

Master of Public Administration Program  
School of Government  
University of North Carolina

**PUBA 719: ANALYSIS AND EVALUATION I**

Spring 2023  
COURSE SYLLABUS

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Instructor: Christopher A. Cody, PhD  
Class Time: Monday 1:00-4:00  
Email: cacody@ad.unc.edu  
Office Hours: By appointment

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**Course Description**

This course is the first course of a two-course sequence, the goal of which is to give you the skills to be an educated user of information in your role as a leader in the public administration field. This course introduces students to the beginning stages of the research process by focusing on research principles, development, methodology, along with an overview several data collection methods. Specifically, this course focuses on identifying problems, formulating research questions, analyzing literature, and developing research designs and data collection methods to better understand and eventually provide solutions to problems confronting public administrators.

**Course Objectives**

The objectives for the courses are in line with the competencies the UNC MPA program is committed to providing its students. These courses focus on analyzing information for decision-making. Specifically:

- Selecting, applying, critiquing, and interpreting analysis for informing decisions;
- Identifying, collecting, managing, and interpreting relevant qualitative and quantitative data; and
- Design and conduct appropriate research to address public problems.

The expectation is that (1) you engage with what is being discussed through the readings, class discussion, exercises, and assignments, and (2) you engage yourself, others, and us by asking substantive, thought-provoking questions, challenging positions, questioning interests, and pushing yourself, me, and your colleagues further.

**Ground Rules**

This is a graduate-level course that demands students be carefully prepared. Furthermore, this course is presented within the context of a professional degree program and will be conducted according to the standards of the professional workplace. Students are expected to refrain from

non-class related communication and interactions such as texting, social media use, etc. Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of materials and concepts. To facilitate this process, class will start and end on time. All assignments must be completed on time. Late work will be penalized five points for every 24 hours, up to 50% off the final grade. Finally, plagiarism and other forms of academic dishonesty will not be tolerated, and disciplinary action will be pursued if such behavior is discovered. For further information about academic misconduct, see the UNC Code of Student Conduct located on the web at <http://instrument.unc.edu/>.

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel: 919-962-8300 or Email: [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time, however, the process can take time. You are encouraged to contact ARS as early in the semester as possible.

Unless otherwise specified for a specific assignment, all assignments should follow The Chicago Manual of Style. Please use author-date citation style and in-text citation.

### **AI Usage**

#### **AI should help you think. Not think for you.**

- Use these tools to give you ideas, perform research, and analyze problems. Do not use them to do your work for you (e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer).

#### **Engage with AI responsibly and ethically.**

- Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights.

#### **You are 100% responsible for your final product.**

- You are the user. If the AI makes a mistake, and you use the output, it's your mistake. If you don't know whether a statement about *any item in the output* is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

### **Required Texts**

Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. 2020. *Research Methods for Public Administrators 7<sup>th</sup> edition*. (Taylor & Francis, 2020).

Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022).

In addition to the required readings, the course makes extensive use of supplemental readings and resources that will be posted on the course site.

**Grading**

Class participation	15%
Weekly Reading Leader	10%
Research Question Exercise	5%
Problem Statement and Research Question Memo	10%
Literature Review	10%
Critique Research Article Memo	10%
Sampling Memo	10%
<u>Research Design and Data Collection Methods Paper</u>	<u>30%</u>
<b>Total</b>	<b>100%</b>

**COURSE REQUIREMENTS AND ASSIGNMENTS**

**Class Participation**

This course has a heavy participatory component. Your class participation comprises participation in forums and response to questions posted, class attendance, and live session participation. Although attendance is self-explanatory, in-class participation refers to how adequately you prepare for and partake in class discussions, including engaging with forums and discussion questions.

