

Basic Statistics Requirement for Enrollment In the Jane Addams College of Social Work At The University of Illinois At Chicago

September 7, 2018 Revision

Office of Admissions and Financial aid
Jane Addams College of Social Work
University of Illinois at Chicago
1040 W. Harrison Street (MC 309)
Chicago, IL 60607

A. Requirement

All applicants are required to have taken a basic or elementary course within six years of being admitted to the MSW Program at the Jane Addams College of Social Work. Written documentation that the requirement has been met and must be submitted no later than June 30th prior to the start of the fall academic year.

Example of individual beginning his or her study Fall 2018:

- Individual completes class 2012
- Year one 2013
- Year two 2014
- Year three 2015
- Year four 2016
- Year five 2017
- Year six (student admitted) 2018 Enrollment

An Individual would be ineligible if he or she took the class prior to Fall 2012.

B. Content of a Basic Statistics Class

After completing an introductory or basic statistics class an individual should be able to:

1. interpret basic statistical analyses used in research, in the media, and more specifically in the social sciences.
2. represent and interpret data graphically: bar charts, histograms, stem-and-leaf plots.
3. calculate central tendency: median, mode, mean.
4. determine variability: range, inter-quartile range, variance, (standard) deviation.
5. plain spread and summary statistics: population vs. sample, normal distribution, z-scores, confidence intervals, sampling errors.
6. utilize hypothesize testing: one-tailed, two-tailed, null hypothesis tests, p-values.
7. explain linear association: correlation, simple linear regression, slopes and intercepts, prediction intervals.
8. apply parametric and nonparametric statistical tests: t-tests, ANOVA, chi-square, Pearson's r.

C. Ways To Satisfy The Statistics Requirement

There are three ways to satisfy the statistics requirement:

1. Traditional Or Online Classes

Take a statistics class offered by an educational institution in any of the following formats:

- traditional or online classes.
- credit or non-credit classes.
- letter grade, pass/fail grades, or satisfactory/unsatisfactory grades.
- academic credit or non-credit.

Appropriate academic documentation, such as a transcript, is required.

A list of some acceptable statistics classes is attached. **Please note:** the listing does not indicate an endorsement by the College or future offering. The listing does give an idea of the range of acceptable courses. The purpose of the listing is to provide helpful information to those looking for a place to start.

2. Academic Testing

Have an individual who is employed to teach statistics from a college or university administer a test covering the minimum required content for basic statistics and state on school letterhead or his/her letterhead the following;

- verification that the individual passed successfully a test covering the minimum basic statistics content listed on one of the attachments that follows.
- the date and time of the test.
- the location where the test was taken
- instructor's signature.

3. Verification by A Current or Former Supervisor or Official

Applicants whose employment requires or required regular and frequent use of basic statistics in their work may obtain a signed statement on the employer's letterhead confirming that use and that the applicant has the listed required knowledge and/or skills.

Attachments

The Statistics Requirement

One of the five prerequisites for enrollment in the MSW program at the Jane Addams College of Social Work is applicants must have taken an elementary or basic statistics course within six years of admission into the program. A grade of “C” or higher is required.

Acceptable courses may be taken for credit or non-credit, in a traditional classrooms or online, for a letter grade or pass/fail, and in any academic area. The listing below illustrates the range of acceptable course offerings in the Chicagoland area, and that can be found in other parts of the country.

A. Community Colleges*	
City College of Chicago	Math 125, math 216
College of DuPage	Math 135, Psych. 280, Soc. 205
Elgin Community College	Math 102, Math 120
Harper College	Math 165, Math 120
Joliet Junior College	Math 128
College of Lake County	Math 222
McHenry County College	Math 120, math 220
Moraine Valley Community College	Math 139, Math 212
Morton College	Math 141
Oakton Community College	Math 131, Math 220
Prairie State College	Math 115, Math 153
South Suburban College	Math 126, Math 211
Triton College	Math 170, Math 210
Waubonsese College	Math 107
B. Four Year Colleges*	
UIC	Psych 231, Soc 201
Chicago State University	Psych 231, 331, Soc 391, Math 210, Math 318
Loyola University	Stat 103, Psych 304, Soc 301
Governor State University	Stat 468
Northeastern Illinois University	Psych 202, Soc. 339, Math 275

The listing is for illustration purposes only. No effort has been made to insure the listing is inclusive.



