

## Research Methods for Public Administration

**POLS 6202, Fall 2019**  
CRN 80714  
100% Online Course  
Department of Political Science  
University of West Georgia

**Dr. Sooho Lee**  
Office: 136 Pafford Building  
Phone: 678-839-4991  
Office Hours: T&W 1 PM –5 PM  
or by appointment  
Email: [slee@westga.edu](mailto:slee@westga.edu)

---

### ***Course Descriptions:***

This course offers an introduction to the application of research methods and statistical techniques used to solve problems in public affairs settings. It focuses on practical skills for designing, conducting, and evaluating empirical research. This course provides detailed discussions on models, designs, validity & reliability, sampling, surveys, data collection & cleaning, measurements, univariate & multivariate analysis, regression analysis, and other advanced techniques. Students will also learn to use at least one statistical software package (SPSS).

### ***Learning outcomes ( $\Sigma Y_i$ ):***

Students will demonstrate they have developed an understanding of designing, conducting, and evaluating the basic statistical techniques. The major outcomes includes a full understanding of

- Y<sub>1</sub>. scientific method, causality, and logic
- Y<sub>2</sub>. the role of models and hypotheses in guiding research
- Y<sub>3</sub>. experimental and quasi-experimental designs
- Y<sub>4</sub>. reliability, validity, and sensitivity
- Y<sub>5</sub>. surveys, data collection, sampling, and sampling error
- Y<sub>6</sub>. ethical issues and human subjects
- Y<sub>7</sub>. creating and analyzing an SPSS data set
- Y<sub>8</sub>. designing and creating effective tables, charts, and diagrams for supporting research reports
- Y<sub>9</sub>. statistical variance, measures of significance, measures of associations
- Y<sub>10</sub>. regression analysis

### **NASPAA Universal Required Competencies**

1. To lead and manage in public governance
2. To participate in and contribute to the policy process
- 3. To analyze, synthesize, think critically, solve problems and make decisions**
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

### ***Required Texts:***

**O’Sullivan, E., G. Rassel, and M. Berner (2016) Research Methods for Public Administrators, 6th Ed. Routledge. (Old editions will be fine as well)**

*IBM SPSS Statistics Grad Pack 26.0 – This is a special version for students. Depending on vendors, the price varies from \$35 (for 6 months use) up to more than \$100. Please search it through Googling. Some old versions between 21 and 25 are still good. Purchasing SPSS is not mandatory for the course, but recommended.*

### ***Recommended Texts:***

These books are classic in research methods. However, you are not required to buy these books but I recommend you to read at least one of them by borrowing through near libraries. Good news is that my lecture notes include most of the important elements from them.

Levitt, Steven and Stephen Dubner (2005) *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. William Morrow

Babbie, Earl (2012) *The Practice of Social Research*, 13<sup>th</sup> ed. Wadsworth Publishing Company: Albany

Cook, Thomas and Donald Campbell (1979) *Quasi-Experimentation: Design and Analysis Issues for Field Settings*, Houghton Mifflin Company: Boston

Dillman, Don A., Jolene D. Smyth, & Leah M. Christian. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, 4<sup>th</sup> Ed. Hoboken, NJ: Wiley.

Yin, Robert K. (2002) *Case Study Research: Design and Methods*, Second Edition, Sage: Thousand Oaks, CA.

Wooldridge, Jeffrey M (2005) *Introductory Econometrics: A Modern Approach*. South-Western College Publishing.

King, Gary, K. Robert, and S. Verba (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press: Princeton.

### ***Requirements:***

#### **1. Exams**

There will be two exams: mid-term and final. The exams evaluate your comprehensive understanding of class discussions, methodologies, and statistical skills. Utilize all the chapters and materials that we discuss in each module. The mid-term and final exams account for **23%** and **25%**, respectively, of your final grade. No make-up exam is allowed.

#### **2. Weekly homework**

Every week you will have quiz that help you review the materials. Please complete the assignments before the deadlines. Weekly homework will account for **30%** of your final grade.

