Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Kim Nimon, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Address:</td>
<td>UT Tyler</td>
</tr>
<tr>
<td></td>
<td>College of Business and Technology</td>
</tr>
<tr>
<td></td>
<td>Department of Human Resource Development</td>
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<tr>
<td></td>
<td>3900 University Blvd. – HPR 240</td>
</tr>
<tr>
<td></td>
<td>Tyler, TX 75799</td>
</tr>
<tr>
<td>Office Hours</td>
<td>profnimon.com/schedule</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(903) 565-5833</td>
</tr>
<tr>
<td>Cell Phone:</td>
<td>(214) 675-4872</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:knimon@uttyler.edu">knimon@uttyler.edu</a></td>
</tr>
<tr>
<td>Zoom:</td>
<td><a href="https://uttyler.zoom.us/my/knimon">https://uttyler.zoom.us/my/knimon</a></td>
</tr>
<tr>
<td>Skype:</td>
<td>Knimon1</td>
</tr>
<tr>
<td>Preferred Contact Method:</td>
<td>Email for personal issues</td>
</tr>
<tr>
<td></td>
<td>Blackboard Discussion Board for non-personal issues</td>
</tr>
</tbody>
</table>

Credit Hours
3 semester hours

Course Description
This course covers an intermediate set of quantitative statistical analyses that are key to 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 that culminate around five scheduled class meetings to give learners the opportunity to regularly practice the new language of quantitative statistical analyses. Learners will be expected to work individually and in teams 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. The course has 13 learning modules, each with four sections. Learning modules begin with a “getting started” 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
At the conclusion of the course, learners will be able to:
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. Identify the statistical assumptions for univariate general linear model analyses, assess whether data meet said statistical assumptions, and conduct alternative processes when said statistical assumptions are not met.
4. Conduct univariate general linear model statistical analyses using statistical software and interpret results using a general linear model rubric.
5. Interpret the results of multiple regression using a comprehensive set of relative importance metrics and variance decomposition techniques.
6. Demonstrate multiple linear regression as the univariate general linear model analyses.
7. Develop, conduct, and interpret logistic models.
8. Effectively communicate the results of univariate general linear model analyses for human resource development scholars and practitioners using text and graphics.

Required Software
- IBM® SPSS® Statistics Standard GradPack 22 (6 and 12 month licenses available at http://www.onthehub.com/spss/)
- R (v. 3.1.1 or later) (Available for free at http://cran.rstudio.com/)

