# SYLLBUS

**2022 Spring Day Semester**
**January 10 – May 06, 2022**
**DS-402-01-1 Business Informatics**



DARE TO LEARN. DARE TO CHANGE.

"The future is no longer stable; it has become moving target. No single "right" projection can be deducted from the past behavior. The better approach, I believe, is to accept uncertainty, try to understand it, and make it part of our reasoning. Uncertainty today is not just occasional, temporary deviation from a reasonable predictability; it is a basic structural feature of the business environment." [1]

## 1. FACULTY CONTACT INFORMATION

| | |
|---|---|
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| NSM Assistant to Dean: | Mariah K. Villanueva |
| Class Schedule: | 11:30 – 12:50 PM Tu Th at SULV201 |
| Office Hours: | Noon – 01:00 PM MWF at Kieffer Room 28 or by appointment |

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[1] Farsighted. How We Make the Decisions that Matter the Most" by Steven Johnson, New York Times best-selling author

## 2. COURSE INTRODUCTION AND OVERVIEW

Analytics is a new driver in the modern technology which became a top subject of interests in the IT companies and business organizations. They start to create organizational units lead by Chief Data Officer (CDO), as a part of the Chief Executive Officer (CEO) Executive Team.

The INSTITUTE FOR THE FUTURE, (IFTF)[2] work is identifying emerging trends that will transform global society and the global marketplace. They identified six drivers of change and future skills needed to obtain interesting jobs. Analytics and Informatics are part of Data Science.

What are the disruptive drivers? Disruptive drivers are big disruptive shifts that are likely to reshape the future landscape.

The first driver is **EXTREME LONGEVITY**, increasing global lifespans change the nature of career and learning. It is estimated that by 2025, the number of Americans over 60 will increase by 70%. The second driver is the **RAISE OF SMART MACHINES AND SYSTEMS**. Workplace automation pushes worker out of routine, repetitive tasks. We are on the edge of major transformation in our relationship with tools. As these machines replace humans in some tasks, and augment them in others, their very presence among us will force people to confront important questions: What is our competitive advantage? What is our place alongside these machines?

The third driver is **COMPUTATIONAL WORLD**, massive increases in sensors and processing power make the world a programmable system. The diffusion of sensors, communications, and processing power into everyday objects and environments will unleash an unprecedented surge of data and the opportunity to see patterns and design systems on scale never before possible. Every object, every interaction, everything we come to contact will be converted into data. Once we decode world around us and start seeing it through the lens of data, we will increasingly focus on manipulating data to achieve desired outcomes. The collection of enormous quantities of data will unable modeling of social systems at extreme scales, both micro and macro, helping uncover new patterns and relationships that were previously invisible. Now we can arrive with a definition of data science process that students will be learning.

Data analytics is the analysis of data using quantitative and qualitative techniques to look for trends and patterns in the data.

What is the Difference Between Data Science and Analytics?
https://www.youtube.com/watch?v=mY4QG8373G4   **1:55 min**

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[2] Research conducted by *The Institute For The Future*

Data analytics specialists must understand:
- Statistics
- Database management
- Database query languages
- Computer programming

The fourth driver is **NEW MEDIA ECOLOGY**.  New communication tools require new media literacies beyond the text.  New multimedia technologies are bringing about a transformation in the way we communicate.  As technologies for video production, digital animation, augmented reality, gaming, and media editing, become more sophisticated and widespread, a new ecosystem will take shape around these areas.

The fifth driver is identified as **SUPER-STRUCTED ORGANIZATIONS**.  Social technologies drive new forms of production and value creation.  Recent technologies and social media platforms are driving on unprecedented reorganization of how we produce and create value.  Amplified by the new level of collaborative intelligence and tapping resources embedded in social connections we can now achieve the kind of scale and reach previously attainable in organization.

The six driver is a globally **CONNECTED WORLD**.  Increase global connectivity puts diversity at the center of organizational operations.  At its most basic level, globalization is the long-term trend towards greater exchanges and integration across geographics borders.

