Course Change Request

Date Submitted: 03/07/18 8:57 am


Last edit: 03/08/18 11:20 am

Changes proposed by: chrischerry

Catalog Pages referencing this course:
- Department of Educational Administration and Human Resource Development
- EHRD - Ed Human Res Develop (EHRD)
- BS-HRDV: Human Resource Development - BS

Programs referencing this course:

As A Banner Prerequisite:

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Cherry</td>
<td><a href="mailto:chrischerry@tamu.edu">chrischerry@tamu.edu</a></td>
<td>979-458-3560</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

Explain other rationale

To allow for the course to be offered at a distance in order to serve the needs of our students.

Course prefix: EHRD
Course number: 391

Department: Educ Admin & Human Resource Dev
College/School: Education & Human Development

Academic Level: Undergraduate
Undergraduate course level justification (Select One)

Academic Level: Graduate

Effective term: 2018-2019

Complete Course Title
Measurement and Evaluation in Human Resource Development and Technology Management

Abbreviated Course Title: MEASURE & EVAL IN HRD/TCM

Catalog course description
Measurement and evaluation techniques in the field of Human Resource Development and Technology Management; emphasis on understanding, calculation and application of basic testing, assessment and interpretation methods.

Prerequisites and Restrictions
Junior or senior classification or approval of instructor; EHRD 203 with a grade of C or better; MATH 141 and MATH 142.

Concurrent Enrollment: No

In Workflow
1. EAH Department Head
2. Curricular Services Review
3. ED Committee Preparer UG
4. ED Committee Chair UG
5. ED College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Provost II
10. President
11. Curricular Services
12. Banner

Approval Path
1. 03/07/18 9:41 am
   Mario Torres (mstorres): Approved for EAH Department Head
2. 03/07/18 10:03 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/07/18 10:53 am
   Kristy Anderson (randerson): Approved for ED Committee Preparer UG
4. 03/08/18 2:08 pm
   Chris Cherry (chrischerry): Approved for ED Committee Chair UG
5. 03/08/18 2:09 pm
   Chris Cherry (chrischerry): Approved for ED College Dean UG
6. 03/08/18 3:17 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 03/09/18 3:32 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair
Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>EHRD 203</td>
<td>C</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>MATH 141</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>MATH 142</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With:

Stacked: No
Scheduled:

Semester: 3
Credit Hour(s):

Contact Hour(s) (per week):

Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 1306030004
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes:
Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Faculty have reviewed the course syllabus and have determined that the student learning outcomes are equivalent to those in the current traditionally-delivered version of the course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course meets the definition of formalized instruction with active faculty engagement through an evaluation of actual time spent by faculty in instructor-facilitated learning.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No
This will be a required course or an elective course for the following programs:

- Required (select program)
- Elective (select program)

Has/will this course be (en) submitted for core curriculum consideration? No

Has/will this course be (en) submitted for Writing or Communication consideration? No

Has/will this course be (en) submitted for ICD consideration? No

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: [EHRD 391 online.pdf](EHRD 391 online.pdf)
[EHRD 391.pdf](EHRD 391.pdf)

Letters of support or other documentation: No

Additional information

Reviewer Comments:
- Sandra Williams (sandra-williams) (03/07/18 10:03 am): Add syllabus.
- Sandra Williams (sandra-williams) (03/09/18 3:32 pm): UCC approved March 9 via e-vote.

Reported to state? No
Course title and number  EHRD 391  Measurement and Evaluation in HRD/TCM  
Term  Spring, 2017  
Meeting times and location  TR 9:35-10:50 and 11:10-12:25

Course Description and Prerequisites
This is an introductory level course in quantitative statistics which is designed to help the student become a wise consumer of statistical research – not to turn the student into a practicing statistician. The focus of the course will be on the understanding, calculation, and application of basic statistical methods prevalent in human resource development (HRD) and technology management (TCM).

Classification as a Junior or Senior or instructor approval.

Rationale and Course Objectives
The course will introduce the accepted procedures for generating, analyzing, and interpreting quantitative data and evaluating published HRD research. Students will become familiar with the language and terminology of statistics and learn how to compute and interpret basic statistical measures. The course will also incorporate Excel as a tool to calculate statistical measures.

