

Course Syllabus

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BI-311 Biostatistics

Department of Biology
College of Arts and Sciences

Fall Semester 2026
Credits: 3

A pdf version of the syllabus is available from the [Syllabus Archive](https://syllabus.chaminade.edu/)  (<https://syllabus.chaminade.edu/>)

Meeting times:

- Section 2: Tues & Thurs, 8:30 - 9:20am

Location: Room 253 Clarence T.C. Ching Hall

Instructor: Michael Dohm, PhD

Department: Biology,

Office: Wesselkamper Science Center (WSC) rm. 108

Phone: (808) 739 -- 8543

E-mail: mdohm [at] chaminade.edu (current students, please use CANVAS messaging)

Website: letgen.org  (<https://letgen.org>)

Communication

Office Hours:

- 9 - 11:50 AM Wed & Fri



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my Fall Schedule is posted outside my door & available in [CANVAS](#)

(<https://chaminade.instructure.com/courses/46592/pages/drd-fall-schedule>) (click to follow link).

My door is open -- if I'm in my office, you are more than welcome to stop by anytime, no appointment needed. My official office hours are noted above; again, no appointment needed! My class and research schedule are **posted for you** (<https://chaminade.instructure.com/courses/46592/pages/drd-fall-schedule>).

Preferred communication method for BI-311 is CANVAS Messaging, not CUH email. All questions for this course can be posted to the instructor via CANVAS Messaging. Most messages to Canvas will be replied within 24 hours between Monday and Friday; messages sent to instructor on Friday will be replied to on Monday.

Of course if you send messages to CUH email I will respond to you -- Please note that questions or communication about the course sent to instructor's chaminade.edu e-mail may take more than 24 hours for response.

Course Description & Materials

Catalog description. Lecture course devoted to rigorous grounding biological statistics, and in the application of statistical models to global health problems. Biostatistics is a lecture and hands-on course designed to provide students with the opportunity to develop statistical reasoning skills appropriate to analyze and implement biological experiments. Exemplars and case studies will be primarily derived from the public health field. Topics include principles of experimental design, inference, sampling and variables, probability distributions, data categories and assumptions of parametric statistics, risk analysis, repeated measures, goodness of fit and contingency table analyses, and the general linear model. *Prerequisites: BI-216/L.*

Expanded description of the course. Biostatistics is a lecture, web-enhanced and hands-on course designed to provide students with the opportunity to develop analytical and statistical reasoning skills appropriate for biology. It is the first of two courses in biostatistics and epidemiology (BI 312) at Chaminade. Statistical reasoning may be defined as the ability to understand and use probability arguments and to recognize the distinction between specific and generalized conclusions. After an introduction to data sets and the three philosophical positions of statistical hypotheses (frequentist, likelihood, and Bayesian), students will learn to apply statistical reasoning to questions about biological processes. During the semester, students will be given an introduction to (1) statistical tools and approaches used in biological and biomedical research, and (2) experimental design and analysis. Students will learn about probability, error concepts, inference, and to identify and estimate via experimental design or simulation impacts of experimental versus biological sources of error on conclusions. Students will move from descriptive statistics and issues of parameter estimation to

inferential experimental design (ANOVA, contingency tables), and general linear and logistic models, all with

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Statistical reasoning. Statistical reasoning may be defined as the ability to understand and use numbers to communicate findings and to support opinions. Statistical reasoning is important to your future, for two reasons. The biological sciences are, by their nature, an experimental science: all disciplines in biology involve the presentation and analysis of data. Consider a biomedical example: You work as an AIDS counselor in a major U.S. city. Before you is the result of a male client's HIV test. It is positive, meaning the ELISA and Western Blot tests detected HIV in the blood sample. The client, who insists that he does not fit any known risk behavior group, now sits before you, waiting to hear the results. Your training has given you the following facts: (1) less than 0.01% of men fitting this category (heterosexual, no IV drug use) are infected with HIV in the U.S.; (2) the sensitivity of the tests is very high, 99.9% (sensitivity is defined as the percentage of individuals with a disease who are correctly classified by a test as having the disease); and the specificity of the tests is also high, 99.9% (specificity is defined as the percentage of individuals without a disease who are correctly classified by a test as not having the disease).

