COU RSE DESCRIPTION

This course introduces applied quantitative and qualitative methods appropriate for public and nonprofit administration. Undergraduate level statistical knowledge will be addressed. Knowledge of measurement, research design, descriptive statistics, probability, inferential statistics, the analysis of nominal and ordinal data, regression analysis, and special topics in using data for management are gained with applications in a public administration context.

EXPLANATION OF CREDIT HOURS AWARDED

This is a 3-credit hour, fully online course over a 12-week duration. During the course, students review materials and engage in quantitative analyses which, taken together, address the same information students receive in a face-to-face lecture style course. Students are expected to engage with the assigned readings and content provided within modules for approximately three hours per week. For every hour a student spends engaging with the content, he/she should spend at least two hours completing associated activities and assessments.

COU RSE OBJECTIVES

STUDENT LEARNING OUTCOMES

By the end of the course, you should be able to:

❖ Interpret data used in public and nonprofit administration
❖ Conduct statistical analyses
❖ Replicate and analyze statistical research

PROGRAM LEARNING OUTCOMES

Students will evidence applied quantitative (statistical) analysis skills in the context of public and nonprofit administration.
ABOUT THIS COURSE

REQUIRED BOOKS & SOFTWARE


SOFTWARE: Microsoft Excel (if you don’t already have Microsoft Excel, you should be able to access an online version of it – and, I believe, download a version of this software to your local device – through the Microsoft 365 apps you have access to as a SFA student)

COMMUNICATION

The best way to reach me is through email (kmcclain@sfasu.edu). I will do my best to respond within 24 hours, except for on weekends or during university holidays. You may also call/text me (office number provided on page 1 of syllabus; cell phone number provided on “Meet Your Instructor” page in Getting Started module on Brightspace). If you don’t hear back from me within 24 hours, NUDGE!

ATTENDANCE

As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. However, there are firm deadlines for the course outlined on the calendar.

TECHNOLOGY REQUIREMENT

As you have elected to enroll in an online course, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technical issues on your part. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face course, it is your responsibility to secure the technological means to participate in and complete this course.

GRADING & EVALUATION

Grades for this course will come from two sources: module assignments (50%) and the final exam (50%).

MODULE ACTIVITIES

You will be required to complete multiple module activities throughout the semester. To complete most of these assignments, you will need access to Microsoft Excel. These assignments will require you to access data, specify variable levels of measurement, identify measures of central tendency and dispersion, identify normal probability distributions, test statistical inferences, test hypotheses, test the difference between groups of variables, conduct regression and multiple regression analyses, understand the assumptions of linear regression, and interpret regression output and data management.
MODULE DISCUSSIONS

You will be required to engage in a few discussions over the assigned readings and respond to your classmate’s posts. As this is an online class, discussions are as close to a seminar class environment as we can get. These discussions will help facilitate a collaborative learning environment and allow me to determine how well you understand the material.

FINAL EXAM

The final exam will require you to interpret data used in public administration research and replicate and analyze statistical research.

LATE ASSIGNMENTS

Late assignments and make-up exams will only be allowed under exceptional circumstances.

SAFE SPACE & INCLUSION

Please know that my office and our virtual classroom are safe spaces. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

CHALLENGING CONVERSATIONS

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our ideas and experiences. Always, we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.
ACADEMIC INTEGRITY

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

ACCESSIBILITY

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

WITHHELD GRADES

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
ACADEMIC ASSISTANCE RESOURCE CENTER (AARC) TUTORING SERVICES

The Academic Assistance Resource Center (AARC) is an award-winning program that provides free peer tutoring for many entry-level courses, including online resources, walk-in tables, 1:1 appointments, and SI groups.

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

The Center for Career and Professional Development exists to empower students and alumni to achieve life-long career success through individualized assistance, diverse career development programs, and collaboration with internal and external partners.

FINANCIAL LITERACY

Student financial advisors are available to help you with your finances through one-on-one appointments, presentations, and workshops. Topics covered include budgeting, credit card and debt management, identity theft, and fraud prevention.

INVolVEMENT CENTER

The Involvement Center is a one-stop shopping site for involvement on campus. The program is the center for student involvement on campus, distribution and receiving site for applications for numerous opportunities on campus, and a place for involved students to meet, hang out and collaborate with other students.

RALPH W. STEEN LIBRARY

The Ralph W. Steen Library provides various tools and services to support your research and learning, including databases and archives, inter-library loan services, study rooms, computer labs, and SUPER helpful librarians.

