



**Chaminade**  
**University**  
OF HONOLULU

## Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** MBA 710-90-3

**Course Title:** Business Analytics and Visualization

**Department Name:** Management Science, Business Analytics, Computer Information Systems (CIS)

**College/School/Division Name:** School of Business and Communication

**Term:** Accelerated Winter 2025 Semester

**Course Credits:** 3

**Class Meeting Days:** Online Asynchronous Course in Canvas (Weekly Modules)

**Class Meeting Hours:** Online Asynchronous Course

**Class Location:** Canvas Learning Management System (LMS)

**Instructor Name:** Eduard "Eddie" Merc, Ph.D., MBA (Please call me Eddie. ☺)

**Email:** [Eduard.Merc@chaminade.edu](mailto:Eduard.Merc@chaminade.edu)

**Phone:** (435) 200-4822 (Google Voice Number)

**Office Location:** Kieffer Hall, Room 16

**Office Hours:** By Appointment

**Instructor Website:** <https://chaminade.edu/business-and-communication/business-faculty/eduard-merc/>

**Other Professional Contact Information:** eduardmerc (Skype) and @EdkoPletko (Twitter)



### 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.

### University Course Catalog Description

Catalog Description: **MBA 710 BUSINESS ANALYTICS AND VISUALIZATION (3)**

This course presents the fundamentals and advanced features in MS Excel, Tableau, and Power BI to explore the importance of data visualizations in today's business in today's fast-changing business world, in which business analytics has become an important part of competitive strategies. Furthermore, it reviews the statistical underpinnings of data presentation and interpretation. Lastly, it familiarizes students with the data

science lifecycle and explores the use of data to support all aspects of business development. It also includes project-based work on data sets from sectors of particular interest to students' career pathways.

### **Course Overview**

This course is designed to equip students with knowledge, technical skills, and industry-perspective necessary to perform data-driven decision making. Students of all majors and skill levels are welcome. Professionals in each major discipline (Accounting, Marketing, Management, Supply Chain, etc.) can benefit from improving their data access and analysis skills.

This course provides an overview on how to capture, package, investigate and present data to enable data driven decision-making, and improved business performance.

Good decision makers should be able to recognize and formulate decision problems, represent the essential structure of the decision situation, and analyze the problem using appropriate tools and techniques in order to recommend various courses of action.

In this course, you will learn a balanced approach to practice and theory regarding how to conduct data-based analysis by examining a variety of modern analytical tools and techniques. The emphasis is on MS Excel, Tableau, and Power BI Programs in this course as these business analytics tools are heavily used in the modern business world.

Lastly, the course participants learn the key decision-making concepts in common scenarios (production, inventory, sales, etc.) by daily analysis of provided datasets. Participants will solve business problems in a fact-based, data-driven, and iterative manner by analyzing specific business case studies that relate to business intelligence scenarios.

Overall, this is a theory-based course intertwined with a basic overview and examples of various real-world data analytics tools, such as MS Excel (Pivot Tables), SQL Server, and Business Objects (BO).

This course is being taught by Dr. Eddie Merc. Canvas is used for this course where you will find several types of assignments. All your weekly homework will be done in Canvas.

### **Course Learning Outcomes (CLOs)**

By the end of our course, students will be able to:

- Define and structure a decision problem by using data framework.
- Explore and understand the nature of data, statistical modeling, and visualization (descriptive analytics)
- Compare and contrast the principles of data mining process, methods, and algorithms (predictive analytics)
- Explore, describe, and summarize data using optimization and simulation (prescriptive analytics)
- Evaluate the role of business intelligence, analytics, AI, and data science/data warehousing in modern business decision-making process.
- Appraise fundamental "Big Data" and AI concepts and tools

- Gain a perspective on the BI and AI tools available and their appropriateness for management, BI's future trends, privacy, and managerial considerations in analytics

### **Program Learning Objectives (PLOs)**

1. Communicate effectively regarding business related tasks, in both oral and written modes.
3. Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business.