**Informatics**  is a collaborative activity that involves people, processes, and technologies to apply trusted data in a useful and understandable way.

**Informatics specialists must:**
- Meet the needs of those using systems
- Know informatics standards
- Be able to manage information technology projects and programs
- Have effective communication skills
- Be able to develop systems that work together
- Know how to protect information

**Informatics specialists focus on:**
- Designing and developing secure user-centered knowledge structures for the Web environment using design thinking, prototyping, and human computer interaction tools
- Setting up secure digital assets management systems (DAM) working with metadata, workflow, taxonomy, data security, governance, and preservation of digital assets
- Defining, identifying, controlling, managing, securing, and preserving electronic records and information
- Managing projects: people, timelines, resources, goals, and outcomes

**Informatics is:**

- Less technical and less theoretical than data analytics
- Much less math based
- More focused on end users and tailoring systems to satisfy the needs of end users within a specific discipline, such as health care
- Focused on design thinking skills that encourage a bias toward action and the notion that it is acceptable to make changes or corrections as innovative ideas and approaches come to readiness
- A collaborative field where informatics specialists work with peers to identify, frame, and solve human computer interaction issues within the framework of a content discipline, such as health care

The course topics are organized around three types of analytics: descriptive, predictive, and prescriptive, a classification promoted by INFORMS.[3]

1. **Chapter 1** introducing the topics of Decision Support Systems (DSS) /Business Intelligence (BI) and analytics.

2. **Chapter 2:** is covering the foundations of decision making and decision support.

3. **Chapter 3:** provides an overview of data warehousing and data foundations.
   This part then covers descriptive or reporting analytics, specifically, visualization and business performance measurement.

4. **Chapters 5 - 8:** cover predictive analytics.

5. **Chapters 9 - 12:** cover prescriptive and decision analytics as well as other decision support systems topics.

6. **Chapter 13:** is a new chapter that introduces big data and analytics.

7. **Chapter 14:** concludes the book with discussion of emerging trends and topics in business analytics, including location intelligence, mobile computing, cloud-based analytics, and privacy/ethical considerations in analytics.  This chapter also includes an overview of the analytics ecosystem to help the user explore all of the diverse ways one can participate and grow in the analytics environment.

**New chapters**
Chapter 8, "Web Analytics, Web Mining, and Social Analytics." This chapter covers the popular topics of Web analytics and social media analytics. It is an entirely new chapter (95% new material).

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[3] Textbook, Preface, page xxii, see details on the following pages

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Chapter 13, "Big Data and Analytics." This chapter introduces the hot topics of Big Data and analytics. It covers the basics of major components of Big Data techniques and characteristics. It is also a new chapter (99% new material).

Chapter 14, "Business Analytics: Emerging Trends and Future Impacts." This chapter examines several new phenomena that are already changing or are likely to change analytics. It includes coverage of geospatial in analytics, location-based analytics applications, consumer-oriented analytical applications, mobile platforms, and cloud-based analytics. It also updates some coverage from the previous edition on ethical and privacy considerations. It concludes with a major discussion of the analytics ecosystem (90% new material).

**Each chapter has learning objectives and opening Vignette** (a vignette is a small illustration or design, especially one that appears on a book's title page or between chapters).

**A live-update Web site**
Adopters of the textbook will have access to a Web site that will include links to news stories, software, tutorials, and even YouTube videos related to topics covered in the book. This site will be accessible at http://dssbibook.com