Online Self-Guided Statistics Prerequisite Course

The University of Louisville's Kent School of Social Work has developed an online self-guided prerequisite course for Statistics. Because the course is self-guided, students never need to meet in person with an instructor, and can take any amount of time to complete the course.

Please note that non – UofL students should obtain prior approval from their respective schools before enrolling. Each course is pass/fail. A passing grade is 70% or higher on the final test. The cost of a prerequisite course is \$175.00. *(The new pricing goes into effect on March 1, 2017. At that time, the course will be \$225.00)*

Below is the course offering's book information.

Statistics for People Who (Think They) Hate Statistics

Questions on the test are based on the material covered in *Statistics for People Who (Think They) Hate Statistics*, 5th Edition. Author: Neil J. Salkind. This text helps students develop an understanding of an often intimidating and difficult subject with an approach that is informative, personable, and clear. Author Neil J. Salkind takes students through various statistical procedures, beginning with descriptive statistics, correlation, and graphical representation of data, and ending with inferential techniques and analysis of variance. In addition, the book covers SPSS and includes reviews of more advanced techniques, such as reliability, validity, and introductory non-parametric statistics. (ISBN-13: 978-1452277714 ISBN-10: 1452277710)

To register for a prerequisite course, click the link and follow the registration instructions: <http://bit.ly/2kdpSrO>. For more information, visit <http://louisville.edu/kent/conted/mssw-prerequisites>.

Continuing Education

UL OF KENT SCHOOL OF
SOCIAL WORK

**Loyola University at Chicago
School of Social Work**

Introduction to Social Statistics – Online Course

Instructor: Terri Kilbane, Ph.D.

Email : tkilban@luc.edu

Office #: 312/915-7026

Text

Weinbach, R.W. and Grinnell, Richard M., Jr. Statistics for Social Workers. New York: Longman Publishers, 7th, 8th & 9th Editions.

Note: Feel free to search on the internet to purchase the 7th or 8th edition to save money. Another way to save money is to search for the e-book version. This version is usually about half of the cost and the material is available through the internet.

Instructional Description

The purpose of this course is to familiarize students with the basic concepts of descriptive and inferential statistics. This course is designed to meet the requirements of incoming masters level social work students. Therefore, it is expected that students will have little or no background in statistical methods with the exception of students who have taken statistics but not within the required period of time. Students will be exposed to elementary data analysis techniques which use statistics in order to interpret findings reported in the social work research literature.

Course Objectives

1. To familiarize students with the role of social statistics in social work research.
2. To familiarize students with the basic concepts of statistics.

Educational Outcomes

It is expected that at the completion of the course students will be able to:

1. Identify statistical procedures used in research reports.
2. Interpret elementary statistics used in reporting of social work research.
3. Evaluate the appropriateness of statistical methods used by researchers.

Teaching Methodology

To achieve the stated objectives, the course will consist of: 1) power points; 2) power points with taped lecture; 3) readings from required text; 4) quizzes; and 5) final exam.

It is also a main objective of the instructor to reduce anxiety around the issue of statistics and allow students to view them as a tool to evaluate their work with clients. It is hoped that students will be taught how to be resourceful so when the time comes to apply these statistical tools they will have the ability to refresh their skills and know where to locate the material they need. Therefore, the quizzes and final are open book and notes. ☺

Assignments and Grading Criteria

Students will be graded on 7 quizzes and one final exam. A quiz is taken after each power point/taped lecture to monitor the student's understanding of the content and to aid in the reinforcement of the lecture content. The final exam will cover the entire course material. The quizzes and final exam will be open-book tests. Students are able to retake the quizzes if they do not pass. No permission is needed by the instructor. In addition, quizzes should be passed before the next one can be taken.

