Chaminade University OF HONOLULU	**Course Syllabus** [Chaminade University Honolulu](#) 3140 Waialae Avenue - Honolulu, HI 96816

Course Number: DS 480
Course Title:

Quantum Computing for Scientists and Society

Department Name: Data Science
College/School/Division Name: College of Business, Innovation and Technology
Term: Fall 2026
Course Credits: 3
Class Meeting Days: Tues/Thursday
Class Meeting Hours: 10AM-1120AM
Class Location: Eiben 120

Instructors:
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1. University Course Catalog Description

Quantum Computing for Scientists and Society (3). Designed to give students an interdisciplinary, no-code introduction to quantum computing, this course explores the history, theory, and societal implications of quantum information science, including qubits, superposition, entanglement, quantum gates, circuits, measurement, algorithms, quantum simulation, cryptography, cybersecurity, and emerging applications in energy, finance, health, and materials. No coding, quantum mechanics, or access to quantum hardware is required. Pre-requisites: senior standing or permission of instructor.

2. Course Overview

This course will examine quantum computing as an emerging computational paradigm and as a major shift in how scientists, data professionals, policymakers, and communities may think about information, uncertainty, simulation, security, and problem solving. Students will journey through the conceptual foundations of quantum information, including qubits, superposition, entanglement, interference, gates, circuits, measurement, algorithms, hardware platforms, noise, error correction, and the current limits of near-term quantum technologies. We will compare conventional computing with quantum approaches and ask why only some problems are likely to benefit from quantum methods.

3. Marianist Values amd Native Hawaiian 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: 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 (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school
6.

This course aligns with Chaminade's Marianist and Native Hawaiian values by preparing students to engage an emerging technology with intellectual rigor, ethical awareness, and responsibility to community. Quantum computing is not taught here only as a technical innovation, but as a field that asks students to think critically about evidence, uncertainty, access, justice, workforce preparation, and the common good. In the Marianist tradition, the course supports integral, quality education and adaptation to change by helping students understand a rapidly developing area of science while communicating it responsibly to others. It also reflects Native Hawaiian values of naʻauao, ʻohana, aloha, and ʻāina by emphasizing deep learning, collaborative inquiry, service to community, and careful attention to how powerful technologies may affect people, place, equity, and the future.

4. Learning Outcomes

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

1. Analyze the historical development of quantum computing and explain how quantum information differs from classical information, including the potential and limits of transformative growth in computational power.
2. Applying an interdisciplinary approach, explain the physics and computation underlying qubits, superposition, entanglement, interference, measurement, gates, and simple quantum circuits.
3. Evaluate the roles of evidence, uncertainty, reason, and belief in public, institutional, and scientific claims about quantum computing and quantum advantage.
4. By examining quantum algorithms, quantum simulation, cryptography, cybersecurity, optimization, AI, health, finance, and energy use cases, evaluate how quantum approaches differ from conventional computing and where they may or may not offer practical benefit.
5. By integrating diverse sources of evidence, viewpoints and epistemologies, distinguish realistic quantum computing applications from hype, with attention to hardware limits, noise, decoherence, error correction, access, and deployment challenges.
6. Identify, analyze and communicate ethical and societal challenges specific to the era of quantum computing.

5. Alignment of Data Science PLO and Course Learning Outcomes

I=introducion, D= develop. M=mastery of skills and concepts

DSAV PLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Apply collection, storage, or cleaning of datasets;	M	M		M		
Apply technologies to collect or manage data, analyze data, or program an application					M	M
Analyze data using mathematics, statistics, prediction models, visualizations, or other forms of analytics to support decision-making		M	M	M	M	
Apply effective data communication approaches for stakeholders and the public			M	M		M
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	M					M

6. Course Pre-requisities

Senior standing or permission of instructor. No coding, quantum mechanics, or access to quantum hardware is required.

