

# **OLIVE-HARVEY COLLEGE**

CITY COLLEGES OF CHICAGO

**Introductory Statistics**

**MATH 125 EG4**

**Spring 2025**

## **Course Information**

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**PCS Code:** 1.1

**Credit Hours:** 4

**Course Contact Hours:** 4

**Lecture Contact Hours:**4

**IAI Code:** BUS 901 ,M1 902

**Class Number:** 65365

## **Instructor Name and Email**

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**Name:** Kriti Sehgal

**Email:** ksehgal@ccc.edu

## **Instructor Contact Information**

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Welcome to Math 125! I am excited to have you in this course and am committed to helping you succeed. Together, we will explore important statistical concepts that will not only help you in this class but also prepare you for future academic and professional pursuits. Success in this course requires consistent effort: attending class, actively engaging in discussions, and completing homework, quizzes, and exams on time.

I have set aside office hours to support you. These are valuable opportunities to ask questions, discuss the material, or seek guidance, and I strongly encourage you to make use of them. If my scheduled office hours do not fit your schedule, feel free to email me to arrange a meeting. Please note that conceptual questions are best discussed in person, so use office hours rather than email for those. For other concerns, I respond to emails within 24 hours, Monday through Friday.

If you find yourself struggling or falling behind, do not hesitate to reach out. Together, we can work through challenges and ensure your success. Below, you will find important details about the course. Please review this syllabus thoroughly and let me know if you have any questions. Let's work together to make this semester a success!

Office hours: Mon, Wed 1:10-1:40 PM at the Math Emporium Room-3414 (updated 01/23/2025).

## **Lecture Meeting Information**

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**Section EG4 Class 65365**

**Instruction Mode** In Person

**Meeting Mode** Lecture

**Location** Olive-Harvey College

**Room** OH Bldg 0001 - Rm 2205

**Dates** 01/13/2025 to 05/07/2025

**Meeting Times** 11:10 AM - 01:00 PM

**on** Mon, Wed

## **Expectations**

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I expect you to be respectful toward others and yourself. I also expect you to come to class on time and prepared, take notes, ask questions, and actively

engage in your education.

## **Course Catalog Description**

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This course focuses on mathematical reasoning and the solving of real-life problems. Topics addressed include: descriptive statistics (measures of center, variation, and position, and frequency distributions); basic probability theory (counting techniques, sample spaces, probability laws); probability distributions (normal and binomial); statistical inference, which includes estimation, hypothesis testing (z-test, t-test, and chi-square test), errors, and correlation/regression. Tools such as graphing calculators or computers are an integral part of this course. Writing assignments, as appropriate to the discipline, are part of the course.

## **Students this Course is Expected to Serve**

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This course is intended for students who are liberal arts majors and require a general education mathematics course for their undergraduate degree or for students whose programs require introductory statistics.

Prerequisite: Grade of C or better in Math 99, grade of C or better for Math 025, or Placement Test Score range within PRE-ALGEBRA (17-99) AND ALGEBRA(43-99) and College ALGEBRA (1-50), or ACT Math (min. 21); or SAT Math (min. 500); or ALGEBRA Placement Test Waiver, or Consent of Department Chairperson.

## **Course Objectives**

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The goal of this course is to be an engaging and thorough introduction to statistics for students. Although formulas and formal procedures can be found throughout the text, it emphasizes the development of statistical literacy and critical thinking. This course encourages understanding

concepts instead of cookbook calculation. This course provides a framework that fosters personal growth through the use of technology, work with peers, critical thinking, and the development of communication skills and allows students to apply their learned skills beyond the classroom in a real-world context.

The aim of this class is to help students:

1. Develop statistical reasoning as it relates to contextual (real-world) scenarios.
2. Apply statistical techniques to data from various representations.
3. Interpret statistical results appropriately (verbally and in writing).
4. Use technology to perform statistical computations and explore statistical concepts.

