

MGT 5013 Business Applications of Statistical Analysis (Online) – CRN 2138 Fall 2012

LTU'S College of Management prepares students for the challenges and opportunities of the global economy through interdisciplinary educational programs that emphasize the multiple business, ethical, social, and technological dimensions of leadership and management.

COURSE TITLE BLACKBOARD SITE	MGT 5013 Business Applications of Statistical Analysis Fall 2012 – http://my.ltu.edu and select CRN 2138
INSTRUCTOR	Matthew L. Cole, Ph.D. Assistant Professor of Management Lawrence Technological University M325 mcole@ltu.edu, http://www.ltu.edu/management/cole.asp o. 248.204.3096 f. 248.204.3099 Office hours by appointment (send email)
SCHEDULE	September 5 – December 15, 2012 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/HOURS PREREQUISITE	Graduate Management Degree / 3 credit hours Algebra, basic calculus, and ability to utilize Microsoft Office
REQUIRED TEXT	Lind, D. A., Marchal, W., G., & Wathen, S. A. (2012). <i>Statistical techniques in business & economics</i> (15th ed.). New York, NY: McGraw-Hill/Irwin. ISBN-13: 9780073401805. Available for online purchase through LTU Bookstore: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
REQUIRED SOFTWARE	<i>Minitab 16 Statistical Software</i> To purchase, visit the Lawrence Tech One Stop Center for payment (\$10) before proceeding to the Help Desk to obtain the installation CD. Online tutorials will be posted to Blackboard throughout the semester. To help you get started using Minitab, watch the following introductory overview by Dr. Cole: http://www.screencast.com/t/eX6IBxlC0261
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/ (See Blackboard for additional resources)
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .

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COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Sep 5 – Sep 9	Module 0	Overview of textbook Online Learning Orientation Course Orientation Team formation	Syllabus Test Discussion: Self-Report
Week of Sep 10 – Sep 16	Module 1	Chapter 1 – What is Statistics Chapter 2 – Describing Data: Frequency Distributions	Quiz: Chapter 1 Quiz: Chapter 2 Minitab: Chapter 2 (#51) Discussion: Define Teams
Week of Sep 17 – Sep 23	Module 2	Chapter 3 – Describing Data: Numerical Measures Chapter 4 – Describing Data: Displaying Data	Quiz: Chapter 3 Quiz: Chapter 4 Minitab: Chapter 3 (#87) Minitab: Chapter 4 (#45) Discussion: Case Study 1
Week of Sep 24 – Sep 30	Module 3	Chapter 5 – A Survey of Probability Concepts Chapter 6 – Discrete Probability Distributions	Quiz: Chapter 5 Quiz: Chapter 6 Minitab: Chapter 5 (#93) Minitab: Chapter 6 (#71) Discussion: Case Study 2
Week of Oct 1 – Oct 7	Module 4	Chapter 7 – Continuous Probability Distributions	Quiz: Chapter 7 Minitab: Chapter 7 (#75) Discussion: Case Study 3
Week of Oct 8 – Oct 14	Module 5	Chapter 8 – Sampling Methods and the Central Limit Theorem	Quiz: Chapter 8 Term Paper: Topic Discussion: Case Study 4
Week of Oct 15 – Oct 21	Module 6	Chapter 9 – Estimation and Confidence Intervals	Quiz: Chapter 9 Minitab: Chapter 9 (#69) Discussion: Case Study 5
Week of Oct 22 – Oct 28	Module 7	Chapter 10 – One-Sample Tests of Hypothesis	Quiz: Chapter 10 Minitab: Chapter 10 (#67) Discussion: Case Study 6
Week of Oct 29 – Nov 4	Module 8	Chapter 11 – Two-Sample Tests of Hypothesis	Quiz: Chapter 11 Minitab: Chapter 11 (#61) Discussion: Case Study 7
Week of Nov 5 – Nov 11	Module 9	Chapter 12 – Analysis of Variance	Quiz: Chapter 12 Minitab: Chapter 12 (#49) Discussion: Case Study 8
Week of Nov 12 – Nov 18	Module 10	Chapter 13 – Correlation and Linear Regression Chapter 14 – Multiple Regression Analysis	Quiz: Chapter 13 Quiz: Chapter 14 Minitab: Chapter 13 (#63) Minitab: Chapter 14 (#33) Discussion: Case Study 9

