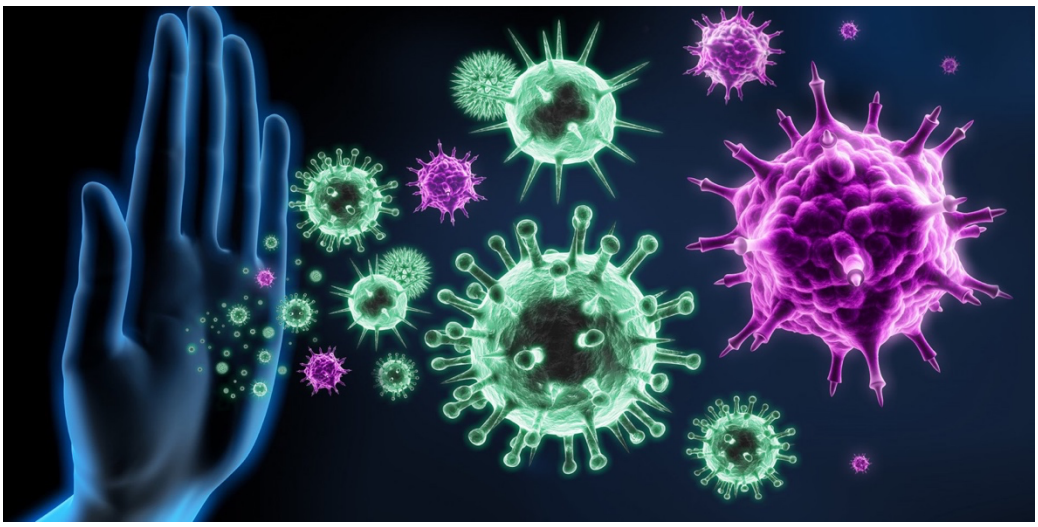
Chaminade University OF HONOLULU	**Course Syllabus** Chaminade University Honolulu 3140 Waialae Avenue - Honolulu, HI 96816

Course Number: BI 330
Course Title:

Immunology: The body's battlefield

Department Name: Biology
College/School/Division Name: Natural Sciences and Mathematics
Term: Spring 2024
Course Credits: 3
Class Meeting Days: Online
Class Meeting Hours: Online
Class Location: Online



Instructor Name: Dr. Helen Turner
Email: hturner@chaminade.edu
Phone: 808 778 8920 (texting OK – please mention your name and BI 330 in your text)
Office Location: CTCC 255 (snacks generally available)
Office Hours: by appointment (email me)

World Health Organization

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

1. University Course Catalog Description

Immunology (3). Immunology offers a comprehensive exploration of the immune system. Covering key topics identified by the American Association for Immunologists, students will delve into innate and adaptive immunity, antigen recognition, lymphocyte development, immune response regulation, and immune system disorders. The course also addresses immunological techniques, transplantation, tumor immunology, and immune interactions with pathogens and vaccines. With an emphasis on real-world application, students will develop a thorough understanding of immunological principles, preparing them for careers in medicine, research, and related fields. Fulfills the requirements for biology major elective.

2. Course Overview

Yourbody is a battlefield and the Immune System is your army! This course will introduce upper-division undergraduates to the fascinating world of immunology by drawing parallels with armies and military strategies. Students will explore the intricacies of the immune system's defense mechanisms and how they protect the body from invading pathogens. The course provides basic introduction into the field of immunology. Key topics identified by the American Association for Immunologists will be addressed, which includes solid foundational understanding of the immune system and immune responses in humans. Immune anatomy and physiology will be described, including the cellular, tissue and organismal composition and organization of the immune system. Types of immunity and immune responses will be studied and compared, including barriers, humoral, and innate immunity. Case studies in adaptive immunity and active immunization, autoimmune diseases, and transplant rejection will be introduced. The student will gain a broad understanding of immunology that can be applied to healthcare, medical school or research careers.

3. Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. 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:

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

4. 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 ʻOlelo Noʼeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʼauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill 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
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

5. Learning Outcomes

1. **Foundational Immunological Knowledge:** Upon completing this course, students will possess a thorough understanding of the immune system's components, mechanisms, and functions, including innate and adaptive immunity, antigen recognition, and immune cell interactions.

2. **Understanding of Immune Responses:** Students will demonstrate proficiency in explaining and differentiating between immune responses, including humoral and cell-mediated responses, cytokine signaling, and immune memory.