7. Required Learning Materials

- Reading materials, no-code simulator links, and case-study materials are assigned per week and provided on Canvas

8. Course Website:

See Canvas

9. Course Outline and Weekly Readings

9.1. Course Outline

DS480 Quantum Computing — Fall 2026 Weekly Schedule

HW=Homework, MA= Major Assignment

Week of	Week	Instructor	Tues 10-1120AM	Thurs 10-1120AM	Assignment	Assignment Title	Assignment Topic	Points
August 17, 2026	1	HT and DA	**Course launch: Why quantum computing?** Classical bits, computation, and the limits of ordinary speedup	**Quantum literacy: hype vs. reality;** what quantum computers are and are not; current no-code learning tools	HW1	Quantum claims reflection	Classify public quantum claims as plausible, exaggerated, or misleading	50
August 24, 2026	2	HT	**The strange rules of quantum information:** probability, measurement, and state change	**Qubits and states:** |0>, |1>, amplitudes, normalization, and the Bloch-sphere model	HW2	Qubits and measurement worksheet	Use arithmetic and diagrams only; no coding required	50
August 31, 2026	3	HT	**Quantum gates I:** X, Z, H, reversibility, and circuit notation	**Quantum gates II:** simple circuits, reading measurement outcomes, and distinguishing gates from classical logic	**MA1**	**Quantum Misconception Memo**	**Correct common misconceptions for a non-technical audience**	**200**
September 7, 2026	4	HT	**Interference:** constructive/destructive amplitude behavior and why algorithms depend on cancellation	**Entanglement:** multi-qubit systems, Bell states, correlation, and misconceptions about "spooky action"	HW3	Interference and entanglement concept check	Explain key ideas using diagrams and plain language	50
September 14, 2026	5	HT	**Controlled operations:** CNOT, two-qubit circuits, and how entanglement is created in circuit diagrams	**Measurement and circuit interpretation:** predicting likely outputs and explaining collapse responsibly	HW4	Circuit reading worksheet	Annotate short pre-built circuits and explain outputs	50
September 21, 2026	6	HT	**Quantum algorithms overview:** what makes an algorithm quantum; speedup, oracles, and problem fit	**Deutsch-Jozsa and Grover's search:** conceptual algorithm logic and amplitude amplification				
September 28, 2026	7	HT	**Shor's algorithm and factoring:** why cryptography is central to quantum computing discussions	**Cybersecurity and post-quantum cryptography:** institutional risk, national security, and realistic timelines	HW5	Quantum cybersecurity brief	Evaluate how an institution should prepare for quantum-era security	50
October 5, 2026	8	HT	**Quantum simulation:** why quantum systems are hard to model classically; chemistry and materials examples	**Applications in biology, health, energy, finance, and optimization:** promise, caution, and use-case screening	HW6	Application claim critique	Critique a company, media, or policy claim about quantum computing	50