How do you communicate the client's test results? Statistical reasoning is common to our daily lives. The above example illustrates the problem from the perspective of a counselor, but as citizens, we are faced with a barrage of numbers: our risk of developing a particular disease (breast cancer, 1 in 9 women; prostate cancer, 1 in 9 men, etc.); our risk from dying under general anesthesia (on average, about 0.01% or 1 death every 10,000 U.S. cases); our risk of dying in a car crash versus our risk of dying in a plane crash. Data summaries, projections and predictions, and declarations of probability and likelihood are important tools for communicating complex information. The media commonly employ these tools to present information to you: The latest results from clinical trials of an HIV drug therapy, putative links between diet and health, effects of environmental toxins on health... the list is long.

Often, the portrayal of medical and health news in the media is conflicting, and the lack of consistency can be explained in part by failure to communicate the statistical issues. One result from the media's poor presentation of science results is the impression that just about everything and anything can be shown to adversely affect health... not a very useful conclusion. More importantly, exaggerated claims are made with numbers, and it may be difficult to sort fact from interpretation from fiction when numbers are used.

Course Resources

Required Text(s)

1. [Mike's Biostatistics Book](https://biostatistics.letgen.org/)  (<https://biostatistics.letgen.org/>), ebook available at no cost from course web site.
 - Now shared as a [LibreText](#) 



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Other textbooks (recommended but not required)

Helpful, short books on Biostatistics

1. Weaver, A., and S. Goldberg. 2011. *Clinical biostatistics and epidemiology made ridiculously simple*. MedMaster.
2. Motulsky, 2015. *Essential biostatistics: A nonmathematical approach*. Oxford University Press

Books on R

1. Knell, R. 2013. *Introductory R: A Beginner's Guide to Data Visualisation and Analysis Using R [Kindle Edition]*. At less than \$6, this is a really good, short book to answer many of your questions about R.

2. Everitt, B. S., and T. Hothorn. 2009. *A Handbook of Statistical Analysis Using R, 2nd edition*. Chapman and Hall/CRC. This book is a reference to using R with focus on use of the command line and scripts.

Other (bio)statistics textbooks (We used these books in previous Biostatistics courses)

1. Glover, T., and K. Mitchell. 2008. *An Introduction to Biostatistics*, 2nd edition. Waveland Press.
2. Norman, G. R, and D. L. Streiner. *Biostatistics: The Bare Essentials*. People's Medical Publishing House.
3. Whitlock, M. C., and D. Schluter. 2008. *The Analysis of Biological Data*. Roberts and Company.

Software

We use the R, an open source and free statistical programming language. From the [R-project webpage](https://www.r-project.org/about.html) (<https://www.r-project.org/about.html>): "R is an integrated suite of software facilities for data manipulation, calculation and graphical display." Instructions for access to R will be discussed during the first week of the semester. R may be installed onto student's Windows PC or macOS PC, or accesses via free Cloud computing options (eg, Google Colaboratory). While R is not required to install R onto their own computers, this is highly recommended; students will need access to statistical software. Access to spreadsheet and writing apps are required.

Course Management System (CMS)

BI-311 is a web-enhanced course: We meet at the scheduled times like any traditional course, but components of the course are available to you at all times throughout the semester. Chaminade University relies on CANVAS to help manage courses.

Access to the site is via <https://chaminade.instructure.com/courses/46592>.

