

SYLLABUS

3140 Waialae Avenue
Honolulu, Hawai'i 96816-1578



1. FACULTY CONTACT INFORMATION

2026 Spring Day Semester

MA331-01-1 Intro to Probability & Statistics

Pearson portal myLab Statistics, ID = [brownlow37251](#)

Course Home Page on CANVAS <https://chaminade.instructure.com/courses/44925>

Class Schedule:

Dates:	January 12, 2026 – May 8, 2026
Department Name:	School of Natural Science & Mathematics (SNSM)
Course Credits:	Three (3)
Class Meeting Hours:	M W F @11:30 AM – 12:20 PM
Location:	SULV 201
Instructor:	Maria Brownlow, Ph.D. Management Science, MIS, Business Analytics/Informatics, Computer Information Systems (CIS)
Contact Info:	808-739-8337 (office)
Office Hours:	MWF Noon – 1:00 PM or by appointment
CUH email:	maria.brownlow@chaminade.edu
Division Phone #:	808-440-4104

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.



DARE TO LEARN. DARE TO CHANGE.

"The future is no longer stable; it has become a moving target. No single "right" projection can be deducted from past behavior. The better approach, I believe, is to accept uncertainty, try to understand it, and make it part of our reasoning. Uncertainty today is not just occasional, temporary deviation from a reasonable predictability; it is a basic structural feature of the business environment."

SYLLABUS

SOURCE: Farsighted, How We Make the Decisions That Matter the Most by Steven Johnson. New York Times bestseller.

2. COURSE INTRODUCTION AND OVERVIEW

University Catalog: <https://catalog.chaminade.edu/course/mathematics>

MA-331-01-1 Intro to Probability & Statistics (3 CR)

CATALOG COURSE 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.

3. A BRIEF DESCRIPTION OF THE COURSE

The course introduces students to the use of statistical information for business decision-making. Topics include summary measures, frequency distributions, probability, sampling, statistical inference, and simple regression. Emphasis is given to the interpretation and meaning of statistical information.

Statistics is used every day in our lives – from buying 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 the period. Statistics influence and shape the world around us. Statistics using Excel illustrates the relationship between statistics and our world with a variety of decisions we make daily even if we do not realize this fact.

Using every day simple tool like Excel, an abstract theory becomes reality. Added tools such as DDXL and STATDISK enhance students' learning.

Intro to Probability and Statistics course is designed to understand statistical tools in research and practice. This course places strong emphasis on understanding concepts of statistics. Topics are presented with illustrative examples, identification of required assumptions, and underlying theory is discussed during interactive lectures and videos.

Excel is used for calculations as a technology tool and instructions are provided along with typical displays of results. Results are reviewed and concluded with interpretation. 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. Students enter professional careers with solid knowledge and skills that are needed.

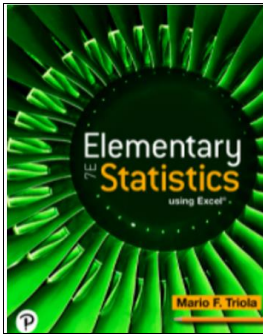
The aim of this course is to present the fundamental concepts in a consistent and straight forward way so that students understand the need to master them. Achieving statistical thinking skills has always been an important challenge in mastering statistics. This course puts strong emphasis on understanding concepts of statistics and explaining and interpreting results. Without this skill the

SYLLABUS

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

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.¹



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

4. INSTITUTIONAL LEARNING OUTCOME

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

4. PROGRAM LEARNING OUTCOMES PLO [from SCHOOL NATURAL SCIENCE MATHEMATICS (SNSM)]

Upon completion of the undergraduate B.S. program in Computer Science students will be able to:

1. **Identify, describe, and execute** foundational computer organization and architecture, operating systems, computer networks and management, information systems, database systems, software engineering, and programming.
2. **Describe and apply** foundational mathematical concepts and operations towards design, development, and analysis of applications.
3. **Identify and apply** programming tools such as Python, Java, R, and SQL languages towards application design and development.

