



Semester & Year ⚡

(Items in table below are all ⚡ required.)

Meeting days: Asynchronous	Instructor title and name: Diane Law
Meeting times: n/a	Phone:
Meeting location: n/a	E-mail: dlaw@pointloma.edu
Final Exam: (day/time)	Office location and hours:

PLNU Mission ⚡

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission ⚡

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION ⚡

This course explores how leaders can use data to inform the decision making process. Topics include identifying the right information, eliminating bias, understanding predictive analytics, data visualization, communicating uncertainty, and addressing challenges to your data. An emphasis is placed on basic methods of gathering, analyzing, and communicating data.

COURSE LEARNING OUTCOMES ⚡

The student who successfully completes this course will be able to:

1. Define “big data” and the increasing role of evidence-based decision making to support executive decision making (PLO 1).
2. Explain the differences between predictive, prescriptive, and descriptive analytics, and the organizational questions that can be answered with each approach (PLO 1).
3. Examine processes of gathering, analyzing, visualizing and communicating data (PLO 1, 2, 3).
4. Demonstrate an understanding of the principles of analytics using examples from a variety of organizational functions and industries (PLO 2, A2, G2).
5. Recognize the ethical implications of collecting, managing, and using data for managers and leaders (PLO 4).

COURSE CREDIT HOUR INFORMATION ⚡ (required for online and hybrid delivery ONLY)

Distribution of Student Learning Hours

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. The time expectations for this course are shown below:

Category	Time Expectation in Hours
Required Reading	15
Lecture	15
Discussions	25
Assignments	60
Total Hours	115

Note: Add categories and total hours aligned to each individual course.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Richardson, V.J. & Watson M.W. (2026). *Introduction to business analytics*. New York: McGraw Hill LLC. ISBN: 978-1-265-45434-0
2. Microsoft Excel – [How to Access and Install Microsoft 365](#)
 - a. All PLNU students have free access to Microsoft 365, which includes Excel.
3. Microsoft Excel – [Load the Analysis ToolPak in Excel](#)
 - a. The Analysis ToolPak will support various statistical analysis applications throughout the course.
4. Tableau Public – [Sign Up Here](#)
 - a. Students will use Tableau Public, a data visualization platform, to complete multiple labs, homework, and exams.
5. Trailblazer Account – [Sign Up Here](#)
 - a. Students will gain access to the Salesforce Trailhead learning platform after creating a Trailblazer Account. Salesforce, Tableau's parent company, developed learning modules specific to Tableau. Students can earn badges upon completing a learning module.
6. ****Optional**** Loth, A., Vogel, N., & Sparkes, S. (2019). *Visual analytics with tableau*. John Wiley & Sons. ISBN: 978-1-119-56020-3

- a. Some students desire a book resource for learning Tableau. If an organized, chronological book supports your Tableau learning, this is a good option. This book can be purchased online or accessed via the PLNU Ryan Library. Throughout the course, various online resources will be provided to help you learn Tableau.

ASSESSMENT AND GRADING ☼

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution or weighted grades and 2) a grading scale.

Assignments & Exams	Quantity	Points Each	Points Total	Grading Scale
Discussions	14	15	210	A=93-100 A-=90-92 B+=87-89 B=83-86 B-=80-82 C+=77-79 C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=0-59
Homework	7	40 - 100	640	
Presentation	1	150	150	
Total Points			1,000	

INCOMPLETES AND LATE ASSIGNMENTS

Note: The below section is what has typically been provided to Adult Undergraduate students; however, one should consult with their Program Director for the officially approved language for each respective program.

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class. Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU ARTIFICIAL INTELLIGENCE (AI) POLICY ☼

Note: Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. Clarity about your expectations promotes transparency and compliance regarding the use of AI. Below are three sample statements reflecting varying levels of AI use permitted in this course. Faculty may select, adapt, or delete as appropriate. It is also advisable to provide assignment-specific information in each assignment for the appropriate use of AI based on learning outcomes for the course.

Note: Consider this statement if you will not permit the use of AI.

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Any reliance on AI tools in this course is subject to an academic honesty violation.

Note: Consider this statement if you will permit some use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](#) to guide your citations when using AI.

