

**CHAMINADE UNIVERSITY MISSION STATEMENT**

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

**2022 Spring Day Semester  
January 10 – May 06, 2022**

**MA-331-01-1 Intro to Probabilities and Statistics**

***Lifelong Learning*** is a core of the university environment. ***Learning*** is the responsibility of students. "Tell me and I forget. Show me and I remember. Involve me and I understand." This Chinese proverb I use in my classroom. ***Class participation is priceless.***

**1. FACULTY CONTACT INFORMATION**

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Mariah K. Villanueva

Class Schedule:

MWF at 09:30 – 10:20 AM room SULV201

Office Hours:

Noon – 01:00 PM MWF at Kieffer Room 28 or by appointment

**2. COURSE INTRODUCTION AND OVERVIEW**

The ancient Chinese philosopher Lao Tzu famously wrote: *A journey of a thousand miles must begin with a single step.* This textbook will lead students, step-by-step, on a journey through the important concepts of statistics.

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We are now on the leading edge of a major revolution in technology, and the content of this text is key to that revolution. Artificial intelligence, machine learning, and deep learning are studied in data science, and the study of data science requires study of the discipline of statistics. Data science is now experiencing unprecedented growth. Projections indicate a 33% increased demand for statisticians in a few short years, and there is a projected shortage of knowledge workers with statistical skills.

Statistics is used every day in our lives – from purchasing a car (blue book review) to a new cancer treatment that became available passing medical trial. We make our investment decisions based on the technical analysis of the company stock over period. Statistics influences and shapes the world around us. It is statistics using Excel illustrates the relationship between statistics and our world with a variety of decisions we made daily even we do not realize this fact.

*Elementary Statistics Using Excel, Seventh Edition*,<sup>1</sup> is designed to be an introduction to basic statistics. Instead of being a manual of computer instructions, **this book places strong emphasis on understanding concepts of statistics, with Excel included throughout as the key supplement.** Topics are presented with illustrative examples, identification of required assumptions, and underlying theory. Excel instructions are provided along with typical displays of results. In some cases, such as examples involving formulas and graphs, detailed instructions are presented so that Excel can be used effectively in all applications, instead of those relating only to statistics.

An author of the textbook, Mario Triola, states that *“Microsoft Excel is the dominant spreadsheet program now used by business and industry. Motivated by a desire to better serve their students by preparing them for their professional careers, many professors include Excel as the technology used throughout the statistics course. By using Excel, students can learn important professional skills along with concepts of statistics. This marriage of statistics concepts and spreadsheet applications is giving birth to a generation of students who can enter professional careers armed with knowledge and skills that were once only desired but are now required.”*<sup>2</sup>

Textbook: [Mario F. Triola “Elementary Statistics using Excel”](#)

The objective of this course is to present the fundamental concepts in a consistent and straightforward way so that students understand the need to master them. Achieving statistical thinking skills has always been an important challenge of mastering statistics. **This course puts strong emphasis on understanding concepts of statistics and explaining and interpreting results.** Without this skill the knowledge of numbers is useless – and it would be right to ask a question “So what?” Instead of blindly accepting and using formulas, we better have some understanding why and how they work, what does it mean?

**This course is a building step to acquire knowledge and skills to conduct data modeling.** Such vast data analysis is further used in business intelligence to make smart and effective decisions. We live in

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<sup>1</sup> Textbook: [Mario F. Triola “Elementary Statistics using Excel”](#)

<sup>2</sup> Textbook: [Mario F. Triola “Elementary Statistics using Excel”](#)

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projects-oriented economy where strategic modeling to predict behavior leads to efficient use of limited resources, including funds.

What is a critical thinking in statistics so that we avoid “GIGO” (garbage in, garbage out) results? Instead of blindly using formulas and procedures, **students must think carefully about the context of the data, the source of the data, the method used in data collection, the conclusions reached, and the practical implications.** Common sense to think critically about data and statistics and do not misuse them is one of the goals of this course.

### Chapter Opening Features

- Chapters begin with a [Chapter Problem](#) that uses real data and motivates the chapter material.
- [Chapter Objectives](#) provide a summary of key learning goals for each section in the chapter.
- Many [exercises](#) require the interpretation of results. Great care has been taken to ensure their usefulness, relevance, and accuracy.