¹ Textbook: **Mario F. Triola “Elementary Statistics using Excel”**

SYLLABUS

4. **Evaluate and integrate** an awareness of regulatory, ethical issues, and collective standards to positively influence the application of computer science to service, justice, and peace in working towards solutions for societal problems and opportunities.
5. **Identify and apply** awareness of technological changes to positively influence adaptation and change of computer science methods.
6. **Explain, plan, and execute** computer science tasks within multidisciplinary teams.
7. **Execute a domain-specific capstone project** addressing a stakeholder-generated use case.

5. COURSE LEARNING OUTCOMES (CLOs)

At conclusion of the course, students will be able to:

1. **Summarize** data using measures of central tendency (mean, median, and mode) and dispersion (range, variance, standard deviation) and interpret the results in context.
2. **Appraise** the role of the prescriptive statistics tools (multiple regression models) to find best possible business decisions in overall business strategy of an organization (lower costs, increase production, reach revenue goals, grow investments, stay competitive, etc.).
3. **Compute** probabilities using basic probability rules, including the addition and multiplication rules, and apply these concepts to real-world scenarios such as risk assessment and decision-making.
4. **Construct** confidence intervals and conduct hypothesis tests (e.g., t-tests, chi-square tests) to draw conclusions about population parameters based on sample data.

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

Course Learning Outcomes	Program Learning Outcomes	Rationale	Marianist Values	Hawaiian Values
CLO1	PLO5	Students apply statistical tools using modern technologies, demonstrating awareness of how evolving computational tools influence analytical methods.	1	#2 Acquire skills and make them deep.
CLO2	PLO5 & PLO7	Prescriptive analytics and regression models support technology-driven strategic decisions and stakeholder-focused capstone solutions.	2	#4 Education is the standing torch of wisdom and using it has no boundaries.
CLO3	PLO6 & PLO7	Probability and risk analysis support collaborative decision-making and integrated.	5	#5 All knowledge is not taught in the same school.

SYLLABUS

6. 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."

1. Educate for formation in faith.

"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."

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."

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."

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."

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."

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

SYLLABUS

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 them deep.](#)
3. **Educate in Family Spirit ('Ohana)** 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) [All knowledge is not taught in the same school.](#)

9. ASSESSMENT AND GRADING

Grades will be based on the following assessment tools to improve and evaluate student learning outcomes through:

1. Homework, quizzes, tests, and exams.
2. Flow Cart Animation, ending with questions to evaluate comprehension of concepts and definitions.
3. End of Chapter review questions trigger classroom discussions.

TENTATIVE SCHEDULE

The course schedule will be provided during Day One kick-off meeting. Schedule is subject to change at the discretion of the instructor based on students' progress.

GRADING

Grading is based on the following table shown on the next page:

GRADING YOUR ACCOMPLISHMENTS:	GRADE SCALE:
Homework assignments	A = 90% – 100%
Quizzes & tests	B = 80% – 89%
Exams	C = 70% – 79%

SYLLABUS

Staying on schedule with assignments and class participation → Priceless	<p>D = 60% – 69%</p> <p>F* = 50% – 69%</p> <p>IF* = Incomplete F gives student 30-days to work on missing assignments. Needs a strong justification. Individually decided by instructor, Program Director, and Dean.</p> <p>Student must initiate a request to the course faculty for the incomplete assignment via email.</p>
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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 showing a competent grasp of subject matter.
D	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
F*	Did not 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 completed a few assignments, but unable finished the homework due to unforeseen circumstances.
IP	In progress, primarily used for thesis completion or practicum completion.
AU	Audit.

Learning is never ending process. We learn every day by seeing, solving problems, making mistakes and trying not to repeat them. Student responsibility is discovering your own style of learning. Educators' responsibility is to create a learning environment that student flourish.

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

1. Maintain open an honest communication.
2. You have a question, just ask me, or send me email to maria.brownlow@chaminade.edu
3. This Statistics course resides on the Pearson myLab Statistics portal specifically developed for the textbook.
4. You grade yourself by submitting assignments into myLab Statistics.
5. If you obtained a grade that you did not expect and you want to review incorrect answers and re-do them, you are welcome to do this within the next two weeks. *Practice hand-on assignments is learning.*
6. I do not deduct points.
7. Exams scheduled during the semester when a section of the logical material is completed.

