, so the following option is available: You must notify the instructor via email beforehand (or as soon as possible if there's a sudden emergency) to make alternate arrangements. Students may only complete "alternate arrangements" related based on documented circumstances **up to 2 times during the term**. Missing a class session beyond that counts as an absence. Being absent from more than 3 total class sessions will **eliminate your participation and attendance grade** - the total attendance and participation points for the course. **An absence is:** a) missing a class without cause and setting up alternate arrangements with the instructor and/or b) for asynchronous class days, not completing the asynchronous session work on time. Communication is essential during this time. If you experience a serious obstacle that impacts your ability to attend

and complete work in the course, please contact me as soon as possible so we can discuss your progress and potential accommodations.

2. **Homework assignments and annotated bibliography:** Ideas from reading are learned much better if they are applied right away. Hence, you will receive assignments that ask you to respond to a discussion question or solve a set of problems. These assignments will also often serve as a starting point for class discussion. Since these assignments are preparatory for class sessions, they will be evaluated solely based on your effort and completeness. You must submit your homework response before class in order to receive credit. The homework portion of your grade counts as 14% of your final grade.

One of the homework assignments is to prepare an annotated bibliography as part of the problem definition assignment (see below). The annotated bibliography will be due in Week 11 to give you plenty of time to prepare for the problem definition paper. Though the Annotated Bibliography assignment will not be graded, satisfactory completion of it will be weighted in the homework grade.

3. **Course Mini Conference:** A Mini conference will be held on Thursday, April 21st for students to present their problem definition papers to the class. The format of the mini conference will require students to record a presentation outlining their topic/ research for the problem definition paper and to post it to Blackboard.
4. **Analytic essays:** Over the course of the semester, you will complete two assignments that require you to apply the analytical tools that you learned over the course to explain or evaluate a public policy problem. You will have one week to prepare your response to each question. Your first response will be due on **March 10th** and your second response will be due on **April 14th**.
5. **Problem definition paper:** A problem definition argues that a social or economic condition has undesirable consequences and thus deserves attention from policymakers. Thus, a problem definition usually addresses such questions as: How severe is the problem? How long has it been a problem? Who is most affected by the problem? What places have been most affected by the problem?

The final product in this assignment will be paper of at least 2000 words (7 pages double-spaced) plus graphs and tables that makes an argument about the scope and severity of a social or economic problem with supporting data. To do this, you will need to find literature, data, select measures, make comparisons to determine how the problem varies over time and across groups and places, and write about your results. You should appropriately cite sources used for this paper. The annotated bibliography should be a good start on this requirement, and you should have at least five scholarly sources you plan to use for this paper. This annotated bibliography is due on **March 31st** and will count towards your course homework grade. This problem definition paper will be due after our in-class mini-conference on **April 28th**.

6. **Database Creation:** The final assignment due will be the creation of a database or index relevant to your problem definition topic. The database/ index is to be collected from secondary data sources. A research question(s) will also be presented that connects the data to your problem definition paper topic. Further information will be provided by the instructor on the expectations and requirements for this assignment,
7. **CITI certification:** In accordance with federal regulations, all UA Little Rock researchers (including faculty, staff, and students) who plan to conduct research projects involving human subjects must receive training in the protection of human subjects. UA Little Rock requirements include satisfactory completion of the Collaborative Institutional Training Initiative (CITI) in the Protection of Human Research Subjects and a review of the [Belmont Report](#), which outlines the “Ethical Principles and Guidelines for the Protection of Human Subjects of Research.” **Note:** Proof of training must be submitted with each request for IRB review.

Register for the online course at www.citiprogram.org. You will affiliate with the University of Arkansas Little Rock and assign yourself a username and password. All researchers working with human subjects are required to complete the modules in “Group 1. Social and Behavioral Research Investigators and Key Personnel”. [Click here](#) to view a walk-through of the registration process.

There are also additional optional modules available which may be appropriate to the research being conducted. Three additional modules are not required for this course but it may be valuable for students to obtain additional certification in these additional areas. For example, a researcher planning to work with children in school would take the core required modules and two optional modules- “Research with Children” and “Research in Public Elementary and Secondary Schools.”

Some of the optional modules most relevant to UA Little Rock researchers include:

- Research with Prisoners-SBR
- Research with Children-SBR
- Research in Public Elementary and Secondary Schools-SBR
- International Research-SBR
- Internet Research-SBR
- Group Harms: Research with Culturally or Medically Vulnerable Groups
- Workers as Research Subjects-A Vulnerable Population

After you complete the required modules the CITI program will generate a [Course Completion Report](#) listing all the modules you have completed. Please print it and keep a copy for your records. Turn in the course completion report via Blackboard. **The training certificate is valid for three years.** Please direct any questions or technical problems to the Research Compliance Officer at 501-569-8657.