**Exercises** are arranged in order of increasing difficulty and exercises are also divided into two groups:

- (1) Basic Skills and Concepts and
- (2) Beyond the Basics. Beyond the Basics exercises address more difficult concepts or require a stronger mathematical background. In a few cases, these exercises introduce a new concept.

### End-of-Chapter Features:

- [Chapter Quick Quiz](#) provides ten review questions that require brief answers.
- [Review Exercises](#) offer practice on the chapter concepts and procedures.
- [Cumulative Review Exercises](#) reinforce earlier material.
- [Excel Project](#) provides an activity that can be used with Excel.
- [Big \(or Very Large\) Data Projects](#) encourage use of large data sets.
- [Cooperative Group Activities](#) encourage active learning in groups.

### Other Features

**Margin Essays** There are 133 margin essays designed to highlight real-world topics and foster student interest.

- [Go Figure](#) items that briefly describe interesting numbers or statistics.
- [Flowcharts](#) that simplify and clarify more complex concepts and procedures.
- [Animated versions of the text’s flowcharts](#) are available within MyLab Statistics.
- [Formulas and Tables](#) is a summary of key formulas, organized by chapter, gives students a quick reference for studying, or can be printed for use when taking tests (if allowed by the instructor).
- It also includes the most commonly used tables. This is available for download in MyLab Statistics, via [pearson.com/math-stats-resources](http://pearson.com/math-stats-resources), or [TriolaStats.com](http://TriolaStats.com).

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### Excel Integration

As in the preceding edition, detailed Excel instructions and displays are provided through-out the book, and some exercises are based on displayed results from technology.

- The end-of-chapter features include an Excel Project.
  - In addition to Excel, the Statdisk statistical software package is designed specifically for this textbook and contains all Appendix B data sets.
  - Statdisk is free to users of this textbook, and it can be accessed at [www.Statdisk.com](http://www.Statdisk.com).
- From Data to Decision is a capstone problem that requires critical thinking and writing

The course topics are organized into five parts, as described in this textbook:

The course is using myLab Statistics as a tool that includes pedagogic features to enhance a student's learning experience:

- Excel exercises
- DDXL add-in
- Data sets and real data analysis add-in
- Data to decision project
- Cooperative group activities
- STATDISK software
- List of key words and glossary

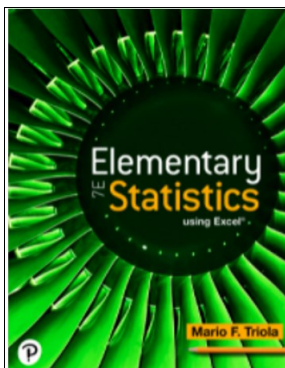
Use of technology for developing conceptual understanding and analyzing data throughout the course is extensive. **All assignments are paperless through use of myLab Statistics giving students ability to learn the subjects as they do their assignments (homework, quizzes, tests, and exams) via help tools included in myLab Statistics.**<sup>3</sup>

-  Help Me Solve This
-  View an Example
-  Video
-  Textbook
-  StatCrunch
-  Tech Help
-  Calculator
-  Instructor Tip

**NOTE: There are many options to STAT resources. I strongly recommend contacting me prior any purchases.**

<sup>3</sup> Excerpts from Textbook: Mario F. Triola "Elementary Statistics using Excel"

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Textbook: **Mario F. Triola** “**Elementary Statistics using Excel,**” *seventh Edition*, Pearson, Prentice Hall, Inc., **Textbook ONLY**, (Unbound (Saleable))  
**ISBN-13: 9780136937432**

**Minimum Requirements:**

MyLab Statistics with Pearson eText – 18 weeks Standalone Access Card -- for Elementary Statistics Using Excel, 6th Edition; Format: Access Code Card  
**ISBN-13: 9780136961888**

This book reflects recommendations from the American Statistical Association and its **Guidelines for Assessment and Instruction in Statistics Education (GAISE)**. Those guidelines suggest the following objectives and strategies.

1. Emphasize statistical literacy and develop statistical thinking: Each section exercise set begins with Statistical Literacy and Critical Thinking exercises. Many of the book’s exercises are designed to encourage statistical thinking rather than the blind use of mechanical procedures.
2. Use real data: 94% of the examples and 93% of the exercises use real data.