SYLLABUS

8. Exams cannot be repeated and must be completed within assigned dates. If unusual circumstances had occurred, and you let me know before the date of the exam, the exam will be rescheduled. Each request to re-do the exam will be considered individually.

TUTORING AND WRITING SERVICES

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website <https://chaminade.edu/student-success/kokua-ike/> for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

ASSESSMENT

Service-Learning assignments and connect with the CUH Service-Learning Center <https://chaminade.edu/service-learning-community-engagement/>

9. UNIVERSITY POLICIES

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.

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.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

TITLE IX AND NONDISCRIMINATION STATEMENT

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-

SYLLABUS

based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

NONDISCRIMINATION POLICY & NOTICE OF NONDISCRIMINATION

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#) .

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

BASIC NEEDS RESOURCES: <https://chaminade.edu/basic-needs/>

ASSESSMENT FOR STUDENT WORK

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

STUDENT WITH DISABILITIES STATEMENT

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

SYLLABUS

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

STUDENT CONDUCT POLICY

Campus life is a unique situation requiring the full cooperation of everyone. Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students.

Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined 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 authority from the time of their 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 under Student Life. For further information, please refer to the Chaminade Catalogue.

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 local public clinics and area hospitals.

Chaminade supports health requirements that complement the goals of maintaining a healthy, safe campus. These requirements are based upon the 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.

WRITING POLICY

SYLLABUS

Offer specifics about your policy on formatting, e.g., use of MLA or APA.

INSTRUCTOR AND STUDENT COMMUNICATION

Questions for this course can be emailed to the instructor at maria.brownlow@chaminade.edu.

Online, in-person and phone **808-739-8337** conferences can be arranged. Response time will take place up to within 24 hours or earlier.

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.

ATTENDANCE POLICY

Students are expected to regularly attend all courses for which they are registered.

Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class and make arrangements 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. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as

SYLLABUS

15-weeks terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

10. CREDIT HOUR POLICY

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 15-weeks terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including:

- a. **regular online instruction** or interaction with the faculty member and fellow students and
- b. **academic engagement** through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practice, studio work, and preparation of papers, presentations, or other forms of assessment.

This policy is by federal regulations and regional accrediting agencies.

Assuming a three-credit hour course requires key assessments (there is no essay in this quantitative), mid-term exam, and final exam, the time calculation would be as follows:

- **Seat Time:**
 - 50 minutes MWF = 150min weekly x 15 weeks = 2,250 minutes or **37.5 hours**
- **Time Spent on Key Assessments:**
 - **Assignments** in myLab Statistics type homework, quizzes, tests, interactive videos, and simulations is 3-times per week X 1.2 hrs. of study X 15 weeks = **54 hours**
 - **Exams** = 8 exams scheduled over the semester period X 3 hrs. studying = **20 hours**
 - **Additional time** for volunteering to participate in the community projects = **5 hours** per semester participating in community projects as assigned (reading, researching, compiling data, participating in community initiatives)

SYLLABUS

- Sub-Total = 37.5 hrs. + 54 hrs. + 20 hrs. + 5 hrs. = 116.5 hours (seat time + key assessments)
- Total required engagement 135 hours - 116.5 hours = **18.5 hours** remaining to fill as contingency
- The 18.5 hrs. divided by 15 weeks = 1 hours of additional time each week (reading, studying, working on homework, volunteering community projects)

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course anticipated to spend 37.5 hours in class, 63 hours on past due assignments and grades improvements, 24 studying for 8 exams and additional 5 hours on community service projects. There will be an additional 18.5 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.23 hours each week.

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.

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.
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.

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 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.

SYLLABUS

- 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 class (rather than working on projects for other classes or engaging in activity unrelated to schoolwork).
- Distracting other students impairs 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

DRUG – FREE WORKPLACE & CAMPUS POLICY

Student Handbook, on page # 43

USE OF TECHNOLOGY TO HARASS

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

LIBRARY:

Provide a link to the Chaminade library, www.chaminade.edu/library

PRIVACY AND CONFIDENTIALITY

See Catalog, page #50

Here are 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/>