## **Student Learning Outcomes**

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Upon successful completion of the course, you, as the student, will be able to:

1. Demonstrate the knowledge and appropriate use of statistical terms such as: population, sample, variable, and data classifications (i.e., qualitative data, quantitative data, discrete data, etc.)
2. Identify sampling techniques, biases in sampling, and experiment designs.
3. Construct a frequency distribution from raw data.
4. Interpret data presented in tabular form and graphical form (e.g., histogram, stem-and-leaf plot, box-and-whisker, scatterplots, etc.).

5. Demonstrate knowledge and appropriate use of statistical terms such as: population, sample, variable, and data classifications (i.e., qualitative data, quantitative data, discrete data, etc.).
6. Identify sampling techniques (random versus non-random).
7. Interpret information using the measures of central tendency from a contextual-based (real- world) scenario.
8. Interpret information using the measures of variation (dispersion) from a contextual-based (real world) scenario.
9. Compute and interpret the correlation coefficient for small data sets.
10. Apply the Empirical Rule and Chebyshev's Theorem to a contextual-based (real-world) scenario.
11. Interpret information using the measures of position from a contextual-based (real-world) scenario.
12. Compute and interpret the correlation coefficient for small data sets.
13. Find and interpret the least-squares regression line and use to form predictions.
14. Demonstrate knowledge of terms related to probability such as: experiment, outcome, sample space, event, empirical (experimental) probability, and classical (theoretical) probability.
15. Use a sound understanding of probability values and the basic skills necessary to determine probability values in a variety of important contextual-based (real-world) scenarios.
16. Construct a probability distribution for a discrete random variable.

17. Compute the mean (expected value) and variance of a discrete probability distribution.
18. Compute probabilities, means, and variances of binomial distributions.
19. Explain the distinction between discrete and continuous data.
20. Apply normal distribution and Central Limit Theorem to contextual (real-world) situations.
21. Demonstrate knowledge of the properties of a normal and a standard normal distribution in applications to contextual-based (real-world) scenarios.
22. Compute and interpret the area under the normal curve to different contextual-based (real-world) scenarios.
23. Demonstrate knowledge of the properties of the sampling distributions of the sample mean and sample proportion.
24. Demonstrate knowledge of terms related to interval estimation such as point estimate, confidence level, confidence interval, and margin of error.
25. Compute a confidence interval (for small and large samples) or minimum sample size needed for the population mean and population proportion.
26. Demonstrate knowledge of terms related to hypothesis testing (e.g., null and alternative hypotheses, significance level, Type I and Type II errors, etc.).
27. Perform a hypothesis test (for small and large sample sizes) of the population mean and population proportion.
28. Perform Goodness-of-fit Test.

## Texts, Materials, and Resources

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**Statistics: Informed Decisions Using Data - MyLab**

**ISBN:** 9780135780121

**Authors:** Sullivan, Michael

**Publisher:** Pearson Education

**Publication Year:** 2020

## Methods of Instruction

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Instruction will include whiteboard teaching and PowerPoint presentations, as needed.

## Technology Requirements

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Computer and Internet Access.

## Method of Assessment and Evaluation

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There are three categories of assessments used to evaluate your grade: Homework, Quizzes, Tests. All the assessments will be assigned in MyLab.

**Homework:** There are 35 homework assignments in this course. One is Math Warm-up and rest corresponds to one for each of the section we cover during the course. Credit will only be given as an indication that these assignments have been satisfactorily completed because these can be attempted as many times as it takes to reach the desired levels. Homework will be assigned as we finish the corresponding section in the class. You will have one week to do each homework.

**Chapter Quizzes:** There are 10 chapter quizzes. Students are expected to complete the quiz in one session. You have three attempts at each quiz, the

score of your best attempt will be retained. Each quiz is 90 minutes long and the timer will not stop once started. The quizzes are given in MyLab. Quizzes will be assigned as we finish the corresponding chapter in the class. You will have one week to do each quiz.