Logon instructions will be provided on the first day of class. Slides presented during class time are posted on the course website for your use. Homework, quizzes and related materials are also made

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Course Credit Hour Expectations

Time allocation. BI-311 is a three-credit hour course and therefore requires a minimum of 135 hours of student engagement (see CUH Credit Hour Policy). One university semester credit hour typically includes one hour of in-class contact time with the professor plus two hours of preparation time by the student. Thus, over the course of the semester, students enrolled in BI311 are expected to spend about 40 hours in class, 10 hours on quizzes, 25 hours on homework, 30 hours on the independent research project, and up to 30 hours preparing for the three exams (2 midterm plus a 2-hour final exam). These times are approximate -- individual needs may vary. Time spent outside of class by students may be better expressed by tasks to do. For example, students can re-write and update lecture notes, perform focused reading from the textbook and other resources, coding and problem solving, developing concept maps, and creating and taking practice exams.

Course Assessment

Homework: Up to twelve (12) homework problem sets that will help you understand concepts that we cover in class. Each set is worth **8 points**. *Lowest TWO homework scores will be dropped from your record.* Homework will include, but are not limited to the following kinds of tasks: calculations and formula derivations, presenting experimental designs, methods and statistical results using tables and graphs. Homework is presented in [Mike's Workbook for Biostatistics](https://mikeworkbook.letgen.org/)  (<https://mikeworkbook.letgen.org/>); completed homework are submitted to CANVAS. Although work may be done during class time, students should expect work will need to be completed outside of class time. You may work together on homework, but each student must turn in their own homework. Additional work, ungraded, may be assigned in order to enhance skills or emphasize concepts.

Homework are due prior to exams that they support.

Work on your own: Your textbook, [Mike's Biostatistics Book](https://biostatistics.letgen.org/)  (<https://biostatistics.letgen.org/>), also has many problems to work on: I will recommend many, but will not grade work from the textbook. While these are not required, the more you do, the more you will benefit. You can expect a learning curve with biostatistics -- it is imperative that you make the effort on your own, outside of class, to do as much applied work as you can. We will discuss some of these problems in class as part of lecture.

Quizzes: Twelve (12) weekly quizzes will be assigned, each up to **5 points**; *lowest TWO homework scores will be dropped from your record.* The quiz questions will be primarily TRUE/FALSE and multiple choice questions are designed to test your knowledge and provide instant feedback.

Quizzes are due prior to exams that they support.



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- Finals Week: Exam 3 will include selected topics from Exam 1 & 2 and cover material from Chapters 16 - 18.

All readings are from [Mike's Biostatistics Book](https://biostatistics.letgen.org/); all homework are listed at [Mike's Workbook for Biostatistics](https://mikeworkbook.letgen.org/).

The exams focus on your understanding of important concepts, your ability to evaluate experimental designs, and your ability to recognize and apply appropriate statistics to be employed given sets of data or particular experimental designs. Exam questions will be drawn from homework and/or from suggested problems in the textbook.

Because of the nature of biostatistics, all exams after Exam 1 should be viewed as cumulative. *Progression through the biostatistics course is a cumulative knowledge process.* Following Exam 1 and continuing through the fourth exam, you will be expected to draw on concepts and facts introduced in the first weeks of the course. Thus, all exams after Exam 1 are cumulative and you can expect to be asked on concepts drawn from any point prior to the exam date.

Independent Project. The best way to learn statistics is to work with your own data. Students will design, implement, collect and analyze data relevant to student's interest. Group projects are possible provided there are significant questions that can support individual reports. Students must propose and receive approval for the project no later than the end of the third week of the semester. Students will submit a written report (draft, final) and produce a short video presentation. The project is required.

Class attendance and participation: Attendance is part of your grade -- up to 10%. You are expected to come to class prepared, to participate fully in class by asking questions, bringing attention to media announcements of relevance to biostatistics, by helping in data collection needed for homework projects, and by consistent & regular participation in the weekly Discussion forums on CANVAS. I also encourage all of you to assist fellow students with computer and statistical software-related questions. Perfect attendance is neither expected nor required. However, missing two or more classes is not acceptable and requires documented evidence to continue in the course -- all instructors may initiate Administrative withdrawal of a student for consistent absence. Excused absences medical (with Doctor note), jury duty, note from the Dean of Students, and participation in Chaminade-sponsored activities.