Submitting assignments

The course Blackboard page includes a folder in which homework, essay and problem definition paper assignments are stored. You may upload your completed assignments to

Blackboard and/or by emailing them to me. I recommend uploading your assignment to Blackboard AND emailing it to me (drslagle@ualr.edu) if you think there was an issue. Also, I'd recommend saving the notifications that assignments were submitted to Blackboard. It is your responsibility to assure that I have received your work on time. You are also welcomed to submit assignments to me in hard copy. These should be delivered to me at my office or to my mailbox on the 6th floor of Ross Hall. In the interest of fairness, late analytic essays and problem definition papers will receive a penalty of 10 percentage points (one letter grade) for each day late. Homework assignments must be submitted before class time to receive full credit.

Late assignments are typically not accepted except in cases of extreme extenuating circumstances. If you are experiencing extreme extenuating circumstances, please contact me as soon as possible to discuss accommodations. During the COVID-19 pandemic, I understand that extenuating circumstances may be more common than usual, and I want to be sure that you succeed: please contact me as soon as possible when you are facing an obstacle so that we can make a plan together.

HEALTH AND PERSONAL RESPONSIBILITY:

Mask enforcement: UA Little Rock requires masks in all public places on campus. Students and visitors who cannot wear masks for health reasons should use online options for communication and learning.

Per UA Little Rock policy, masks are required while on campus, including in classrooms. Students should wear a face mask that covers both mouth and nose for the duration of time spent in the building. If you come to campus and do not have a mask with you, one can be retrieved. If a student refuses to wear a mask, or refuses to wear it appropriately, they may be ejected from the classroom and reported to the Dean of Students for a behavioral violation.

Statement to not come to class or f2f office hours if you are C+ or are known to have been exposed

Individuals must self-screen daily. In order to keep the campus community safe, UA Little Rock is utilizing a new [COVID Screening](#) which provides employees and students daily information about their ability to return to campus. The screening provides a date- and time-stamped red or green indicator that can be shown for the rest of the day on an individual's phone when they enter spaces on campus. A separate process will be developed to accommodate individuals without a smartphone. Although not required, using this tool is strongly encouraged for on-campus students, employees, and visitors.

If you have tested positive for Covid-19, have been exposed to the virus, or are concerned that you have been exposed, do not come to class or to campus. Your well-being and the health of the campus community are the higher priority. Notify me ahead of time that you will be absent and explain your condition. I will work to accommodate you during your illness and in keeping up with the course work.

Fall 2022: Culture of Flexibility:

Recognizing the need to protect potentially vulnerable members of the campus community and the increased work and care-taking needs presented by the COVID-19 pandemic, UA Little Rock will promote a culture of flexibility.

I am aware that many of you have increased anxieties, work, and caretaking responsibilities amid this situation. Please stay in touch with me and let me know if you have any concerns about completing an assignment so that I can work with you to ensure your success in our course. If you have any technological concerns (e.g., limited access to the internet or computer), let me know so that we can modify assignments in a way that will allow you to successfully complete our course.

General Policies:

- **Skills:** Students are expected to possess basic computer skills. If you are not comfortable in a technology environment, you must meet with me ASAP.
- **Assignment Submission:** Assignments MUST be submitted by the assigned time.
- **Plagiarism Policy** Anyone caught plagiarizing will be disciplined according the UALR Student Handbook regulations. A slideshow on academic integrity (of which plagiarism is a part) is available at <http://www.ualr.edu/copyright/articles/?ID=4>
- **Food/Housing insecurity:** The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed. If you do not feel comfortable discussing this with me go to the following link for some helpful university and community resources: <https://ualr.edu/studentsuccess/community-resources/> or see the Student Resources below

Instructor Values Pertaining to Inclusivity:

- If you have a preferred name that is different than that provided to me in BOSS, please let me know. Also, please share with me your pronouns so that I may refer to you correctly. My pronouns are he/him/his.
- Together we form a scholarly community during the semester. Our community is based on inclusivity. Community standards for this class include participating in a manner that shows cultural sensitivity and respect for people's views, orientations, and backgrounds. We will not insult each other, and we will not use language that marginalizes fellow community members. We will understand that others will come to class discussions with different experiences.
- As public servants and an academy of scholars focused on equity and equality the instructor stands in solidarity with any marginalized group seeking social justice reform. As a program, we are dedicated to making sure our instructors and students have the resources they need for success within the classroom environment. Creating a more inclusive and equitable environment is one of our many goals. Likewise, inherent in our program's value system and the scholarship of our discipline is a deep passion to remove systemic, institutionalized racism that continues to damage the lives of so many within our country.