October 12, 2026	9		Wellness week activities TBD	Wellness week — activities TBD	**MA2**	**Quantum Communication Product**	**Create an explainer slideshow, or infographic**	**200**
October 19, 2026	10	DA	**Simulations 1:** IBM Quantum Composer and Quirk; build single-qubit circuits with X, Z, H, and measurement	**Simulations 1**: IBM Quantum Composer and Quirk; interpret statevector/probability views, histograms, repeated trials, and probability distributions	HW7	Simulations 1	will be assigned in class: e.g., Single-qubit IBM Quantum Composer/Quirk simulator exercise and interpretation	100
October 26, 2026	11	DA	**Simulations 2:** IBM Quantum Composer and Quirk; two-qubit circuits, CNOT, Bell states, and visualizing entanglement	**Simulations 2:** Quantum Flytrap Virtual Lab plus IBM/Quirk circuit views; debug and annotate pre-built entanglement circuits	HW8	Simulations 2	will be assigned in class: e.g.,Two-qubit IBM Composer/Quirk/Quantum Flytrap simulation worksheet and circuit annotations	100
November 2, 2026	12	DA	**Simulations 3:** Quirk Grover-style search and amplitude amplification visualization	**Simulations 3:** Quantum Flytrap Virtual Lab or IBM Quantum Composer case study; map a scientific problem to a simulator demonstration	HW9	Simulations 3	will be assigned in class: e.g., Grover/search or science-use-case simulator worksheet using Quirk, Quantum Flytrap, or IBM Quantum Composer	100
November 9, 2026	13	DA	**Simulations 4:** Qiskit Aer instructor-provided noise-model demonstration; compare ideal and noisy circuit results	**Simulations 4:** IBM Quantum Composer/Qiskit Aer outputs for NISQ-era limits, decoherence, error rates, and why real hardware access is not required for literacy	HW10	Simulations 4	will be assigned in class: e.g., Noise/error simulation reflection and limitations worksheet using Qiskit Aer or IBM Quantum Composer outputs	100
November 16, 2026	14	HT	**Hardware without hardware:** superconducting, trapped-ion, photonic, and neutral-atom platforms	**Quantum computing and society:** ethics, inequality, dual use, policy, and responsible communication	HW11	Hardware platform comparison	Compare strengths, limits, and claims for major hardware approaches	50
November 23, 2026	15	HT and DA, SR	**NOV 24th: Quantum Employer Panel:** Moderator Mr. Sonny Rosales, Ikaika Golbal Strategic Services.	**No class - Thanksgiving**	**MA3**	**Quantum Use-Case Analysis**	**Evaluate a realistic quantum use case, limits, ethics and evidence needed**	**600**
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November 30, 2026	Finals week	HT and DA	Finals week: project completion	Finals week: project completion				

9.2. Weekly Reading List

Week 1: Course launch: why quantum computing; classical bits; quantum literacy; hype versus reality.

1. Preskill, J. (2018). Quantum Computing in the NISQ era and beyond. Quantum, 2, 79. https://quantum-journal.org/papers/q-2018-08-06-79/Links to an external site. (Quantum journal open access)
2. Mermin, N. D. (2003). From cbits to qbits: Teaching computer scientists quantum mechanics. American Journal of Physics, 71(1), 23-30. https://arxiv.org/abs/quant-ph/0207118Links to an external site. (arXiv open-access preprint)

Week 2: Qubits, probability, measurement, amplitudes, normalization, and Bloch-sphere models.

1. Rieffel, E. G., & Polak, W. (2000). An introduction to quantum computing for non-physicists. ACM Computing Surveys, 32(3), 300-335. https://arxiv.org/abs/quant-ph/9809016Links to an external site. (arXiv open-access preprint)
2. Qerimi, L., Malone, S., Rexigel, E., Kuhn, J., & Küchemann, S. (2025). Comparing visual qubit representations in quantum education: The Bloch sphere enhances task efficiency. https://arxiv.org/abs/2507.21721Links to an external site. (arXiv open-access preprint)

Week 3: Quantum gates, reversibility, circuit notation, and the difference between quantum gates and classical logic.

1. Barenco, A., Bennett, C. H., Cleve, R., DiVincenzo, D. P., Margolus, N., Shor, P., Sleator, T., Smolin, J. A., & Weinfurter, H. (1995). Elementary gates for quantum computation. Physical Review A, 52, 3457-3467. https://arxiv.org/abs/quant-ph/9503016Links to an external site. (arXiv open-access preprint)
2. DiVincenzo, D. P. (1995). Two-bit gates are universal for quantum computation. Physical Review A, 51, 1015-1022. https://arxiv.org/abs/cond-mat/9407022Links to an external site. (arXiv open-access preprint)

Week 4: Interference, entanglement, Bell states, and misconceptions about "spooky action."

1. Jacques, V., Wu, E., Grosshans, F., Treussart, F., Aspect, A., Grangier, P., & Roch, J.-F. (2007). Experimental realization of Wheeler's delayed-choice Gedanken experiment. Science, 315(5814), 966-968. https://arxiv.org/abs/quant-ph/0610241Links to an external site. (arXiv open-access preprint)
2. Hensen, B., Bernien, H., Dréau, A. E., Reiserer, A., Kalb, N., Blok, M. S., et al. (2015). Loophole-free Bell inequality violation using electron spins separated by 1.3 kilometres. Nature, 526, 682-686. https://arxiv.org/abs/1508.05949Links to an external site. (arXiv open-access preprint)

Week 5: Controlled operations, CNOT, two-qubit circuits, measurement, and collapse in circuit diagrams.