Upon completion of this class, students will be able to:

1. discuss the field and study of basic statistics and the most commonly used techniques used to organize and make sense of data.
2. compute, interpret, and differentiate between various measures of central tendency and variability.
3. create and assess different types of charts.
4. compute and interpret measures of association and prediction.
5. discuss the basic principles of sampling, hypothesis testing, probability, statistical significance, and Type I and II error.
6. compute and interpret standard scores.
7. compute and interpret tests between the means of different groups.
8. compute and interpret tests between the means of related groups.
9. compute and interpret one-way analysis of variance.
10. evaluate the statistical methods within published research in HRD.
11. compute and interpret a HRD/TCM specific measures such as Return on Investment, Cost of Turnover, and the like.
Instructor Information

Name: Judy Reed Sandlin, Ph.D.
Telephone: 862-7963
Email address: jrsandlin@tamu.edu
Office hours: TR 8:30 – 9:30 or by appointment
Office location: Harrington 515

Course Requirements

1. Students are required to attend class prepared to take part in discussions and class activities. Students are required to bring their own calculator to each class meeting.
2. Students are expected to complete all assigned readings, outside assignments, and homework. Written assignments must be typed and turned in on time. Assignments are due at the beginning of class on the dates established in class. Please do not e-mail assignments to the instructor. Late work will not be accepted.
3. Quizzes will be given at the beginning of class. Students who are absent or late to class will not be allowed to make-up missed quizzes.
4. Students are expected to conduct themselves in a manner that is respectful of all classmates and conducive to learning. Therefore, please turn-off and put away all cell phones prior to the beginning of class. Texting during class will result in confiscation of student’s cell phone.

Textbook and Materials


Please bring a basic calculator to all class meetings.

Excel software will be used for most analyses.

Attendance

All students are expected to attend and participate in every class. Attendance will be taken every class period. Students are responsible for any work missed due to absences and, therefore, should make arrangements with fellow classmates to attain missed material.

**HOMEWORK QUIZZES:** Homework assignments will NOT be turned in for a grade. Instead, a Homework Quiz over each assignment and corresponding class material may be given during class on the subsequent class date for that assignment. Approximately seven quizzes and two outside assignments will be given during the semester. Students’ best five quizzes and two outside assignments will count toward final grade assignment. **No makeup quizzes will be given, regardless of the reason of your absence or tardiness, because we have adopted a liberal drop policy (two quizzes will be dropped).**

The professor must be notified prior to exam time if an exam must be missed (due to illness, etc.). The absence must be considered excused by the university and written documentation provided on the day the student returns to class for a make-up test to be administered.
Grading Policies

Student grades will be assessed according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams (4)</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes/Outside Assignments</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>500</td>
</tr>
</tbody>
</table>

- 500 – 450 points: A
- 449 – 400 points: B
- 399 – 350 points: C
- 349 – 300 points: D
- 299 and below: F

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

Academic Integrity

For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17</td>
<td>Syllabus and Intro to Statistics</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Graphic Display of Data</td>
<td></td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Measures of CT and Variability</td>
<td>Chapter 2 &amp; 3</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Measures of CT and Variability</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>z-scores and Percentile Scores</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Standard Scores and Excel</td>
<td></td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Test 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 14</td>
<td>Intro to Bivariate Data and Pearson r</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Pearson r and Excel</td>
<td></td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Validity and Reliability</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Simple Linear Regression</td>
<td></td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Simple Linear Regression and Excel</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>March 2</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td>Intro to Hypothesis Testing</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 23</td>
<td>Intro to Hypothesis Testing</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>March 28</td>
<td>Independent t-tests</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>March 30</td>
<td>Excel and Independent t-tests</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Dependent t-tests</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>April 6</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>Excel and Dependent t-tests</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Excel and ANOVA</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>April 20</td>
<td>Test 3</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Calculate Grade</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>Optional Final</td>
<td></td>
</tr>
</tbody>
</table>
Course title and number: EHRD 391 Measurement and Evaluation in HRD/TCM
Term: Fall, 2016
Meeting times and location: Online, TAMU eCampus

Course Description and Prerequisites

This is an introductory level course in quantitative statistics which is designed to help the student become a wise consumer of statistical research – not to turn the student into a practicing statistician. The focus of the course will be on the understanding, calculation, and application of basic statistical methods prevalent in human resource development (HRD) and technology management (TCM).