### Integrated Review

MyLab is the teaching and learning platform that empowers every student. Students learn the skills they need to interact with data in the real world through myLab Statistics, a Person web-based software program.

**Integrated Review (IR)** is a new feature in MyLab Statistics which provides embedded and personalized review of prerequisite topics within relevant chapters.

- Students begin each chapter with a premade, assignable Skills Check assignment to check each student’s understanding of prerequisite skills needed to be successful in that chapter.
- For any gaps in skill that are identified, a personalized review homework is populated. Students practice on the topics they need to focus.
- A suite of resources is available to help students understand the objectives they missed on the Skills Check quiz, including worksheets and videos to help remediate.

Integrated Review in the MyLab Statistics is ideal for corequisite courses, where students are enrolled in a statistics course while receiving just-in-time remediation. But it can also be used simply to get underprepared students up to speed on prerequisite skills in order to be more successful in the Statistics content.

### 3. CATALOG DESCRIPTION

Samples space, random variables, classical distributions, the central limit theorem, estimation, testing of hypotheses for parameters, the first and second kinds of errors, correlations, regressions, and analysis of variance. Offered annually. Prerequisites: MA 110 or equivalent or placement.

## 4. PROGRAM LEARNING OUTCOMES (PLO)

1. **Describe** the ability to use integrative and reflective thinking of using statistics for personal and professional growth and in finding rewarding career (comprehension).
2. **Analyze and interpret** big data using statistics as an analytics' tool for processes optimization hence increasing the overall efficiency of a business systems (application).
3. **Appraise and evaluate** business cases for purpose of forecasting trends and identify risks in the organizations to increase their competitive strategy (evaluation)

## 5. Course Learning Outcomes (CLO)

**Alignment of Learning Outcomes: PLO, CLO with Marianist, and Hawaiian Values**

|                                 | CLO 1   | CLO 2   | CLO 3   | CLO 4   | CLO 5   |
|---------------------------------|---------|---------|---------|---------|---------|
| Marianist Values                | 1       | 2       | 4       | 3, 4, 5 | 5       |
| Native Hawaiian Values          | 1       | 2       | 4       | 3       | 5       |
| Program Learning Outcomes (PLO) | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 | 1, 2, 3 |

| Learning Outcomes - student will ...                                                                                                                  | Linkage to Program Learning Outcomes                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Foster</b> personal growth through critical thinking, use of technology, teamwork by participation in collaborative projects and presentations. | Desire to teach students that knowledge of statistics is a requirement for a personal growth and finding a rewarding career in research or business. |
| 2. <b>Demonstrate</b> statistical literacy and develop statistical thinking skills to use practice and research.                                      | Demonstrate statistics knowledge in interpreting <i>big data</i> , <i>data analytics</i> in trends in business and research.                         |

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| Learning Outcomes - student will ...                                                                                                                                                                                                                            | Linkage to Program Learning Outcomes                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Through conceptual understanding of statistics science, student will <b>gain</b> statistical expertise how to use statistical knowledge in business and in research.                                                                                         | Just as we cannot imagine modern life without computers, compiling data (inputs=from past practice) allows to gain knowledge (outputs=desired results) and extrapolate (predict) future. |
| 4. Through use of real data and its interpretation student will <b>apply</b> statistical knowledge to understand data, interpret it scientifically and deduce it for the public.                                                                                | Proficiency in understanding <i>big data</i> , <i>data analytics</i> and interpretation of data is a key trends in modern science.                                                       |
| 5. Will <b>practice</b> active learning in the classroom through participation in cooperative group activities. Learning about statistics using data from cases is an essential to mastering statistics science focused on understanding data and interpret it. | All above.                                                                                                                                                                               |

### 6. INSTITUTIONAL LEARNING OUTCOME

1. Written communication
2. Oral communication
3. Critical thinking
4. Information literacy
5. Quantitative reasoning

### 7. MARIANIST VALUES

An education in the *Marianist Tradition* is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

This class represents one component of your education at Chaminade University of Honolulu. An education in the *Marianist Tradition* is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

#### 1. Educate for formation in faith

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*“As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice.”*

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and culture, as well as from those who may have no religious faith at all.<sup>4</sup>

### **2. Provide an integral quality education**

*“In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community.”*

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents, and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in family spirit**

*“Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University.”*

Known for their powerful sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because

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<sup>4</sup> 2014 Characteristics of Marianist Universities

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the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

#### 4. Educate for service, justice, and peace

*“The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all peoples.”*

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote dignity, rights, and responsibilities of all people

#### 5. Educate for adaptation and change

*“In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.”*

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New Times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met. Selected from Characteristics of Marianist Universities: A Resource Paper Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton.