Come to class prepared with questions to ask of the instructor and fellow students from the reading assignments. I expect your comments to provide meaningful contributions, integration of material, and advancement of the discussion. Your participation is based on both frequency and quality. Frequency is important so that the class can benefit from your own unique experience. Your instructor will evaluate quality using several criteria. The first is relevance. Making a comment that is extremely insightful but not relevant to the question your instructor has asked or the point that your classmates are discussing is rarely helpful. Comments that are directly relevant will help to advance the class's thinking on a topic. Finally, participation means not only active involvement in discussion but also careful listening, consideration, and respect for your colleagues' opinions. Therefore, it is important that we all treat the classroom as a safe environment. It is a place for experimentation and risk-taking.

Perspectives of all individuals from all backgrounds reflecting the diversity of our students are valued. Varied voices and views enhance our learning community and diversity—broadly defined to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability—is honored. The components of the course are designed to create an inclusive space for all students.

Discussion on forums and during class will be one of the primary ways in which you will learn—you are expected to contribute to discussion for your own benefit and the benefit of your classmates. Simply attending class is not sufficient for earning a high grade. At each class, I expect each student to be prepared to:

- Suggest questions for class discussion,
- Engage in a thoughtful and critical evaluation of the class's readings, and
- Contribute relevant examples from your own experience.

### **Weekly Reading Leaders**

On assigned weeks, three or four students will be assigned to briefly present the main themes of the readings for the week (no more than a 10-minute presentation and if slides are used, fewer than 7 slides). Following the presentation, the weekly reading leaders will lead the class in a discussion by applying that week's theme to scholarly research and practical professional application in the public administration field. More information on expectations will be provided the first week of class.

Sign-up sheet is in the "Collaboratives" documents section of the "Courses" tab on course page. PLEASE NOTE: Everyone is expected to do the readings, even on weeks you are not presenting.

### **Online Ethics Training**

All students must complete the online ethics training for behavioral human subjects research required by UNC (and all universities) for students and faculty conducting any type of research studying people. This training will introduce you to the history of ethics in research, the role of the Institutional Review Board (IRB)—the board common to all universities and other organizations routinely conducting research that determines if research follows ethical guidelines—and the specific requirements for UNC IRB approval for student work. The training commonly takes two to three hours. Due to frequently changing websites around the UNC ethics training, instructions for accessing the training links will be provided by the instructor at the beginning of the course. When finished (or if you have already completed the training at UNC for another purpose or via another university), you'll be asked to submit evidence (the completion certificate) for verification.

### **Research Question Exercise**

The research question exercise begins your process of developing a study that you will NOT implement during the two-course sequence but will be expected to develop. For this assignment, come to class prepared with an outline of three research questions centered around the public administration field. During class we will "workshop" these questions that will assist in you deciding on a final topic that will then be used on several assignments during the remainder of this class. Prior to class, please submit your assignment on the course page.

### **Problem Statement and Research Question Memo**

Provide a one-to-two-page memo (single spaced) that provides an overview of a problem you have identified in public administration field. For this memo, incorporate any outside articles (scholarly, media, etc.) that has raised awareness around or highlighted the issue that you would like to address. Incorporate any background information on this topic that will aid the reader of your memo in understanding the issue. After identifying the problem, present a research question

that tries to address this issue. Finally, provide justification for why you believe this research question is best suited to address this issue.

### **Literature Review Paper**

Please prepare a full literature review, no more than four pages (single spaced) on the topic/research question you submitted for the Week 5 assignment. The literature review should include newly published literature, especially in the journals or reports your audience would be reading.

1. You need to include academic (also called scholarly) peer reviewed research, as recent as possible, except for directly relevant, seminal works, which can be much older. You should also include major policy reports or studies by non-profits or government agencies that are directly related, but the foundation is peer-reviewed academic journal articles.
2. Think of the writing as a funnel, where you go from broad to narrow.
3. You must summarize overall trends in the literature. Do not go into detail on each item.
4. By the end, you need to show a gap exists or an area of extension is needed in the body of research and explain how your research question is best suited to address this limitation in the research.
5. Remember, you need to show that you are an expert on your issue in the public administration field.