Grading

Official grade records

Canvas provides a way for you to monitor your graded assignments. This is convenient, but students should be aware that the final word about grades depends on the Official Grade Book for the course. Thus, although the Canvas record will show your points for an assignment, be advised that your

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Points available and weights for each graded element are listed in the table.

Item	How many?	Each	Semester Points	Weight
Quizzes	12	5	50	10%
Homework	12	8	100	20%
Exams	2	75	150	30%
Final exam*	1	100	100	20%
Project	proposal: data: analysis: meetings: report: present:	5 10 10 5 10 10	50	10%
Attendance	Weekly	4	50	10%
Total			500	100%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. They are interpreted as follows:

- A

90 - 100%

Outstanding scholarship and an unusual degree of intellectual initiative
- B

80 - 89%

Superior work done in a consistent and intellectual manner
- C

70 - 79%

Average grade indicating a competent grasp of subject matter
- D

50 - 69%

Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F

< 49%

Failed to grasp the minimum subject matter; no credit given

Course Schedule

Major assignments schedule

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Week	Item
5	Exam01
6	Project data
7 - 8	Project meetings
9	Wellness Week
11	Exam02
12	Project analysis
15	Project report
Finals	Exam03

Click [here for the BI311 schedule of lectures and all assignments](https://chaminade.instructure.com/courses/46592/pages/bi311-schedule)
[\(<https://chaminade.instructure.com/courses/46592/pages/bi311-schedule>\)](https://chaminade.instructure.com/courses/46592/pages/bi311-schedule).

Learning Outcomes

Biology Program Learning Outcomes

Upon completion of the B.S. degree program in Biology the student will be able to:

1. Explain fundamental biological concepts and their interrelationships across various levels of biological organization, from molecules to ecosystems, including cell biology, genetics, evolution, physiology, and ecology.
2. Perform laboratory, field and computational techniques relevant to biological research, including accurate data collection, analysis, and interpretation.
3. Design and conduct scientific investigations using advanced methodologies, technologies, and resources, and communicate results effectively to professional and lay audiences.
4. Make ethically informed decisions in biological research and practice, considering bioethics, environmental ethics informed by indigenous and traditional knowledge and practices.
5. Analyze societal challenges related to health and the environment through the lens of biological science, recognizing how biological knowledge and associated career paths can contribute to studying, addressing and solving these challenges.

Course Learning Outcomes

Students will

1. Analyze and communicate biological, biomedical, and environmental data using appropriate

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3. **Design and conduct** experimental and observational study designs, including controls, replication, randomization, sampling, clinical testing, and other strategies for drawing valid inferences from data.
4. **Identify and evaluate** sources of bias, confounding, and ethical concerns in the design, analysis, interpretation, and reporting of biological, biomedical, and environmental research.
5. **Select, apply, compare, and justify** statistical methods appropriate to a research question, study design, and data structure, including statistical inference, probability and risk analysis, ANOVA, and general linear models.
6. **Interpret and evaluate** statistical results and conclusions in terms of effect size, uncertainty, assumptions, probability and risk, sources of variation, and limitations of the analytical approach.
7. **Manage, analyze, visualize, and communicate** research data using spreadsheet applications and R, including adapting analytical scripts and applying appropriate statistical workflows to independent research projects.

Marianist Values

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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change.

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

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; 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



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CLO	PLO	MV	HV
1. Analyze and communicate	2, 3	2	X
2. Classify and evaluate	2, 3	2	X
3. Compare, evaluate, and develop	2, 3	2, 5	X
4. Identify and evaluate	3, 4, 5	4	X
5. Select, apply, compare, and justify	2, 3	2, 5	X
6. Interpret and evaluate	2, 3, 5	2, 4	X
7. Manage, analyze, visualize, and communicate	2, 3	2, 5	X

BI-311 supports **Biology Program Learning Outcomes (PLO) 2 and 3** by developing students' ability to manage and analyze biological data, apply computational and statistical methods, evaluate research designs, and communicate scientific findings. Consideration of research bias, ethics, risk, and the societal implications of scientific evidence also contributes to **PLOs 4 and 5**.