## 8. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua (‘Olelo No’eau 364) [May I live by God.](#)
2. **Provide an Integral, Quality Education (Na’auao)** Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) [Acquire skills and make it deep.](#)

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3. **Educate in Family Spirit ('Ohana)** 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) *Recognize others, be recognized, help others, be helped; such is a family relationship.*
4. **Educate for Service, Justice and Peace (Aloha)** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) *Education is the standing torch of wisdom and using it has no boundaries.*
5. **Educate for Adaptation and Change (Aina)** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) *All knowledge is not taught in the same school.*

### ASSESSMENT AND GRADING

The Home Page of this course is located on CANVAS and there is a link to **mySTATlab** Pearson portal where an entire course resides. Grades will be based on the following:

Assessment tools to improve and evaluate student learning outcomes:

- ✓ End of the chapter questions
- ✓ Chapter and cumulative review exercises
- ✓ Homework assignments
- ✓ Quick quizzes
- ✓ Selected TestBank questions
- ✓ Suggestions for further reading
- ✓ Research projects
- ✓ Recommended Web sites and other subject matter websites
- ✓ Multimedia videos associated with each chapter
- ✓ YouTube and Khan Academy

### TENTATIVE SCHEDULE

Lecture schedule subject to change at the discretion of the instructor based on students' progress. Schedule is defined in the separate document which you can find in mySTATlab Course Materials folder.

### GRADING

Grading will be based on the following table:

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| <b>GRADING YOUR ACCOMPLISHMENTS:</b>                                                      | <b>GRADE SCALE:</b> |
|-------------------------------------------------------------------------------------------|---------------------|
| Homework assignments                                                                      | A = 90% – 100%      |
| Quizzes & tests                                                                           | B = 80% – 89%       |
| Exams                                                                                     | C = 70% – 79%       |
| <b>Attendance &amp; class participation    <span style="color: red;">Priceless</span></b> | D = 60% – 69%       |

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments, class participation, quizzes, tests, term papers, reports, and exams. They are interpreted as follows:

- A → Outstanding scholarship and an unusual degree of intellectual initiative
- B → Superior work done in a consistent and intellectual manner
- C → Average grade indicating a competent grasp of subject matter
- D → Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F → Failed to grasp the minimum subject matter; no credit given
- W → Withdrawal before published deadline
- I → The issuance of an "I" grade is not automatic. At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule
- IP → In progress; primarily used for thesis completion or practicum completion
- AU → Audit
- CR/NC → Credit/N

My philosophy about learning is that it is never ending process. We learn every day by observing, solving problems, making mistakes and not to repeat them again. Student responsibility is discovering your own style of learning. Educators' responsibility is to create learning environment that student can discover, learn, apply, and flourish.

### **What students need to know about my pedagogy, how to succeed in such environment?**

1. Maintain open communication with educator.
2. You have an issue, ask me; any question, just ask me.
3. Do not be afraid to speak up your mind.
4. All my courses are fully online in CANVAS, blended, or web-enhanced, having its own portals for example, Pearson, the higher education publisher.
5. **You grade yourself by doing and submitting assignments** (software gradebook).
6. If you obtained a grade that you did not expect and you want review incorrect answers and re-do them, you are welcome to do this within next two weeks. Practice is learning.

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You have to send me an email to extended a due date. You need to provide me a new due date as your commitment for improvement.

7. I do not deduct points; this is a university, and you should know why you are here.
8. This applies to all types of assignments, including exams.
9. We do not have final exams. Based on the modern pedagogy literature, final exams create stress and stress is clutter students critical thinking. We have exams during the semester, logically scheduled based on covered material.

