

CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

2023 Spring Day Semester

January 10 – May 04, 2023

DS-402-01-1 Business Informatics/Mktg/Forecasting



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

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

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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 enable 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

² Research conducted by *The Institute For The Future*

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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

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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).

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

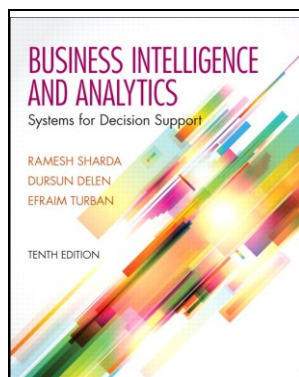
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Chapter 13, “Big Data and Analytics.” This chapter introduces the hot topics of Big Data and analytics. It covers the basics of major components of Big Data techniques and characteristics. It is also a new chapter (99% new material).

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).

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

Note: This textbook is strongly recommended. [Google to search ISBN for renting the textbook at the best price.](#)

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. INSTITUTIONAL LEARNING OUTCOME

1. Written communication
2. Oral communication

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3. Critical thinking
4. Information literacy
5. Quantitative reasoning

5. 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

6. Course Learning Outcomes (CLO)

Course Learning Outcomes and Linkage to the Program Learning Outcomes. Upon completion of the DS-402-01-1 course students will be able to:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
1. Use Data Science knowledge and soft skills to support management decision-making process in real- business cases (analysis).				X			

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Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
2. Demonstrate Data Science literacy and develop Data Science thinking skills to use in practice and research (application).		X					
3. Apply Data Science expertise how to use Data Science knowledge in research through conceptual understanding the science of data to provide solutions for social problems (analysis).					X		
4. Choose Data Science knowledge to understand big data, interpret it scientifically and deduce it for the public through use of real data and its interpretation (evaluation).			X				

Alignment of CLO with the Marianist and Hawaiian Values:

	CLO 1	CLO 2	CLO 3	CLO4
Marianist Values	2	2	5	4
Native Hawaiian Values	2	3	5	3

6. MARIANIST VALUES

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

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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

⁴ 2014 Characteristics of Marianist Universities

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everyone in the university into the challenge of community building. Family spirit also enables 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 (‘Olelo No’eau 364) [May I live by God.](#)

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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

Assessment tools to improve and evaluate student learning outcomes:

- Introduction to the three types of analytics as proposed by INFORMS: descriptive, predictive, and prescriptive analytics.
- Student will be inspired to learn from how other organizations have employed analytics to make decisions or to gain a competitive edge.
- Review of specific software tools that can be used for developing such applications.
- Student will review and discuss:
 - Foundations and technologies for decision-making process
 - Data Warehousing
 - Business reporting, visual analytics, and business performance management
 - Data mining
 - Other techniques for big data analysis

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%
Staying on schedule with assignments Priceless	D = 60% – 69%
	F* = 50% – 99%
	IF* = “Incomplete F” gives student 30 days to work on missing assignments. Needs a strong

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	<p>justification. "IF" will be Individually decided by instructor and/or the Program Director along with a consolation with student.</p>
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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:

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- 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 issuing 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 completed a few assignments but was unable finished the homework due to unforeseen circumstances.
- IP → In progress; primarily used for thesis completion or practicum completion
- AU → Audit
- CR/NC → Credit/N

Learning is never ending process. We learn every day by observing, solving problems, making mistakes and try not to repeat them. Student responsibility is discovering your own style of learning. Educators' responsibility is to crate learning environment that student flourish.

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

1. Maintain open communication.
2. You have a question, just ask me.
3. The DS-402 course resides on the CANVAS.
4. You grade yourself by submitting assignments on CANVAS.
5. If you obtained a 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.
6. I do not deduct points.
7. We do not have final exam. However, we have exams during semester, which are logically scheduled based on the covered material.

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

9. UNIVERSITY POLICIES

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.

Undergraduate Catalog, 2022-2023 Academic Year

<https://catalog.chaminade.edu/>

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students.

Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 handled 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 jurisdiction 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 under Student Life. For further information, please refer to the Chaminade Catalogue.

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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.

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.

Tutoring Services and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike:

<https://chaminade.edu/student-success/kokua-ike/> Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Writing Policy

Offer specifics about your policy on formatting, e.g., use of MLA or APA.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at maria.brownlow@chaminade.edu. Online, in-person and phone **808-739-8337** conferences can be arranged. Response time will take place up to within 24 hours or earlier.

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.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the

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need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). 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 make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes.

Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time.

Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including:

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- a. regular online instruction or interaction with the faculty member and fellow students and
- b. academic engagement through extensive reading, research, online discussion, online quizzes, or exams; instruction, collaborative group work, internships, laboratory work, practice, studio work, and preparation of papers, presentations, or other forms of assessment.

This policy is in accordance with federal regulations and regional accrediting agencies. Schedule Include a schedule for all class meetings which includes dates and topics to be covered. You may also want to include readings, assignments, and holidays or non-instructional days.

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.

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.

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

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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

Drug – Free Workplace & Campus Policy

Student Handbook, on page # 43

Library:

Provide a link to the Chaminade library, 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:

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials

Contact the Chaminade **IT Helpdesk** for technical issues:



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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.