Required Texts

Required Articles
- See Blackboard Learn

Recommended Texts

Recommended Articles
- See Blackboard Learn

Common Kim Sayings
- A fool with a tool is still a fool.
- Beta weights (as well as standardized path coefficients) are not necessarily measures of relationship.
- Predictor importance is an ambiguous term.
- Reliability is a function of data, not the instrument.
- Says who?
- Statistical significance does not always equal practical significance.
- This does not follow APA guidelines.
- What does the literature say?
- When two or more are gathered together on a Friday afternoon for four hours, there should be food.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Class Meeting</th>
<th>Getting Started&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Quiz</th>
<th>Assignment</th>
<th>Peer Review&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td>10 (8/28)</td>
<td>10 (09/05)</td>
<td>10 (09/05)</td>
<td>1 (09/12)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introductory Terms and Concepts</td>
<td></td>
<td>10 (09/05)</td>
<td>10 (09/05)</td>
<td>1 (09/12)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Location</td>
<td>10 (09/05)</td>
<td>10 (09/05)</td>
<td>10 (09/05)</td>
<td>1 (09/12)</td>
<td></td>
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<tr>
<td>2</td>
<td>Dispersion</td>
<td>10 (09/05)</td>
<td>10 (09/05)</td>
<td>10 (09/05)</td>
<td>1 (09/12)</td>
<td></td>
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<tr>
<td>3</td>
<td>Shape</td>
<td>10 (09/12)</td>
<td>10 (09/12)</td>
<td>10 (09/12)</td>
<td>1 (09/19)</td>
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<tr>
<td>3</td>
<td>Bivariate Relationships</td>
<td>10 (09/12)</td>
<td>10 (09/12)</td>
<td>10 (09/12)</td>
<td>1 (09/19)</td>
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<tr>
<td>4</td>
<td>Class Meeting 2</td>
<td>10 (9/18)</td>
<td>10 (09/26)</td>
<td>10 (09/26)</td>
<td>1 (10/03)</td>
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<tr>
<td>5</td>
<td>Statistical Significance</td>
<td>10 (9/26)</td>
<td>10 (09/26)</td>
<td>10 (09/26)</td>
<td>1 (10/03)</td>
<td></td>
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<tr>
<td>5</td>
<td>Practical Significance</td>
<td>10 (9/26)</td>
<td>10 (09/26)</td>
<td>10 (09/26)</td>
<td>1 (10/03)</td>
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<tr>
<td>6</td>
<td>One-Way Analysis of Variance</td>
<td>10 (10/03)</td>
<td>10 (10/03)</td>
<td>10 (10/03)</td>
<td>1 (10/10)</td>
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<td>7</td>
<td>Multiway and Other ANOVA Models</td>
<td>10 (10/10)</td>
<td>10 (10/10)</td>
<td>10 (10/10)</td>
<td>1 (10/17)</td>
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<td>8</td>
<td>Class Meeting 3</td>
<td>10 (10/16)</td>
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<td>9</td>
<td>Multiple Regression Analysis</td>
<td>10 (10/24)</td>
<td>10 (10/24)</td>
<td>10 (10/24)</td>
<td>1 (10/31)</td>
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<td>10</td>
<td>GLM Interpretation Rubric</td>
<td>10 (10/31)</td>
<td>10 (10/31)</td>
<td>10 (10/31)</td>
<td>1 (11/07)</td>
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<td>11</td>
<td>Regression as a Univariate GLM</td>
<td>10 (11/07)</td>
<td>10 (11/07)</td>
<td>10 (11/07)</td>
<td>1 (11/14)</td>
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<td>12</td>
<td>Class Meeting 4</td>
<td>10 (11/13)</td>
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<td>13</td>
<td>Final Project</td>
<td>10 (11/21)</td>
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<td></td>
<td>1 (11/28)</td>
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<td>14</td>
<td>Thanksgiving</td>
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<tr>
<td>15</td>
<td>Final Project</td>
<td>10 (12/04)</td>
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<td>20 (12/04)</td>
<td>150 (12/05)</td>
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<td>16</td>
<td>Logistic Models</td>
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<td>10 (12/12)</td>
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<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>13 bonus</td>
<td>130</td>
<td>320</td>
<td>13 bonus</td>
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</table>

Note. Course schedule may be adapted during the semester to meet learner needs. Bolded numbers indicate maximum possible point value. <sup>a</sup>Participation in getting started is worth 1 bonus point if substantive post and reply is posted by the due date. <sup>b</sup>Participation in peer review is worth 1 bonus point if post of student’s own work (.5 pt) and review of peer’s work is posted by due date (.5 pt).

### Course Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Class Meeting Attendance and Participation</td>
<td>50 (5 @ 10 points each)</td>
</tr>
<tr>
<td>Orientation Activities</td>
<td>10 (5 @ 2 points each)</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>130 (13 @ 10 points each)</td>
</tr>
<tr>
<td>Module Activities</td>
<td>130 (13 @ 10 points each)</td>
</tr>
<tr>
<td>Final Project</td>
<td>180 (1 @ 180 points)</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
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</table>

A = 90% – 100% B = 80% – 89% C = 70% – 79% D = 60% – 69% F = < 60%
Course Policies:

Assignment Resubmission
Assignments that receive less than 70% may be resubmitted and reevaluated pending the following conditions: (a) Original submission was not assigned a grade of 0. (b) Resubmissions are submitted within one week of the date that the original grade was assigned. (c) Resubmission includes all files identified on assignment directions. (d) Resubmissions clearly indicate what has changed since the original submission (e.g., tracked changes in MS Word). (e) Resubmission includes a separate file that provides the graded rubric as well as an additional column that indicates how the assignment was changed based on the feedback provided.