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Dates	Modules	Topics / Readings	Assignments Due
Week of Nov 19 – Nov 25	Module 11	Chapter 15 – Index Numbers Light Week – Thanksgiving Break	Quiz: Chapter 15 Term Paper: Draft
Week of Nov 26 – Dec 2	Module 12	Chapter 16 – Time Series and Forecasting	Quiz: Chapter 16 Minitab: Chapter 16 (#39) Discussion: Case Study 10
Week of Dec 3 – Dec 9	Module 13	Chapter 17 – Nonparametric Methods: Goodness-of-Fit Tests Chapter 18 – Nonparametric Methods: Analysis of Ranked Data	Quiz: Chapter 17 Quiz: Chapter 18 Minitab: Chapter 17 (#38) Minitab: Chapter 18 (#41) Discussion: Case Study 11
Week of Dec 10 – Dec 15	Final Exams	Course Summary End of Course	Term Paper: Final Discussion: Case Study 12

STUDENT EVALUATION

The course has 5 sets of assignments totaling 100 points. Each assignment set will contribute to 25% of your final course grade. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	Points	Weight
Quizzes x 18	216	20%
Minitab Problem Sets x 15	150	20%
Online Discussions x 12	216	20%
Case Studies x 3	45	20%
Term Paper	12	20%
Total Points	639	100%

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-*
77 – 79	C+
74 – 76	C
70 – 73	C-
Below 70	F**

Note: * Grades lower than a “B” fall below the LTU graduate standard.

** If a student’s final grade is lower than a C-, the student will receive an F grade since there are no D grades for graduate students).

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EDUCATIONAL GOALS

The educational goals of Business Application of Statistical Analysis are to provide you with the basic fundamentals of statistical analysis. Statistics is a field of study concerned with (1) the collection, organization, summarization, and analysis of data; and (2) the use of sample data to make generalizations about populations. When statistics is applied to business, the tools and concepts of statistics are applied to data derived from business and management contexts.

STUDENT LEARNING OBJECTIVES / OUTCOMES

The course has been designed around four learning objectives.

Objective 1: Provide you with the basic theory and skills of statistics to help you better understand the results of research investigations to which you are exposed as a consequence of your program of study.

Objective 2: Enable you to critically evaluate the results of research investigations in a more enlightened manner, including plenty of practice in analyzing real data.

Objective 3: Teach you when various statistical procedures are appropriate so that you can make informed choices about how data are analyzed, including ANOVA-based statistical procedures, correlation-regression procedures, and nonparametric procedures.

Objective 4: Provide you with hands-on practice using a robust statistics software—Minitab 16.

These objectives will be evaluated through online quizzes, case study discussions, problem sets, and a term paper/project.

Note: This course will move very fast, and the intention is to cover specific sections from the entire book. Therefore, you will have success in this course if you plan on studying and completing the chapter exercises every day (cf. [Benefits of Spaced vs. Massed Practice](#))

PREREQUISITE SKILLS

Prerequisite skills you should have prior to taking this course include knowledge of, and experience with, algebra, basic calculus concepts, Microsoft Excel and Microsoft Word.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

The specific instructional methods that will be used in this course will include:

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, discussion forums, and data sets. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Publisher Website – <http://www.mhprofessional.com/product.php?isbn=9780073401805> includes access to the textbook for purchase directly from the publisher. You are encouraged (but not required) to purchase “Connect” access for premium online content, including purchasing the book as an e-book. To start “Connect”, click on the following link: http://connect.mcgraw-hill.com/class/m_cole_phd_fall_2012 If you do not purchase “Connect” access, you will still need to access the free Student Resources website for this course in order to access various content throughout the semester, including data files and practice quizzes: http://highered.mcgraw-hill.com/sites/0077327063/student_view0/index.html You should make use of these resources to be successful.

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Assignments – This course has five sets of assignments totaling 639 points—each assignment set will contribute to 20% of your final grade.

Online Quizzes: Quizzes are based on the textbook material. Each quiz will be comprised of 12 questions comprised of either multiple choice, true/false, or matching options. Each quiz will be timed and questions will be randomized. There will be 18 quizzes totaling 216 points.

Minitab Problem Sets: Minitab Problem Sets will test your ability to use Minitab 16 statistical analysis software to answer questions using data sets discussed in the textbook. There will be 15 problem sets totaling 150 points.

Case Studies: You will be assigned to one of 4 teams, with each team comprised of 3-4 students. Students in a team will work together using the Blackboard Discussion Forum to prepare a report and facilitate course discussions on a case study. There will be 12 case studies reviewed in this course, and each team will complete 3 case studies. The 3 case studies will be graded according to a 15-point rubric, and each student in a team will earn the grade of the team. 45 points total.

Discussions: Each student will participate in discussing the 12 case studies using the Blackboard Discussion Forum. Discussions will be graded according to a 18-point rubric. 216 points total.

