



## **Course Syllabus**

**QMB 3200 - 3576**

## **Quantitative Methods for Business Fall Term 2025-2026 (0655)**

### **Welcome**

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Welcome to your 8-week Business Statistics course. This will be a challenging but rewarding look at a number of statistical techniques used to solve a wide variety of business problems. I look forward to leading you through the course!

Note that this is an 8-week "express" course, similar to many other upper-level courses at SPC. You will be completing the workload of what is normally taught over 16 weeks in half the time. This will require significant dedication and time commitment to the course to be successful. Waiting until the weekly due dates to get started will make it very difficult to finish the work and to keep up with the pace of the class as topics build on each other each week. Getting behind in this manner does not afford students due date extensions, makeup work or other special benefits the rest of the class doesn't receive.

Please go to the Course Home page and read through the complete welcome message. From there, go to Course Content and complete the initial modules that lead into Week 1.

### **Instructor Contact Information**

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Dr. Aaron DeSpain, DBA, ChFC®

**Pronouns:** he/him

**Email**

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**Phone:** 727-341-3252

**Office and Online Chat Hours:**

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13805 58th St N, Clearwater, FL 33760

**Instructor Web Page:**

<https://web.spcollege.edu/instructors/id/despain.aaron/BIO/>

## Departmental Contact Information

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Emmanuel Hernandez-Agosto, DBA

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**Phone Number:** 727-712-5407

**Appointment Information:** Call or Email contacts above to schedule an appointment

Michael Ewell, M.S.

**Title:** Associate Dean, College of Business

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**Phone Number:** 727-791-2610

**Appointment Information:** Call or Email contacts above to schedule an appointment

## Course Information

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**Prerequisite(s):** Admission to: BUS-BS or MGTORG-BAS or ANLST-ATC and

Prerequisites: STA 2023 or QMB 2100 either with a minimum grade of C.

**Credit Hours:** 3

**Modality:** Online

**Course Description:** This course presents quantitative approaches in business decision making. It provides students with a conceptual understanding of the role that management science plays in the decision making process. This course emphasizes the application of quantitative techniques to the solution of business and economic problems.

## **Course Objectives**

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1. The student will apply the conceptual frame work of quantitative methods in the decision making process by:
  - a. identifying and using microeconomic models.
  - b. explaining the importance of statistics and situations where statistics are used appropriately and inappropriately in business.
  - c. using a step-by-step procedure used in quantitative approaches to decision making.
  - d. examining basic models of cost, revenue, and profit - - and computing the breakeven point.
  - e. using Microsoft Excel in applying quantitative methods to decision making.
2. The student will analyze real world applications by:
  - a. explaining how the quantitative methods analyzed in this course have been used in practice.
  - b. examining applications of linear programming that have been encountered in marketing, finance, and operations management.
3. The student will calculate probability distributions, expected value, and sampling by:
  - a. using the rules of addition and multiplication.
  - b. analyzing contingency tables and tree diagrams.
  - c. using Bayes' theorem to revise initial (prior) probability estimates.
  - d. computing and employing the range, mean deviation, variance and standard deviation for data observations.

- e. deducing probabilities using a binomial probability distribution.
4. The student will apply the principles of forecasting using past data and time series analysis by:
- a. identifying the various components of a time series.
  - b. using the least squares method to identify the trend component of a time series.
  - c. examining regression models used in forecasting.
5. The student will research inventory decisions with certainty and uncertainty factors by:
- a. detecting problems that can be solved by applying a transportation model.
  - b. analyzing network and linear programming models of the transportation problem.
  - c. examining the economic order quantity (EOQ) model.
6. Student will examine linear programming formulation and computer solutions by:
- a. testing linear programming models for simple problems.
  - b. solving two variable linear programming models by the graphical solution procedure.
  - c. determining, solving, and interpreting the solution for linear programs with more than two decision variables.