**Tests:** There are 4 exams, these are not comprehensive and are limited to the materials studied in chapters since the previous exams. While the exams are not comprehensive, the chapters build on one another. Therefore, understanding prior concepts may be necessary to grasp the material being tested. Students are expected to complete the test in one session. You have two attempts at each test, the score of your best attempt will be retained. Each test is 180 minutes long and the timer will not stop once started. Tests will be assigned as we finish the corresponding module in the class. You will have one week to do each test.

## **Late Policy**

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All assessments (homework, quizzes, and tests) must be submitted on time. Late submissions WILL NOT be accepted, and extensions ARE NOT allowed.

If you encounter challenges or unusual circumstances, I encourage you to reach out to me. However, to maintain fairness for all students, I do not determine which reasons qualify for extensions.

To accommodate unforeseen circumstances, I will drop your lowest five homework grades and your lowest two quiz grades. These dropped grades are intended to cover issues such as technical difficulties or personal



challenges that may arise. I recommend saving this allowance for such situations.

Please note that no additional homework or quiz grades will be dropped, and no extensions will be granted beyond this policy.

## Final Grade Calculation

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Assessment	Percentage
Homework	30
Quizzes	30
Tests	40

## Grading Scale

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Letter Grade	Percentage
A	$90\% \leq \text{your score}$
B	$80\% \leq \text{your score} < 90\%$
C	$70\% \leq \text{your score} < 80\%$
D	$60\% \leq \text{your score} < 70\%$
F	$\text{your score} < 60\%$

## Additional Resources

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### 1. CCC Remote Tutoring

City Colleges of Chicago provides remote tutoring outside of regular business hours to students across the District. These services are delivered by our professional tutors. English and math tutoring are consistently offered, and other topics are covered based on availability of tutors. In Spring 2025, these tutoring services are available on the following schedule:

Mornings: 7:00 a.m. to 9:00 a.m. (Monday, Tuesday, Wednesday, and Thursday)

Evenings: 7:00 p.m. to 10:00 p.m. (Monday, Tuesday, Wednesday, and Thursday)

Sundays: 10:00 a.m. to 3:00 p.m.

Students can access this service by

visiting <https://prepare.ccc.edu/remote-enterprise-tutoring/> and clicking on the button “Remote Enterprise Tutoring.” You can also schedule their appointments through Navigate.

## 2. **OHC Math Emporium**

Emporium room in 3414 at OHC

## 3. **Loaner Laptop Information**

<https://prepare.ccc.edu/student-resources/>

## Course Schedule

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Date	Topics	Assignments	SLOs
1/13/25	Introduction, Set-up	Math Warm-Up	
1/15/25	1.1 Intro to the Practice of Statistics 1.2 Obs. versus Designed Experiments	HW 1.1, 1.2	
1/20/25	HOLIDAY: MARTIN LUTHER KING JR. DAY		
1/22/25	1.3 Simple Random Sampling 1.4 Other Sampling Methods	HW 1.3, 1.4	
1/27/25	1.5 Bias in Sampling 1.6 The Design of Experiments	HW 1.5, 1.6; Quiz-1	

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>	<b>SLOs</b>
1/29/25	2.1 Organizing Qualitative Data	HW 2.1	
2/3/25	2.2 Organizing Quantitative Data: Popular Displays	HW 2.2	
2/5/25	2.3 Additional Displays of Quantitative Data	HW 2.3	
2/10/25	2.4 Graphical Misrepresentations of Data	HW 2.4; Quiz-2	
2/12/25	3.1 Measures of Central Tendency	HW 3.1	
2/17/25	HOLIDAY: PRESIDENT'S DAY		
2/19/25	3.2 Measures of Dispersion	HW 3.2	
2/24/25	3.4 Measures of Position and Outliers	HW 3.4	
2/26/25	3.5 The 5-number Summary and Boxplots	HW 3.5; Quiz-3; Test-1	
3/3/25	4.1 Scatter Diagrams and Correlation	HW 4.1	
3/5/25	4.2 Least Squares Regression	HW 4.2; Quiz-4	
3/10/25	5.1 Probability Rules	HW 5.1	
3/12/25	5.2 The Addition Rule and Complements 5.3 Independence and the Multiplication Rule	HW 5.2, 5.3	
3/17/25	5.4 Conditional Probability and the General Multiplication Rule	HW 5.4	

