HRD 5306 Quantitative Methods in HRD
Course Syllabus (Rev A)

Contact Information

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Credit Hours

3 semester hours

Required Materials

- Levine, D. M., Szabat, K. A., & Stephan, D. F. (2021). Statistics for Managers Using Microsoft Excel (9th ed.). Pearson. ISBN-13: 9780136880981
  - Must purchase the textbook bundled with a Pearson access code
- Edwards, M. R., & Edwards, K. (2019). *Predictive HR analytics: Mastering the HR metric*. Kogan Page Publishers.
- Software: Access to Microsoft Excel

Course Description

This course covers a beginning and intermediate set of quantitative statistical analyses that are key to understanding and creating new knowledge in human resource development. Students will learn how to interpret, conduct, and report select quantitative statistical techniques that answer research questions or hypotheses that involve one dependent variable.

Course Philosophy

Learning quantitative statistical analyses is similar to learning a new language. There are often words that are hard to pronounce, difficult to remember, and may have similar meanings. However, by continually practicing the new language through observation, reading, and writing, learners have the opportunity to pick up the language quickly and sound like a native speaker. Therefore, this course has weekly assignments to give learners the opportunity to regularly practice the new language of quantitative statistical analyses. Learners will be expected to work individually to facilitate both individual and peer learning. To facilitate a safe learning environment, learners will have opportunities to build from their mistakes as they practice the new language through a variety of means.

Course Design

The course was designed according to the 4MAT method. According to Bernice McCarthy, developer of the 4MAT system, there are four major learning styles, each of which asks different questions and displays different strengths during the learning process. This course has 9 learning modules, four sections except for the final module that contains three sections. Learning modules begin with a "breaking the ice" activity to answer *why*. To answer *what*, learners will read a chapter from the required text and/or published articles and test their knowledge over the required reading via quizzes. To answer *how*, learners will complete the necessary steps to conduct, interpret, and/or report on a particular statistical analysis. To answer *if*, learners will be asked to conduct peer reviews and provide constructive feedback on module activities.

Course Objectives

1. Describe the four basic levels of measurement and explain how properties of scale affect a choice of statistical analysis.
2. Characterize data by means of location, dispersion, and shape.
3. Demonstrate applied skills in using statistical analyses such as t-test, correlation, ANOVA, and regression using statistical software
4. Correctly interpret results of statistical analyses,
5. Connect results to inform business decisions and strategies.
6. Effectively communicate the results of statistical analyses for human resource development scholars and practitioners using text and graphics.

Course Evaluation

Component	Percentages
Chapter Quizzes	50% (10 quizzes)
Midterm Case Study	15%
Final Case Studies	35% (2 case studies)
Total	**100%**

Note. **All assignments are located in Canvas**. Assignments are due **Saturday**. Work due on Saturdays at 3:00 p.m. (chapter quizzes and midterm case study) will not be counted late if submitted within <u>48 hours of due date/time</u>. *Final Case Studies must be completed by due date.*

- **Chapter Quizzes (50% of grade):** Two attempts at each weekly quiz, where you receive the highest grade of the attempts made. You can prepare for the chapter quiz by taking the "practice" activity. The solution videos for the practice questions are provided on Canvas.
- **Case Studies (50% of grade):** This course requires you to complete case studies in which you can apply the knowledge and skills in the textbook to real-world problems. One case will be provided in the Midterm week (15%), and two cases will be provided in the Final week (35%).
- **Bonus point activities:** Bonus points are only awarded if all quiz has been completed and is not late. Participation in "Breaking the Ice" is worth 1 bonus point if substantive post and reply is posted by the due date.

<u>**Grading Policy**</u>:
Grade A: 90% and above
Grade B: 80% - 89%
Grade C: 70% - 79%
Grade D: 60% - 69%
Grade F: Below 60%

<u>**Grading Philosophy**</u>
I understand that the process of receiving grades can inhibit the learning process. I endeavor to create a safe learning environment. As part of that environment, you have several opportunities to maintain a high grade in the course, including:
• Two attempts at each chapter quiz, where you receive the highest grade of the attempts made.
• Bonus opportunities throughout semester.

<u>**Case Study**</u>
Students may work in teams of two for the three case studies. If students want to work together for a case study, both students must email the professor the Monday BEFORE case studies are due. Each student should also both submit the assignment in Canvas.

Course Outline/Major Topics Studied:

Week	Readings	Topics	Graded Assignments	Bonus Assignments
1	Ch1	Semester Preparation		Breaking the Ice
2	Ch2	Visualizing Variables	Ch2 Quiz	Breaking the Ice
3	Ch3	Descriptive Statistics	Ch3 Quiz	Breaking the Ice
4	Ch6	The Normal Distribution	Ch6 Quiz	Breaking the Ice
5	Ch7	Sampling Distributions	Ch7 Quiz	Breaking the Ice
6	Ch8	Confidence Intervals	Ch8 Quiz	Breaking the Ice
7	Ch9	Hypothesis Testing I	Ch9 Quiz	Breaking the Ice
8	Ch10	Hypothesis Testing II	Ch10 Quiz	Breaking the Ice
9		Midterm Case Study	Case Study	
10	Ch11	ANOVA	Ch11 Quiz	Breaking the Ice
11	Ch13	Linear Regression	Ch13 Quiz	Breaking the Ice
12	Ch12	Chi-Square	Ch14 Quiz	Breaking the Ice
13		Final Case Studies	Case Study	

Disclaimer: Course schedule is subject to change and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

Course Policies:

Late Work
No credit will be given for late assignments unless the learner's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, quiz, or exam. The student is responsible for contacting the instructor, providing evidence of the outage and submitting any missed work within 24 hours of resolution of any system outage.

Academic Dishonesty Statement
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i.   "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii.   "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv.   All written work that is submitted will be subject to review by plagiarism software.

College of Business Statement of Ethics

The ethical problems facing local, national, and global business communities are an ever-increasing challenge. It is essential the Soules College of Business helps students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age, or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

University Policies and Information

For University policies and information, please see the UT Tyler Syllabus Module in Canvas.