



MA 103-01-10: College Algebra
College of Arts & Sciences
Fall 2026 / 3 Credits
Tuesday 6:30 – 8:00 pm
Prison Education Program

Instructor: Dr. Travis Mukina

Communication: Direct Message on Nucleos

Learning Materials

- **TI-XS30 Calculator:** Provided
- **Mini-Whiteboard & Dry Erase Marker:** Provided
- **Nucleos Canvas:** Used to submit assessments and check progress on mastery of course learning outcomes
- **Folder:** Used to hold all Graphic Organizers, Check For Understandings, and Assessments

Math Hours

Designated time every Thursday from 11:30 am - 1:30pm in the Learning Center to ask me questions, work with classmates, study on your own, etc.

Course Catalog Description

Algebra knowledge and skills for college studies: Sets and real number system; exponents and polynomials, rational and radical equations, and systems of equations; introductions to analytic geometry and functions; exponential and logarithmic functions; the binomial theorem and integer functions.

Course Snapshot

This course is designed to produce better conceptual understanding of functions and mathematics in general that leads into understanding procedural understanding of formulas. A strong development of number relationships also occurs from class discussions, sharing of ideas, and thought-provoking assessments.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo 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 ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
- **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.
- **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.

What is the Point of Math Class → Collaboration, Communication, Creativity, Critical Thinking

Program Learning Outcomes [PLOs]

PLO 1	To demonstrate the understanding and skills in reading, interpreting, and communicating mathematical concepts which are integrated into other disciplines or appear in everyday life
PLO 2	To gain understandings of, and practical skills in logical thinking, deductive and inductive reasoning
PLO 3	To articulate the understanding of more advanced mathematical concepts and computational skills to support the study of other disciplines, including skills with numeric, analytic, and graphical methods
PLO 4	Where relevant, to develop mathematical maturity to undertake higher-level studies in mathematics and related fields

General Education Outcomes [GEOs]

GEO 1	<i>Quantitative Skills:</i> Students will apply basic mathematical principles needed to function effectively and develop mathematical reasoning and problem-solving skills.
GEO 2	<i>Information Literacy:</i> Students will define, identify, locate, and evaluate, synthesize, and present or demonstrate relevant information.

Course Learning Outcomes [CLOs]

Learning Outcomes (LOs)	
CLO 1	Apply and evaluate number-sense strategies, including operations with whole numbers, integers, and fractions, to accurately justify computations used in algebraic problem-solving
CLO 2	Simplify algebraic expressions with and without exponents, and solve linear equations in one variable
CLO 3	Define and represent functions using multiple forms, analyze graphs of function behavior, and apply algebraic operations on functions
CLO 4	Interpret and analyze information from graphs and equations of linear functions, and solve systems of linear equations and inequalities
CLO 5	Apply polynomial multiplication and analyze expressions to identify, select, and perform appropriate factoring techniques of polynomial expressions
CLO 6	Solve quadratic equations using a variety of methods, and analyze quadratic functions by interpreting their algebraic forms
CLO 7	Simplify rational expressions, apply algebraic operations, and solve rational equations by analyzing domain restrictions and verifying solutions
CLO 8	Simplify radical expressions and rational exponents, apply algebraic operations, and solve radical equations by analyzing domain restrictions and verifying solutions
CLO 9	Construct and evaluate composite and inverse functions to model relationships and determine their properties in algebraic contexts
CLO 10	Contribute to a building thinking classroom by proactively participating in daily in-person activities

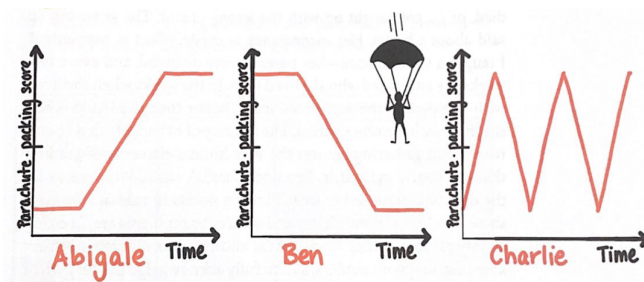
Alignment of Course Learning Outcomes

[illegible]

Assessment

This course is designed to contribute in a different and significant way to your knowledge and experience relative to diagnosis and remediation of mathematics. Always be prepared to effectively participate in class discussions, analyze the thinking of others in class, and clearly explain your thinking. A Mastery rubric is provided with every assessment with Mastery being defined as your most recent assessment level. Feedback on all assessments is provided within 7 days of submission. **All Written & Verbal Assessments must be completed and be completed in order, or a passing grade cannot be earned in the course.**

How Many CLOs Demonstrate Mastery ?										
10	9	8	7	6	5	4	3	2	1	0
A	A	B	C	D	F	F	F	F	F	F



- Participation Assignments**

Assessed: Entire Semester

- There are multiple assignments that do not affect your overall grade, but are all required to complete in move throughout the course and order to receive a grade in the course:
 - CLO Exit Tickets

- Written Assessments**

[CLO 1, 2, 3, 4, 5, 6, 7, 8, 9]

Assessed: At the completion of CLOs 1 & 2, CLOs 3 & 4, CLOs 5 & 6, CLOs 7, 8, 9

- These assessments focus on Course Learning Outcomes (CLOs) demonstrated in mini lectures, building thinking activities, video lectures, and strategies used in your Check for Understanding. A full class period is provided to master multiple CLOs in a written communication format.