Date	Topics	Assignments	SLOs
3/19/25	5.5 Counting Techniques 5.7 Putting It Together: Which Method Do I Use?	HW 5.5, 5.7; Quiz-5, Test-2	
3/24/25	SPRING BREAK		
3/26/25	SPRING BREAK		
3/31/25	6.1 Discrete Random Variables	HW 6.1	
4/2/25	6.2 The Binomial Probability Distribution	HW 6.2; Quiz-6	
4/7/25	7.1 Properties of the Normal Distribution 7.2 Applications of the Normal Distribution	HW 7.1, 7.2; Quiz-7	
4/9/25	8.1 Distribution of the Sample Mean	HW 8.1	
4/14/25	8.2 Distribution of the Sample Proportion	HW 8.2; Quiz-8; Test-3	
4/16/25	9.1 Estimating a Population Proportion	HW 9.1	
4/21/25	9.2 Estimating a Population Mean	HW 9.2; Quiz-9	
4/23/25	10.1 The Language of Hypothesis Testing	HW 10.1	
4/28/25	10.2 Hypothesis Testing for a Population Proportion 10.3 Hypothesis Tests for a Population Mean	HW 10.2, 10.3; Quiz-10	
4/30/25	12.1 Goodness-of-Fit Test	Test-4	
5/5/25			

Date	Topics	Assignments	SLOs
5/7/25			

## Use of AI in this Class

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**AI Use Prohibited:** The use of generative AI tools (e.g. ChatGPT, DALL-E, etc.) is not permitted in this class unless explicitly authorized for specific assignments. This includes AI-powered grammar and style checkers like Grammarly. Unauthorized and/or uncited use of AI tools for work in this class constitutes academic dishonesty and may result in penalties up to and including failure of the assignment or course. If you have questions about permitted tool usage, please ask.

## Active Pursuit

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Students who are not actively pursuing the course at midterm may be administratively withdrawn from the course and receive an “ADW” on their transcript. Active pursuit is the completion of assignments, in-class-projects and general activities of the class, as well as maintaining attendance that allows you the opportunity to effectively succeed in the course. Students will be considered as actively pursuing this course if they meet the following criteria at midterm:

- Completion of at least 50% of assigned assessments and
- Participation in at least 50% of class sessions

## No-Show Withdrawal Policy

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Students are required to attend class. Students will be issued a no-show withdrawal (NSW) under the following circumstances (see [No-Show Withdrawals \(NSW\)](#) & Refunds for information about the NSW refund policy). Students who have been issued an NSW by the instructor may, at

the request of the instructor, be reinstated (RNS) into the class. See [RNS – Reinstate \(in a Class\)](#) for more information.

- Courses that meet more than once per week: students who do not attend the first two (2) class sessions will be withdrawn from the class by the instructor and issued an NSW.
- Courses that meet once per week: students who do not attend the first class session of a course which meets only once per week will be withdrawn from the class by the instructor and issued an NSW.