### **Research Article Critique Memo**

Provide a two-to-three-page memo (single spaced) that provides a brief overview and full critique of a research article that you select. The research article does NOT have to come from your literature review or be based on your research question. The critique should incorporate class concepts on rigor in research discussed in Week 8. Additional information will be provided in class during Week 7.

### **Sampling Memo**

Based on Weeks 10 and 11, submit a two-to-three-page memo (single spaced) that discusses through primary data collection the sampling strategy design and implementation you would use to address your research question from Week 5. Items that are expected to be addressed in this memo are your population, target population, study population, sampling method, sample size, etc. Additional information will be provided in class during Week 10.

### **Research Design and Data Collection Methods Paper**

Prepare a full methodological section, no more than eight pages (single space and including appendices) that discusses the research design and the PRIMARY data collection process that you would use to answer your Research Question from Week 5. The research design should include a discussion of your model (if applicable) and any data collection protocols and instruments that you would use to address your research question. Finally, incorporate a discussion on the timeline and resources needed to implement data collection process. Additional information will be provided in class during Week 12.

## Course Schedule

Fall 2023 Course Overview		
Session	Topic	Assignments
1: August 21	Course Introduction, Theoretical Perspectives and Research Methodologies	No Assignments
Research Principles and Development		
2: August 28	Research Design I and Research Ethics	Ethics Training Course
3: September 4	No Class (Labor Day Holiday)	No Assignments
4: September 11	Problem Identification and Research Questions	Research Question Exercise
5: September 18	Searching, Critically Reviewing and Using Literature	Problem Statement and Research Question Memo
6: September 25	No Class (Well-being Day)	No Assignments
Research Methodology		
7: October 2	Theoretical vs. Conceptual Framework	
8: October 9	Research Feasibility	Literature Review Paper
9: October 16	Hypothesis Testing and Measurement	
10: October 23	Sampling Strategies	Research Article Critique Memo
11: October 30	Research Design II and Data Collection Process	
Data Collection Methods		
12: November 6	Data Collection Methods: Qualitative I	Sampling Memo
13: November 13	Data Collection Methods: Qualitative II	
14: November 20	Data Collection Methods: Quantitative I	
15: November 27	Data Collection Methods: Quantitative II	
16: December 4	Descriptive Statistics	
<b>EXAM</b>		Research Design and Data Collection Methods Paper

## CALENDAR AND READING ASSIGNMENTS

(Subject to change as necessary)

### **Session 1: Course Introduction, Theoretical Perspectives, and Research Methodologies**

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#### Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 1**.

### **Session 2: Research Design I and Research Ethics**

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#### Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 2, 3, and 8**
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 3**.
- Creswell, J. W. "Chapter 10: Qualitative Procedures," in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (Thousand Oaks, CA: Sage, 1994) 179–207.
- Belluz, Julia, and Steven Hoffman. "Science Is Often Flawed. It's Time We Embraced That." *Vox*. May 13, 2015
- UNC Research. 2022. "Institutional Review Board (IRB) - UNC Research."
- UMCB 2003. "A Guide to Research Ethics."

### **Session 3: No Class (Labor Day)**

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### **Session 4: Problem Identification and Research Questions**

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#### Readings

- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 1**.
- Lipowski, Earlene E. "Developing great research questions." *American Journal of Health-System Pharmacy*. 65, no. 17 (2008): 1667-1670.
- Agee, Jane. "Developing qualitative research questions: a reflective process." *International Journal of Qualitative Studies in Education*. 22, no. 4 (2009): 431-447.

### **Session 5: Searching, Critically Reviewing, and Using Literature**

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#### Readings

- Denney, Andrew S. and Richard Tewksbury. "How to Write a Literature Review." *Journal of Criminal Justice Education*. 24, no. 2 (2013): 218-234.
- Webster, Jane, and Richard T. Watson. "Analyzing the Past to Prepare for the Future: Writing a Literature Review." *MIS Quarterly* 26, no. 2 (2002): xiii–xxiii.