Note: This is a new course and new textbook in this new Data Science Major. I am happy that I found such great textbook for this major, the tenth edition. I was reviewing the fourth edition when the Innovation Center being created. You can see how things change fast in analytics as a technology driver.
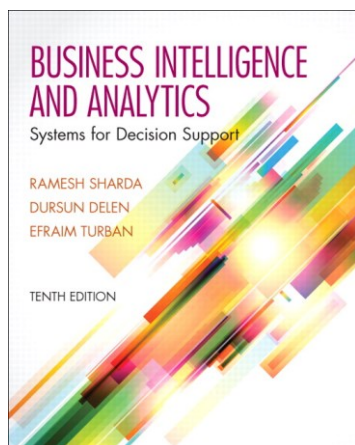
Textbook: **"Business Intelligence and Analytics: Systems for Decision Support"** by Ramesh Sharda, Oklahoma State University, Dursun Delen, Oklahoma State University, Efraim Turban, Oklahoma State University, University of Hawaii
10th Edition, Pearson, ISBN-13: 978-0-13-305090-5

eTextbook from vital source using link below, 180 days, expires on July 6th, 2021 for $54.99
https://www.vitalsource.com/products/business-intelligence-and-analytics-systems-for-ramesh-sharda-dursun-delen-v9780133401936
Note:
Check CUH bookstore and other Internet sources for pricing. Textbook picture and ISBN# must be your guidance for purchasing this textbook with free shipping.

This course resides on CANVAS.

### 3. CATALOG DESCRIPTION

**DS 402 Business Analytics, Marketing and Forecasting (3)**
Business analytics uses data and models to explain the performance of a business and how it can be improved. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations. Topics to be covered include data manipulation, predictive analytics, decisions under uncertainty, and decision analytics tools (linear and nonlinear optimization). Students will explore the capabilities and challenges of data-driven business decision making and explore linkages between analytics and business intelligence approaches.

### 4. PROGRAM LEARNING OUTCOMES (PLO)

Upon completion of the undergraduate B.S. program in Data Science, Analytics & Visualization, students will be able to:

1. Source, describe and curate large data sets (Big Data) that may not be amenable to traditional hardware and software, and conventional statistical analysis including domain and file specific metadata and the tools built around alternatives to tabular relations that allow the use of multimodal data

2. Identify, describe, and apply foundational mathematical and statistical concepts and operations, including the application of tools such as R, SQL, and Python languages, which underlie data sourcing, management, analysis, and interpretation

3. Develop and implement approaches for effective data translation, dissemination and communication between domains, stakeholders, and the public

4. Identify and apply basic data modeling, predictive models, and visualizations to support decision-making

5. Integrate an awareness of ethical issues and collective standards to positively influence the application of data science to service, justice, and peace in working towards solutions for societal problems

6. Explain, plan, and execute data science tasks within multidisciplinary teams

7. Execute a domain-specific capstone project addressing a stakeholder-generated use case

### 5. Course Learning Outcomes (CLO)

**Course Learning Outcomes and Linkage to the Program Learning Outcomes**

| Course Learning Outcomes | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 |
|---|---|---|---|---|---|---|---|
| 1. Identify and describe Data Science concepts of Business Intelligence, Analytics, and Decision Support System (DSS) | X | X | X | | | | |
| 2. Describe in brief the concept of the Descriptive Analytics | | | | X | X | X | |
| 3. Explain in brief techniques and tools of the Predictive Analytics | | | | X | X | X | |
| 4. Examine the Prescriptive Analytics model-based decision making | | | | X | X | X | |
| 5. Appraise the Prescriptive Analytics heuristic search methods and simulation | | | | X | X | X | |
| 6. Understand the concept and applications of automated rule-base decision systems | | | X | X | X | X | |
| 7. Synthesize the diverse types of knowledge and its management and Collaborative Systems | | X | X | | | X | |
| 8. Assess the role of emerging technologies in supporting collaboration | | | | | X | | |

## INSTITUTIONAL LEARNING OUTCOME
1. Written communication
2. Oral communication
3. Critical thinking
4. Information literacy
5. Quantitative reasoning

## 6. MARIANIST VALUES

An education in the *Marianist Tradition* in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development Characteristics of Marinist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