3. **Pathogen-Host Interactions:** Students will analyze and describe the strategies employed by pathogens to evade immune defenses and the corresponding immune countermeasures, providing insight into host-pathogen interactions.

4. **Immunological Disorders**: Through case studies and discussions, students will identify and analyze various immunological disorders, such as autoimmune diseases, allergies, and immunodeficiencies, gaining insights into their causes and potential treatments.

5. **Vaccines and Immunotherapy:** Students will evaluate the mechanisms of vaccines and immunotherapies, including monoclonal antibodies and checkpoint inhibitors, and assess their contributions to disease prevention and treatment.

6. **Evolution and Immunology:** Students will explore the evolutionary aspects of immunology, including the coevolution of pathogens and the immune system, and discuss how these insights impact our understanding of immunological processes.

6. Course Prerequisites

Senior standing or permission of instructor.

7. Required Learning Materials

- Reading materials are assigned per week and provided on Canvas

8. Course Website:

https://chaminade.instructure.com/courses/34886

9. Course Outline

Section	Topic	Activity	Assignments	POINTS
MODULE 1 **Week 1**	**Introduction to the course**	**1.1. Watch faculty introduction video and Ted Talk** *Video will be posted in Canvas Studio* **https://www.ted.com/talks/emma_bryce_how_does_the_immune_system_work?language=en**	**1.1. Discussion post**: Please introduce yourself, describe your interest in the course, talk about what you hope to learn.	**25**
	Foundational Immunological Knowledge I	**1.2. Week 1 Lecture. Your body as a battlefield.** *Lecture will be posted in Canvas Studio*	**1.2. Participate in class discussion.** What surprised or interested you most in this lecture? What questions and thoughts do you have after listening?	**25**
		1.3. Reading 1.3. Immunological Threats. **https://www.who.int/vietnam/news/feature-stories/detail/ten-threats-to-global-health-in-2019** **https://pubmed.ncbi.nlm.nih.gov/34583096/** **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5648414/** **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7150158/** **https://www.nature.com/articles/s41579-021-00639-z**	**1.3. Participate in class discussion.** What did you learn from these articles about the threats we face as individuals and populations? Identify types of threat that you were not familiar with and ideas or facts that surprised you	**25**
			1.4. Homework Week 1. Clinical Threat Surveillance by the Centers for Disease Control. Write a brief reflection contrasting the roles of these three CDC departments. Define each one, describe its mission, give an example of one of its programs. Comment on the criteria by which a pathogen or threat is included on one of these surveillance systems. **(a) EIP** **https://www.cdc.gov/ncezid/dpei/eip/index.html** **(b) ABC** https://www.cdc.gov/abcs/pathogens/pathogen-links.html **(c) NCEZID** https://www.cdc.gov/ncezid/who-we-are/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fncezid%2Fabout-ncezid.html	**200**

MODULE 2 **Week 2**	**Foundational Immunological Knowledge II**	**2.1. Video 2.1. Cellular structure of the immune system – the generals and soldiers.** https://www.youtube.com/watch?v=9r0xzlpNjTw	**2.1. Participate in class discussion.** What surprised or interested you most in this video? What questions and thoughts do you have after listening?	**25**
		2.2. Reading 2.2. Mission specialists – cellular adaptations and specialization within the immune system. **https://aacijournal.biomedcentral.com/articles/10.1186/s13223-018-0278-1**	**2.2. Participate in class discussion.** What surprised or interested you most in these papesr? What questions and thoughts do you have after reading?	**25**
			2.3. Homework Week 2. Cellular Structure of the Immune System. Make a Table that does a 'deep dive' into the specialization of 5 different immune system cells. How are the cells specialized for their immunological missions in terms of their morphology/structure, functional capabilities, molecular markers, genetic programs, location in the body?	**200**

MODULE 3 **WEEK 3**	**Foundational Immunological Knowledge III**	**3.1. Video 3.1. Organs and Tissues of the Immune System – the castles, bases and training camps.** **https://www.youtube.com/watch?v=r8r1yNeQcp0**	**3.1. Participate in class discussion.** What surprised or interested you most in this video? What questions and thoughts do you have after listening?	**25**
		3.2. Reading 3.2. **https://www.ncbi.nlm.nih.gov/books/NBK279395/#:~:text=Primary%20lymphoid%20organs%3A%20These%20organs,for%20instance%20in%20the%20bowel).** **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7491152/pdf/main.pdf**	**3.2. Participate in class discussion.** What surprised or interested you most in these papesr? What questions and thoughts do you have after reading?	**25**
			3.3. Homework Week 3. Organs and Tissues of the Immune System. Make a Table that does a 'deep dive' into the specialization of 2 different immune organs or tissues. Illustrate their roles in three different threat scenarios: (a) COVID-19, (b) MRSA, (c) Lupus.	**200**