## **Important Dates**

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**Class Dates:** 18-AUG-2025 to 10-OCT-2025

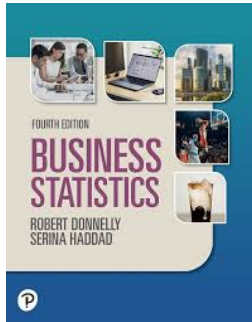
**Drop Date:** 22-AUG-2025

**Withdrawal Date:** Please reference the Academic Calendar below

<https://www.spcollege.edu/academic-calendar>

## Required Textbook and Other Resources

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### **Business Statistics**

**Required or Optional:** Required

**ISBN:** 8220146910311

**Authors:** Donnelly & Haddad

**Publisher:** Pearson

**Publication Date:** 2025

**Edition:** 4

### **Notes**

MyStatLab (digital access code) and eText. Also includes a redemption code for a looseleaf (physical text). Go to the Purchase Options menu in the lab to order the looseleaf. Select 'Redeem a Prepaid Print Textbook.'



### **Excel**

**Required or Optional:** Required

**Publisher:** Microsoft

### **Notes**

Office 365 is free for SPC students. Copy and paste the following link into a new browser page for more information:

<https://go.spcollege.edu/microsoft/>



### **XLStat**

**Subtitle:** Add-in for Excel

**Required or Optional:** Required

**ISBN:** 8220128194760

**Publisher:** Pearson

## **Performance Assessment and Grading**

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Total points will be accumulated from chapter homework assignments, Excel Projects and a final exam. All assignments will be completed in the Pearson lab. The assignments and their grading weights include the following:

50% Homework (12 lab assignments, 131 questions/problems, 293 points)

25% Excel Projects (5 assignments, 10 problems, 100 points)

25% Final Exam (25 questions/problems, 100 points)

Note that the respective weights are applied to the points based on assignment category.

See the Course Content in Canvas for more details about these assignment types.

## **Grading Scale**

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Standard grading scale will be used (see below).

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

<60% = F

## **Late Work Policy**

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Exceptions to meeting assignment deadlines require an official documented excuse (i.e. doctor's note, etc.). Please note that computer problems, minor sickness, travel, and lack of planning do not constitute an excuse for missing a deadline. This may mean you have to use computers on campus or somewhere other than your home or submit an assignment to the instructor's college email account if Canvas is down (should the need arise). Be sure to view all of the content and expectations within each weekly module ahead of time to confirm you can meet them for proper completion of this course.

## **Course Assignment Schedule**

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A color coded Assignment Schedule is included in the Begin Here module. Students should save or print it for use as a quick reference guide to the course assignments.

**QMB3200 Fall 2025 mod 1**

**Weekly Assignment Schedule and Due Dates**

| <b>Week</b> | <b>Start Date</b> | <b>Course Topics and Text Readings</b>                           | <b>Assignments</b>                       | <b>Due Date</b> |
|-------------|-------------------|------------------------------------------------------------------|------------------------------------------|-----------------|
| <b>1</b>    | <b>18-Aug</b>     | <b>Chapters 1 to 4</b>                                           |                                          |                 |
|             |                   | Introduction to MyStatLab                                        |                                          |                 |
|             |                   | Review of basic statistics concepts:                             |                                          |                 |
|             |                   | Introduction to Business Statistics                              | <a href="#">MyStatLab Assignments</a>    |                 |
|             |                   | Descriptive Statistics                                           | <b>Stat Lab Orientation</b>              | <b>20-Aug</b>   |
|             |                   | Introduction to Probabilities                                    | <b>Chapters 1-4 Homework</b>             | <b>25-Aug</b>   |
| <b>2</b>    | <b>25-Aug</b>     | <b>Chapter 5 (<i>skip sections 5.3 &amp; 5.4</i>)</b>            |                                          |                 |
|             |                   | <b>Chapter 6 (<i>skip sections 6.3 &amp; 6.4</i>)</b>            |                                          |                 |
|             |                   | Discrete Probability Distributions                               | <a href="#">MyStatLab Assignments</a>    |                 |
|             |                   | Binomial Distributions                                           | <b>Chapter 5 Homework</b>                | <b>31-Aug</b>   |
|             |                   | Continuous Random Variables                                      | <b>Chapter 6 Homework</b>                | <b>31-Aug</b>   |
|             |                   | Normal Distributions                                             | <b>Chapter 5 &amp; 6 Excel Projects</b>  | <b>1-Sep</b>    |
| <b>3</b>    | <b>1-Sep</b>      | <b>Chapters 7 &amp; 8 (<i>skip section 8.6</i>)</b>              |                                          |                 |
|             |                   | Sampling                                                         |                                          |                 |
|             |                   | Central Limit Theorem                                            |                                          |                 |
|             |                   | Sampling Distribution of Proportion                              | <a href="#">MyStatLab Assignments</a>    |                 |
|             |                   | Point Estimates                                                  | <b>Chapter 7 Homework</b>                | <b>7-Sep</b>    |
|             |                   | Calculating Confidence Intervals                                 | <b>Chapter 8 Homework</b>                | <b>7-Sep</b>    |
|             |                   | Determining Sample Size                                          | <b>Chapter 7 &amp; 8 Excel Projects</b>  | <b>8-Sep</b>    |
| <b>4</b>    | <b>8-Sep</b>      | <b>Chapters 9 &amp; 10 (<i>skip sections 9.5 &amp; 10.4</i>)</b> |                                          |                 |
|             |                   | Hypothesis Testing - Single Population                           |                                          |                 |
|             |                   | Standard Deviation Known & Unknown                               |                                          |                 |
|             |                   | Hypothesis Testing for Proportion                                | <a href="#">MyStatLab Assignments</a>    |                 |
|             |                   | Hypothesis Testing - Two Populations                             | <b>Chapter 9 Homework</b>                | <b>14-Sep</b>   |
|             |                   | Standard Deviation Known & Unknown                               | <b>Chapter 10 Homework</b>               | <b>14-Sep</b>   |
|             |                   | Independent versus Dependent Samples                             | <b>Chapter 9 &amp; 10 Excel Projects</b> | <b>15-Sep</b>   |