Exams cannot be repeated and must be completed within assigned dates. If unusual circumstances had occurred, and student notify me before the date of the exam, the request to re-do exam will be considered individually.

### 10. TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### 11. UNIVERSITY POLICIES

Undergraduate Catalog, 2019-2020 Academic Year

[https://portal.chaminade.edu/student/CourseCatalog/2019-2020-UG-Catalog\\_updated.pdf](https://portal.chaminade.edu/student/CourseCatalog/2019-2020-UG-Catalog_updated.pdf)

#### *Student Conduct*

Undergraduate Catalog, 2019-2020 Academic Year, page 39

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are managed through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their

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admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

### ***Student Health***

In the overall scope of student development, health care is a vital element for physical development and well-being. Because Chaminade University does not have a health center on campus, we offer free alternative means of transportation for residence students to and from several local public clinics and area hospitals.

Please visit <https://studentaffairs.chaminade.edu/counseling-center/health-services/> for more information. Chaminade supports health requirements that complement the goals of maintaining a healthy, safe campus. These requirements are based upon laws of the State of Hawaii and therefore are strictly enforced. Failure to comply will result in being prohibited from registering for classes and/or moving into residence halls. For more information, see page 39 and following pages.

### ***Tutoring Services***

All Chaminade undergraduate students are eligible to receive free tutoring through Kōkua 'Ike: Center for Student Learning. Kōkua 'Ike. Provides in-person tutoring with student or professional tutors. Appointments are scheduled via an online appointment system. Students seeking more information and wanted to schedule appointments should stop by Kōkua 'Ike, located in the Student Services Building, call the [Tutor Coordinator at 808-735-8305](tel:808-735-8305) or [email tutoring@chaminade.edu](mailto:tutoring@chaminade.edu).

Graduate students are also eligible for tutoring in certain subject areas. Please call 808-735-8305 for further information. All Chaminade students have access to Smarthinking, an online tutoring resource. Students may access Smarthinking through the university's learning management system. [Please call 808-735-8305 for further information.](tel:808-735-8305)

### ***Academic Grievance***

Concerns of Academic Issues Questions regarding the conduct of a course, including grading, should be director to the instructor of the course. If the issue cannot be resolved in discussion with the instructor, the student should invoke the additional steps outlines below.

The following three items of an academic nature have specific procedures to address concerns:

1. Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus
2. Demonstrably arbitrary/unfair evaluation of student produced coursework
3. Accusations of plagiarism or other forms of academic dishonesty.

Page #53 and following pages

### ***Academic Honesty***

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

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Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

### ***Accusations of Plagiarism or Other Forms of Academic Dishonesty***

Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one’s own original work, however freely given or purchased, the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty, such as plagiarism, cheating, claiming work not done by the student, or lying, where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the provost. If the Provost is the instructor in question, the concern should be directed to the President. If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member or refer the matter to the provost. The findings, in either case, are final.

### ***ADA Policy***

<https://chaminade.edu/student-life/counseling-services/>

email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Counseling Center, Student Support Services Building, Room 101, (808) 735-4845. Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with

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disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them with equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 or email [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) for further information.

### ***Attendance Policy***

Class begins on time. ***Unexcused absence*** is unacceptable. ***Chronic tardiness will be viewed as absence from class.*** Attendance is expected and essential for your progress in this class. The goal of the lecture and discussion is to provide the needed context to remove barriers to students understanding of the material.

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and plan to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, *although the instructor is not required to withdraw students in that scenario*. Repeated absences put students at risk of failing grades.

### ***Campus Security***, Henry Hall Annex (808) 735 - 4792

Campus Security at the university is overseen by the Director of Campus Safety, a full-time university employee. Guard services are contracted with Allied Universal. The Campus Security Officers are uniformed, unarmed, and not deputized. Their authority to arrest is the same power as that of any private citizen.

### ***Cell phones, tablets, and laptops***

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### ***Chat online:***

Introduce yourself to others in the chat session. Be polite. Choose words carefully. Do not use derogatory statements. Be concise in responding to others in the chat session. Be constructive in your comments.

