Faculty Information
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Office Phone: 915-747-7972
Office: Benedict Hall 105

Office Hours
Tuesday/Thursday 3:00 pm - 5:50 pm. Individual appointments can also be scheduled. Contact the instructor through email.

COURSE DESCRIPTION
This course is designed to introduce graduate students to a range of research methods and basic tools for statistical analysis in the field of public and nonprofit administration. We begin with an overview of research methods and specific elements of a research project. An introduction to SPSS programs with data management will be presented after that. Data collection and data analysis methods employing SPSS programs will also be discussed.

COURSE OBJECTIVES & EXPECTED LEARNING OUTCOMES
The learning objectives for the course are:

- to gain an understanding of various research methodologies for problem-solving in public and nonprofit administration.
- to learn practical skills to analyze statistical data by employing SPSS programs.
- to apply the various methods and statistical tools learned in the class in practice.

Upon successful completion of the course, students will be able to:

- identify varied research methodologies and their applications in the field of public and nonprofit administration.
- select appropriate data collection and data analysis approaches to address research questions and for problem-solving.
- use statistical analysis methods and strategies employing SPSS programs.
- demonstrate how to implement the different types of research methods and statistical tools in the real world.
COURSE MATERIALS


Required Software: In this course, we will use SPSS software for running statistical analysis. Students can download SPSS software from the UTEP Technology Support at: https://www.utep.edu/technologysupport/ServiceCatalog/SOFTWARE_PAGES/soft_spssibm.html

Additional readings will be provided on the Blackboard.

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentages</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board Assignments (x 3)</td>
<td>45 points (15 points each)</td>
<td>45% (15% each)</td>
</tr>
<tr>
<td>** (Initial posting &amp; 2 response postings) x 3</td>
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<tr>
<td>SPSS assignments (x 3)</td>
<td>55 points (15+20+20)</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td>100%</td>
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1. Discussion Board Assignments (3 Discussion Board Assignments X 15 points each = 45 points total)

Three discussion board assignments are required in this class. For each discussion board assignment, you will post your initial posting answering discussion board questions and response postings for your classmates. To earn full credit, you must post at least 2 response postings to your colleagues’ posts.

Your response postings to your colleagues' initial postings can be made in one or more of the following ways:
• Ask thought-provoking questions.
• Provide suggestions.
• Expand on your fellow students’ positing.
• Offer and support an opinion.
• Share your own experiences to validate your fellow students’ ideas.

No late credit will be earned for posts made after the due date. Your contributions to the discussion board must be substantive and clearly explain that you read the course materials and can integrate the materials with your experience. You should refer to and cite the assigned readings and indicate the source of additional research you conduct to answer the discussion board questions. Simply agreeing with fellow students will not earn you full points.

Students are expected to post discussion board postings that are appropriate for an academic setting. To succeed in this course, students are expected to use professional language and all quotations should be properly cited using APA.

In-text citations --
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html
(2) Reference list --
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html

2. SPSS Assignments (3 SPSS assignments, 15+20+20 = 55 points total)

Students are required to undertake 3 data management and analysis exercises employing SPSS programs. The SPSS assignments are designed to help students understand course materials and use the SPSS programs to conduct data analysis.

GRADE SCALE AND POLICY

Points will be distributed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.00 % – 100 %</td>
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<tr>
<td>A</td>
<td>94.00 % – 96.99 %</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 % – 93.99 %</td>
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<tr>
<td>B+</td>
<td>87.00 % – 89.99 %</td>
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<tr>
<td>B</td>
<td>84.00 % – 86.99 %</td>
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<tr>
<td>Grade</td>
<td>Percentage Range</td>
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<td>-------</td>
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<tr>
<td>B-</td>
<td>80.00% – 83.99%</td>
</tr>
<tr>
<td>C+</td>
<td>76.00% – 79.99%</td>
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<tr>
<td>C</td>
<td>70.00% – 75.99%</td>
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<tr>
<td>D</td>
<td>60.00% – 69.99%</td>
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<tr>
<td>E</td>
<td>Below 60.00%</td>
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Late Work: Late work will **NOT** be accepted unless there is a documented illness or another serious situation. Be prepared to provide documentation or other evidence of the medical, work, or family emergency.