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|-----------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|-------------------------------------------|---------------|
| 5                                                                                                                                 | 15-Sep              | <b>Chapter 11 (section 11.1 ONLY)</b>  |                                           |               |
|                                                                                                                                   |                     | <b>Chapter 14</b>                      |                                           |               |
|                                                                                                                                   |                     | One-Way ANOVA                          | <a href="#">MyStatLab Assignments</a>     |               |
|                                                                                                                                   |                     | Correlation                            | <b>Chapter 11 Homework</b>                | <b>21-Sep</b> |
|                                                                                                                                   |                     | Simple Regression Analysis             | <b>Chapter 14 Homework</b>                | <b>21-Sep</b> |
|                                                                                                                                   |                     | Predictions & Assumptions              | <b>Chapter 11 &amp; 14 Excel Projects</b> | <b>22-Sep</b> |
| 6                                                                                                                                 | 22-Sep              | <b>Chapter 15</b>                      |                                           |               |
|                                                                                                                                   |                     | Multiple Regression Analysis           |                                           |               |
|                                                                                                                                   |                     | Developing a Model                     |                                           |               |
|                                                                                                                                   |                     | Explaining Variation                   | <a href="#">MyStatLab Assignments</a>     |               |
|                                                                                                                                   |                     | Quantitative vs Qualitative Variables  | <b>Chapter 15 Homework</b>                | <b>28-Sep</b> |
|                                                                                                                                   |                     | Model Building                         | <b>Chapter 15 Excel Projects</b>          | <b>29-Sep</b> |
| 7                                                                                                                                 | 29-Sep              | <b>Chapter 16 (skip section 16.4)</b>  |                                           |               |
|                                                                                                                                   |                     | Forecasting                            |                                           |               |
|                                                                                                                                   |                     | Smoothing Methods                      |                                           |               |
|                                                                                                                                   |                     | SMA, WMA, Exponential                  | <a href="#">MyStatLab Assignments</a>     |               |
|                                                                                                                                   |                     | With Regression                        | <b>Chapter 16 Homework</b>                | <b>5-Oct</b>  |
| 8                                                                                                                                 | 6-Oct               | <b>Final Exam</b>                      |                                           |               |
|                                                                                                                                   | <b>*Short Week*</b> | <b>See details in Week 8 of Canvas</b> |                                           |               |
|                                                                                                                                   |                     |                                        | <a href="#">MyStatLab Assignment</a>      |               |
|                                                                                                                                   |                     |                                        | <b>Final Exam (Chapters 14, 15, 16)</b>   | <b>9-Oct</b>  |
| Unlimited attempts on Homework, 3 attempts on Excel projects (best attempt or saved attempt will count). 1 attempt on Final Exam. |                     |                                        |                                           |               |
| All lab resource videos can be accessed again in the <i>Video &amp; Resource Library</i> menu of the lab.                         |                     |                                        |                                           |               |
| See also Instructor Videos and Homework Tip Sheets in Canvas Weekly Folders                                                       |                     |                                        |                                           |               |

