



SWK 595: Research Literature and Techniques in Data Analysis for Social Work

*Techniques in Data Analysis

COURSE SYLLABUS: SPRING 2025
Web-based

INSTRUCTOR INFORMATION

Instructor: Ahfiya Howard, DrPH, LMSW

Office Location: Henderson Bldg., 3rd Floor

Office Hours: Monday, 11:00 am-3:00 pm (Dallas Campus) or Monday @ 7:00 pm (via Zoom) or by appointment

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Preferred Form of Communication: Email

Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

Microsoft Excel

Access FREE at:

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

Optional Texts and/or Materials

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

Course Description

This course provides instruction in data analysis using Microsoft Excel program. Students learn how to calculate descriptive statistics, t-Tests, ANOVA, and Chi-Square. Emphasis is placed on interpreting and reporting results of data for purposes of disseminating information and informing program/practice decisions.

Prerequisite: SWK 595 is the second half of the research series for the AGP MSW program and students must take it sequentially in the semester immediately following their successful completion of SWK 590.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs)

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

| | Assignment/Assessment | Dimension |
|---|--|--------------------------------------|
| Competency 4: Engage in Practice-Informed Research and Research-Informed Practice | | |
| Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | <i>weekly homework assignments, mid-term and final exams</i> | Skills, Cognitive -Affective Process |
| Integrate and adapt research evidence to inform and improve practice, policy, and service delivery across the rural/urban landscape | <i>weekly homework assignments, mid-term and final exams</i> | Skills, Cognitive -Affective Process |
| Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities <i>as demonstrated by successful completion of weekly homework assignments; mid-term and final exams</i> | | |
| Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both | <i>weekly homework assignments, mid-term and final exams</i> | Skills, Cognitive -Affective Process |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments | <i>weekly homework assignments, mid-term and final exams</i> | Skills, Cognitive -Affective Process |

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.

4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

| Assessments | Value |
|---------------------------|--------------|
| Weekly Assignments | 25% |
| Mid-Term Exam | 30% |
| Final Exam | 45% |
| TOTAL | 100 % |

Assessments

1. Weekly Assignments (25% of final grade)

Students will complete various statistical assignments designed to teach and reinforce basic statistical concepts related to both descriptive and inferential statistical analysis. **See Appendix A**

2. Mid-Term Exam (30% of final grade)

Students will be provided a set of data with instructions to complete a statistical analysis and write a results report. **See Appendix A**

3. Final Exam (45% of final grade)

Students will be provided a set of data with instructions to complete a statistical analysis and will write a results report making a recommendation for continuation or canceling of a program based on findings. **See Appendix A**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These

methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

University Rules on Research

Students involved in conducting research and/or scholarly activities at East Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI use in the course

East Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

East A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is

essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct *located in the Student Guidebook at* <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students refer to the Guidebook

Appendix A
Grading Rubric: Weekly Assignments,
Mid-Term and Final Exam

| | Does Not Meet Expectations 0-69% of pts available | Meets Expectations 70-89% of pts available | Exceed Expectations 90% or greater of pts available |
|-----------------|--|---|---|
| Calculations | Incorrect statistical test chosen, Calculations are incorrect (final answer) | Correct statistical test chosen Calculations are correct, but final answer may be incorrect due to errors in entering data etc | Correct Statistical Test Chosen, Calculations correct, final answer correct and presented in organized manner on Excel sheets |
| Writing Results | No written interpretation presented, or incorrect interpretation | Written interpretation presented; most format correct for scientific information/APA | Written interpretation presented is correct, required scientific format and APA requirements |

COURSE OUTLINE/SCHEDULE

Note: Zoom meetings may be adjusted based on instructor and/or student needs

| Weeks/Dates | Class Meetings | Topics & Instructional Materials | Activities, Assignments & Examinations |
|--|------------------------------------|---|---|
| Week 1 Jan. 13-18 | Bi-Weekly Zoom Meetings Mondays | Introduction to Course; Review Syllabus; Course Expectations Review of Key Research Terms Introduction & Overview of Excel (Part I): Yippee! I'm in Statistics! Chapter 1: Statistics of Sadistics? Chapter 2: Getting Started with Excel | Review Concepts Watch Videos on Excel Practice Creating Histogram & Charts in Excel Begin to Work on Assignments 1, 2 & 3 Begin to Read Chapters 1 and 2 PowerPoint Slides and Textbook Inserts in D2L Watch All Videos Related to Weekly Topics |
| Week 2 Jan. 20-25 Holiday: MLK Jan. 20 th | | Overview of Excel Cont'd (Part I): Yippee! I'm in Statistics! Chapter 1: Statistics of Sadistics? Chapter 2: Getting Started with Excel Descriptive Statistics (Part II): Sigma Freud and Descriptive Statistics <u>Descriptions of quantitative data</u> <u>Measure of Central Tendency & Computing & Understanding</u> <u>Averages, Percentages, & Proportions</u> | Continue to Work on Assignments 1, 2 & 3 Continue to Read Chapters 1 and 2 Begin to Read Chapter 3 PowerPoint Slides and Textbook Inserts in D2L Watch All Videos Related to Weekly Topics |