#### **3. Research proposal**

For the research proposal, you should clearly define research question, research hypotheses, design, data collection methods and strategy. Topics can be from current issues of public administration, public management, public policy, or non-profit management. The topic and research question should be approved by the instructor by **September 4** (Submit the topic and question with a short background description, about 200 words – This topic description accounts for **2%** of the final grade). A complete proposal is **due November 30**. The research proposal accounts for **20%** of the final grade [See the evaluation rubric for research proposal in Appendix]

\* Major component of the proposal:

- I. Introduction (about 2 pages)
  - Background description
  - Proposing research question
  - Significance of the study
- II. Literature review (about 4 pages)
  - Review relevant previous studies
  - Identify the important issues, factors, findings, etc..
  - Explain how the previous studies guide your research: hypotheses, data collection strategy, modeling, etc..
- III. Modeling and Research Hypotheses (about 2 page)
  - Based on the logic of deduction and induction, a testing model should be created and also at least one or several hypotheses should be presented clearly.
- IV. Data collection methods and strategy (about 5 pages)
  - Sampling
  - Design for survey, interview, or case study
  - Questionnaire (if you intend to conduct survey or interview)
- V. Data analysis plan (about 1 page)
  - What kind of statistical method will be used to analyze the data? Why?
  - Provide a realistic plan
- VI. Research schedule and cost (about 1 page)
  - Research schedule (time frame) and plan
  - Cost estimation
  - Also evaluate your manageability of the proposed research
- VII. References (about 1 page)

\* The total number of pages should be at least 15 pages (double-spaced)

\* Writing criteria and format

- (1) Cover title page: Title, your name, this cover page is not counted toward the total page number.
- (2) Margin should be 1 inch top, bottom, left, and right.
- (3) Use New Times Roman 12 font
- (4) Start your writing from the top line of the first page: Do not write your name, course name, and the instructor name again in the first page.
- (5) Do not make any bigger space between paragraphs.
- (6) Provide accurate citations in necessary places. The Chicago Manual of Style is recommended for citation and references (See the detailed guideline, [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html))
- (7) Page number should be placed in the bottom center of each page.
- (8) References should be the last page: At least 15 references are required. Among them, at least 10 references should be from academic publications (books and journals), not from a direct website source.

\* Topic examples: See “**Public Administration and Policy Topic Examples from SECoPA 2014, 2015, and 2017**” posted on CourseDen. Familiarize yourself with the field, issues, and research of public administration and policy.

\* **A note on plagiarism:** Plagiarism is the use of materials by other authors and content providers without the appropriate attribution. This is a serious violation of the University Honor Code. You must use the appropriate citations and references if you use the work of others to inform your paper.

Types of Plagiarism (<http://www.plagiarism.org/plagiarism-101/types-of-plagiarism/>):

(1) Submitting another's work, word-for-word, as one's own. (2) Contains significant portions of text from a single source without alterations. (3) Changing key words and phrases but retaining the essential content of the source. (4) Paraphrases from multiple sources, made to fit together (5) Borrows generously from the writer's previous work without citation. (6) Combines perfectly cited sources with copied passages without citation. (7) Mixes copied material from multiple sources. (8) Includes citations to non-existent or inaccurate information about sources. (9) Includes proper citation to sources but the paper contains almost no original work. (10) Includes proper citation, but relies too closely on the text's original wording and/or structure.

**Final grade**

<b>Requirements</b>	<b>Points</b>	<b>Percent</b>	<b>Due</b>
<b>Mid-term exam</b>	<b>115</b>	<b>23%</b>	<b>11 pm Oct 1</b>
<b>Final exam</b>	<b>125</b>	<b>25%</b>	<b>11 pm Dec 10</b>
<b>Weekly quizzes</b>	<b>150</b>	<b>30%</b>	<b>11 pm every Tuesday</b>
<b>Research topic</b>	<b>10</b>	<b>2%</b>	<b>11 pm Sep 4</b>
<b>Research proposal</b>	<b>100</b>	<b>20%</b>	<b>11 pm Nov 30</b>
<b>Total</b>	<b>500</b>	<b>100%</b>	

<b>Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	<b>450 or higher</b>	<b>90% or higher</b>
<b>B</b>	<b>400 – 449</b>	<b>80 – 89%</b>
<b>C</b>	<b>350 – 399</b>	<b>70 – 79%</b>
<b>F</b>	<b>Lower than 350</b>	<b>Lower than 70%</b>

***You need help for basic statistics and math or any other?***

Email, call me, or stop by my office (136 Pafford). Throughout the semester, individual help is available for any methodological issues including mathematical and statistical problems. This course might take more of your time than some other courses in the MPA program. However, your extra time and effort will greatly enhance your analytical skills that are essential for your graduate and future professional works. You will be confident of fuzzy math later on! Keep up with the schedule.