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### ***Classroom Policies***

While each instructor has their own policies regarding classroom conduct and requirements, the following University policies apply to all classes:

- Smoking and alcoholic beverages are prohibited in all classrooms, whether or not class is in session.
- No pets are allowed in class. Exceptions will be made in the case of a seeing-eye dog.
- Radio, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.
- Cellular telephone use is also prohibited during class except in extenuating circumstances approved in advance by the professor.
- The use of any camera or video devices while in class, restrooms, locker rooms, or in any situation not normally considered public or where users of the facility may expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving image.
- A dress code requiring footwear and appropriate attire, to be worn in classrooms, as well as in the library, cafeteria, and administrative offices. No beachwear is allowed. Laboratories have additional requirements. Please note that it is the instructor's sole prerogative to determine whether a student is.
- In a fit condition to perform classroom work (e.g., is not under the influence of alcohol or drugs, and is not sleeping).
- Working on assignments for that particular class (rather than working on projects for other classes or engaging in activity unrelated to schoolwork).
- Distracting other students as to impair the learning environment.

If the instructor finds a student in violation of any of these provisions, or the policies outlines in the course syllabus, he or she may require the student to leave the classroom and may subsequently mark the student absent, which could eventually affect the student's final grade. Failure on the part of the student to honor the instructor's request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.

### ***Communicable Disease Policy***

<https://www.cdc.gov/>

Residence Life: (808) 739-4648

Dean of Students: (808) 735-4710

### ***Discussion Groups:***

1. Review discussion threads thoroughly before entering the discussion.
2. Maintain threads by using the "reply" button rather than starting a new topic.

## SYLLBUS

3. Be respectful of others' ideas.
4. Read the comments of others thoroughly before entering your remarks.
5. Cooperate with group leaders in completing assigned tasks.
6. Be positive and constructive in group discussions.
7. Respond in a thoughtful and timely manner.

### ***Drug – Free Workplace & Campus Policy***

Student Handbook, on page # 43

### ***Grades of "Incomplete"***

Student will be given one more chance to complete assignment within 90 days.

### ***Guidelines for Communication***

Email: Use your Chaminade email account.

Always include a subject line.

Remember that without others being able to see your facial expressions or hear your tone, some comments may be taken in a way you did not intend. So be careful in wording your emails. Use of emoticons may be helpful in some cases.

Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

### ***Information Technology Resources***

Computer Labs The public computer lab on campus is located on the central floor of the Sullivan Family Library. This computer lab features PC desktops as well as MACs with a variety of software and provides an ideal environment for students and faculty to reference materials for research, as well as work assignments. For use of specialized computer labs in Environmental + Interior Design and Communications, please seek approval from the respective department. 2019-2020 UG Catalog, page # 24.

### ***Instructor and Student Communication***

Questions for this course can be emailed to the instructor at [mariabrownlow@hawaiaintel.net](mailto:mariabrownlow@hawaiaintel.net) online, in-person and phone conferences can be arranged. Response time will take place up to time required for discussion.

Online, in-person and phone conferences can be arranged. Response time will take place within 24 hours.

### ***Late Work Policy***

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Points are NOT deducted however assignment must be delivered within 2 weeks of assignment date or valid reason is provided.

### **Library:**

Provide a link to the Chaminade library, [www.chaminade.edu/library](http://www.chaminade.edu/library)

### **Privacy and Confidentiality**

See Catalog, page #50

Here are a few important items “**You Need to Know:**”

24-Hour Chaminade University **Emergency Information Hotline (808) 739 - 7499; (833) 739 - 7499**  
University Emergency Information webpage: <https://chaminade.edu/emergency/>

### **Technical Support:**

CANVAS Technical Support is: **1-877-251-6615**

Technical Assistance for Canvas Users:

Search for help on specific topics at [help.instructure.com](http://help.instructure.com)

[Chat live with Canvas Support 24/7/365](#)

Watch this [video to get you started](#) with online guides and tutorials

Contact the Chaminade IT **Helpdesk** for technical issues:

[helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or **call (808) 735-4855**

### **Use of Technology to Harass**

No student may, under any circumstances, use technology to harass any other person.