MODULE 4 **WEEK 4**	**Foundational Immunological Knowledge IV**	**4.1. Week 4 Lecture. Innate Immunity – barriers and defenses.** *Lecture will be posted in Canvas Studio* **4.2. Week 4 Lecture. Adaptive Immunity -Spies, Intel and Special Ops** *Lecture will be posted in Canvas Studio*	**4.1. Participate in class discussion on the Innate and Adaptive Immunity lectures.** What surprised or interested you most in this lecture? What questions and thoughts do you have after listening? Comment on the major differences you identify between adaptive and innate immunity. Can you think of an analogy from everyday life that illustrates these differences?	25
MODULE 5 **WEEK 5**	**Foundational Immunological Knowledge V**	**5.1. Video 5.1. T Cells: The Elite Fighters** **https://www.youtube.com/watch?v=rIrjO3q4Y9c** **https://www.youtube.com/watch?v=6eMh0Vpyoik** **https://www.youtube.com/watch?v=ntk8XsxVDi0**	**5.1. Participate in class discussion.** What surprised or interested you most in these videos? What questions and thoughts do you have after listening?	25
		5.2. Reading 5.2. B Cells and Antibodies: The Artillery **https://www.cell.com/cell/article/S0092-8674(19)30278-8/fulltext**	**5.2. Post a brief reflection on this paper.** What surprised or interested you most in this paper? What questions and thoughts do you have after reading? Can you summarize the differences between naive B cells, plasma cells and memory B cells? If you had to have one of those deleted from body (evil wizard again) which would it be and what do you think the consequences would be for your health?	25
		5.3. Video 5.3. Cellular Immunity **https://www.youtube.com/watch?v=rIrjO3q4Y9c**	**5.3. Homework Week 5. Immune Cell Superheroes.** Draw a comic strip, make an animation or write a short story where each type of T cell or B cell is a different superhero character responding to an attacking supervillain pathogen. Each character should have unique superpowers that reflect the real functions of cells in the immune system. Your narrative should Illustrate a scenario where the ***Team T Cel***l or the ***B Cell Brigade*** faces a challenging pathogen. Show how each member contributes their unique power to defend the body and ensure victory. Team T Cell:	400

			• The Scout (Helper T Cell): How does this superhero guide and assist other immune cells? • The Warrior (Cytotoxic T Cell): What special powers does this hero use to combat invaders? • The Guardian (Regulatory T Cell): How does this character keep the peace and prevent friendly fire? • The Memory Keeper (Memory T Cell): How does this hero remember past battles to protect the body in the future? **B Cell Brigade** • The Detector (Naive B Cell): This rookie superhero has the unique ability to recognize invaders. How does the Detector identify and alert the team about new threats? • The Transformer (Activated B Cell): Once the Detector finds a threat, the Transformer springs into action. What transformation does this hero undergo to battle the invaders? • The Producer (Plasma B Cell): Known for their ability to produce powerful weapons (antibodies), describe how the Producer crafts these specialized tools to neutralize enemies. • The Historian (Memory B Cell): With the power of memory, this hero helps the Brigade remember past invaders. How does the Historian's knowledge protect the body in future encounters?	
MODULE 6 **WEEK 6**	**Understanding of Immune Responses**	**6.1. Week 6 Lecture. Immune Responses: Offensive and Defensive Strategies** *Lecture will be posted in Canvas Studio*	**6.1. Participate in class discussion.** What surprised or interested you most in this lecture? What questions and thoughts do you have after listening?	25
		6.2. Video 6.2. Immunological Memory: Lessons Learned https://www.youtube.com/watch?v=Wthe-8Nmmbk	**6.2. Participate in class discussion.** What surprised or interested you most in this video? What questions and thoughts do you have after listening?	25
			6.3. Homework Week 6. Complete the Immunological Memory worksheet.	200
MODULE 7 **WEEK 7**	**Pathogen-Host Interactions**	**7.1. Week 7 Lecture. Pathogens' Strategies: Sabotaging the Immune System.** *Lecture will be posted in Canvas Studio*	**7.1. Participate in class discussion.** What surprised or interested you most in this lecture? What questions and thoughts do you have after listening?	25