This class represents one component of your education at Chaminade University of Honolulu. An education in the *Marianist Tradition* in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development Characteristics of Marinist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

**1. Educate for formation in faith**

*"As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice."*

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and culture, as well as from those who may have no religious faith at all.[4]

## 2. Provide an integral quality education

*"In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community."*

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students address fundamental moral attitudes, develop their personal talents, and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

## 3. Educate in family spirit

*"Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University."*

Known for their powerful sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables

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[4] 2014 Characteristics of Marianist Universities

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Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. **Educate for service, justice, and peace**

*"The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all peoples."*

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5. **Educate for adaptation and change**

*"In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully."*

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New Times call for new methods," Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met. Selected from Characteristics of Marianist Universities: A Resource Paper Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

## 7. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.

2. **Provide an Integral, Quality Education (Na'auao)** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skills and make it deep.

3. **Educate in Family Spirit ('Ohana)** 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.

4. **Educate for Service, Justice and Peace (Aloha)** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom and using it has no boundaries.

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.

## 8. ASSESSMENT AND GRADING

The Home Page of this course is located on CANVAS and there is a link to **mySTATlab** Pearson portal where an entire course resides. Grades will be based on the following:

Assessment tools to improve and evaluate student learning outcomes:
- ✓ End of the chapter questions
- ✓ Chapter and cumulative review exercises
- ✓ Homework assignments
- ✓ Quick quizzes
- ✓ Selected TestBank questions
- ✓ Suggestions for further reading
- ✓ Research projects
- ✓ Recommended Web sites and other subject matter websites
- ✓ Multimedia videos associated with each chapter
- ✓ YouTube and Khan Academy

## GRADING

Grading will be based on the following table:

| GRADING YOUR ACCOMPLISHMENTS: | GRADE SCALE: |
|---|---|
| Homework assignments | A = 90% – 100% |
| Quizzes & tests | B = 80% – 89% |
| Exams | C = 70% – 79% |
| Attendance & class participation   Priceless | D = 60% – 69% |

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments, class participation, quizzes, tests, term papers, reports, and exams.  They are interpreted as follows:

- A → Outstanding scholarship and an unusual degree of intellectual initiative
- B → Superior work done in a consistent and intellectual manner
- C → Average grade indicating a competent grasp of subject matter
- D → Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F → Failed to grasp the minimum subject matter; no credit given
- W → Withdrawal before published deadline
- I → The issuance of an "I" grade is not automatic. At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason the remainder of the work cannot be completed on schedule
- IP → In progress; primarily used for thesis completion or practicum completion
- AU → Audit
- CR/NC → Credit/N

My philosophy about learning is that it is never ending process.  We learn every day by observing, solving problems, making mistakes and not to repeat them again.  Student responsibility is discovering your own style of learning.  Educators' responsibility is to crate learning environment that student can discover, learn, apply, and flourish.

**What students need to know about my pedagogy, how to succeed in such environment?**

1. Maintain open communication with educator.

2. You have an issue, ask me; any question, just ask me.

3. Do not be afraid to speak up your mind.

4. All my courses are fully online in CANVAS, blended, or web-enhanced, having its own portals for example, Pearson Publisher.

5. You grade yourself by doing and submitting assignments (software gradebook).

6. If you obtained and grade that you did not expect and you want review incorrect answers and re-do them, you are welcome to do this within next two weeks.  Practice is learning. You have to send me email to extended a due date and provided and new due date as your commitment for improvement.

7. I do not deduct points; this is a university, and you should know why you are here.

8. This applies to all types of assignments with exception of EXAMS.

9. We do not have final exams.  Based on the modern pedagogy literature, they create stress and stress is clutter students critical thinking.  We have exams during semester logically scheduled based on covered material.

Exams cannot be repeated and must be complete within assigned dates.  If unusual circumstances had occurred, and you notify me before the date of the exam.  Each request to re-do exam will be considered individually.