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3. create and assess different types of charts.
4. compute and interpret measures of association and prediction.
5. discuss the basic principles of sampling, hypothesis testing, probability, and statistical significance.
6. compute and interpret standard scores.
7. compute and interpret tests between the means of different groups.
8. compute and interpret tests between the means of related groups.
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10. evaluate the statistical methods within published research in HRD/TCM.
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Instructor Information

Name: Judy Reed Sandlin, Ph.D.
Telephone number: 862-7963
Email address: jrsandlin@tamu.edu
Office hours: via email only

Course Requirements

1. Students are required to attend class online and to participate a minimum of four times each week.
2. Students are expected to complete all assigned readings, outside assignments, and homework. Written assignments must be typed and turned in on time. Assignments are due at the established times on the dates established in class. Please do not e-mail assignments to the instructor. Late work will not be accepted.
3. Homework assignments will be turned in for a grade. To receive full credit, ALL work for each homework assignment must be completed by hand and uploaded into eCampus.

Textbook and Materials


A basic calculator.

Excel software will be used for most analyses.

Grading Policies

Student grades will assessed according to the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams (3)</td>
<td>400</td>
</tr>
<tr>
<td>Homework</td>
<td>40</td>
</tr>
<tr>
<td>Outside Assignments</td>
<td>60 points</td>
</tr>
</tbody>
</table>

500 – 450 points            A
449 – 400 points            B
399 – 350 points            C
349 – 300 points            D
299 and below               F

NOTE: The course will be graded out of 500 points. The exact criteria for assessment is subject to change at the discretion of the instructor.
Students with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Code of Honor

“Aggies do not lie, cheat, or steal, nor tolerate those who do.”

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

Plagiarism

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Use of Copyrighted Material

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class worksheets, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the materials unless permission is expressly granted.
## Tentative Course Assignment/Activity Checklist and Deadlines

<table>
<thead>
<tr>
<th>TASKS</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review the Syllabus</td>
<td>Introduce Yourself Intro to Statistics and Graphic Display of Data</td>
<td>5 points</td>
<td>9/1 @ 5:00pm</td>
</tr>
<tr>
<td>2</td>
<td>Chapters 1 and 4</td>
<td>Measures of CT and Variability</td>
<td>5 points</td>
<td>9/8 @ 5:00pm</td>
</tr>
<tr>
<td>3</td>
<td>Chapters 2, 3, and 8</td>
<td>SD, the Normal Curve, and Standard Scores</td>
<td>5 points</td>
<td>9/13 @ 5:00pm</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 8</td>
<td>(a)Standard Scores and the z Distribution (b)Percentile Scores and the Normal Curve</td>
<td>5 points</td>
<td>9/20 @ 5:00pm</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Test 1</td>
<td>120 points</td>
<td>9/22 7:00am-noon</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 5</td>
<td>Intro to Correlation</td>
<td>5 points</td>
<td>9/29 @ 5:00pm</td>
</tr>
<tr>
<td>7</td>
<td>Chapters 15 and 16</td>
<td>Validity and Reliability</td>
<td></td>
<td>10/6 @ 5:00pm</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 6</td>
<td>Prediction/Simple Linear Regression</td>
<td>5 points</td>
<td>10/13 @ 5:00pm</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Test 2</td>
<td>120 points</td>
<td>10/18 7:00am-noon</td>
</tr>
<tr>
<td>Week</td>
<td>Chapter(s)</td>
<td>Topic(s)</td>
<td>Points</td>
<td>Date/Time</td>
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<tr>
<td>10</td>
<td></td>
<td>Data Collection</td>
<td>30</td>
<td>10/20 @ 5:00pm</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 7</td>
<td>Hypothesis Testing</td>
<td>5 points</td>
<td>11/1 @ 5:00pm</td>
</tr>
<tr>
<td></td>
<td>Chapter 11</td>
<td>Ind t-Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chapter 12</td>
<td>Dep t-Test &amp; ANOVA</td>
<td>5 points</td>
<td>11/10 @ 5:00pm</td>
</tr>
<tr>
<td></td>
<td>Chapter 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Test 3</td>
<td>145 points</td>
<td>11/15 7:00am-noon</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Excel Data Analysis</td>
<td>40 points</td>
<td>11/29 @ 5:00pm</td>
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