## College Resources and Policies

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### Resources for Student Success – Students: Keep Learning

#### Navigate

Navigate is a comprehensive student support system that brings together students, faculty, advisors, and other support staff to assist students from enrollment to graduation and beyond. Students use Navigate to schedule appointments with key support departments such as Advising, Tutoring, and Financial Aid. Faculty use Navigate to communicate with students and support staff any concerns, attendance, course progress, and at-risk of failing alerts. To access Navigate, log in to your student portal at [my.ccc.edu](https://my.ccc.edu)

#### Academic Support – Virtual Tutoring

Students are encouraged to get help and support with their studies by participating in individual and group tutoring through the Academic Support Services Department. Olive-Harvey's Academic Support Center offers free tutoring and academic support services to assist students in achieving personal and academic success. We encourage any student to seek tutoring to gain a deeper comprehension of course content and to enhance learning development. For more information or to schedule an appointment

with a tutor, please go to [my.ccc.edu](http://my.ccc.edu) and look for the “NAVIGATE” button. Further instructions on how to proceed will be given after clicking the button. For more information, please email us at [OHC-Ask-A-Tutor@ccc.edu](mailto:OHC-Ask-A-Tutor@ccc.edu). Virtual Student Support Services is available at <https://prepare.ccc.edu/virtual-student-services/>.

Tutoring is offered in most subjects taught at the campus. We also provide supplemental instruction for our sciences, and other workshops that can help you on your academic journey.

### **Advising**

Academic Advisors are available to assist you at every stage of your education at Olive-Harvey College—from clarifying education and career goals, to academic planning, to helping you succeed along your journey through graduation. Students can make an appointment to meet with their academic advisor by going to the Navigate system via your student portal at [my.ccc.edu](http://my.ccc.edu) or speak with an Advisor virtually via Zoom <https://cccedu.zoom.us/j/9093854051> or by going to the Virtual Student Service site at <https://prepare.ccc.edu/ohvss/>.

### **Career Planning and Placement**

Olive-Harvey’s Career Planning and Placement provides comprehensive services to help you make informed decisions about your career plan. These services help you to prepare for a diverse and changing job market. Career Planning and Placement provides one-on-one career planning sessions, career and personal assessments, resume and cover letter assistance, interview and networking preparation, and internship and job search strategies. Virtual walk-in hours and appointments are available by going to the Virtual Student Service. Call or email career services for an appointment at 773/291-6366 or [OHC-CareerServices@ccc.edu](mailto:OHC-CareerServices@ccc.edu). Email your appointment requests or questions to [OHC-CareerServices@ccc.edu](mailto:OHC-CareerServices@ccc.edu).

## **Computer Labs**

Olive-Harvey College provides computer lab access for City Colleges of Chicago students. Computers and printing are available for students to write a paper, research for class, or check email in 2423, 3207, L426G, and SCLC 016. Student IDs are required. Visit Olive-Harvey College Labs and hours of operation at <https://www.ccc.edu/colleges/olive-harvey/menu/Pages/Computer-Labs.aspx>.

## **ACCESS Center**

The ACCESS Center works directly with students and in coordination with faculty and administrators to facilitate reasonable accommodations for students with documented disabilities. The DAC strives to remove barriers to equal access and create a campus environment of inclusivity. Any student with a disability, including a temporary disability, who requires accommodations, should contact the Disability Access Center as soon as possible. It is the student's responsibility to contact the Disability Access Center and no accommodations will be made in the classroom unless directed and approved by the Disability Access Center. The contact information is: Room 1401, (773) 291-6345 [ohc-dac@ccc.edu](mailto:ohc-dac@ccc.edu)

## **Library – Virtual Services**

Need help with finding sources for a paper, assignment, or other information need? Librarians are available to provide you with virtual assistance, Monday-Wednesday from 8:30am-6:00pm and Thursday from 8:30am-5:30pm. Please visit the Olive-Harvey College Library's website at <https://www.ccc.edu/colleges/olive-harvey/departments/Pages/Library-System.aspx> to connect with a librarian and access library resources.