Students with Disabilities:

- Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an

interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at <http://ualr.edu/disability/>.

COVID-19 addendum: Illness is treated as a disability if it limits your ability to perform daily functions (like schoolwork). If you or a close family member feel sick and/or test positive for COVID-19, DO NOT come to campus. Participate in the class remotely if available during that week. If you cannot participate at the scheduled time, reach out to the instructor. Contact Disability Resource Center for more information on requesting accommodations

UALR Non-Discrimination Policy:

- UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran's status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action.

Any person who believes they have been discriminated against should contact the Human Resources Office to obtain assistance and information concerning the filing of complaints, (501) 569-3180.

Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

A Note on Incompletes:

- Be aware that I will only grant Incompletes to students who a) have completed (and passed!) a majority of the required work b) have legitimate reasons for requesting an extension, and c) have arranged a reasonable plan for completion of the required work

Syllabus Changes:

- Although every effort has been made to present accurate, complete information, this syllabus is subject to change. If a change is necessary, the instructor will notify the class in advance.

Scholarly Technology and Resources STaR

Netiquette Guidelines for the Online Community:

Netiquette, simply defined, is the manner in which one behaves in an online environment. Just as social norms exist in traditional face-to-face interactions, there are similar standards of acceptable behavior in the online environment. The following guidelines are recommended in an effort to achieve effective communication in a positive distance learning environment.

- **Netiquette Guidelines:**
 - **Professionalism and Courtesy** - Adhere to the same standards of behavior online that you follow professionally and/or in the face-to-face classroom environment.
 - **Non-verbal Communication Online** - When communicating online (discussions, email etc.), be mindful that readers do not receive the verbal or visual cues common to face-to-face interactions, and these non-verbal gestures are usually lost in translation.
 - **Read First, Write Later** - Don't add your comments to a discussion before reading the comments of other students unless the assignment specifies otherwise.
 - **Use Effective Communication** - Say what you mean to say. Try to speak and write clearly at all times.
 - **Be brief and Respectful of Other's Time** - Be as concise as possible when contributing to a discussion.
 - **Think Before You Send** - Before you submit an email, discussion post, or assignment, proofread your work.
 - **Avoid Flaming** - If you disagree with another person's posting, provide alternate references to support your view and be constructive in your responses.
 - **Use Appropriate Language** - Always refrain from using inappropriate, and/or offensive language.
 - **Always Cite Your Sources** - Plagiarism, cheating and other violations of ethical student behavior are grounds for serious action.
- **Best Practices**
 - Avoid sending an email to the entire class or selecting reply all, unless you feel that everyone must read it.
 - Use a descriptive subject line for email messages and discussion board postings
 - TYPING IN ALL CAPS is the considered shouting in an online environment.
 - Be mindful that once something is sent, it cannot be taken back.
 - **An Online Classroom is still a Classroom**
 - It is important to recognize that the online classroom is in still a classroom and you should always exhibit the same professionalism and respect in the online classroom as you would in the real world.
 - **Always abide by the Golden Rule of Netiquette in an online class or environment: Treat others as you would want to be treated.**

Student Resources

The University has numerous academic and support services for students. Some of these resources include the [Trojan Food Pantry](#), the [Career Closet](#), [Disability Resource Center](#), [Health Services](#), [Counseling Services](#), [Military Student Success Center](#) and more. A [list of resources](#), including campus labs and tutoring centers, is provided for you.

The Dean of Students can also help you with issues related to student rights and responsibilities. You can [email the Dean of Students](#) and view other [helpful information and resources](#) online.

Request for Student Support:

You can also [request student support from the UA Little Rock Care Team](#). A member from the Care Team (typically a staff member in your College) will make contact with you within 48-72 hours, usually sooner. The Care Team member is a resource who can help you navigate UA Little Rock, assist with academic support strategies, conflict resolution, connect you to campus and community resources, help you navigate financial resources, and assistance in crisis situations.

Transportation to Campus – Rock Region METRO:

UA Little Rock students and employees may ride the bus for free, using the Trojans U-Pass. Go to the I.D. Card Office – room 114 on the lower level of the Donaghey Student Center, to pick up your Trojans U-Pass. The Trojans U-Pass is a sticker that goes on your UA Little Rock ID card. Each semester, riders will need to get an updated sticker. A sticker issued in January will be good through the summer semester. Riders will need to get a new sticker for the fall semester. For more information visit: ualr.edu/communications/rock-region/

Trojans with Children:

If you have children, there are many on campus and community resources to help you pursue your educational goals. The College of Education and Health Professions maintains a list here: ualr.edu/chasse/trojans-with-children/

Printing on Campus:

Ottenheimer Library offers printing, copying and scanning services to students in the first-floor computer lab. Students receive a \$10 credit each semester. Some fees apply beyond a certain number of prints. You can find out more at their website under the FAQ: ualr.edu/library/.