1. Barenco, A., Deutsch, D., Ekert, A., & Jozsa, R. (1995). Conditional quantum dynamics and logic gates. Physical Review Letters, 74, 4083-4086. https://arxiv.org/abs/quant-ph/9503017Links to an external site. (arXiv open-access preprint)
2. Wan, Y., Kienzler, D., Erickson, S. D., Mayer, K. H., Tan, T. R., Wu, J. J., et al. (2019). Quantum gate teleportation between separated qubits in a trapped-ion processor. Science, 364(6443), 875-878. https://arxiv.org/abs/1902.02891Links to an external site. (arXiv open-access preprint)

Week 6: Quantum algorithms overview, Deutsch-Jozsa, Grover search, speedup, oracles, and problem fit.

1. Cleve, R., Ekert, A., Macchiavello, C., & Mosca, M. (1998). Quantum algorithms revisited. Proceedings of the Royal Society A, 454(1969), 339-354. https://arxiv.org/abs/quant-ph/9708016Links to an external site. (arXiv open-access preprint)
2. Grover, L. K. (1996). A fast quantum mechanical algorithm for database search. Proceedings of the 28th Annual ACM Symposium on Theory of Computing, 212-219. https://arxiv.org/abs/quant-ph/9605043Links to an external site. (arXiv open-access preprint)

Week 7: Shor's algorithm, factoring, public-key cryptography, post-quantum cryptography, and institutional risk.

1. Shor, P. W. (1997). Polynomial-time algorithms for prime factorization and discrete logarithms on a quantum computer. SIAM Journal on Computing, 26(5), 1484-1509. https://arxiv.org/abs/quant-ph/9508027Links to an external site. (arXiv open-access preprint)
2. Mosca, M. (2018). Cybersecurity in an era with quantum computers: Will we be ready? IEEE Security & Privacy, 16(5), 38-41. https://eprint.iacr.org/2015/1075Links to an external site. (IACR ePrint open access)

Week 8: Quantum simulation, chemistry, materials, biology, health, energy, finance, and optimization use-case screening.

1. Georgescu, I. M., Ashhab, S., & Nori, F. (2014). Quantum simulation. Reviews of Modern Physics, 86, 153-185. https://arxiv.org/abs/1308.6253Links to an external site. (arXiv open-access preprint)
2. McArdle, S., Endo, S., Aspuru-Guzik, A., Benjamin, S. C., & Yuan, X. (2020). Quantum computational chemistry. Reviews of Modern Physics, 92, 015003. https://arxiv.org/abs/1808.10402Links to an external site. (arXiv open-access preprint)

Week 9: Wellness week

Week 10: Simulations 1: IBM Quantum Composer / visual circuit simulators; single-qubit circuits, measurement, and histograms.

1. LaRose, R. (2019). Overview and comparison of gate level quantum software platforms. Quantum, 3, 130. https://quantum-journal.org/papers/q-2019-03-25-130/Links to an external site. (Quantum journal open access)
2. Ahmed, S. Z., Jensen, J. H. M., Weidner, C. A., Sørensen, J. J., Mudrich, M., & Sherson, J. F. (2021). Quantum Composer: A programmable quantum visualization and simulation tool for education and research. American Journal of Physics, 89(3), 307-316. https://arxiv.org/abs/2006.07263Links to an external site. (arXiv open-access preprint)

Week 11: Simulations 2: Quirk/Quirk-E and Quantum Flytrap; CNOT, Bell states, and visualizing entanglement.