**COURSE POLICIES**

**Attendance and Participation**

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers.
- Other activities as indicated in the weekly modules.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**Alternative Means of Submitting Work in Case of Technical Issues**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

**Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance
with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

**Copyright Statement for Course Materials**

All materials used in the course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They should not be further disseminated.

**UTEP COVID-19 Precautions**

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Information regarding UTEP testing and other COVID-related issues can be found at https://www.utep.edu/resuming-campus-operations/testing/. If you test positive of COVID-19, please inform UTEP EH&S at 915-747-7162 or COVIDaction@utep.edu.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear facemasks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area and frequently on campus. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.
COURSE RESOURCES

UTEP provides a variety of student services and support:

Technology Resources

- **Help Desk**: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- **Military Student Success Center**: Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services**: Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services**: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments &amp; Due</th>
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<tbody>
<tr>
<td>1 8/23</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>2 8/30</td>
<td>Beginning a Research Project</td>
<td>• O’Sullivan et al., Ch. 1 (Blackboard)&lt;br&gt;• Babbie, Ch. 19 (Blackboard)</td>
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<tr>
<td>3 9/6</td>
<td>Human Research Subjects and Ethical Issues</td>
<td>• O’Sullivan et al., Ch. 8 (Blackboard)</td>
<td>Discussion Board Assignment #1 *Initial posting due by 9/10&lt;br&gt;*Response postings due by 9/11</td>
</tr>
<tr>
<td>4 9/13</td>
<td>Selecting a Problem and Reviewing the Research</td>
<td>• Salkind, Ch. 3 (Blackboard)</td>
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<tr>
<td>5 9/20</td>
<td>Designs for Description</td>
<td>• O’Sullivan et al., Ch. 2&lt;br&gt;• Topic 7: Research Hypotheses, Purposes, &amp; Questions (Blackboard)</td>
<td>Discussion Board Assignment #2 *Initial posting due by 9/24&lt;br&gt;*Response postings due by 9/25</td>
</tr>
<tr>
<td>6 9/27</td>
<td>Research Design 1</td>
<td>• O’Sullivan et al., Ch. 3</td>
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<tr>
<td>7 10/4</td>
<td>Research Design 2 - Intro to SPSS</td>
<td>• Additional readings (Blackboard)</td>
<td>Discussion Board Assignment #3 *Initial posting due by 10/8&lt;br&gt;*Response postings due by 10/9</td>
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<tr>
<td>8 10/11</td>
<td>Research Design 3 - Intro to SPSS</td>
<td>• Additional readings (Blackboard)</td>
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<tr>
<td>9 10/18</td>
<td>Measuring Variables and Relationships - SPSS Examples</td>
<td>• O’Sullivan et al., Ch. 4</td>
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<tr>
<td>10 10/25</td>
<td>Combining Indicators and Constructing indices</td>
<td>• O’Sullivan et al., Ch. 10</td>
<td>SPSS Assignment # 1 due by 10/30</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Additional Information</td>
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| 11    | 11/1   | Data Collection: Sampling  
- SPSS Examples                                                                | O’Sullivan et al., Ch. 5                      |
| 12    | 11/8   | Data Collection: Contacting and Talking to Subjects  
- SPSS Examples                                                              | O’Sullivan et al., Ch. 6                      |
| 13    | 11/15  | Data Collection: Questions and Questionnaires  
- SPSS Examples                                                                | O’Sullivan et al., Ch. 7                      |
|       |        | SPSS Assignment # 2 due by 11/20                                       |                                               |
| 14    | 11/22  | Data Analysis: Finding and Analyzing Existing data  
- SPSS Examples                                                              | O’Sullivan et al., Ch. 9                      |
| 15    | 11/29  | Data Analysis: Univariate Analysis  
- SPSS Examples                                                                | O’Sullivan et al., Ch. 11                     |
|       |        | SPSS Assignment # 3 due by 12/4                                         |                                               |
| 16    | 12/6   | Finals Week: No Exam                                                     |                                               |

*** The class schedule and additional readings can be changed at the instructor’s discretion.  
With advanced notice, I may inform specific changes or updates based on the course progress.