## Course Structure

The course will review topics presented in STA2023 and quickly move on to applied business topics in the text, such as a variety of hypothesis tests, simple correlation, multiple regression and forecasting. Heavy emphasis is placed on weekly textbook readings, which are followed up with a variety of practical application homework questions via the Pearson MyStatLab. Excel based projects are also assigned in the lab for most weeks.

Additional learning resources are available in the lab, such as Sample Tests and Quizzes (in Assignments menu); StatCrunch (text data sets); Study Plan for additional practice with select chapter questions, eText and the Video & Resource Library. These resources, available in the menus on the left side of the lab page, are optional (not graded) but students are encouraged to take full advantage of them to enhance their understanding of the material.

**The weekly modules in Canvas also provide a number of resources for students. These include PowerPoint presentations, chapter notes, Excel data files referenced in the text and homework tips and videos.**

Statistics courses normally incorporate one of many available data analysis software programs, such as Minitab, eViews or SPSS. But Excel can also be used for many data analysis applications and will be utilized in this course. In some cases, especially in later chapters, a quicker and more advanced application is needed via an 'add-in' for Excel. In this course students will utilize XLStat for these cases.

## **Communication Plan**

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Important news, weekly previews, updates and/or weekly progress messages will be posted to the Canvas Announcements page. These messages may also be emailed to the class. Urgent messages may also be texted to individual students using the college SParC system. Students may email me any day of the week and expect a reply within 24 hours, although I usually reply quickly. Messages should be sent primarily through the Canvas email system. In person, phone and Zoom meetings are also available for students to schedule in advance.

## **Expectations**

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Student expectations include:

1. keeping pace with the course by completing assignments on time.
2. adhering to all SPC and class policies.
3. completing and submitting their own, original work.
4. following the Assignment Schedule and taking responsibility for their learning goals and path.
5. asking questions when needing help or clarification on course material, examples or assignment problems.
6. communicating professionally within the course and via email.
7. maintaining high ethical standards.

## **How to Be a Successful Student**

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Embarking on the journey of higher education can be transformative, and embracing the habits of successful students is a key component of that transformation.

### **Habits of Successful Students:**

- Proactive and disciplined attendance: punctual attendance, active engagement in class activities.
- Actively seek to catch up on missed materials: acquire notes and assignments promptly.
- Engage in continuous study outside class: deepen understanding through self-study.
- Integrate feedback and seek extra credit opportunities.
- Remain fully involved in the educational process.

### **Mindset and Strategic Approach:**

- Set realistic and specific learning goals for focus and direction.
- Recognize the value in each task to sustain effort.
- Maintain a positive attitude and break tasks into manageable parts.
- Regularly monitor progress and understanding.
- Embrace mistakes as learning opportunities for resilience and genuine interest in the subject.

## Course Attendance

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Participation in the course is essential to avoid being withdrawn for non-attendance. Participation is defined as reading and preparing for weekly lessons (especially prior to blended/flex class meetings). It also includes completing and submitting ALL assignments on time and taking part in all other course communications in a timely manner. The Assignment Schedule and Due Dates sheet provides an overview of all assignments and due dates for the course, which are required for active participation.

Excused absences, of course, will not count against students. However, students must contact the professor to make appropriate arrangements, and provide supporting documentation accordingly. Advance notice should be given to the instructor whenever possible to arrange for alternatives.

This course will adhere to an **80-70 rule** for participation. This means that at least 80% of the lab homework assignments need to have been attempted and at least 70% of the questions/problems within those assignments also attempted in order to be marked 'attended' when attendance is required. Attempted means there is a graded result (correct or incorrect). Attendance is reported to the college after Week 1 and the 60% point of the course (typically Week 5). Note that the 80-70 rule is applied to all previous lab assignments up to that date, not just that particular week. See the additional SPC attendance policy in the next section for more details.