***University Policies:***

Please read the UWG Academic Support, Online Courses, Honor Code, Email Policy, and Credit Hour Policy by clicking the link:

<http://www.westga.edu/UWGSyllabusPolicies/>

## Course Schedule

### Course Orientation (8/14)

- **First, go to Syllabus and Introduction module, review the syllabus very carefully. Then, introduce yourself by clicking “Introducing yourself”**
- **Next, go to Research Proposal module. Read the Research proposal guideline, Topic examples from SECOPA, and watch the video “How to write a great research paper”.**
- **Do an assignment: Review the topics in the SECOPA programs. Develop your own research topic in these or relevant fields. Type a 200 word description of your own research topic in the fields of public administration, public management, public affairs, public policy, or nonprofit management. Drop your assignment in “My research interest”. This assignment will be due September 4.**

### Week 1 (8/14 -20): The Foundations of Research Methods for Public Administration

- Learning objectives
  - NASPAA competence III
  - Value of knowledge and skills in research methods
  - Scientific methods, deduction, induction, and theory development
  - Concepts of description, explanation, and causality
  - Research process and structure of research paper
- Reading assignments
  - Chapter 1
  - Three sample articles (posted)
  - Introduction to the scientific method [Wolfs]  
[http://teacher.nsrj.rochester.edu/phy\\_labs/appendix/appendix.html](http://teacher.nsrj.rochester.edu/phy_labs/appendix/appendix.html)
  - Deduction vs. induction: <https://www.youtube.com/watch?v=-wrCpLJ1XAw>
  - Dr. Lee’s Joe the Builder (posted)
- Activity
  - Quiz 1

### Week 2 (8/21 -27): Developing Research Questions & Hypothesis

- Learning objectives
  - Developing research questions & hypotheses
  - Dependent and independent variables, control variable
  - Conceptual framework and model building
  - Spuriousness
  - Unit of analysis
- Reading assignments
  - Chapter 1
  - Developing a research question: <https://www.youtube.com/watch?v=Ga7w-czB7lo>
  - How to do a literature review: <https://www.youtube.com/watch?v=2IUZWZX4OGI>
  - Dependent vs Independent variable: <https://www.youtube.com/watch?v=mFIVsqVir48>
  - Causality and spuriousness: <https://www.youtube.com/watch?v=IOUWP4n7gds>
- Activity
  - Quiz 2

### **Week 3 (8/28 – 9/3): Operationalization, Measurement Issues, & Data Design**

- Learning objectives
  - Operationalization
  - Measurement scale: nominal, ordinal, interval, and ratio
  - Measurement errors
  - Cross-sectional design, longitudinal design, meta analysis, case study, & focus group
- Reading assignments
  - Chapter 2 and 4 (first half)
  - Level of measurement: <https://www.youtube.com/watch?v=hZxznfnt5v8>
  - Measurement errors; random and systematic errors: [https://www.youtube.com/watch?v=8vKo\\_TBBX8E](https://www.youtube.com/watch?v=8vKo_TBBX8E)
  - How to conduct a case study: <https://www.youtube.com/watch?v=FuG8AzK9GVQ>
  - Case study examples: <http://www.case.hks.harvard.edu/>
- Activity
  - Quiz 3

### **Due (9/4): Research Topic (about 200 words)**

### **Week 4 (9/4 - 10): Reliability, Validity, Sensitivity, Threats to Validity & Causality**

- Learning objectives
  - Reliability, validity, and sensitivity
  - Threats to validity
  - Causality
  - Experimental vs quasi-experimental design
- Reading assignments
  - Chapter 3 and 4 (second half)
  - Reliability vs validity: <https://www.youtube.com/watch?v=epWvQvTtVUA>
  - Threats to internal validity: <https://www.youtube.com/watch?v=UPUtlHDM0A>
  - Experimental vs quasi-experimental design: <https://www.youtube.com/watch?v=10nMNH3RMp0>
  - Abortions and Crime: Freakonomics video: <https://www.youtube.com/watch?v=zk6gOeggViw>
- Activity
  - Quiz 4

### **Week 5 (9/11 - 17): Sampling, Protection of Human Subjects and Ethical Issues**

- Learning objectives
  - Sampling process and methods
  - Nuremberg Code
  - Tuskegee Syphilis Study
  - Informed consent and IRB
- Reading assignments
  - Chapter 5 and 8
  - Sampling methods: <https://www.youtube.com/watch?v=be9e-Q-jC-0>
  - Choosing a sample method: [http://changingminds.org/explanations/research/sampling/choosing\\_sampling.htm](http://changingminds.org/explanations/research/sampling/choosing_sampling.htm)
  - Population, sample, parameter, and statistic: <https://www.youtube.com/watch?v=yLWgXMdCHT4>
- Activity
  - Quiz 5