## **Student Activities Center/Get Involved with Student Clubs/Organizations**

The Office of Student Activities enhances the student experience through exposure to and engagement in co-curricular programming, events,



leadership development, and student clubs. Students that want to gain or enhance leadership skills, participate in event planning and become peer advocates should strongly consider joining our student-led clubs and organizations. For more information, visit [www.ccc.edu/studentorganizations](http://www.ccc.edu/studentorganizations) or Monice Purnell [mpurnell5@ccc.edu](mailto:mpurnell5@ccc.edu)

### **Transfer Center**

The Transfer Center is here to help you transition to your dream school. The Transfer Center provides 1:1 transfer advising, scholarship research assistance, campus tours, visits from college and university representatives, transfer fairs and information sessions, application and waiver assistance (to those who qualify), and exposure to articulation and transfer agreements, and other resources. Currently, services are being delivered virtually. Please email Tyanna McCann (Director of the Transfer Center) at [tmccann3@ccc.edu](mailto:tmccann3@ccc.edu) to ask any of your transfer questions, schedule a zoom meeting or conference call. Remember it is never too soon to talk about the transfer process. The Transfer Center looks forward to assisting you.

### **Veteran Services Center**

The Veterans Services Center is a centralized, on-site source of support and access to military affiliated information and resources. Our mission is to improve the capability, resources, well-being and success of all Military Affiliated Students (M.A.S.) attending Olive-Harvey College, and to assist them with transferring to four-year institutions, veteran internships, and entering the workforce. The Veterans Services team is staffed by veterans and skilled professionals who understand the unique challenges our veterans and military families face when transitioning from active duty service to civilian college life. If you or anyone in your immediate family has served, we encourage you to learn about your benefits and opportunities we provide! Schedule a Zoom appointment with [gvillagomez13@ccc.edu](mailto:gvillagomez13@ccc.edu), or call (773) 602-5152 to learn more.

## **Wellness Center**

As a student, you may experience a range of issues that can interfere with academic success such as stress, anxiety, worry, sadness/depression, substance use, grief/loss, procrastination, loss of motivation, and financial struggles. To address these concerns, Olive-Harvey College Wellness Center offers free and confidential mental health counseling and case management services to students and manages the on-campus food pantry (Panther Pantry), Room 1308 . To get started, please contact the Wellness Center at 773-291-6283 or visit Room 1118 or virtually visit us:

<https://cccedu.zoom.us/j/4111414306> .

Walk-in appointments are accepted. If you are in an immediate crisis, please call the Suicide and Crisis Lifeline at 988 or text the word “HOME” to 741741.

## **One Million Degrees**

Olive-Harvey and One Million Degrees have partnered up to provide OHC students necessary support to keep students on track to graduate. In this program you will receive up to \$1,000 in financial stipends (that’s free money!), one-on-one support to help you succeed at OHC and other support services to keep you connected to the OHC community to ensure you graduate successfully. This is a FREE program and you may have already been selected! All you need to do is check your CCC email (search “OMD”) and follow the next steps to secure your spot in the program. If you have any questions head to room 1410 for more information OR email [olive-harvey@onemilliondegrees.org](mailto:olive-harvey@onemilliondegrees.org)

## **Olive-Harvey College is a Caring Campus**

“A culture of caring has become a hallmark of excellent community colleges.” ~The Aspen Institute

The Caring Campus Initiative based on research that shows students who feel more connected to their college are more likely to be retained, persist from semester to semester, and complete their academic goals.

#### Caring Campus Faculty Commitments:

- Learn and regularly use students' names
- Clearly communicate about the course
- Create moments that matter
- Assign and assess early and often
- Practice Situational Fairness

## District Policies

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### Academic Integrity

The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of "F" by the instructor.

### Student Conduct

City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the College. Misconduct for which students are subject to College Discipline (e.g. expulsion) may include the following: (1) all forms of dishonesty such as stealing, forgery, (2) obstruction or disruption of teaching, research, administration, disciplinary proceeding, (3) physical or verbal abuse, threats, intimidation, harassment, and/or other conduct that threatens or endangers the health or safety of any person, and (4) carrying or possession of weapons, ammunition or other explosives.