		7.2. Reading 7.2. Virulence Factors: Inside the Enemy's Arsenal. **https://www.news-medical.net/health/What-are-Virulence-Factors.aspx** **https://www.einsteinmed.edu/uploadedFiles/casadevall/10_Casadevall_Pirofski_09.pdf**	**7.2. Homework Week 7.** Write a brief report on the Virulence Factor of your choice. Include a timeline of how understanding of the VF has evolved since its discovery. Link the VF to a human disease and make an assessment of the level and ways that the VF is a threat to human health. Identify any existing therapies that are countermeasures to your VF. If there is no such treatment currently – explain what is needed to fill this therapeutic gap.	200
MODULE 8 **WEEK 8**	**Immunological disorders**	**8.1. Video 8.1. Autoimmunity.** **https://www.niehs.nih.gov/health/topics/conditions/autoimmune** **https://www.youtube.com/watch?v=2YK5vBUm9C8**	**8.1. Participate in class discussion.** What surprised or interested you most in this lecture? Scan through the list of autoimmune diseases on the NIEHS website. What examples of autoimmune disease were you already familiar with? Identify and comment on some that surprised or interested you.	25
		8.2. Reading 8.2. Traitorous Tumors: Sabotage and immune evasion in Cancer. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9171538/	**8.3. Homework Week 8.** Make an infographic diagram for an expert audience that describes immune evasion and countermeasures employed by a specific human cancer. Narrate a video of you presenting this infographic.	200
MODULE 9 **WEEK 9**	**Vaccines and Immunotherapy**	**9.1. Video 9.1. Vaccines: Boot Camp for the Immune System**	**9.1. Participate in class discussion.** What surprised or interested you most in these videos? What questions and thoughts do you have after listening? How do you relate your experience during COVID to the information presented in these videos?	25
		9.2. Week 9 Lecture. Herd Immunity: Protecting the Community *Lecture will be posted in Canvas Studio*	**9.2. Participate in class discussion.** What surprised or interested you most in this lecture? What questions and thoughts do you have after listening?	25
			9.3. Homework Week 9. Write a news article for a public audience on the topic of herd immunity strategies, successes and failures across the timeline of the COVID-19 pandemic.	200

MODULE 10 **WEEK 10**	**Allies and Alliances - Immunotherapies**	**10.1. Video 10.1. Immunotherapy: Calling in Reinforcements** https://www.ted.com/talks/rob_weinkove_car_t_cell_therapy_reprogramming_the_immune_system_to_treat_cancer	**10.1. Participate in class discussion.** What interested you the most in this video? Read around the subject a little, then discuss some of the potential downsides/challenges of CAR-T. Think about the expense (how much do therapies like this cost?), side effect profiles (what are the major side effects) and life expectancy (how effective are they at prolonging life?	25
		10.2. Reading 10.2. Monoclonal Antibodies: Precision Weapons https://www.cancerresearchuk.org/about-cancer/treatment/immunotherapy/types/monoclonal-antibodies https://www.mdanderson.org/cancerwise/monoclonal-antibodies-and-cancer-treatment--what-to-know.h00-159386679.html https://link.springer.com/article/10.1007/s10555-022-10021-x	**10.2. Participate in group discussion.** Monoclonal antibody therapies burst into the therapeutic scene as game changing cancer therapies. They are remarkable tools. Read these papers then form groups of three . As a group you are going to write a script of a role play. Here are your possible scenarios (choose which one you like)….. **Group A.** Teenage ovarian cancer patient, her Mom who is suspicious of medicine, and her oncologist who wants to treat with a monoclonal antibody, *Resource*: https://www.discoverymedicine.com/Seiji-Mabuchi/2010/03/08/treatment-of-ovarian-cancer-by-monoclonal-antibodies/ **Group B.** A biotech entrepreneur whose company has developed a new monoclonal therapy for aggressive glioblastoma which works in mice but has never been tested in humans, an FDA official who has the power to make an emergency/compassionate use declaration for an untested therapy to be used in humans, a 25 year stage IV glioblastoma patient with 6 months to live. *Resources*: https://en.wikipedia.org/wiki/Glioblastoma https://www.fda.gov/news-events/expanded-access/expanded-access-information-physicians Make sure you tell me which Group you are choosing and who is playing whom. Then write a dialog together, of a conversation between your two. If you are feeling fancy you can record it as a movie - that's Ok too!	75
MODULE 11	**The Battlefield Evolves - Evolution of Immunity**	**11.1. Week 11 Lecture. Comparative Evolution of the Immune System: the weird and the wonderful.**	**11.1. Participate in class discussion.** What surprised or interested you most in this lecture? What questions and thoughts do you have after listening?	25