## SPC Policy: Attendance/Participation/Withdrawal

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Withdrawing from a course with a “W” or “WF” may impact students’ academic standing and financial aid eligibility including placing the student in early repayment. It is the student’s responsibility to understand the consequences of withdrawing.

### **Attendance**

College policy requires students to attend class prior to the published deadline to drop with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don’t attend during the first week of the term, you will be automatically dropped, and the class removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student’s responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.
- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.
- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.

### **Participation**

College policy require the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a “W” grade. It is the student’s responsibility to understand the instructor’s requirements for ‘active participation.

## Student Withdrawals

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

## Technology Requirements & Policy

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View the [Canvas Minimum Technology Requirements](#)

If you need technical assistance, please [Contact the Technical Support Center](#).

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). Learning Management System (LMS) tutorials are available to students new to this LMS and are located at the beginning of the course. Most features in the LMS are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Students also MUST become proficient with the **Pearson Statistics lab** and the tools contained within the program to be successful in this course.

**Excel** will also be utilized extensively in the course.

### **Accessibility of Technology**

- [Canvas Accessibility](#)
- [Microsoft Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Panopto Accessibility](#)
- [Copleaks Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

### **Privacy**

- [Canvas Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Panopto Privacy](#)
- [Copleaks Privacy](#)
- [Cengage Privacy](#)
- [McGraw-Hill Privacy](#)
- [Pearson Privacy](#)

## **SPC Policy: Academic Honesty**

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St. Petersburg College expects students to be honest in all of their academic work. By enrolling at the College, students agree to adhere to the College's standards of academic honesty and integrity. Failure to comply may result in academic and disciplinary action, up to and including expulsion from the College. As members of the College community,

students also have an ethical obligation to report violations of the SPC academic honesty policies they may witness.

To better understand what academic integrity means and the potential consequences of violating it, please watch the following videos:

- [What is Academic Integrity?](#) (1:29)
  - [Transcript for "What is Academic Integrity?"](#)
- [What Happens When You Violate Academic Integrity?](#) (2:08)
  - [Transcript for "What Happens When You Violate Academic Integrity?"](#)

The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)
- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating
- Plagiarism
- Bribery
- Misrepresentation
- Conspiracy
- Fabrication
- Collusion
- Duplicate submissions
- Academic misconduct
- Improper Use of Any Electronic Device

Cheating - The improper taking or tendering of any information or material submitted for a course.



Examples of cheating, improper use of electronic devices, and improper online course use include, but are not limited to:

- Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes or crib sheets, including information accessed through a calculator or other electronic devices.
- Unauthorized access, modification, use, creation or destruction of calculator-stored or computer-stored data and programs.
- Selling or giving away all or part of the information on an electronic device, which will be used as course work.
- Sharing an electronic device while leaving answers on display or in memory.
- Submitting a duplicate homework or test with only the student's name changed.
- Unauthorized use of an electronic device to search for solutions during an exam.
- Having or providing unauthorized outside help when completing online quizzes or assignments.
- Obtaining access to confidential test materials or questions before quizzes or assignments.

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials ( [copyright.gov](https://copyright.gov)). Please see [SPC's copyright information](#). It's your responsibility to be academically honest in all of your work.

## **Course Specific Academic Honesty Policy**

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Using AI or online "tutoring" sites for completing assignments is strictly prohibited. Consequences will include receiving an automatic 'F' grade in the course. Students are expected to do their own, original work, not simply pass the work on to someone else (human or artificial).

## **Generative AI Not Permitted**

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The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You are strictly prohibited from using use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in this course. The work produced by AI writing tools is not your own original work and is therefore unacceptable for the assignments in this course. If you cite AI-generated content, the work will be considered incomplete and receive a zero. If you do not cite, the work will be considered plagiarism and receive a zero. If you have any questions about this, please reach out to me.