- Basham Sherah L, Vivian P. Radcliff and Sara L. Bryson. “How to Write an Annotated Bibliography.” *Journal of Criminal Justice Education*. 34, no 2 (2023): 289-297.
- UNC-Chapel Hill Writing Center. “Literature Reviews – The Writing Center University of North Carolina at Chapel Hill.” The Writing Center University of North Carolina at Chapel Hill. September 21, 2021.
- UNC-Chapel Hill Writing Center. “Annotated Bibliographies – The Writing Center University of North Carolina at Chapel Hill.” The Writing Center University of North Carolina at Chapel Hill. August 3, 2021.
- Literature Review Example: Berner, Maureen. “Multidimensional Measures of Poverty: The Potential Contribution of Non-Profit Food Pantry Data to Assess Community Economic Condition.” *Poverty & Public Policy*. 9, no. 4 (2017), 381-401.

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### **Session 6: No Class (Well-being Day)**

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### **Session 7: Theoretical vs. Conceptual Framework**

#### **Readings**

- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 4**.
- “Chapter 2: Theory, Models, and Research Questions.” In Remler, Dahlia K. and Van Ryzen, Gregg G. *Research Methods in Practice: Strategies for Description and Causation. 2nd Edition*. (Sage Publications, 2015).
- “Chapter 3: Conceptual Framework: What Do You Think Is Going On?” In Maxwell, Joseph A. (2013) *Qualitative Research Design: An Interactive Approach Vol. 41*. (Sage Publications, 2013).
- W. K. Kellogg Foundation Logic Model Development Guide, 2004.
  - This is for practitioners and includes many exercises and worksheets. You are expected to read through the entire guide but skip through the exercises and simply skim the worksheets.
- Whetten, David A. “What constitutes a theoretical contribution?” *Academy of Management Review*. 14, no 4 (1989), 490-495.

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### **Session 8: Research Feasibility**

#### **Readings**

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 4**.
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 2**.
- “Chapter 6: Reliability and Validity.” In Salkind, Neil J. *Statistics for People Who (Think They) Hate Statistics*. (Sage Publications, 2016).

## **Session 9: Hypothesis Testing and Measurement**

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### **Readings**

- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 5**.
- Ryzin, Gregg G. Van. "The measurement of overall citizen satisfaction." *Public Performance & Management Review*. 27, no. 3 (2004): 9-28.
- Bertrand, M. & Mullainathan, S. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American Economic Review*. 94, no 4 (2004): 991-1013.

## **Session 10: Sampling Strategies**

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### **Readings**

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 5**.
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 6**.
- "Chapter 5: Sampling." In Remler, Dahlia K. and Van Ryzin, Gregg G. *Research Methods in Practice: Strategies for Description and Causation 2nd Edition*. (Sage Publications, 2015).
- Lange, J.E., Lauer, E.M. & Voas, R.B. "A Survey of the San Diego-Tijuana Cross-Border Binging: Methods and Analysis." *Evaluation Review*. 23, no. 4 (1999): 378-398.
- Donahue, A.K., 2004. "The Influence of Management on the Cost of Fire Protection. *Journal of Policy Analysis and Management*. 23, no 1 (2004): 71-92.

## **Session 11: Research Design II and Data Collection Process**

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### **Readings**

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 6 and 9**.
- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 11 and 12**.
- Spencer, M.B., Noll, E. & Cassidy, E. "Monetary Incentives in Support of Academic Achievement." *Evaluation Review*. 29, no. 3 (2005): 199-222.
- Van Ryzin, G. G. "The Curious Case of the Post-9-11 Boost in Government Job Satisfaction." *The American Review of Public Administration*. 44, no. 1 (2014): 59-74.
- Houston, D. J. "Walking the walk of public service motivation: Public employees and charitable gifts of time, blood, and money." *Journal of Public Administration Research & Theory*. 16, no. 1 (2006): 67-86.