BI-311 supports **Marianist values of MV 2 integral, quality education; MV 4 service, justice and peace; and MV 5 adaptation and change**. Students learn to critically evaluate scientific evidence, research design, bias, ethics, risk, and uncertainty, and to apply statistical and computational methods to biological, biomedical, and environmental questions. These skills prepare students to use evidence responsibly, adapt to changing scientific practices, and contribute to informed and ethical decision-making.

BI-311 supports **Native Hawaiian values of Na'auao, Aloha, and 'Āina** by developing students' quantitative skills and their ability to evaluate evidence, bias, ethics, and uncertainty. Through diverse biological, health, and environmental applications, students learn to use evidence responsibly, consider its impacts on communities and the environment, and adapt their knowledge and methods to new scientific questions.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.



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Resource	Description	Contact/Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu (mailto:ada@chaminade.edu) chaminade.edu/ada-accommodations ➞ (https://chaminade.edu/ada-accommodations)
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services ➞ (https://chaminade.edu/tutoring-academic-coaching-services)
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services ➞ (https://chaminade.edu/career-services)
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/ ➞ (https://chaminade.edu/basic-needs/)
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/ ➞ (https://chaminade.edu/titleix/resources-and-support/)
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/ ➞ (https://hazingpreventionnetwork.org/athlete-helpline/)



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Resource	Description	Contact/Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu (mailto:ada@chaminade.edu) chaminade.edu/ada-accommodations ➞ (https://chaminade.edu/ada-accommodations)
	professional will escort you to your destination.	(https://chaminade.edu/student-life/security/campus-safeswords-program/)
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu ➞ (https://chaminade.edu/)

Course and University policies

This syllabus is a guide and may change. The instructor is not liable for errors, omissions, or unintended misstatements, and schedule or policy adjustments may occur as needed.

Student with Disabilities Statement - Kōkua 'Ike.

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> ➞ (<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> ➞ (<https://chaminade.edu/ada-accommodations>)

TITLE IX AND NONDISCRIMINATION STATEMENT:

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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/  [\(https://chaminade.edu/titleix/nondiscrimination/\)](https://chaminade.edu/titleix/nondiscrimination/). File a report via the [Campus Incident Report Form](https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0)  [\(https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0\)](https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0).

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](https://chaminade.edu/titleix/nondiscrimination/)  [\(https://chaminade.edu/titleix/nondiscrimination/\)](https://chaminade.edu/titleix/nondiscrimination/). *On-campus Confidential Resources may also be found here at* [CAMPUS CONFIDENTIAL RESOURCES](https://chaminade.edu/titleix/resources-and-support/)  [\(https://chaminade.edu/titleix/resources-and-support/\)](https://chaminade.edu/titleix/resources-and-support/).

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/>  [\(https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/\)](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](https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0)  [\(https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0\)](https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0). 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](https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/)  [\(https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/\)](https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

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<https://hazingpreventionnetwork.org/athlete-helpline/> ➞ [\(https://hazingpreventionnetwork.org/athlete-helpline/\)](https://hazingpreventionnetwork.org/athlete-helpline/) <https://hazingpreventionnetwork.org/how-to-report-hazing/> ➞ [\(https://hazingpreventionnetwork.org/how-to-report-hazing/\)](https://hazingpreventionnetwork.org/how-to-report-hazing/)

Basic Needs Resources:

<https://chaminade.edu/basic-needs/> ➞ [\(https://chaminade.edu/basic-needs/\)](https://chaminade.edu/basic-needs/)

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords webpage](#). ➞ [\(https://chaminade.edu/student-life/security/campus-safeswords-program/\)](https://chaminade.edu/student-life/security/campus-safeswords-program/)

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for 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.