Note: Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use this [Purdue resource](#) to guide your citations when using AI.

GENERAL COURSE CONCERNS

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or

talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

STUDENT SUCCESS

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email](#) or by phone at 619-563-2850. Please visit [myPLNU Student Success](#) for more details.

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If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#)

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.

- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

NOTE: The following policies are to be used without changes:

STATE AUTHORIZATION (⊕ FOR FULLY ONLINE COURSES ONLY)

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU COPYRIGHT POLICY ⊕

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION ⊕

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC BEHAVIOR POLICY ⊕

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

PLNU ACADEMIC HONESTY POLICY ⊕

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for

the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email](#) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through [Accommodate](#).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU ATTENDANCE AND PARTICIPATION POLICY⊕

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

USE OF TECHNOLOGY⊕ (required for online and hybrid delivery ONLY)

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY⊕

Successful completion of this class requires taking the final examination on its scheduled day.

COURSE SCHEDULE AND ASSIGNMENTS ⊕

Note: Faculty are required to either create assignments in Canvas so that there is a record by the end of the semester OR list the assignments in the syllabus to support the Records office in dealing with possible transfer credit, etc. In the Canvas syllabus function, please use the Show Course Summary checkbox to create a course schedule. Then cut and past the schedule into the syllabus you provide for the Assessment website.

Note: For each assignment, provide the following things:

- Description: Clear explanation of the assignment

- Requirements: Clearly identify all evaluation requirements for each assignment, including rubrics, if any, for assignments.
- Style standard: APA, Chicago, etc, if applicable.

WK Date	Class Content	Assignments
WK1 DD/MM	<i>Developing an Analytics Mindset</i> Read Richardson & Watson Chapter 1 WK1 Discussion 1 & 2	SOAR Report EXCEL Subtotals by Date, Invoice and Customer Using Pivot Tables, MM/DD @ Midnight
WK2 DD/MM	<i>Obtaining the Data</i> Read Richardson & Watson Chapter 2 WK2 Discussion 1 & 2	SOAR Report EXCEL Fizz Forward Sales Performance Dashboard, MM/DD @ Midnight
WK3 DD/MM	<i>Introduction to Tableau</i> Read Richardson & Watson Chapter 6 WK3 Discussion 1 & 2	Dashboard TABLEAU Introduction to Data Visualization, MM/DD @ Midnight
WK4 DD/MM	<i>Applying Business Statistics</i> Read Richardson & Watson Chapter 3 WK4 Discussion 1 & 2	SOAR Report EXCEL Calculating Descriptive Statistics to Gain Insights About the Distribution of a Sales Data Set, MM/DD @ Midnight
WK5 DD/MM	<i>Descriptive and Diagnostic Analytics</i> Review Richardson & Watson Chapter 4 WK5 Discussion 1 & 2	SOAR Report TABLEAU Creating a Dashboard for a Real Estate Project, MM/DD @ Midnight
WK6 DD/MM	<i>Predictive Analytics</i> Read Richardson & Watson Chapter 5.1-5.3 WK6 Discussion 1 & 2	SOAR Report EXCEL & TABLEAU Forecasting Product Demand with Times Series and Regression Analysis, MM/DD @ Midnight
WK7 DD/MM	<i>Prescriptive Analytics</i> Read Richardson & Watson Chapter 5.4 - 5.5 WK7 Discussion 1 & 2	SOAR Report EXCEL To MBA or Not to MBA, MM/DD @ Midnight
WK8 DD/MM	Storytelling with Data	Storytelling with Data Presentation, MM/DD @ Midnight

Discussions: This course includes two weekly discussions. The intention of the discussion topics is to expand your learning, enhance course content, and provide opportunities for collaboration with other students. Your discussion posts should do more than state your position. Your posts should explain your logic, raise any additional aspects, and invite feedback. Finally, discussion posts should provide supporting information and link to course material, include references (as with a formal report), and implement proper grammar.

Assignments: This course includes seven assignments. The purpose of the assignments is to allow for deep critical thinking and hands-on application with software tools, Microsoft Excel and Tableau.

Presentation: The culmination of this course is a final presentation in which you will demonstrate the analytical, persuasive, and communication skills you have developed throughout the course.