Term Paper: You will write a case study on your own that will form the basis of a formal term paper. The term paper will conform to APA-style (6th ed.) and will be graded according to a 12-point rubric.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard: “Blackboard Tools” > “Personal Information”**. Next, send an email to me to store your email address in my directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

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It is important for you as students to know what to expect from me as your instructor:

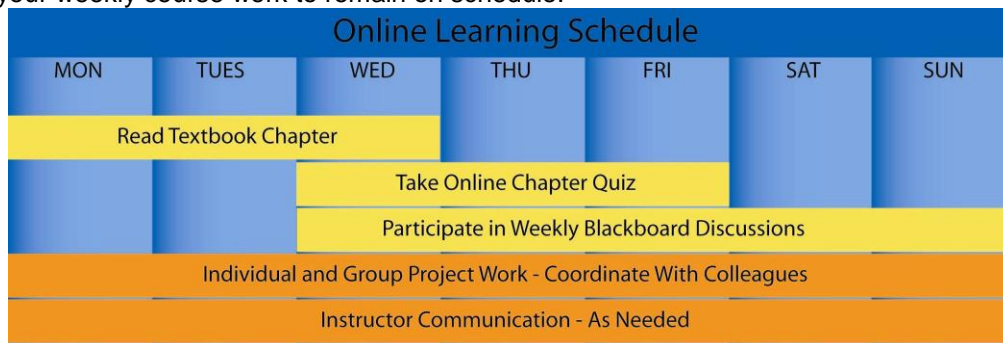
- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 13-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



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ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the sections below on Academic Resources and Assessment Guidelines for helpful information and assessment rubrics.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments will be submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments will also be posted to the Blackboard Discussion Forum for student comments and grading.

Online Quizzes (18 x 12 Points = 216 points) → 20% of Course Grade

There will be 18 quizzes based exclusively on the textbook. Each quiz will be comprised of 12 randomly selected multiple choice questions. Quizzes will be delivered via the university Blackboard course management shell for this course. Click the following hyperlinks for important instructions on taking online quizzes in Blackboard:

[Basic Instructions on Taking Tests in Blackboard](#)

[Podcast on Taking Tests in Blackboard](#)

Quizzes will be located in the “Practice” folder within each Module. You will be given **only one (1)** opportunity to take the quiz. Once the quiz has begun, it must be completed in its entirety. You will have **30 minutes** to take the quiz. You are strongly urged to read the text thoroughly before sitting for the quiz since the allotted time will not be enough for successful completion.

Quizzes for a Module will be available during the time the Module is available, i.e., from Monday morning (9:00am) until Sunday night (11:55pm). If you do not submit your quiz by Sunday night 11:55pm, the quiz will be scored 0 points.

Minitab Problem Sets (15 x 10 Points = 150 points) → 20% of Course Grade

Fifteen Minitab Problem Sets will be based on concepts addressed in the textbook. Data for the problem sets are available via the Student Resources website (see link above—**Publisher Website**). Podcasts will be provided to demonstrate precise procedures for using Minitab to complete the problem sets.

Minitab Problem Sets will begin in Module 1, therefore, you should have Minitab installed on your computer no later than the second week of the course (see p.1 above for instructions on obtaining Minitab).

Minitab Problem Sets availability and due dates are similar to Quizzes.

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Case Studies (3 x 15 Points = 45 points) → 20% of Course Grade

You will be assigned to one of 4 teams, with each team comprised of 3-4 students. Students in a team will work together using the Blackboard Discussion Forum to prepare a report and facilitate course discussions on a case study. Reports should be 2-3 pages in length.

Case studies will be taken from either the text book or from the list of websites presented below. A case study must contain actual data from which business statistics may be derived. Team members will work together to obtain background information on the source of the data, conduct a relevant and thorough business statistics analysis of the data, and deliver a clear report written in APA style (6th ed.). Team members will also work together to facilitate a discussion by all class members on the case study.

There will be 12 case studies reviewed in this course, and each team will complete 3 case studies. The 3 case studies will be graded according to a 15-point rubric (see rubric below), and each student in a team will earn the grade of the team. 45 points total.

Discussions (12 x 18 Points = 216 points) → 20% of Course Grade

Each student will participate in discussing the 12 case studies using the Blackboard Discussion Forum. Your discussion grade will be based on timely posting that addresses and develops the discussion topic, and the quality and grammar of the initial contribution and follow-up postings.

A total of 18 participation points are applied to each discussion forum (see rubric below).

Term Paper (1 x 12 Points = 12 points) → 20% of Course Grade

You will write a case study on your own that will form the basis of a formal term paper (5-10 pages in length). The term paper will conform to APA-style (6th ed.) and will be graded according to a 12-point rubric.

