



School of Education and Behavioral Sciences

PSY-315-03-1

Sullivan Library Hall 201, T/Th 1:00pm –2:20pm | Credits: 3 | Section: 3 | Term: Fall 2026

Instructor Information

Instructor	Allison Chang
Email	allison.chang@chaminade.edu
Virtual Office Hours	<i>By Appointment</i>

Communication

Please email me at allison.chang@chaminade.edu if you have any questions. Response time may take up to 48 hours.

School & Department

School	School of Education and Behavioral Sciences
Questions?	Contact your instructor or the School of Education and Behavioral Science

Course Description & Materials

Catalog Description

Introduction to the methods and rules for organizing and interpreting observations; descriptive and inferential statistics, including frequency distributions, hypothesis testing, simple analysis of variance, estimation, and Chi-Square.

Prerequisites: EN-102, COM-101, and PSY-101

Course Snapshot

Modality	Face-to-Face
Meeting Location	Sullivan Library Hall, 201 Lecture
Meeting Days/Times	T/Th 1:00pm - 2:20pm
Time Commitment	Students enrolled in this course are expected to spend about 41.3 hours in class, 46 hours collecting data for, writing, and revising the final paper, 8 hours creating their presentation, and 12 hours studying for the midterm and final exam. There will be an additional 27.7 hours of work required beyond what is listed here (course readings, homework, etc.). This additional work will average about 1.7 hours per week.
Required Materials	Statistics for People Who (Think They) Hate Statistics 8th Edition by Neil J. Salkind and Bruce B. Frey ISBN (Paperback): 9781071855508 ISBN (eBook): 9781071855485

	You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. You will also need access to Microsoft Excel.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Psychology Program Learning Outcomes (PLOs)

1. Identify key concepts, principles, and overarching themes in psychology.
2. Demonstrate adaptation and change through the critical interpretation, design, and evaluation of psychological research.
3. Demonstrate effective written and oral communication within the field of psychology.
4. Explain the dynamic interaction among mind, body, and social influences as part of educating the whole person.

Course Learning Outcomes (CLOs)

Upon completion of this course, the student will be able to:

1. Explain the distinction between populations and samples and identify the research issues and statistical techniques associated with each. (PLO 2)
2. Create and interpret visual presentations of data using graphs and tables. (PLO 3)
3. Use Excel for data entry, variable coding, statistical analysis, and output interpretation. (PLO 2)
4. Apply the scientific method to assess relationships between variables and test hypotheses. (PLO 2)

Marianist Values

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

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

PSY 315 is especially aligned with Educate for Adaptation and Change. Students develop flexible thinking, respect for differences, critical reasoning, and open-mindedness as they learn to interpret data and apply statistical methods to behavioral-science questions.

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.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lāma kū o ka no’eau (‘Ōlelo No’eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Ōlelo No’eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	Educate for adaptation and change.	Educate for adaptation and change.	Educate for adaptation and change.	Educate for adaptation and change.
PLOs	PLO 2	PLO 3	PLO 2	PLO 2
Native Hawaiian Values	Aina	Aina	Aina	Aina

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Quick Reference — Absence Thresholds:

Excused Absence	Pre-approved or documented absence — e.g., illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	Any absence not pre-approved or documented
Warning Threshold	More than 2 unexcused absences — instructor may notify student
Grade Penalty	More than 4 unexcused absences — final grade lowered by one letter
Course Failure	More than 6 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Arriving more than 15 minutes late counts as a tardy; 2 tardies = 1 absence

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Course Activities

Attendance (62 points)	If present at the beginning of class, you will be counted in attendance.
Who Am I? Presentation (5 points)	This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Create a presentation introducing yourself to your classmates. • What name would you like to be addressed with? What are your preferred pronouns? • Does your name have a special meaning? • What kind of career are you interested in/What would you like to do after you finish college? • Where were you born? • If grades were not a factor, how would you know that you did well in this class? • How do you learn best in class (e.g., lecture, reading, hands-on activities, videos, etc...)? Why? • Do you prefer studying in a group or alone? • What do you like to do in your free time? • What is something you are interested in or know a lot about? Give a brief summary. • How do you think your friends would describe you? • What is something interesting about you that I haven't asked you about yet?
Group Work (112 points)	You will work in small groups to source a real-world dataset of your choice, run the specific analysis tool emphasized that week, and deliver a brief presentation of your findings to the class.
Research Paper (100 points)	You will prepare a research paper investigating a specific relationship of interest. The research paper will consist of the following sections: • Title page • Brief Literature Review ○ Background information ○ Hypothesis • Methodology ○ Operational definitions ○ Subject Description (characteristics of the participants, how this sample population was chosen) ○ Procedures (procedural steps of the research process,

	○ description of testing materials/assessments) ○ Study Survey Instrument- what was used to collect information ● Results ○ Findings of Statistical Analysis ● Discussion ○ Implications of Results This research paper will be double-spaced, 12 pt Times Roman font, written using APA style. It will also be written in Google Docs. Your paper will include a title page and reference page that does not count towards your page count. You must have a minimum of 3 credible sources.
Research Presentation (50 points)	Each student will present their findings to the class on their chosen date. The presentation should be approximately 5-7 minutes in length and be a summary of the research paper. Presentations can include any visuals appropriate to your research paper which could include slides, graphs, photos, etc. Pick a method that works best for you.
Midterm (25 points)	Midterm exam of key concepts covered during lectures, exercises, group work, and assigned reading up until that point in the semester.
Final Exam (50 points)	Cumulative final exam of key concepts covered during lectures, exercises, group work, and assigned reading.

Course Policies

Late Work	Late work will be accepted although will receive half credit, accepted until 12/4/2026 (except the following assignments: Group Work, Attendance)
Citations and References	Any assignments that include cited research should include a Reference page, listing your full source/references. Examples of references in APA format: ● Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote. ● Example of how to cite a direct quote: "Past research has indicated that becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Doe, 2020, p. 121). ● If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number. ● Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue

	website can also be helpful: https://owl.english.purdue.edu/owl/resource/560/01/
Extra Credit	No extra credit is available in this course
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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

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 and 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](#).

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> 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.

Campus Resources & Support Services

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

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 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
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
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/

Resource	Description	Contact / Website
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/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	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

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Topics / Readings	In-Class Work	Due Dates
8/17	Syllabus & Course Introduction	Who Am I? Presentation	
8/24	Chapter 1	Group Work - Chapter 1	
8/31	Chapter 2	Group Work - Chapter 2	
9/7	Chapter 3	Group Work - Chapter 3	
9/14	Chapter 4	Group Work - Chapter 4	
9/21	Chapter 5	Group Work - Chapter 5	
9/28	Chapter 6	Group Work - Chapter 6	
10/5	Chapter 7	Group Work - Chapter 7	Midterm
10/12	Chapter 8	Group Work - Chapter 8	
10/19	Chapter 9	Group Work - Chapter 9	
10/26	Chapter 10	Group Work - Chapter 10	
11/2	Chapter 11	Group Work - Chapter 11	
11/9	Chapter 12	Group Work - Chapter 12	
11/16	Chapter 13	Group Work - Chapter 13	
11/23	Chapter 14	Group Work - Chapter 14	
11/30		Student Presentations	Research Paper
12/7	Final Exam	Monday (12/7):1:15pm	