- Verbal Assessments**

[CLO 1, 2, 3, 4, 5, 6, 7, 8, 9]

Assessed: At the completion of CLOs 1, 2, 3, 4 and CLOs 5, 6, 7, 8, 9

- These assessments focus on Course Learning Outcomes (CLOs) demonstrated in mini lectures, building thinking activities, video lectures, and strategies used in your Check for Understanding. A 10-minute designated time slot is provided to master one CLO in a verbal communication format.

- Optional Written Assessments**

[CLO 1, 2, 3, 4, 5, 6, 7, 8, 9]

Assessed: At the completion of CLOs 1, 2, 3, 4 and CLOs 5, 6, 7, 8, 9

- These assessments focus on Course Learning Outcomes (CLOs) demonstrated in mini lectures, building thinking activities, video lectures, and strategies used in your Check for Understanding. A full class period is provided to master multiple CLOs in a written communication format.

- Building a Thinking Classroom**

[CLO 10]

Assessed: Throughout the Semester

- You are expected to contribute to our building thinking classroom by communicating effectively with your classmates to solve various mathematical situations. To earn Mastery for CLO 10, the following must be met:
 - Attend 10 or more Math Hours during the entire semester

Course Policies

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assessments. Notification may be done by contacting the instructor via a direct message on GroupMe. 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 for any reason will result in being withdrawn from the course by the instructor.
- Repeated, non-consecutive absences for any reason put students at risk of a failing grade.

Late Work Policy

Always accepted, but feedback may be delayed.

Grades of Incomplete

This policy on incomplete grades aligns with the same University policies.

Instructor and Student Communication

Questions for this course can be sent through a direct message on Nucleos. Response time will take place up to 24 hours.

Important Information

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, plagiarism, and *unauthorized and/or undisclosed AI usage*, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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-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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX 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 at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). 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](#).

Student with Disabilities Statement

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at

<https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy.

Clock Hour Category	Total Time (hours)
In Class - Seat Time	37.5
In Class - Weekly Math Hour	10
Outside Class - Remaining Hours - Study for Assessments - Organize GOs - Review BTAs - Video Lectures - Check for Understanding	87.5
Remaining Hours / 15 Weeks	~ 5.8 hours / week

CLO # Dates	Content	Assessments
CLO 1 August 17 - 30	Number Sense - Operations with Whole Numbers - Operations with Integers - Operations with Fractions	
CLO 2 Aug 31 - Sept 6	Foundational Algebra - Algebraic Expressions, Real Numbers, & Interval Notation - Operations with Real Numbers & Simplifying Algebraic Expressions - Solving Linear Equations - Properties of Exponents	 CLO 1 & 2 Written Assessment <i>Friday, September 4</i>  CLO 1 & 2 Exit Ticket <i>Sunday, September 6</i>
CLO 3 September 7 - 13	Functions - Introduction to Functions - Graphs of Functions - Algebra of Functions	
CLO 4 September 14 - 27	Linear Functions & Equations - Linear Functions & Slope - Point-Slope Form of a Line - Systems of Linear Equations - Linear Inequalities	 CLO 3 & 4 Written Assessment <i>Friday, September 25</i>  CLO 3 & 4 Exit Ticket <i>Sunday, September 27</i>
CLOs 1 - 4 Sept 29 & Oct 2	 CLO 1 - 4 Verbal Assessment #1: <i>Tuesday, September 29</i>  CLO 1 - 4 Verbal Assessment #2: <i>Tuesday, September 29</i>  CLO 1 - 4 Optional Written Assessment: <i>Friday, October 2</i>	
CLO 5 October 5 - 18	Factoring Polynomials - Multiplication of Polynomials - Greatest Common Factors and Factoring by Grouping - Factoring Trinomials - Factoring Special Forms - General Factoring Strategy	
CLO 6 Oct 19 - Nov 1	Quadratic Equations - Square Root Property & Completing the Square - Quadratic Formula	 CLO 5 & 6 Written Assessment <i>Friday, October 30</i>  CLO 5 & 6 Exit Ticket <i>Sunday, November 1</i>
CLO 7 November 2 - 8	Rational Equations - Multiplying & Dividing Rational Expressions - Adding & Subtracting Rational Expressions - Rational Equations	
CLO 8 November 9 - 15	Radical Equations - Multiplying & Rationalizing Radical Expressions - Adding, Subtracting, & Dividing Radical Expressions - Radical Equations	
CLO 9 November 16 - 25	Composite & Inverse Functions - Composition of Functions - Inverse Functions	 CLO 7, 8, 9 Written Assessment <i>Tuesday, November 24</i>  CLO 7, 8, 9 Exit Ticket <i>Sunday, November 22</i>
CLOs 5 - 9 December 1 & 4	 CLO 5 - 9 Verbal Assessment #1: <i>Tuesday, December 1</i>  CLO 5 - 9 Verbal Assessment #2: <i>Tuesday, December 1</i>  CLO 5 - 9 Optional Written Assessment: <i>Friday, December 4</i>	
CLOs 1 - 9 December 8	 CLO 1 - 9 Optional Written Assessment: <i>Tuesday, December 8</i>	