## 9.  TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

## 10.  UNIVERSITY POLICIES

Undergraduate Catalog, 2019-2020 Academic Year
https://portal.chaminade.edu/student/CourseCatalog/2019-2020-UG-Catalog_updated.pdf

*Student Conduct*
Undergraduate Catalog, 2019-2020 Academic Year, page 39

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are managed through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's authority from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

*Student Health*
In the overall scope of student development, health care is a vital element for physical development and well-being. Because Chaminade University does not have a health center on campus, we offer free alternative means of transportation for residence students to and from several local public clinics and area hospitals.
Please visit  https://studentaffairs.chaminade.edu/counseling-center/health-services/   for more information.  Chaminade supports health requirements that complement the goals of maintaining a

healthy, safe campus. These requirements are based upon laws of the State of Hawaii and therefore are strictly enforced. Failure to comply will result in being prohibited from registering for classes and/or moving into residence halls.  For more information, see page 39 and following pages.

### *Tutoring Services*
All Chaminade undergraduate students are eligible to receive free tutoring through Kōkua ʻIke: Center for Student Learning.  Kōkua ʻIke. Provides in-person tutoring with student or professional tutors. Appointments are scheduled via an online appointment system. Students seeking more information and wanted to schedule appointments should stop by Kōkua ʻIke, located in the Student Services Building, call the Tutor Coordinator at 808-735-8305 or email tutoring@chaminade.edu.
Graduate students are also eligible for tutoring in certain subject areas. Please call 808-735-8305 for further information.  All Chaminade students have access to Smarthinking, an online tutoring resource. Students may access Smarthinking through the university's learning management system. Please call 808-735-8305 for further information.

### *Academic Grievance*
Concerns of Academic Issues Questions regarding the conduct of a course, including grading, should be director to the instructor of the course. If the issue cannot be resolved in discussion with the instructor, the student should invoke the additional steps outlines below.

The following three items of an academic nature have specific procedures to address concerns:
1. Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus
2. Demonstrably arbitrary/unfair evaluation of student produced coursework
3. Accusations of plagiarism or other forms of academic dishonesty.

Page #53 and following pages

### *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, and plagiarism, in addition to more obvious dishonesty.

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

*Accusations of Plagiarism or Other Forms of Academic Dishonesty*

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work, however freely given or purchased, the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty, such as plagiarism, cheating, claiming work not done by the student, or lying, where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. If the Dean or Graduate Program Director is the instructor in question, the concern should be directed to the provost. If the Provost is the instructor in question, the concern should be directed to the President. If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member or refer the matter to the provost. The findings, in either case, are final.

*ADA Policy*
https://chaminade.edu/student-life/counseling-services/
email: counselingcenter@chaminade.edu

Counseling Center, Student Support Services Building, Room 101, (808) 735-4845. Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them with equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845
or email counselingcenter@chaminade.edu for further information.

*Attendance Policy*
Class begins on time. **Unexcused absence** is unacceptable. **Chronic tardiness will be viewed as absence from class.** Attendance is expected and essential for your progress in this class. The goal of the lecture

and discussion is to provide the needed context to remove barriers to students understanding of the material.

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and plan to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, *although the instructor is not required to withdraw students in that scenario*. Repeated absences put students at risk of failing grades.

*Campus Security,* Henry Hall Annex (808) 735 - 4792
Campus Security at the university is overseen by the Director of Campus Safety, a full-time university employee. Guard services are contracted with Allied Universal. The Campus Security Officers are uniformed, unarmed, and not deputized. Their authority to arrest is the same power as that of any private citizen.

*Cell phones, tablets, and laptops*
Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

*Chat online:*
Introduce yourself to others in the chat session. Be polite. Choose words carefully. Do not use derogatory statements. Be concise in responding to others in the chat session. Be constructive in your comments.

*Classroom Policies*
While each instructor has their own policies regarding classroom conduct and requirements, the following University policies apply to all classes:
- Smoking and alcoholic beverages are prohibited in all classrooms, whether or not class is in session.
- No pets are allowed in class. Exceptions will be made in the case of a seeing-eye dog.

