DPLS – Quantitative & Stats Analysis
Summer 2016

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VIRTUAL OFFICE HOURS: MW: noon to 1:30pm

TEXT:


Learning Objectives:

The main purpose of this course is to familiarize doctoral students with methods that can be used to use data to make more effective decisions. Knowledge about data analyses can help a researcher interpret data for the purpose of providing meaningful insights about the problem being investigated. The course starts with a review of basic statistical concepts, such as descriptive statistics, probability distributions (binomial and normal), sampling distribution, inferences (point estimates and confidence intervals), and hypotheses testing. Moreover, the course is designed to:

1. Enhance students’ skills in using such statistical techniques as ANOVA, simple linear regression, and multiple regression analysis, as well as factor and reliability analyses.
2. Increase students’ awareness and ability in incorporating different statistical methods into the decision-making process.
3. Provide students with hands-on experience in using statistical software (MegaStat & SPSS) to assist in making effective decisions.

GRADING POLICY (Tentative):

- Final Exam 40%
- Assignments 20%
- Quizzes (Optional)
- Project 40%

To make up the Final Exam, the prior permission of instructor is required. To receive credit, the work assigned need to be turned on the due date. Late assignments will be penalized. If anything comes up, please let me know in advance. All the work in this class is individual.
ACADEMIC HONESTY:

The following statement is taken from the Gonzaga University Academic Honesty Policy (2002):
“Without honesty the humanist, Catholic and Jesuit traditions could not continue; knowledge would be neither
taught nor learned. Even the less obvious ethical and educational principles in our Mission Statement require
honesty. Creativity without honesty becomes self-indulgence, intelligence without honesty degenerates into mere
mental power. Self-knowledge without honesty cannot rise above self-deception, and the desire for truth
becomes a craving for the rewards of those who have honestly found the truth. Without honesty, a concern for
others may easily serve as a disguise for manipulation. The commitment to justice requires honesty, for to cheat,
to fabricate, or to plagiarize is to act unjustly. Professional expertise requires honesty: cheating or plagiarizing
denies the essence of what it means to be a professional in any field.

Because honesty is so essential to the traditions, ideals, and goals that define its kind of education, Gonzaga is
committed to protecting academic honesty. This commitment entails practical consequences” (p. 2).

“ACADEMIC HONESTY consists of truth-telling and truthful representations in all academic contexts;

ACADEMIC DISHONESTY consists of any of the following activities, which are defined and illustrated in Section II
[of the Academic Honesty Policy, 2002]: cheating, fabrication, plagiarism, and facilitating academic dishonesty” (p. 2).

PENALTIES for academic dishonesty are spelled out in detail in the policy, which can be found on the Gonzaga
University web site: http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Academic-Vice-
President/AcademicHonestyPolicy2002.pdf

The Nursing Department adheres to the Academic Honesty Policy (2002) in determining appropriate
consequences for violations of the policy.

DISABILITY ACCOMMODATIONS:

Gonzaga University, the Department of Nursing, and the course instructor will certainly make reasonable
accommodations for persons with documented disabilities. Students should notify Disability Resources,
Education, & Access Management (DREAM) located at Foley 203B (509-313-4134) and the instructor of any
special needs during the first week of class.
TITLE IX:

Gonzaga University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Gonzaga. If you have been the victim of sexual misconduct we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

- Gonzaga Health Center | 509.313.4052 | 704 E Sharp Avenue
- Gonzaga Counseling Center | 509.313.4054 | 324 E Sharp Avenue
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role. | 509.313.4242
- University Lutheran Community Services and SAFeT | 509.624.RAPE*
## TENTATIVE SCHEDULE

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<th>Date</th>
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<td>Introduction to Basic Statistical Concepts</td>
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<td>- Descriptive Statistics</td>
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<td>- Probability Distributions</td>
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<td>- Sampling Distribution</td>
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<td>- Inferences for a sample</td>
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<td>Week 2</td>
<td>Hypotheses Testing: One sample tests</td>
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<td>Hypotheses Testing: Two sample tests</td>
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<td>Week 3</td>
<td>Analysis of Variance (ANOVA)</td>
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<td>Week 4</td>
<td>Correlation &amp; Simple Regression Analysis</td>
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<td>Week 5</td>
<td>Multiple Regression Analysis</td>
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<td>Week 6</td>
<td>Factor &amp; Reliability Analysis</td>
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<td><strong>Final Exam</strong></td>
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<td><strong>Final Project Due</strong></td>
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