Some departments maintain computer labs which provide printing services to students pursuing majors in their department. Talk with your faculty member to find out more.

Counseling Services:

Experiencing stress? Need to talk to someone? Counseling services support psychological health and well-being, another key to student success. To make an appointment, call 501-569-3185

Counseling is confidential. To learn more, visit their web site: ualr.edu/counseling/

Student Success Workshop Series:

Visit this web site for news of upcoming workshops that are aimed at helping students with academic success and preparation for future careers: ualr.edu/advising/student-success-workshop-series/

Communication Skills Center:

The Communication Skill Center (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation or paper. Services include, but are not limited to, anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with helpful feedback. The CSC offers onsite services in the Speech Building and the Ottenheimer Library (in partnership with the University Writing Center) as well as online services.

Appointments are available and walk-ins are welcome at our 201 Speech Building location. For Ottenheimer Library or online appointments please call at 501-569-8208, email: communication.skill.center@gmail.com, or book an appointment directly: ualrcommunicationskillcenter.setmore.com

Math Assistance Center:

No charge, no appointment required. If you need help in a class that requires math skills, go to MAC in ETAS room 409. They cater to College Algebra students and above and PreCore mathematics. They also also tutor Physics and Statistics: ualr.edu/mathematics/mathlab/

Writing Center:

The University Writing Center (UWC) helps clients with their writing at any stage of the writing process. They can provide quality feedback about your writing, problem-solving strategies for your writing, and assistance with academic technology. They provide both face-to-face and virtual writing consultations by appointment: ualr.edu/writingcenter/.

Blackboard Student Support:

Blackboard is course management software used by many instructors at UA Little Rock to deliver content for classes. For assistance with Blackboard, please visit ualr.edu/blackboard. The Communication Skill Center at Ottenheimer Library also provides short workshops on Navigating Blackboard Courses.

Campus Connections:

This web site is a quick reference for a variety of general resources for students: ualr.edu/advising/academic-services-support/

Appendix 1: Policy Analysis Paper Assessment Rubric

The policy analysis paper assignment in PADM 7363 (Policy Analysis) serves as an opportunity for students to demonstrate professional-level competence at making arguments about a public problem and policy supported with original data analysis, including problem definition and analysis, policy evaluation and analysis of policy recommendations. Each student draws on their skills and knowledge in research, quantitative analysis, critical thinking and writing from the first half of their MPA experience to complete this paper.

Criterion	Score
<i>Holistic criteria</i>	
Paper is organized effectively to make an argument about the nature, scope and causes of a public problem; evaluate outcomes from a public policy; and/or make a policy recommendation.	
Paper is free of mechanical problems (i.e. grammatical and spelling errors)	
Paper's writing style (word choice, paragraph and sentence construction) effectively communicates its argument and analysis to an average reader	
Paper's executive summary communicates the paper's goals, methods, and conclusions concisely and effectively to an average reader	
Addresses the concerns and questions of relevant stakeholders and policymakers	
Conclusions and recommendations logically follow from arguments and evidence	
Overall, arguments and analysis generalize from the evidence and literature to generate original ideas, conclusions or recommendations	
<i>Criteria on analytic methods</i>	
Uses relevant scholarly and public policy literature to support arguments and analysis	
Demonstrates transparency in choices concerning measurement	
Demonstrates transparency in choices of analytic approaches and methods (i.e. by assessing strengths and weaknesses of the research design)	
Uses appropriate data sources and data gathering methods to develop measures	
Constructs tables, charts and illustrations with adherence to best practices	
Interprets tables, charts and illustrations competently	
Uses other descriptive methods of data analysis correctly and as appropriate	
Uses and interprets inferential statistical methods correctly and as appropriate	
Overall, uses appropriate quantitative and qualitative evidence to support arguments and analysis	
<i>Criteria on policy recommendation and design</i>	
Policy recommendation includes clearly stated goals	
Design of policy recommendation (i.e. policy instruments and institutional arrangements) adheres to best practices	
Design of policy recommendation reflects political feasibility	
Evaluates policy outcomes and recommendations using appropriate evidence	
Uses appropriate values criteria to evaluate policies and make recommendations	
Demonstrates transparency in the assumptions and values judgments on which it bases recommendations	
Overall, the paper demonstrates professional-level competence in policy analysis	