WEEK 11		*Lecture will be posted in Canvas Studio* **11.2. Reading 11.2.** **https://www.washingtonpost.com/kidspost/2022/03/08/shark-antibodies-fight-human-diseases/** **https://www.nature.com/articles/nri3141** **https://academic.oup.com/icb/article/46/6/1000/714860** **11.3. Reading 11.3. Coevolution of Pathogens: Arms Races and Changing Tactics** **https://en.wikipedia.org/wiki/Host%E2%80%93parasite_coevolution** **https://www.frontiersin.org/articles/10.3389/fimmu.2019.02738/full**	**11.4**. **Homework Week 11.** Make a 10 minute Powerpoint for an general audience explaining the weirdest and wackiest example of comparative immunity you can find and the cleverest example of co-evolution or an evolutionary arms race between host and pathogen that you can find. explain why its important to study comparative and evolutionary immunology. Upload a video of you presenting the powerpoint to a scientific audience. Recruit an actual lay audience (non scientists, family, friends, total strangers, at least 1 person, 2-3 people is better)) and record their questions and your answers, Have fun with this one!	200
MODULE 12 **WEEK 12**	**Victory and Beyond - Future of Immunology**	**12.1. Week 12 Lecture. Triumphs and Frontiers of Immunology: Historical Battles and Uncharted Territory** *Lecture will be posted in Canvas Studio*	**12.1. Final Assignment. Research paper.** Write a capstone research paper on a case study of your choice. Write for an academic expert audience. Choose one of the following: • A deep dive into an example of an *Immunological Triumph* – examining a disease or disorder that has been conquered and how. • An examination of a *Next Frontier*. What is an emerging disease threat to humanity and how do you think the field of immunology will need to respond? • A report on an Immunological *Dark Moment*. Research and describe an example of ethical or criminal (or both) violation conducted by immunologists in search of therapies to human diseases.	500
WEEKS 13-15	**These weeks are dedicated to the writing of your capstone paper and finishing up other Homework assignments.**		**CAPSTONE ASSIGNMENT: Office hours and mentoring for Research Paper**	

10. Assignments and Grading

Here's how your grade breaks down:

	POINTS	% of grade
Class discussion posts	500	16.66
Homework Assignment (x9)	2000	33.33
Capstone Paper	500	16.66
total	**3000**	**100**

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

A	90% or greater	Outstanding scholarship and an unusual degree of intellectual initiative
B	80-89%	Superior work done in a consistent and intellectual manner
C	70-79%	Average grade indicating a competent grasp of subject matter
D	60-69%	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F	59% fewer	Failed to grasp the minimum subject matter; no credit given

11. Policies, Guidance and Assistance

11.1. 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: helpdesk@chaminade.edu or call (808) 735-4855

11.2. Tutoring 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: 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 (https://chaminade.edu/advising/kokua-ike/) 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.

11.3. Late Work Policy

Requests for extensions due to extenuating circumstances (documented computer or medical problems, for example) will be considered but in general work received after the deadline will not be graded (i.e., will receive a score of zero).

11.4. Grades of "Incomplete"

Should you encounter a significant medical or personal event that prohibits you from completing the course requirements within the time that is allocated for this course, an incomplete grade can be given. Issuance is not automatic, and is at the discretion of the faculty member. An incomplete grade may be assigned to a student who has successfully completed with at least a passing grade the majority of the work of the course, and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.

11.5. Writing Policy

Guidance on written assignment formatting and citation style will be provided in class.

11.5. Instructor and Student Communication

Questions for this course can be emailed to the instructors. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours..

11.6. 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 need for accommodations from Kōkua ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

11.7. 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.

11.8. Attendance Policy

The following attendance policy is from the Academic Catalog: Faculty members should also check with their divisions for division-specific guidelines. “Students are expected to attend regularly 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.

11.9. Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 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 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. For further information, please refer to the Student Handbook: https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf

11.10. 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 (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, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (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, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 135 hours working on the class:

- 7 lectures (~10 hours total)
- 35 hours in total on readings, videos and responses
- 45 hours researching and completing 9 Homework Assignments
- 45 hours researching and writing Capstone Research paper

11.11. Syllabus Easter Egg

If you read this far then text Dr Turner (808 778 8920) the following

[Your last name] BI330 excited to start the course!

And you can pick up a $5 Starbucks token…from my office or I'll mail it!…..:-)