### **Student Learning Outcomes – Service Learning**

1. To demonstrate an understanding of the connections between academic work and real-life situations.

### **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

### **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 'Ōlelo 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 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

### **Course Prerequisites**

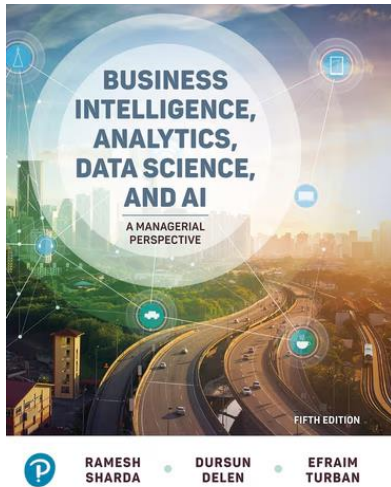
Please check Chaminade's Course Catalog for any pre-requisites for this class at:

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

## Required Learning Materials

- MS Excel Software Full Program (Web Excel and Google Sheets are not compatible with this course)
- Tableau Software Program (available for free for students; more information in our Canvas Course)
- MS Power BI Software Program (available for free for students; more information in our Canvas Course)

### Textbook:



Business Intelligence, Analytics, and Data Science: A Managerial Perspective, 5th Edition  
Ramesh Sharda, Dursun Delen, Oklahoma State University, Efraim Turban,  
©2018 Pearson

#### Purchase Links:

- CUH Bookstore:
- Amazon Website: <https://amzn.to/3W7SICJ>
- Pearson Website: <https://www.pearson.com/en-us/subject-catalog/p/business-intelligence-analytics-data-science-and-ai/P200000009781/9780138043308>

### Course Website:

Our course website in Canvas can be accessed by clicking this link:

<https://chaminade.instructure.com/courses/36759>

### 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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### 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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## **Course Expectations**

Your final grade will be based on your performance on exams and quizzes, assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Active student participation in all required discussions and weekly assignments is required.
- Honest communication with me personally or via e-mail is expected if any unexpected changes occur in your life.
  - Note: In case of class cancelation, you will be notified via Canvas and your Chaminade email.

## **Computer Proficiency Expectations**

Students in this course are expected to be proficient in the following technology areas:

- Canvas LMS
- Chaminade email
- Microsoft Word and Excel

## **Course Attendance Policy**

Students are expected to attend daily and log in to Canvas daily to check for course announcements, materials, and assignments. You are encouraged to attend our informal online class sessions in Zoom from time to time to ask questions about the course content or homework. Your attendance in these “office hour” online meetings is not required but highly recommended. I will provide the session recording afterwards for your review.

## **Behavioral Expectations**

In the online classroom, civil discourse must be adhered to both in synchronous live meetings as well as asynchronous discussion rooms and/or interactions whether they are with the instructor or peers. Students should use proper netiquette at all times online.

Every student has the right to a respectful learning environment. In order to provide this right, students must take individual responsibility to conduct themselves in a mature and appropriate manner. I appreciate your serious approach to education.

## **Assessment**

Assessment methods include quizzes, exams, and class discussions. Every effort will be made to return all student work within one to two weeks of the due date.

Class assignments are divided into the following groups:

## **Canvas Content and Homework**

- Weekly study materials
- Weekly online article submissions/discussions
- Weekly content quizzes, midterm, and final exam
- Final Individual Project (Analytics of a Business Organization)

## Grading and Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

### Grading Distribution

Online Attendance/Course Participation in Canvas = 50 points  
Exam #1 (Midterm Exam) = 150 points  
Exam #2 (Final Exam) = 200 points  
10 Quizzes = 200 points  
Application Case Studies (3) = 100 points  
Weekly Online Article Summaries = 100 points  
Final Individual Project/Report/Presentation (MS Excel, Tableau/Power BI Tools) = 200 points

### Final Grade Requirements

A = 900 or more  
B = 800 to 899  
C = 700 to 799  
D = 600 to 699  
F = Below 600

### Online Attendance/Course Participation in LMS (50 points)

Regular participation in our Canvas course by regularly logging in to the class, checking main class announcements, and reviewing instructor's recordings are essential for student success in this online asynchronous course.

### Exams (Midterm: 150 points + Final: 200 points = 350 points) (CO, 1, 2, 3)

Two major exams will cover material from class lectures, class discussion, handouts, and assigned readings. Exams may include multiple-choice, short-answer and essay questions. **There are no make-up exams without proper documentation** for your absence, which must be provided prior to the absence if at all possible. A missed exam will count as a zero.