Criteria for Evaluation

This course is a non-credit course and will be graded on a pass-fail basis. **No grade is given in case you request a grade in the future for another institution. This course will NOT appear on your transcript. You do not register on LOCUS but through the Continuing Education department at the School of Social Work.**

Each quiz and the final exam must be passed with a 70%. Students are allowed to retake quizzes at any time and it is unlimited without special permission by the instructor. **No retakes are allowed on the final.** The final must be taken in person at the School of Social Work from 9 a.m. to 5 p.m. Monday through Friday. You will receive a schedule from my Graduate Assistant and sign up for available times. Please contact the instructor regarding extenuating circumstances if you need another time to take the final exam.

Student Responsibilities

Students are expected to complete the online course within the given time frame. The online course offers the student the flexibility to work at their own pace and schedule. There is no set time or schedule from the instructor. Sometimes this is good (student as a self-starter), sometimes this is bad (student is a procrastinator). ☺ The point is that the course needs to be completed within the given time frame; however you choose how to do that is up to you. As a word of caution, I would not suggest you wait until the last minute to complete all the quizzes and final. ☺ Don't worry—I will regularly be checking the quizzes to make sure everyone is keeping pace.

Students Needing Accommodations for Disabilities

Any student with special needs or difficulties in learning and completing course assignments is strongly encouraged to see the instructor as soon as possible. Please refer to the Student Handbook for student rights and available resources pertaining to assistance with special needs or disabilities. If there are any special accommodations needed please contact the Office of Disability who will meet with you and provide an official letter to the instructor.

Course Outline (See Sakai for more details)

SESSION 1: Introduction

This session will introduce the course to the students. An overview of the importance of research and statistics in social work will be discussed. This session reviews a number of common terms used in social work research. Level of measurement will be introduced.

READING ASSIGNMENT: Chapter 1

QUIZ # 1: Chapter 1

SESSION 2: Tables and Graphs/Measures of Central Tendency and Variability

This session will cover how to construct ungrouped and grouped frequency distributions, percentage distributions, bar graphs, histograms, and pie charts. Emphasis will be given to the types of data that are best suited to the various types of presentations. This session will also cover the measures of central tendency (mean, median, mode) and variability (range, standard deviation). Students will be presented with the concepts and provided with illustrations of how to calculate them and interpret their meaning and use.

READING ASSIGNMENT: Chapters 2 & 3

QUIZ # 2: Chapter 2 & 3

SESSION 3: Normal Distribution

This session will cover the properties of the normal distribution, the importance of normality for inferential statistics, the use and calculation of z scores, and how they are used in standardized tests.

READING ASSIGNMENT: Chapter 4

QUIZ # 3: Chapter 4

SESSION 4: Hypothesis Testing and Statistical Tests

The introduction of hypothesis testing will review the development of hypotheses, the theory behind demonstrating a relationship between two variables, and the meaning of statistical

significance. We will also address the importance and considerations that have to be made in selecting an appropriate statistical test.

READING ASSIGNMENT: Chapters 5 & 7

QUIZ # 4: Chapters 5 & 7

SESSION 5: Crosstabulation and Chi Square

This session will introduce the analysis of nominal level data. The logic of crosstabulation and how it is used to determine the relationship between two variables will be presented. This session will also demonstrate how to calculate the chi square statistic and interpret the results.

READING ASSIGNMENT: Chapter 10

(IF YOU HAVE THE 8TH EDITION, THIS MATERIAL IS NOW FOUND IN CHAPTER 8.)

QUIZ # 5: Chapter 10

SESSION 6: Correlation

This session will cover the logic of correlation and the relationship between two interval/ratio level variables. The Pearson's r will be presented and students will learn how to interpret this statistic (strength and direction).

Reading Assignment: Chapter 8

(IF YOU HAVE THE 8TH EDITION, THIS MATERIAL IS NOW FOUND IN CHAPTER 9.)

QUIZ # 6: Chapter 8

SESSION 7: t Tests and ANOVA

This session will cover an overview of the use and appropriateness of the t test and ANOVA to analyze differences between groups. An understanding of the principles that underlie these tests and how they can be used in hypothesis testing will be covered.

READING ASSIGNMENT: Chapter 11

(IF YOU HAVE THE 8TH EDITION, THIS MATERIAL CAN NOW BE FOUND IN CHAPTER 7.)

Quiz # 7: Chapter 11

SESSION 8: Final Exam (to be taken on-site at the School of Social Work)