Canvas "grading"

Canvas "grades" are tentative and not official. Canvas scores available to students are not official until the instructor announces such to the class. Official grading is done by the instructor and records are kept on the instructor's computer.

Instructor and Student Communication

Please ask questions during class -- interrupt the lecture, it's OK!

Weekly discussions are available, too. Please post and do respond to classmate postings!

Outside of class, use CANVAS Messaging to communicate with the instructor, not CUH email.



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hours between Monday and Friday; messages sent to instructor on Friday will be replied to on Monday. Please note that questions or communication about the course sent to instructor's chaminade.edu e-mail may take up to 7 days for response. In general, the reply will not answer the question but will request you repost at the proper venue (CANVAS Messaging).

Graded materials will generally be returned within 7 - 10 days.

CANVAS allows Comments and the instructor will use this feature to add context to grading of assignments. If you have questions or are instructed to follow up based on Comments, please communicate via CANVAS Messaging, not by adding to the assignment comments.

Attendance Policy

The following attendance policy is from the [Chaminade University Undergraduate Catalog](https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/attendance)  (<https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/attendance>): Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents 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 ADA 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.

Online Attendance

During the first three weeks (subject to change), this course is primarily online. Attendance for this course during the online phase is based on the (1) timely submission of assignments and/or (2) logging onto the course at least once per week. Students will receive credit for 'attending' the class each time a weekly assignment is submitted and/or each time student signs on to the course and navigate to at least one page or module removed from the home page within the Canvas system for the course. Some

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completed an assignment. If the page indicating that the assignment has been submitted does not appear, then the assignment has not been submitted.

Late Work Policy

There are no make-ups for quizzes, unless a physician's note documents your absence during quizzes. Journal article presentations CANNOT be made-up. Quizzes and assignments are due by 8:59am HST on the assigned date. Up to 10% grade reduction will be assessed for each 12 hour late assignment. All quizzes and assignments close by 3 days post the due date.

Grades of "Incomplete"

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed. When submitting a grade, the "I" will be accompanied by the alternative grade that will automatically be assigned after 30 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the semester or term. This limit may not be extended.

Writing Policy

Instructions for the writing assignments are detailed for each individual assignment on the canvas course page.

Potential resources for writing assignments:

- Google Scholar
- Pubmed
- Sullivan Library

Cell phones, tablets, and laptops

Instructor policy: Students are encouraged to use personal digital devices during class provided such use does not distract others or interfere with class activities.

University policy. Music Devices and Cellular Phones: *Unless specifically permitted by your instructor* [emphasis by instructor], use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class. 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



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Students may not record audio or video of lectures conducted by the instructor nor of any media presented during the lecture without prior permission from the instructor. All materials presented in class by the instructor will be made available to students.

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.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in an academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own original work (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- 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

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- Use of generative artificial intelligence (AI) without permission by instructor. Sentences, paragraphs, or entire papers written by AI is not original work.
 - Students are encouraged to utilize change tracking and history functions of their word processing software to help document that a work is original to the student.
- 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.

For the most up to date information, please refer to the [Academic Honesty Policy](#)  (<https://catalog.chaminade.edu/academicaffairs/policies/academichonesty>) on the Chaminade University Catalog website.

Campus Resources & Support Services

CANVAS assignments

The CANVAS summary is provided for your convenience -- check Course Schedule page for deadlines

Course Summary:

Date	Details	Due
Fri Aug 21, 2026	 Computer & R comfort (https://chaminade.instructure.com/courses/46592/assignments/527532)	due by 6pm
	 Quiz00 (https://chaminade.instructure.com/courses/46592/assignments/517856)	due by 6pm
Wed Nov 25, 2026	 First project meetings (https://chaminade.instructure.com/calendar?event_id=59346&include_contexts=course_46592)	2:30pm to 5pm
Fri Nov 27, 2026	 Student Course Evaluation (https://chaminade.instructure.com/calendar?event_id=59343&include_contexts=course_46592)	12am

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