### **Writing Policy**

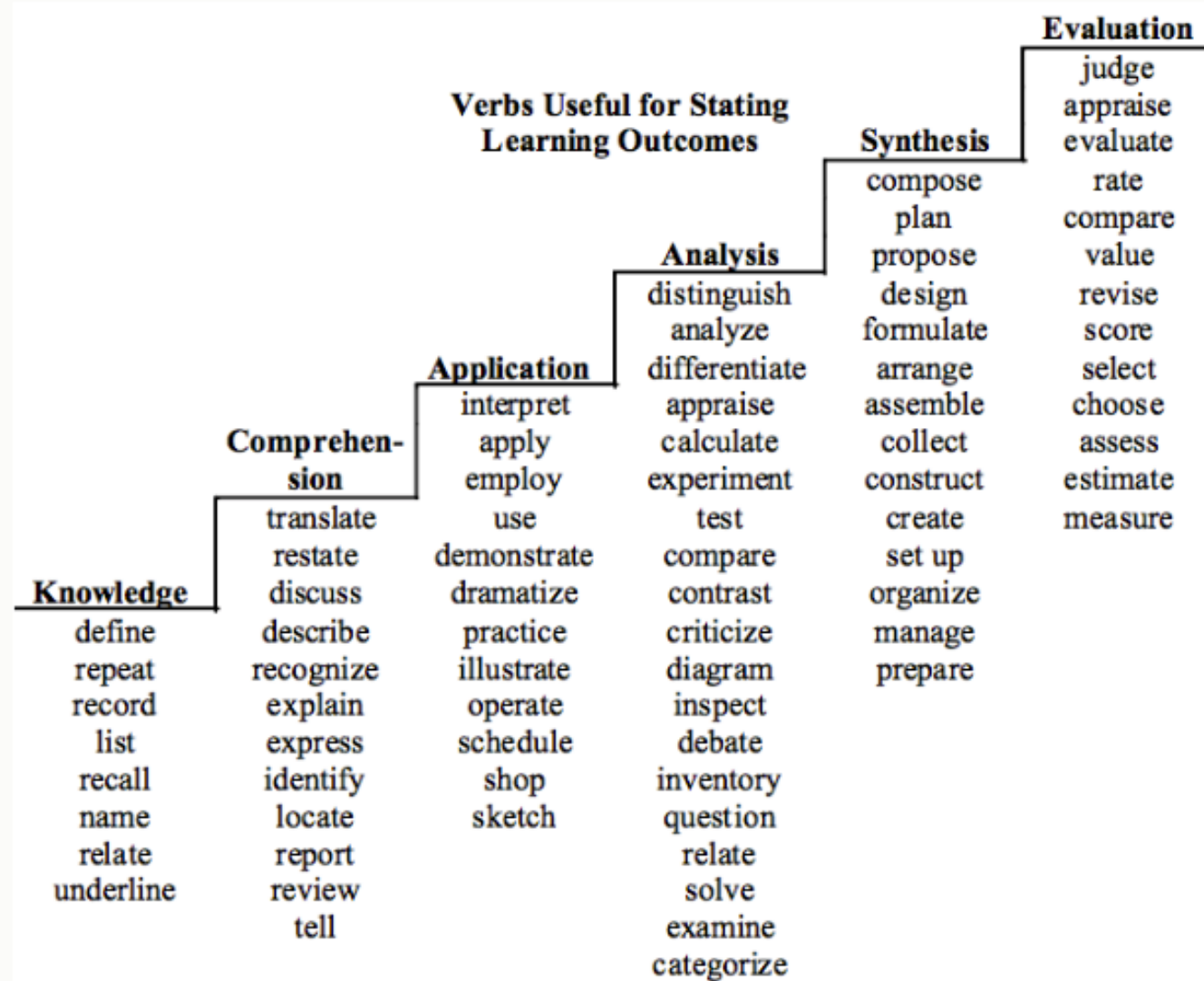
This course support described recommendation on formatting, e.g., use of MLA or APA. The standard font is Calibri or Arial.

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## Bloom's Taxonomy of Educational Objectives

VERBS USEFUL FOR STATING LEARNING OUTCOMES



## SYLLBUS

### Lower division courses

Introduction and Development

### Upper Division Courses

Development and Mastery

These are reflected in CLO as different action verbs associated with various levels of course:

e.g. LD – describe, define

UD – analyze, integrate, contrast, synthesize, create, evaluate, and criticize

## Verb Wheel Based on Bloom's Taxonomy

-  Domain
-  Appropriate verbs
-  Student products