### **Week 6 (9/18 - 24): Interview & Survey Methods**

- Learning objectives
  - Conducting interviews for research
  - Survey methods
  - Developing survey questionnaire
  - Increasing response rate and data quality
- Reading assignments
  - Chapters 6 & 7
  - Interview methods and qualitative methods:  
<https://www.youtube.com/watch?v=6PhcgIOGFg8>
  - Conducting interviews: <http://www.socialresearchmethods.net/kb/interview.php>
  - Writing good survey questions: [https://www.youtube.com/watch?v=Iq\\_fhTuY1hw](https://www.youtube.com/watch?v=Iq_fhTuY1hw)
  - How to conduct an online survey: [https://www.youtube.com/watch?v=uTIW176\\_klI](https://www.youtube.com/watch?v=uTIW176_klI)
- Activity
  - Quiz 6

### **Week 7 (9/25 – 10/1): Mid-term Exam**

- Direction: This exam covers all the discussions and materials so far.

### **Week 8 (10/2 – 8): Secondary Data, Coding, Data Display, Excel, & SPSS**

- Learning objectives
  - Developing a code book
  - Coding data into Excel spreadsheet or SPSS
  - Basic analysis by SPSS
- Reading assignments
  - Chapters 9 & 10
  - Coding survey data: <https://www.youtube.com/watch?v=ePkkYnwEYRI>
  - Introduction to SPSS: <https://www.youtube.com/watch?v=irwGg45ZX4c>
  - Coding data into SPSS: [https://www.youtube.com/watch?v=Kp\\_js1i6xwE](https://www.youtube.com/watch?v=Kp_js1i6xwE)
  - ICPSR: <http://www.icpsr.umich.edu/icpsrweb/landing.jsp>
- Activity
  - Quiz 7

### **Week 9 (10/9 - 15): Descriptive Statistics**

- Learning objectives
  - Basic statistical analysis
  - Statistical concepts and terms
  - Measure of dispersion
  - Reporting descriptive analysis
- Reading assignments
  - Chapter 11
  - Measure of dispersion - range, variance, and standard deviation:  
<https://www.youtube.com/watch?v=E4HAYd0QnRc>
  - Descriptive statistics: <http://www.socialresearchmethods.net/kb/statdesc.php>
  - Data set (chapter 13): posted on CourseDen
  - Data analysis guide: posted on CourseDen
- Activity
  - Quiz 8

### **Week 10 (10/16 - 22): Probability and Distribution**

- Learning objectives

- Normal distribution
- Z score and table
- Comparing raw scores by using Z scores
- Reading assignments
  - Chapter 12
  - Z table: posted on CourseDen
  - Normal distribution and Z score: <https://www.youtube.com/watch?v=mai23vW8uFM>
  - Z score and distribution: <https://www.youtube.com/watch?v=mFYvUxOO2T4>
- Activity
  - Quiz 9

### **Week 11 (10/23 - 29): Hypothesis Testing**

- Learning objectives
  - Understanding the logic of null and alternative hypothesis
  - Testing mechanism
  - Chi-square test
- Reading assignments
  - Chapter 13
  - What is hypothesis testing?: <http://stattrek.com/hypothesis-test/hypothesis-testing.aspx>
  - What is hypothesis testing? – video: <https://www.youtube.com/watch?v=VK-rnA3-41c>
  - Chi-square test: <https://www.youtube.com/watch?v=WXPBoFDqNVk>
  - Chi-square table: <http://sites.stat.psu.edu/~mga/401/tables/Chi-square-table.pdf>
  - Chapter 15 data: posted on CourseDen
  - Chapter 15 data exercise: posted on CourseDen
- Activity
  - Quiz 10

### **Week 12 (10/30 – 11/5): Measure of Association**

- Learning objectives
  - Association of two or more groups or variables
  - ANOVA and post hoc testing
- Reading assignments
  - Chapter 13
  - Measure of association: <https://www.youtube.com/watch?v=AbpcChOGghA>
  - One-way ANOVA and Post Hoc testing: <https://www.youtube.com/watch?v=ehOWuOcyejI>
  - Chapter 16 data exercise
- Activity
  - Quiz 11