TECHNICAL SUPPORT

BRIGHTSPACE (D2L) TECHNICAL SUPPORT

For Brightspace technical support, contact student support in the Center for Teaching & Learning (CTL) at 936-468-1919 or d2l@sfasu.edu. If you call after regular business hours or on a weekend, please leave a voicemail.

GENERAL TECHNICAL SUPPORT

For general computer support (not related to Brightspace), contact the SFA Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

VETERAN'S RESOURCE CENTER

The Veterans Resource Center provides a space for veterans, dependents of veterans, and ROTC members to gather, socialize, and form relationships with others that can provide networks of support and access to veterans' resources provided by the university and outside agencies.
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

### ON-CAMPUS RESOURCES

<table>
<thead>
<tr>
<th>Dean of Students Office</th>
<th>Human Services Counseling Clinic</th>
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<tbody>
<tr>
<td><a href="http://www.sfasu.edu/deanofstudents">www.sfasu.edu/deanofstudents</a></td>
<td><a href="https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic">https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic</a></td>
</tr>
<tr>
<td>Rusk Building, 3rd floor lobby</td>
<td>Human Services, Room 202</td>
</tr>
<tr>
<td>936.468.7249</td>
<td>936.468.1041</td>
</tr>
<tr>
<td><a href="mailto:dos@sfasu.edu">dos@sfasu.edu</a></td>
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**Health and Wellness Hub (“The Hub”)**

www.sfasu.edu/thehub
Corner of E. College and Raguet St.
936.468.4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include: Health Services • Counseling Services • Student Outreach and Support • Food Pantry • Wellness Coaching • Alcohol and Other Drug Education

### CRISIS RESOURCES

<table>
<thead>
<tr>
<th>Burke 24-hour Crisis Line</th>
<th>National Suicide Crisis Prevention</th>
<th>Suicide Prevention Lifeline</th>
<th>Crisis Text Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.800.392.8343</td>
<td>1.800.273.TALK (8255)</td>
<td>1.800.273.TALK (8255)</td>
<td>Text HELLO to 741-741</td>
</tr>
<tr>
<td></td>
<td>988</td>
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</tbody>
</table>

To contact the Crisis Line, dial 1.800.392.8343.
# TENTATIVE COURSE CALENDAR

*Subject to change at instructor’s discretion. Be sure to check the course calendar on Brightspace frequently.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC &amp; READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 05.27 – 06.02 | **Getting Started**  
**M1: Statistics and Public and Non-Profit Administration**  
*Meier, Brudney, and Bohte (2014), Chapter 1* | About Me  
Activities 1.1 – 1.2 |
| 06.03 – 06.09 | **M2: Measurement**  
*Meier, Brudney, and Bohte (2014), Chapter 2* | Activity 2.1 |
| 06.10 – 06.16 | **M3: Frequency Distributions**  
RECOMMENDED: *Meier, Brudney, and Bohte (2014), Chapter 3*  
REQUIRED: *Meier, Brudney, and Bohte (2014), Chapter 4* | Activities 3.1 – 3.3 |
| 06.17 – 06.23 | **M4: Measures of Central Tendency**  
*Meier, Brudney, and Bohte (2014), Chapter 5*  
**M5: Measures of Dispersion**  
*Meier, Brudney, and Bohte (2014), Chapter 6* | Activities 4.1 – 4.2  
Activities 5.1 – 5.2 |
| 06.24 – 06.30 | **M6: Introduction to Probability & the Normal Probability Distribution**  
*Meier, Brudney, and Bohte (2014), Chapter 7* | Activities 6.1 – 6.2 |
| 07.01 – 07.07 | **M7: Introduction to Inference**  
*Meier, Brudney, and Bohte (2014), Chapter 10*  
**M8: Hypothesis Testing**  
*Meier, Brudney, and Bohte (2014), Chapter 11* | Activity 7.1  
Discussions 8.1 – 8.2 |
| 07.08 – 07.14 | **M9: Testing the Difference Between Two Groups**  
*Meier, Brudney, and Bohte (2014), Chapter 13* | Activities 9.1 – 9.2 |
| 07.15 – 07.21 | **M10: Introduction to Regression Analysis**  
*Meier, Brudney, and Bohte (2014), Chapter 17* | Activity 10.1 |
| 07.22 – 07.28 | **M11: Assumptions of Linear Regression**  
*Meier, Brudney, and Bohte (2014), Chapter 18* | Activity 11.1 |
| 07.29 – 08.04 | **M12: Multiple Regression**  
*Meier, Brudney, and Bohte (2014), Chapter 20* | Activity 12.1 |
| 08.05 – 08.07 | **FINAL EXAM: Opens 8/5 @ 8 AM; due 8/7 @ 11:59 PM** |          |