## Session 12: Data Collection Methods: Qualitative I

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### Readings

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 7**.
- Ospina, Sonia M., Marc Esteve, and Seulki Lee. "Assessing qualitative studies in public administration research." *Public Administration Review*. 78, no. 4 (2018): 593-605
- Barbour, Rosaline. "Research Design." In *Doing Focus Groups*. (Sage, 2008).
- Gerring, John. "What Is a Case Study and What Is It Good For?" *American Political Science Review*. 98, no 2 (2004): 341-354.

## Session 13: Data Collection Methods: Qualitative II

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### Readings

- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 7**.
- Chapters 1 & 2. In Saldaña, Johnny. *The Coding Manual for Qualitative Researchers*. (Sage, 2013).
- DeCuir-Gunby, Jessica T., Patricia L. Marshall, and Allison W. McCulloch. "Developing and using a codebook for the analysis of interview data: An example from a professional development research project." *Field Methods*. 23, no. 2 (2011): 136-155.
- Buckwalter, Neal. "The Potential for Public Empowerment through Government-Organized Participation." *Public Administration Review*. 74, no 5 (2014): 573–584.

## Session 14: Data Collection Methods: Quantitative I

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### Readings

- Groeneveld, Sandra, Lars Tummers, Babette Bronkhorst, Tanachia Ashikali, and Sandra Van Thiel. "Quantitative Methods in Public Administration: Their Use and Development Through Time." *International Public Management Journal*. 18, no. 1 (2015): 61-86.
- Berner, Maureen, Ashley Bowers, and Laura Heyman. "So You Want to Do a Survey . . ." *Popular Government*. 67, no. 4 (2002): 23-32.
- Bladenboro Draft Survey (Shared with permission)
- McDowall, D., Colin Loftin., and Stanley Presser. "Measuring Civilian defensive firearm use: A Methodological Experiment." *Journal of Quantitative Criminology*. 16, no. 1 (2000): 1-19.
- Lee, Geon, Jennifer Benoit-Bryan, and Timothy P. Johnson. (2012). "Survey Research in Public Administration: Assessing Mainstream Journals with a Total Survey Error Framework." *Public Administration Review*. 72, no.1 (2012): 87-97.

## **Session 15: Data Collection Methods: Quantitative II**

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### **Readings**

- Rassel, Gary R., Jocelyn DeVance Taliaferro, Jocelyn, Stacey M. Rassel, and Elizabethann O'Sullivan. *Practical Research Methods for Nonprofit and Public Administrators 2nd edition*. (Taylor & Francis 2022). **Chapter 10**.
- Dufrene, Roxane L. "An Evaluation of a Patient Satisfaction Survey: Validity and Reliability." *Evaluation and Program Planning*. 23, no. 3 (2000): 293-300.

## **Session 16: Descriptive Statistics**

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### **Readings**

- Rassel, Gary R., Suzanne Leland, Zachary Mohr, and Elizabethann O'Sullivan. *Research Methods for Public Administrators 7th edition*. (Taylor & Francis, 2020). **Chapter 11**.

## **Additional Resources and Policy Statements**

### **Academic Policies**

#### *University Class Attendance Policy*

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\) website](#) provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

#### *Honor Code Statement*

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult [studentconduct.unc.edu](http://studentconduct.unc.edu).

#### *Syllabus Changes*

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

### **Services & Student Support Policies**

#### *Accessibility Resources & Services (ARS)*

[Accessibility Resources and Service](#) (ARS – [ars@unc.edu](mailto:ars@unc.edu)) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

### *Counseling & Psychological Services (CAPS)*

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

### *Title IX Resources*

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University's Title IX Coordinator (Elizabeth Hall, [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu)). Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### *Policy on Non-Discrimination*

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email [reportandresponse@unc.edu](mailto:reportandresponse@unc.edu) or see additional contact info at [safe.unc.edu](http://safe.unc.edu)) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.

### *Learning Center*

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

### *Writing Center*

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application

essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.