## **Federal Family Educational Rights and Privacy Act (FERPA)**

Our college also abides by federal privacy laws on behalf of students and employees. <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **General Responsibilities/Student Policy Manual**

Students have a great deal of responsibility. The majority of these duties and responsibilities are laid out in the Student Policy Manual. Each student is encouraged to view this manual when they enroll in any CCC course. A copy may be obtained from the Admissions Office or Dean of Student Services or online at: <http://www.ccc.edu/menu/pages/policies.aspx&nbsp;>

## **Inclement Weather Policy**

If it becomes necessary to cancel classes due to emergency or inclement weather conditions, the Program Director, or designee will inform the students by email. Students should maintain their contact information (email, phone number) current with the [CCC Emergency Notification System](#) for current notifications. Please note, in clinical education, students must abide by facility policies for inclement weather.

## **EEO and TITLE IX**

City Colleges of Chicago ("CCC") is strongly committed to ensuring that its learning and work environments are free of discrimination and harassment, which includes sexual harassment. CCC has a zero-tolerance policy against all forms of discrimination or harassment. CCC will stop, remedy, and prevent the recurrence of discrimination or harassment through the enforcement of this policy. The Board of Trustees of the City Colleges of Chicago ("Board") prohibits unlawful discrimination or harassment with respect to hire, terms and conditions of employment, continued employment, admissions, or participation in Board programs, services, or activities (regardless of whether such programs, services, or activities occur on CCC property) on the basis of race, color, national origin, ethnicity, sex, gender, gender identity, age, religion, citizenship status, sexual orientation, sex stereotypes, sex characteristics, marital, family or parental status, pregnancy,

order of protection status, disability, genetic information, military status, or status of a member of any other protected class under federal, state, or city law. As a public community college district, CCC adheres to federal, state, and city laws and regulations regarding non-discrimination.

Should any federal, state, or city law or regulation be adopted that prohibits discrimination based on characteristics not included in this policy, discrimination on those additional bases will also be prohibited by this policy. More information can be found [here](#).

### **ADA/Neurodiversity**

City Colleges of Chicago values diversity, equity, inclusion, and accessibility of all. We recognize that neurodiversity\* among the students, faculty, staff, trustees, and the community is critical to supporting a more inclusive learning and working environment. We believe that, when neurodivergent people are understood, valued, and empowered, we all stand to benefit from their important and unique contributions. This statement represents our commitment to providing appropriate supports based on each person's individual needs and a culture that recognizes human diversity.

\*Neurodiversity is defined as a strength-based approach to viewing differences in individual brain function and behavioral traits and as part of normal variation in the human population."

### **NSW – No-Show Withdrawal**

Students are required to attend class. Students will be issued a no-show withdrawal (NSW) under the following circumstances (see [No-Show Withdrawals \(NSW\) & Refunds](#) for information about the NSW refund policy): Students who have been issued an NSW by the instructor may, at the request of the instructor, be reinstated (RNS) into the class. See [RNS – Reinstatement \(in a Class\)](#) for more information.

- Courses that meet more than once per week: students who do not attend the first two (2) class sessions will be withdrawn from the class by the instructor and issued an NSW.
- Courses that meet once per week: students who do not attend the first class session of a course which meets only once per week will be withdrawn from the class by the instructor and issued an NSW.

## **NSW – No-Show Withdrawal from Asynchronous Courses**

Students registered in online classes will be issued a no-show withdrawal (NSW) if they do not pursue academic activities within the online environment of the course on at least two separate days prior to the statistical (STAT) reporting day of the class (see [No-Show Withdrawals \(NSW\) & Refunds](#) for information about the NSW refund policy). See [Glossary of Terms](#) for more information about the Statistical (STAT) Date.

Academic activities may include, but are not limited to, the completion of assignments, exams and quizzes or participation in online discussions. Academic activities do not include merely logging onto the course site (or learning management system – LMS, see [Learning Management System](#)), or acknowledging that you have read the syllabus.