- Radio, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.
- Cellular telephone use is also prohibited during class except in extenuating circumstances approved in advance by the professor.
- The use of any camera or video devices while in class, restrooms, locker rooms, or in any situation not normally considered public or where users of the facility may expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving image.
- A dress code requiring footwear and appropriate attire, to be worn in classrooms, as well as in the library, cafeteria, and administrative offices. No beachwear is allowed. Laboratories have additional requirements. Please note that it is the instructor's sole prerogative to determine whether a student is.
- In a fit condition to perform classroom work (e.g., is not under the influence of alcohol or drugs, and is not sleeping).
- Working on assignments for that particular class (rather than working on projects for other classes or engaging in activity unrelated to schoolwork).
- Distracting other students as to impair the learning environment.

If the instructor finds a student in violation of any of these provisions, or the policies outlines in the course syllabus, he or she may require the student to leave the classroom and may subsequently mark the student absent, which could eventually affect the student's final grade. Failure on the part of the student to honor the instructor's request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.

***Communicable Disease Policy***
https://www.cdc.gov/
Residence Life:       (808) 739-4648
Dean of Students:     (808) 735-4710

***Discussion Groups:***
1. Review discussion threads thoroughly before entering the discussion.

2. Maintain threads by using the "reply" button rather than starting a new topic.

3. Be respectful of others' ideas.

4. Read the comments of others thoroughly before entering your remarks.

5. Cooperate with group leaders in completing assigned tasks.

6. Be positive and constructive in group discussions.

7. Respond in a thoughtful and timely manner.

***Drug – Free Workplace & Campus Policy***
Student Handbook, on page # 43

***Grades of "Incomplete"***
Student will be given one more chance to complete assignment within 90 days.

***Guidelines for Communication***
Email:  Use your Chaminade email account.
          Always include a subject line.

Remember that without others being able to see your facial expressions or hear your tone, some comments may be taken in a way you did not intend.  So be careful in wording your emails.  Use of emoticons may be helpful in some cases.

Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

***Information Technology Resources***
Computer Labs The public computer lab on campus is located on the central floor of the Sullivan Family Library. This computer lab features PC desktops as well as MACs with a variety of software and provides an ideal environment for students and faculty to reference materials for research, as well as work assignments. For use of specialized computer labs in Environmental + Interior Design and Communications, please seek approval from the respective department. 2019-2020 UG Catalog, page # 24.

***Instructor and Student Communication***
Questions for this course can be emailed to the instructor at [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu) online, in-person and phone conferences can be arranged. Response time will take place up to time required for discussion.

Online, in-person and phone conferences can be arranged. Response time will take place within 24 hours.

***Late Work Policy***
Points are NOT deducted however assignment must be delivered within 2 weeks of assignment date or valid reason is provided.

***Library:***
Provide a link to the Chaminade library, [www.chaminade.edu/library](http://www.chaminade.edu/library)

*Privacy and Confidentiality*
See Catalog, page #50

Here are a few important items "**You Need to Know**:"

24-Hour Chaminade University Emergency Information Hotline **(808) 739 - 7499; (833) 739 - 7499**
**University Emergency Information webpage:** https://chaminade.edu/emergency/

*Technical Support:*
CANVAS Technical Support is: **1-877-251-6615**

Technical Assistance for Canvas Users:
Search for help on specific topics at help.instructure.com
Chat live with Canvas Support 24/7/365

Watch this video to get you started with online guides and tutorials

Contact the Chaminade IT Helpdesk for technical issues:
helpdesk@chaminade.edu or call (808) 735-4855

*Use of Technology to Harass*
No student may, under any circumstances, use technology to harass any other person.

*Writing Policy*
This course support described recommendation on formatting, e.g., use of MLA or APA.  The standard font is Calibri or Arial.