## **Learner Support and Other Student Resources**

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Use the following links to view web sites on SPC's:

- [Free Tutoring](#)
- [Accessibility Services](#)
- [Academic Support](#)
- [On-Campus and Online Support](#)
- [Student Services](#)

Additional Resources:

- [Academic Calendar](#)
- [Learning Resources](#)
- [Career Services](#)
- [International Student Services](#)

- [Veterans Services](#)

## **Course Specific Code of Conduct**

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### **Code of Conduct**

The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

### **Online Student Participation and Conduct Guidelines**

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

### **Netiquette**

Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:

- Treat everyone with respect in every communication
- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Use clear and concise language
- Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang.
- Use correct spelling and avoid texting abbreviations
- Avoid using the caps lock feature as it can be interpreted as yelling online

- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood
- Be cautious with personal information (both yours and others')

**When you send an email to your instructor, department chair, dean, or classmates, you should:**

- Use a subject line that describes what you are writing about
- Avoid attachments unless you are sure your recipients can open them
- Be clear, concise, and courteous
- Sign your message with your name
- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

**When posting to a discussion board, you should:**

- Write posts that are on-topic and within the scope of the course material
- Take your posts seriously; review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Read all messages in a thread before replying
- Avoid repeating someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions, even when they differ from your own
- Express any differing opinions in a respectful, non-critical way
- Not make personal or insulting remarks
- Be open-minded

**Recordings in the classroom**

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class). Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the [SPC Expectations for Student Conduct](#), [Online Student Participation and Conduct Guidelines](#), and the [SPC Netiquette Policy](#). Please strive to uphold these standards to ensure a positive and productive learning environment.

## **Auditing a Class**

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Auditing a course allows a student to take a class without benefit of a grade or credit for the course. Students do not have to seek special permission to audit a course, but they do need to communicate to their instructor they are auditing. If an auditing student has

something specific they are hoping to get from the course, they should discuss that with the faculty member during the first week of classes.

**Once registered as an audit student, one may not change from credit to audit or from audit to credit after the drop/add period.** However, under certain circumstances, a student may appeal to the appropriate Dean and request a change from audit to credit status after the registration period has expired, but have 60 days into the subsequent term to appeal the status change. The Dean will verify with the instructor that the student completed all of the requirements for credit in the course. The Dean's decision is the final decision.

Audit students are required to meet course prerequisites including appropriate scores on the St. Petersburg College Placement Test unless such requirements are waived by obtaining permission through the Dean.

**Please note: Not all courses are eligible for auditing.**

## **Student Survey of Instruction**

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The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

## **Title IX**

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At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes

incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation with someone who is not required to report, you can consult the [SPC's Counseling Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St. Petersburg College Title IX Office. They can be reached via email at [SPCTitleIX@spcollege.edu](mailto:SPCTitleIX@spcollege.edu) or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

## **Equal Access**

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St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at [eaeo\\_director@spcollege.edu](mailto:eaeo_director@spcollege.edu).

## **Accessibility Statement**

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St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services (AS) is the campus office that supports students with disabilities to

approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator ([Accessibility Services Contacts](#)) for a confidential discussion. If an accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account. Additional information is available at the college-wide Accessibility Services website [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## Safety and Security

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We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately.** For information on campus safety and security policies, please call 727-791-2560. More information is also available on the [Campus Safety website](#).

The college website ([spcollege.edu](http://spcollege.edu)) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using the Learning Management System (LMS), as it will be key in communicating with faculty about course materials and assignments. Make sure you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments in the LMS. It is important to be able to use the LMS for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then



required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting [offender.fdle.state.fl.us/offender](http://offender.fdle.state.fl.us/offender). A list of sexual offenders or predators registered for classes at SPC is also available.

## **Titans Care (Student Assistance Program)**

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As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program \(SAP\)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

## **Student Concerns**

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St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: [web.spcollege.edu/survey/13002](http://web.spcollege.edu/survey/13002)

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

## **SPC Vaccination Policy**

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SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health

authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

## **Instructional Continuity During Emergencies**

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The St. Petersburg College website at [www.spcollege.edu](http://www.spcollege.edu) is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to the LMS (possibly through duration of the course's regularly scheduled end date). We will finish this course in the LMS, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at <https://www.spcollege.edu/spc-updates>

## **Terms of Instruction**

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Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in MyCourses. Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.