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|---------------------------------|------------------------------------|---|---|
| | | Chapter 3: Computing and Understanding Averages (| |
| Week 3 Jan. 27-Feb. 1 | | <p>Descriptive Statistics Cont'd (Part II): Sigma Freud and Descriptive Statistics</p> <p>Descriptions of quantitative data Measure of Central Tendency & Computing & Understanding Averages, Percentages, & Proportions Cont'd</p> <p>Chapter 3: Computing and Understanding Averages</p> | <p>Continue to Work on Assignments 1, 2 & 3</p> <p>Continue to Read Chapter 3</p> <p>Watch All Videos Related to Weekly Topics</p> |
| Week 4 Feb. 3-8 | Zoom Meeting: Feb. 3 @ 6:45 pm | <p>Descriptive Statistics Cont'd (Part II): Sigma Freud and Descriptive Statistics</p> <p>Chapter 3: Computing and Understanding</p> | <p>Assignments 1, 2 & 3 Due: Sat., Feb. 8th</p> <p>Begin to Read Chapter 6 PowerPoint Slides and Textbook Inserts in D2L</p> <p>Watch All Videos Related to Weekly Topics</p> |
| Week 5 Feb. 10-15 | | <p>Descriptive Statistics Cont'd (Part II): Sigma Freud and Descriptive Statistics</p> <p>Chapter 3: Computing and Understanding Averages</p> <p><u>Correlation</u></p> <p>Chapter 6: Computing Correlation Coefficients</p> | <p>Begin to Work on Assignments 4 & 5</p> <p>Continue to Read Chapter 6</p> <p>Watch All Videos Related to Weekly Topics</p> |
| Week 6 Feb. 17-22 | Zoom Meeting: Feb. 17 @ 6:45 pm | <p>Descriptive Statistics Cont'd (Part II): Sigma Freud and Descriptive Statistics</p> <p><u>Correlation</u></p> <p>Chapter 6: Computing Correlation Coefficients</p> | <p>Continue to Work on Assignments 4 & 5</p> <p>Watch All Videos Related to Weekly Topics</p> <p>Begin to Work on the Midterm Exam</p> |

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| <p style="text-align: center;">Week 7</p> <p>Feb. 24-March 1</p> | | <p>Correlation Cont'd (Part II): Sigma Freud and Descriptive Statistics</p> <p>Chapter 6: Computing Correlation Coefficients</p> <p><u>T-Test</u></p> <p>Concept of Significance, T-Test (Part IV): Significantly Different: Using Inferential Statistics</p> <p>Chapter 10: Significantly Significant: What It Means to You and Me</p> <p>Chapter 12: <i>t</i>(ea) for the Two Tests Between Means of Related Group</p> <p>Chapter 13: <i>t</i>(ea) for Two Again: Tests Between the Means of Related Groups</p> <p>Midterm Exam will cover descriptive statistics: mean, median, mode, standard deviation</p> | <p>Complete the Midterm Exam Due: Sat., March 1st</p> <p>Watch All Videos Related to Weekly and Midterm Exam Topics</p> <p>Begin to Read Chapters 10, 12, and 13 PowerPoint Slides and Textbook Inserts in D2L</p> <p>Continue to Work on Assignments 4 & 5</p> |
| <p style="text-align: center;">Week 8</p> <p>March 3-8</p> | <p>Zoom Meeting: Mar. 3 @ 6:45 pm</p> | <p>Concept of Significance, T-Test Cont'd (Part IV): Significantly Different: Using Inferential Statistics</p> <p>Chapter 10: Significantly Significant: What It Means to You and Me</p> <p>Chapter 12: <i>t</i>(ea) for the Two Tests Between Means of Related Group</p> <p>Chapter 13: <i>t</i>(ea) for Two Again: Tests Between the Means of Related Groups</p> | <p>Watch All Videos Related to Weekly Topics</p> <p>Continue to Read Chapters 10, 12 and 13</p> <p>Assignments 4 & 5 Due: Sat., March 8th</p> |
| | | <p>Concept of Significance, T-Test Cont'd (Part IV): Significantly</p> | <p>Watch All Videos Related to Weekly Topics</p> |