The term paper case study can be based on any of the sources used in the case studies, in addition to your own company.

ACADEMIC RESOURCES

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.

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ASSESSMENT GUIDELINES

The following 3 rubrics will be used to assess performance by the team on each of the 3 case studies, performance by each student on each of the 12 discussions, and performance by each student on the term paper. PDFs of each rubric are available in the Syllabus section of Blackboard.

Case Study Rubric

Completion of three case studies requires the team to collaborate on a written report and facilitate a class discussion on each case study. The case study report should comprise a thorough analysis of any background information and history, an analysis and evaluation of issues related to business statistics, delivery of a clear report written in APA style, and facilitation by the team of a discussion by all class members. A total of 15 points are applied to each case study, and the 45 points available for the Case Studies contributes to 20% of the final course grade.

Criteria	Unacceptable: 0 points	Acceptable: 1 points	Good: 2 points	Excellent: 3 points
Baseline Data, Background Information & History	No baseline data, background information or history were provided	A sufficient amount of information was provided, however, the information was generic and lacked specificity	A comprehensive amount of information was provided, however, key pieces of information appeared to be missing	All necessary baseline data. Background information and history were provided in order to provide a clear understanding of the problem
Analysis and Evaluation of Issue Related to Business Statistics	Presents no analysis of the issue and does not relate it to business statistics as studied in the course	Presents a superficial analysis of the issue and makes appropriate but vague connections to business statistics	Presents a thorough analysis of the issue and makes appropriate connections between the issues and business statistics	Presents an insightful and thorough analysis of the issue and makes appropriate and powerful connections between the issue and business statistics
Writing Mechanics	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant information; poorly organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized
APA Guidelines	Does not use APA guidelines	Reflects incomplete knowledge of APA guidelines	Uses APA guidelines with minor violations to cite sources	Uses APA guidelines accurately and consistently
Discussion Facilitation	No facilitation of discussion	Some facilitation provided, but lacking in follow-up comments	Facilitation provided with follow-up comments that elicit engagement	Facilitation provided with rich and engaging follow-up comments that elicit extensive interactions

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Discussion Rubric

Participating in twelve discussion forums requires timely and frequent contributions each week. Your discussion grade will be based on timely posting that addresses and develops the discussion topic, and the quality and grammar of the initial contribution and follow-up postings. A total of 18 points are applied to each discussion forum, and the 216 points available for the Discussions contributes to 20% of the final course grade.

Criteria	Unacceptable: 0 points	Acceptable: 1 points	Good: 2 points	Excellent: 3 points
Frequency	No participation	Participates 1-2 times within specified time frame	Participates 3-4 time but not inclusive of student and faculty postings	Participates 4-5 times, within specified time frame, and inclusive of student and faculty postings
Initial Assignment Posting	No assignment posting	Posts adequate information with superficial thought and preparation; aspects of topic not addressed	Posts well developed information, addresses aspects of assignment; lacks full development of concept	Posts well developed information; fully addresses and full development of concept
Follow-up Posting	No follow-up responses to others	Posting does not extend/enrich discussion, provides only (agree or disagree)	Extends on existing post with further comment or observation	Demonstrates analysis with follow-up post, extends meaningful discussion
Content Contribution	Posting is off topic, incorrect, not relevant to subject	Repeats, does not add substantive information	Information posted is factual, lacks full development of concept / thought	Contribution is factual, reflective, and advances discussion topic
References & Support	No references included supporting posting	Personal experience provided, no reference to reading or research	Some references from literature and personal experience	Applied references from personal experience, literature, and readings supporting comments
Clarity & Mechanics	Posting unorganized, long, or inappropriate, multiple errors	Communication friendly, courteous, helpful, some errors in clarity, mechanics errors	Contributes valuable information, minor clarity or mechanics errors	Contributes with clear concise comments, formatted in easy to read style, free of grammatical or spelling errors

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Term Paper Rubric

Completion of the term paper requires completion of a written report that comprises a thorough analysis of any background information and history, an analysis and evaluation of issues related to business statistics, and delivery of a clear report written in APA style. A total of 12 points are applied to the term paper, and the 12 points available for the Term Paper contributes to 20% of the final course grade.