### Quizzes (10 @ 20 points each = 200 points) (CO, 1, 2, 3)

Fifteen quizzes will cover material from class lectures, discussions, videos, handouts and assigned readings. Students will complete assigned chapter quizzes in Canvas. Each quiz has approximately 5 to 10 questions. **There are no make-up quizzes without proper documentation**, which must be provided prior to the missed quiz if at all possible. Any missed quiz will count as a zero.

### Application Case Studies (3 @ 33 points each = 100 points) (CO, 1, 2, 3)

Each student will answer all the questions related to an assigned application case study in the first 3 modules. The answers should reflect the current knowledge of the current chapter in which the case study is located. Additionally, student reflections are highly encouraged as part of the individual student submission for the assigned case study.

### Weekly Online Article Summaries/Discussions (10 @ 10 points each = 100 points) (CO, 1, 2, 3)

Each student will post (via Canvas Discussion Forums) a short 10-20 sentence summary of any type of an article that relates to weekly class topic(s) based on our readings. In your post, please describe why you have selected the article, and how it relates to our weekly topic(s) as well as what you have learned from reading the article that relates to the weekly chapter materials.

Summaries must be posted each week on Friday by 11:59PM HST (Midnight). Students are required to also make a *substantive* response comment (avoid “I liked this!” or “Good job!”) on at least two of their peers’ article summaries each week by Sunday at 11:59PM HST (Midnight) in order to receive full credit for the assignment.

### **Final Individual Project (200 points) (CO, 1, 2, 3)**

Each student will work on a research project by selecting a company of their choice to analyze the fundamentals of business analytics and its associated internal processes in that organization. Each student will also present his/her own findings in a pre-recorded online video presentation that will be submitted to the instructor for grading in Canvas. More details about this project will be provided in a handout to all students throughout our weekly modules during the semester. Note: Instructor’s recordings will be provided in our Canvas course for students to review and build their skills in MS Excel and Tableau/Power BI software tools to gradually complete this important final project, which involves data collection, data clean-up, data analysis/analytics, and visual data presentation with a final report of main findings.

### **Grading Standards**

“A” students do not miss classes during the semester. They read and critically engage all the assigned readings before class on their own, and with classmates and the instructor. All assignments are not only complete but go beyond more than just the minimum requirements. Their assignments are turned in on time or early, exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students always keep up with current news events, both locally and globally.

“B” students miss a few classes during the semester. They usually read the assigned readings before class. Their assignments exhibit proper style, grammar, and format, are well-organized, integrate strategic planning and targeting, and are written precisely and concisely. They take advantage of all rewrite and extra credit opportunities. These students usually keep up with current events.

“C” students miss several classes during the semester. They complete the assigned readings before exams. Written assignments and exams usually exhibit proper style and formatting, but do not always integrate strategic planning and targeting, and are not always well organized or written precisely and concisely. All assignments are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

“D” students miss four or more classes during the semester and skim assigned readings. Assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting, and are often not well-organized, or written precisely and concisely. Assignments are not always turned in on time and only some rewrite opportunities are used. They do not keep up with current events.

“F” students fail to attend class consistently, miss exams, written assignments; do not use rewrite opportunities.

### **Suggestions for Success**

Manage your time wisely and stay organized! Learn how to use the required technology. Come to class prepared. Engage in the learning, discussions, and activities that take place in the classroom. Do not be distracted or distract others. Always do your best! 😊

### **Challenging a Grade on an Individual Assignment**

Should a student find at any point during the semester that they wish to challenge a grade they have received on an assignment, they are welcome to do so. Following are the grade challenging guidelines:

- Students must wait 48 hours after receipt of their assignment before challenging the grade
- Grade challenges must be submitted in writing via email, in respectful and professional prose
- Students must articulate, based on the merits of their work (not on circumstances) and the guidelines of the assignment/rubric, why they feel their grade should be amended
- Students have up to 2 weeks to challenge an assignment grade, attempts to challenge a grade after 2 weeks from receiving an assignment back will be automatically forfeited

Students also retain the right to academic grievance for final course grades through standard Chaminade processes should they feel this step is necessary.