### **Week 13 (11/6 - 12): Simple Linear Regression**

- Learning objectives
  - Characteristics of linearity
  - Prediction and correlation
- Reading assignments
  - Chapter 14
  - Understanding correlation: <https://www.youtube.com/watch?v=4EXNedimDMs>
  - Introduction to linear regression: <https://www.youtube.com/watch?v=zPG4NjIkCjc>
  - An easier introduction to simple regression: <https://www.youtube.com/watch?v=ZkjP5RJLQF4>
  - Chapter 17 data: posted on CourseDen



- Chapter 17 data exercise: posted on CourseDen
- Activity
  - Quiz 12

#### **Week 14 (11/13 - 19): Multiple Least Squares Regression I**

- Learning objectives
  - Logic and mechanism of multiple regression analysis
  - Dummy variable and interaction terms
- Reading assignments
  - Chapter 14
  - Introduction to multiple regression: <https://www.youtube.com/watch?v=dQNpSa-bq4M>
  - Multiple regression with SPSS: <https://www.youtube.com/watch?v=-QsMvrQDxyU>
  - Dummy variable and interaction term: <https://www.youtube.com/watch?v=ELQ5UJCMjgk>
  - Chapter 18 data: posted on CourseDen
  - Chapter 18 data exercise: posted on CourseDen
- Activity
  - Quiz 13

#### **Week 15 (11/20 – 12/3): Multiple Least Squares Regression II**

- Learning objectives
  - Accurate interpretation of regression results
  - Multicollinearity issues
  - Curvilinear relationship
- Reading assignments
  - Chapter 14
  - Curvilinear relationship: <https://www.youtube.com/watch?v=HtzE-HmAck>
  - Detecting multicollinearity in SPSS: <https://www.youtube.com/watch?v=oPXjQCtyoG0>
  - Multicollinearity problem: <https://www.youtube.com/watch?v=Ybzc3AB1E-E>
- Activity
  - Quiz 14 & 15

#### **DUE (11/30): Research Proposal**

#### **Week 16 (12/4): Communicating Findings & Wrapping up**

- Learning objectives
  - Reporting findings
  - Presenting findings – Conferences, public forums, and social media
  - Ethical issues – plagiarism, peer review, and correcting errors
- Reading assignments
  - Chapters 15

#### **Course Evaluation and Student Post Self-Assessment Survey**

#### **Week 17 (12/4 - 10): Final Exam**

**APPENDIX. Evaluation Rubric for Research Proposal**

<b>Criteria</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Marginally Acceptable</b>	<b>Poor</b>
<b>Problem definition:</b> Stated the research question clearly with background.					
<b>Significance of the study:</b> Clearly explained the significance and impact of the study, demonstrating the potential value of solution or contribution to the research					
<b>Literature and background review:</b> Demonstrated sound knowledge of literature and relevant background in the area					
<b>Conceptual framework:</b> developed a valid model (including hypotheses, if necessary) for the research question					
<b>Data collection methods &amp; strategy:</b> Applied sound state-of-the-field research methods/tools (e.g., sampling, survey, case study) to solve/deal with the defined problem or question, and described the methods/tools effectively and clearly (if you want to conduct a survey, you need to prepare a questionnaire)					
<b>Data analysis plan &amp; research schedule:</b> Provided appropriate analysis tools and a realistic plan.					
<b>Reference and additional information:</b> Reviewed and cited most relevant & important materials for this study					
<b>Critical thinking:</b> Demonstrated capability for independent research in the area of study, developed significant expertise					
<b>Quality of written communications:</b> Demonstrated professional writing skill: clarity, logic, argument, grammatical issues, etc..					
<b>Total points</b>					

## Course and UWG Policies

### Attendance Policy:

*In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion. A clear explanation of what will be considered “nonattendance” and thus possible grounds for removal from class or reduction of grade.*

### Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course. For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

### Additional Support Information

#### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

#### Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is [cas@westga.edu](mailto:cas@westga.edu).

#### Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

#### Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
<https://westga.view.usg.edu/>
  - **CourseDen Help** (8 AM – 5 PM)  
<https://uwgonline.westga.edu/uwg-online-student-help.php>
- Email: [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**  
<https://d2lhelp.view.usg.edu/>
  - **University Bookstore**  
<http://www.bookstore.westga.edu/>
  - **Common Language for Course Syllabi**  
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
  - **UWG Cares**  
<http://www.westga.edu/UWGCares/>
  - **Accessibility Services**

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

- **Student Services**  
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**  
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**  
<http://www.westga.edu/library/>
- **Proctored Exams**  
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**  
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>