Criteria	Unacceptable: 0 points	Acceptable: 1 points	Good: 2 points	Excellent: 3 points
Baseline Data, Background Information & History	No baseline data, background information or history were provided	A sufficient amount of information was provided, however, the information was generic and lacked specificity	A comprehensive amount of information was provided, however, key pieces of information appeared to be missing	All necessary baseline data. Background information and history were provided in order to provide a clear understanding of the problem
Analysis and Evaluation of Issue Related to Business Statistics	Presents no analysis of the issue and does not relate it to business statistics as studied in the course	Presents a superficial analysis of the issue and makes appropriate but vague connections to business statistics	Presents a thorough analysis of the issue and makes appropriate connections between the issues and business statistics	Presents an insightful and thorough analysis of the issue and makes appropriate and powerful connections between the issue and business statistics
Writing Mechanics	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant information; poorly organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized
APA Guidelines	Does not use APA guidelines	Reflects incomplete knowledge of APA guidelines	Uses APA guidelines with minor violations to cite sources	Uses APA guidelines accurately and consistently

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CASE STUDY SOURCES

Selected Data Sources for International Commerce and Policy

[International Monetary Fund, General Data Dissemination System](#)

[World Bank, Global Development Finance](#)

[United Nations Development Program, Human Development Indicators](#)

[United States International Trade Commission's DataWeb](#)

[International Trade Centre](#)

[United Nations Conference on Trade and Development's Trade Analysis and Information System \(TRAINS\)](#)

U.S. Government Sources

[Bureau of Economic Analysis](#)

[Council of Economic Advisors](#)

[Economic Statistics Briefing Room \(White House\)](#)

[Export-Import Bank](#)

[The Federal Web Locator](#)

[FedWorld](#)

[Securities and Exchange - EDGAR Database](#)

[U.S. Agency for International Development \(USAID\)](#)

[U.S. Business Advisor](#)

[U.S. Customs Service](#)

[U.S. Department of Agriculture \(USDA\) Economic Research Service](#)

[U.S. Department of Commerce](#)

[U.S. Department of Labor](#)

[U.S. Foreign Agricultural Service](#)

[U.S. Foreign Economic Policy \(State Department\)](#)

[U.S. International Trade Administration \(USITA\)](#)

[U.S. International Trade Commission \(USITC\)](#)

[U.S. Patent and Trademark Office \(USPTO\)](#)

[U.S. State Department Commercial Guides](#)

[U.S. Trade Representative \(USTR\)](#)

[U.S. Treasury](#)

International Organizations

[Asia-Pacific Economic Cooperation \(APEC\)](#)

[European Union \(Official Website\)](#)

[europelinks](#)

[Eurostat- The Statistical Office of the European Communities](#)

[International Organizations \(from Northwestern University\)](#)

[International Chamber of Commerce \(ICC\)](#)

[International Labor Organization](#)

[International Monetary Fund \(IMF\)](#)

[International Organization for Standardization](#)

[Multilateral Investment Guarantee Agency \(MIGA\)](#)

[NAFTA](#)

[OAS Foreign Trade Information System \(SICE\)](#)

[United Nations](#)

[World Bank](#)

[World Intellectual Property Organization](#)

[World Trade Organization \(WTO\)](#)

[WTO: Dispute Settlement Information](#)

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Statistics

[Currencies and Exchange Rates](#)

[Exchange Rates](#)

[FedStats \(US Government Statistics\)](#)

[Foreign Government Statistics Sources](#)

[Foreign Trade Division Classification Schedules](#) (Schedule B, SITC, etc.)

[Government Information Sharing Project: Official Government Statistics](#)

[International Trade Data Network](#)

[LANIC - ItIs International Trade Information System](#)

[National Income & Products Accounts \(NIPA\)](#)

[STAT-USA](#)

[U.S. International Trade Commission Data Sets](#)

[U.S. International Trade Commission Data Web \(USITC\)](#)

[U.S. International Trade Statistics](#)

[WebEc: Economics Data](#)

Foreign Countries

[Foreign Government Statistics \(via Yahoo\)](#)

[Foreign Governments \(Northwestern University\)](#)

[Worldwide Governments on the Web](#)

Africa

[COMESA \(Common Market for Eastern & Southern Africa\)](#)

[Mbandi Information for Africa](#)

[UN Economic Commission for Africa](#)

Asia

[Asian Development Bank](#)

[Asia-Pacific Economic Cooperation](#)

[Asia Recovery Information Center](#)

[ASEAN \(Association of Southeast Asian Nations\)](#)

[Bank of Japan](#)

[Japan Chamber of Commerce and Industry](#)

[Japanese Ministry of Economy, Trade and Industry](#)

[Statistics Bureau of Japan](#)

Europe

[Germany Federal Statistics Office](#)

[UK National Statistics Online](#)

Latin America

[LATCO Tools of the Trade \(Useful Sites for International Trade with Latin America\)](#)

North America

[Canada Department of Foreign Affairs and International Trade](#)

[Statistics Canada](#)