Class Meeting Attendance
Attendance at all five class sessions is expected and required for the accomplishment of course objectives. It is expected that learners will attend all class meetings in light of the condensed executive format. The facilitator recognizes that learners may have special issues and responsibilities that may impact attendance, however regular attendance is expected. If absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. The learner is also responsible for all work that is missed due to the absence from any class meeting, or portion thereof. Since a portion of the learner’s grade is based upon class participation, engagement, and participation, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade with the exception of excused absences for religious holy days or active military services that are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Drops
The instructor reserves the right to request of the Registrar that a student be dropped from the course (W or WF) due to unsatisfactory progress. All students are expected to fully participate in all class activities. Full participation includes class meeting attendance and web-based activities.

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, or quiz. 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. **Students may request to take a comprehensive exam to replace grades of 0 for quizzes and/or to use their final project grade to replace grades of 0 for assignments, other than peer reviews and getting started activities. Such requests must be made by the Thursday of the 15th week of class.**

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.

**University Policies:**

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [https://www.uttyler.edu/wellness/rightsresponsibilities.php](https://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The **Census Date** is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning,
physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

The University of Texas at Tyler Honor Code:

An honorable man, impoverished though he may be in talent, cannot fail to attain success and high standing in the eyes of the world. A dishonorable man, though he is possessed of a multitude of abilities, cannot hope to escape for long the condemnation of his fellow men. —Robert Wood

The University of Texas at Tyler is committed to providing a setting for free inquiry, excellent teaching, research, artistic performances and professional public service. As a community of scholars, the University develops each individual’s critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learnings.

Such a commitment to a preeminent place in higher education also requires the ethical development of the entire UT Tyler community: students, faculty members, staff members, and administrators. The UT Tyler Honor Code is crucial to these ideals. The Honor Code is the means through which to apply the ethical


ideal of honorable living to the lives of the UT Tyler community. Therefore, every member of the UT Tyler community joins together in saying:

I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.

The purpose of the UT Tyler Honor Code is to foster a commitment to honorable living, and to exhort its community members (students, staff, faculty, and administrators) to adhere not simply to the minimum standard, but to transcend the letter of the code by committing to broader ideals consistent with the spirit of the Code. The honor code has many advantages which serve to promote a relationship of trust and respect across the entire UT Tyler community. The Honor Code strives to achieve this relationship through the following goals:

a. To assist the UT Tyler community in developing an understanding of the importance of integrity.
b. To enable the UT Tyler community to learn and practice ethical principles.
c. To instill in the UT Tyler community a strong desire to maintain honor in accordance with the Code.
d. To promote a level of commitment in the UT Tyler community to honorable conduct necessary to meet the ethical challenges faced throughout a lifetime of service to the global community.
e. To enable the UT Tyler community to develop essential leadership skills necessary to establish an ethical climate within their organizations.
f. To encourage members of the UT Tyler community to embrace the spirit of the honor code in their lives rather than merely verbalize endorsement.
g. To affirm that members of the UT Tyler community will not be disadvantaged for having done his or her own work while others have violated the honor code.

Educating students to take their place in the world engenders a serious responsibility for any educational institution. The University of Texas at Tyler recognizes that the future decisions made by these citizens must be grounded in ethics as well as in academic knowledge if these decisions will protect and benefit society.

For these reasons the University of Texas at Tyler takes a proactive stand and adopts an Honor code throughout the campus so that students may be equipped with an ethical framework for their future lives.

**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 College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology 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.