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| <p>Week 9</p> <p>March 10-15</p> <p>Spring Break Week</p> | | <p>Different: Using Inferential Statistics</p> <p>Chapter 10: Significantly Significant: What It Means to You and Me</p> <p>Chapter 12: $t(ea)$ for the Two Tests Between Means of Related Group</p> <p>Chapter 13: $t(ea)$ for Two Again: Tests Between the Means of Related Groups</p> <p>ANOVA (Part IV): Significantly Different: Using Inferential Statistics</p> <p>Chapter 14: Analysis of Variance: Two Groups Too Many?</p> <p>Chapter 15: Factorial Analysis of Variance: Two Too Many Factors</p> | <p>Continue to Read Chapters 10, 12 and 13</p> <p>Begin to Read Chapters 14 and 15 Power Point Slides and Textbook Inserts in D2L</p> <p>Begin to Work on Assignments 6 & 7</p> |
| <p>Week 10</p> <p>March 17-22</p> | <p>Zoom Meeting: Mar. 17 @ 6:45 pm</p> | <p>ANOVA Cont'd (Part IV): Significantly Different: Using Inferential Statistics</p> <p>Chapter 14: Analysis of Variance: Two Groups Too Many?</p> <p>Chapter 15: Factorial Analysis of Variance: Two Too Many Factors</p> | <p>Watch All Videos Related to Weekly Topics</p> <p>Continue to Read Chapters 14 and 15</p> <p>Continue to Work on Assignments 6 & 7</p> |
| <p>Week 11</p> <p>March 24-29</p> | | <p>ANOVA Cont'd (Part IV): Significantly Different: Using Inferential Statistics</p> <p>Chapter 14: Analysis of Variance: Two Groups Too Many?</p> <p>Chapter 15: Factorial Analysis of Variance: Two Too Many Factors</p> | <p>Watch All Videos Related to Weekly Topics</p> <p>Continue to Read Chapters 14 and 15</p> <p>Begin to Read Chapter 18 PowerPoint Slides and Textbook Inserts in D2L</p> |

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| | | | <p>Assignments 6 & 7 Due: Sat., March 29</p> <p>Begin to Work on Assignments 8 & 9</p> |
| <p>Week 12</p> <p>March 31-April 5</p> | <p>Zoom Meeting: Mar. 31 @ 6:45 pm</p> | <p><u>Chi-Square (Part V): More Statistics!</u></p> <p>Chapter 18: Chi-Square and Some Other Nonparametric Tests: What to Do When You're Not Normal?</p> | <p>Watch All Videos Related to Weekly Topics</p> <p>Continue to Read Chapter 18</p> <p>Continue to Work on Assignments 8 & 9</p> |
| <p>Week 13</p> <p>April 7-12</p> | | <p>Chi-Square Cont'd (Part V): More Statistics!</p> <p>Chapter 18: Chi-Square and Some Other Nonparametric Tests: What to Do When You're Not Normal?</p> | <p>Watch All Videos Related to Weekly Topics</p> <p>Continue to Read Chapter 18</p> |
| <p>Week 14</p> <p>April 14- 19</p> | <p>Zoom Meeting: Apr. 14 @ 6:45 pm</p> | <p>Chi-Square Cont'd (Part V): More Statistics!</p> <p>Chapter 18: Chi-Square and Some Other Nonparametric Tests: What to Do When You're Not Normal?</p> | <p>Watch All Videos Related to Weekly Topics</p> <p>Continue to Read Chapter 18</p> <p>Assignments 8 & 9 Due: Sat., April 19</p> |
| <p>Week 15</p> <p>April 21-26</p> | | <p>Begin to Work on Final Exam</p> <p>The Final Exam will cover of T-test and One-Way ANOVA (Chapters 13 &14)</p> | <p>Begin to Work on Final Exam</p> <p>Watch All Videos Related to Final Exam Topics</p> |
| <p>Week 16</p> <p>April 28-May 3</p> <p>Final Exam Week May 3-9 Commencements May 9th & 10th</p> | | <p>Final Exam Week</p> <p>The Final Exam will cover T-test and One-Way ANOVA (Chapters 13 &14)</p> | <p>Complete the Final Exam by Mon., May 5th</p> <p>Watch All Videos Related to Final Exam Topics</p> |