1. Haghparast, M., Heikkinen, R., Ovaskainen, S., Fuchs, J., Jokinen, J. P. P., & Mikkonen, T. (2025). Quirk-E quantum circuit simulator: Integrated tool for quantum algorithm development. SoftwareX, 32, 102383. https://www.sciencedirect.com/science/article/pii/S2352711025003498Links to an external site. (SoftwareX open access)
2. Migdał, P., Jankiewicz, K., Grabarz, P., Decaroli, C., & Cochin, P. (2022). Visualizing quantum mechanics in an interactive simulation: Virtual Lab by Quantum Flytrap. Optical Engineering, 61(8), 081808. https://arxiv.org/abs/2203.13300Links to an external site. (arXiv open-access preprint)

Week 12: Simulations 3: Grover-style search visualization, amplitude amplification, and mapping scientific problems to simulator demonstrations.

1. Brassard, G., Høyer, P., Mosca, M., & Tapp, A. (2002). Quantum amplitude amplification and estimation. Contemporary Mathematics, 305, 53-74. https://arxiv.org/abs/quant-ph/0005055Links to an external site. (arXiv open-access preprint)
2. Montanaro, A. (2016). Quantum algorithms: An overview. npj Quantum Information, 2, 15023. https://www.nature.com/articles/npjqi201523Links to an external site. (npj Quantum Information open access)

Week 13: Simulations 4: Qiskit Aer/noise models, decoherence, error rates, NISQ limits, and error mitigation concepts.

1. Faj, J., Peng, I., Wahlgren, J., & Markidis, S. (2023). Quantum computer simulations at warp speed: Assessing the impact of GPU acceleration. https://arxiv.org/abs/2307.14860Links to an external site. (arXiv open-access preprint)
2. Temme, K., Bravyi, S., & Gambetta, J. M. (2017). Error mitigation for short-depth quantum circuits. Physical Review Letters, 119, 180509. https://arxiv.org/abs/1612.02058Links to an external site. (arXiv open-access preprint)

Week 14: Hardware without hardware: superconducting, trapped-ion, photonic, and neutral-atom platforms; ecosystem and workforce.
1. Wintersperger, K., Dommert, F., Ehmer, T., Hoursanov, A., Klepsch, J., Mauerer, W., et al. (2023). Neutral atom quantum computing hardware: Performance and end-user perspective. EPJ Quantum Technology, 10, 32. https://arxiv.org/abs/2304.14360Links to an external site. (arXiv open-access preprint; journal is open access)
2. Flamini, F., Spagnolo, N., & Sciarrino, F. (2018). Photonic quantum information processing: A review. Reports on Progress in Physics, 82, 016001. https://arxiv.org/abs/1803.02790Links to an external site. (arXiv open-access preprint)

Week 15: Quantum computing and society: ethics, inequality, dual use, policy, workforce, and responsible communication.
1. Aiello, C. D., Awschalom, D. D., Bernien, H., Brower, T., Brown, K. R., Brun, T. A., et al. (2021). Achieving a quantum smart workforce. Quantum Science and Technology, 6, 030501. https://doi.org/10.1088/2058-9565/abfa64Links to an external site. (IOP open access)
2. Coenen, C., Grinbaum, A., Grunwald, A., Milburn, C., & Vermaas, P. (2022). Quantum technologies and society: Towards a different spin. NanoEthics, 16, 1-6. https://link.springer.com/article/10.1007/s11569-021-00409-4Links to an external site. (Springer open access)

10. Assignments and Grading

Here's how your grade breaks down:

Assignment			POINTS	Approx % of grade
Homeworks (57x50 points each)			350	17.5
Simulation Homewoks (4x100 points)			400	20
Major Assignment 1			200	10
Major Assignment 2			200	10
Major Assignment 3			600	30
Attendance in class session =(#you attended/#offered)x250			250	12.5
		total	**2000**	**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 900 points or greater Outstanding scholarship and an unusual degree of intellectual initiative
B 800-899 points Superior work done in a consistent and intellectual manner
C 700-799 points Average grade indicating a competent grasp of subject matter
D 600-699 points Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F 599 points or 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:

42 hours	class attendance (28 sessions x 1.5 hours)
33 hours	11 homeworks x 3 hours estimated completion time
48 hours	4 major assignments x 12 hours each estimated completion time
12 hours	reading assignmed readings/papers
135 hours total	