## Course Policies

### Late Work Policy

**All work in this course will be due at Midnight 11:59PM HST every Sunday, at which point online submission boxes will promptly close.** Late work is NOT accepted in this course. Assignments which are not submitted on or before their due date will receive an automatic zero. If you find that you are having technical difficulties, please contact the Chaminade IT Helpdesk for issues related to Chaminade technology. If you have documentation from the Helpdesk indicating that they have identified a problem with the technology, I will allow you to submit the assignment once a resolution has been reached at no penalty to you. If students are unsure of their home technology, they should plan to use the computer lab on-campus to submit work in a timely manner.

### Grades of "Incomplete"

Incomplete grades are reserved for cases of illnesses and other emergencies that cause a student to be unable to complete the course by the due date. In such cases, the instructor has the option of issuing an "incomplete" grade at the end of the semester. Requests for an "incomplete" must be accompanied by substantive documentation.

### Writing Policy

APA Style writing will be used in this class. For more information about this writing style, please visit: <https://apastyle.apa.org/>

### Instructor and Student Communication

Questions for this course can be emailed to the instructor at [Eduard.Merc@chaminade.edu](mailto:Eduard.Merc@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

### 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.



## Important Information

### 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.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## 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.

## How This Course Meets the Credit Hour Policy:

1. Seat time/Weekly Class Recording Reviews by Students: 90 minutes; weekly X 10 weeks = 900 minutes or 60.0 hours
2. Time Spent on Key Assessments:
  - Individual/Group Discussions = 20 hours establishing synergy, studying, researching and writing discussion summaries + 10 hours reading, replying, and sharing own weekly reflections = 30 hours
  - Weekly Modules (quizzes and MS Excel problem sets) = 15 hours reading, studying, researching and practicing data analysis/calculations/visualizations + 25 hours actual weekly module homework submissions = 40 hours
  - Midterm and Finals = 10 hours studying (midterm) and 2 hours during finals + 10 hours studying (finals) = 20 hours
3. Homework (Reading, Data Analysis Homework, Business Article Research): 30 hours  
About 2 additional hours each week

**TOTAL:** 180 hours (4 credits) of learning per student per this class/per semester

## Schedule

### Schedule of Lectures, Readings, and Weekly Homework:

Module #/Week #	Assignment Title	Due Date
Module 1 Week #1	Class/Student Introductions; Chapter #1 Reading/Review; Chapter Quiz; Article Discussions, Application Case Study #1	Sunday at 11:59PM HST in Canvas
Module 2 Week #2	Chapter #2 Reading/Review; Chapter Quiz; Article Discussions, Application Case Study #2, Review Instructor Recording about Final Project (MS Excel, Tableau/Power BI)	Sunday at 11:59PM HST in Canvas
Module 3 Week #3	Chapter #3 Reading/Review; Chapter Quiz; Article Discussions, Application Case Study #3	Sunday at 11:59PM HST in Canvas
Module 4 Week #4	Chapter #4 Reading/Review; Chapter Quiz; Article Discussions, Review Instructor Recording about Final Project (MS Excel, Tableau/Power BI)	Sunday at 11:59PM HST in Canvas
Module 5 Week #5	Chapter #5 Reading/Review; Chapter Quiz; Article Discussions; Midterm Exam; Final Project Introduction	Sunday at 11:59PM HST in Canvas
Module 6 Week #6	Chapter #6 Reading/Review; Chapter Quiz; Article Discussions, Review Instructor Recording about Final Project (MS Excel, Tableau/Power BI)	Sunday at 11:59PM HST in Canvas
Module 7 Week #7	Chapter #7 Reading/Review; Chapter Quiz; Article Discussions, Final Project Draft #1 Due	Sunday at 11:59PM HST in Canvas
Module 8 Week #8	Chapter #8 Reading/Review; Chapter Quiz; Article Discussions, Review Instructor Recording about Final Project (MS Excel, Tableau/Power BI)	Sunday at 11:59PM HST in Canvas
Module 9 Week #9	Chapter #9 Reading/Review; Chapter Quiz; Article Discussions, Final Project Draft #2 Due	Sunday at 11:59PM HST in Canvas
Module 10 Week #10	Chapter #10 Reading/Review; Chapter Quiz; Article Discussions; Final Exam; Final Project Presentations and Project Submission, Review Instructor Recording about Final Project (MS Excel, Tableau/Power BI)	Sunday at 11:59PM HST in Canvas

**Aloha from Professor Eddie Merc, Ph.D., MBA, CAPM/LSSGB**

### Miscellaneous Student Notes: