

Contents

Course Information	2
Course Description	2
Course Objectives	2
Pre-Requisite Courses	3
Course Details	3
Text and Resource List	3
Required Books	3
Additional Materials	3
Course Structure	3
Outline of Course	3
Grading	4
Assignment Type Descriptions	4
Grading Scale	5
Course Policies	5
Late Assignment Policy	5
Faculty Communication and Feedback	5
Program Information	6
Mission of the Leavey School of Business	6
Program Progression	6
Credit Policy	6
Academic Integrity	6
Citation Expectations	7
Group Work	7
Land Acknowledgment	8
Respect for Diversity	8
Gender Inclusive Language	8
Wellness Statement and Mental Health Resources	8
Student Support	9
Office of Accessible Education	9
Accommodations for Pregnant and Parenting Students	9
Discrimination, Harassment and Sexual Misconduct (Title IX)	9

Camino Voluntary Product Accessibility Template (VPAT)	10
Use of Classroom Recordings	10
Safety Measures	10
Copyright Statement	10
Technology Support	10

COURSE INFORMATION

Course Number and Title: MSIS 2529: Dashboards

Credits: 2

Course Description

This course enables you to transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. This course introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards.

Course Objectives

The following table outlines the course objectives and major assessments for this course. Program-level major learning outcomes are noted in bold.

Objectives	Assessments
Explain the process to connect and customize a data source.	Discussions
Combine data sources by creating relationships, joins, unions, and blends.	Quizzes
Structure data using groups, sets, hierarchies, sort and filter.	Practice Exercises
Create a range of essential chart types for analysis.	Homework Assignments
Use calculated fields, table calculations, level of detail (LOD) expressions, and create parameters to enable interactivity.	Course Project

Build interactive dashboards using actions and stories to reveal data insights.	Final Exam
Describe pre-attentive attributes and the Gestalt principles.	

Pre-Requisite Courses

None

COURSE DETAILS

Text and Resource List

REQUIRED BOOKS

There are no required books for this course.

ADDITIONAL MATERIALS

In addition to required readings in the course, the instructor may post articles and videos pertinent to each module’s topics in the learning management system. Readings may be taken from sources such as websites, documentaries, blogs, etc.

Outline of Course

The following outline presents the topics to be covered in each module.

Module 1:	Data
Module 2:	Chart
Module 3:	Analysis
Module 4:	Dashboard
Module 5:	Presentation and Final Exam

GRADING

Achievement in this course will be assessed through completion of the following activities:

Assignment Type	Points	Grade %
Quizzes	160	16%
Homework Assignments	160	16%
Peer Evaluation	50	5%
Course Project	270	27%
Final Exam	360	36%
Total	1000	100%

Assignment Type Descriptions

Quizzes

Quizzes appear in each module (excluding Module 5) and test your understanding of key themes for each week.

Homework Assignments

These assignments are group-based tasks that provide you with an opportunity to apply key data visualization skills, using various datasets.

Course Project

For this assignment, you will leverage what you have learned from this course to analyze a real-world dataset and generate insights from your research.

Final Exam

The final exam will assess your understanding of content from the entire course. It is highly recommended that you review all the course materials before attempting this task.

Grading Scale

Grades scales are set by individual faculty members. The following scale will be used for this course:

Letter	Points	Range
A	940+	94%+
A-	900-939	90-93.9%
B+	870-899	87%-89.9%
B	840-869	85%-86.9%
B-	800-839	80%-83.9%
C+	770-799	77%-79.9%
C	740-769	74%-76.9%
C-	700-739	70%-73.9%
F	0-699	69.9% or less

COURSE POLICIES

Late Assignment Policy

It is very important that work be turned in on time or students will find it very difficult to catch up. All work in the course (e.g., projects, papers, exams, quizzes, etc.) will be due by 11:59 pm PT on the date noted on the class calendar.

Any assignment submitted after the due date will have 10% deducted from points earned for each day that it is late. Students should reach out to their instructor immediately to discuss any concerns.

Faculty Communication and Feedback

At the beginning of each course, make sure that you understand the instructor's preferred mode of communication and any specific communication protocol. In general, faculty will respond to student inquiries within one business day and will grade assignments within one week. However, one of the best ways to be effective as a graduate student is to understand each individual instructor's expectations and operate within those boundaries. If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important graduate-level skill, and every interaction in their master's program is an opportunity to develop this skill.

PROGRAM INFORMATION

Mission of the Leavey School of Business

The Leavey School of Business is a community dedicated to innovative learning and scholarship that transforms people, ideas, and organizations to create prosperity here and around the world. We blend theory and practice, find inspiration in Silicon Valley's entrepreneurial spirit, and are committed to a collaborative learning environment that develops leaders of competence, conscience, and compassion.

Program Progression

In order to continue in the program, you must maintain a minimum GPA of 3.0 at the end of each quarter.

Credit Policy

Academic work at Santa Clara University is measured by credit unit. A unit of credit represents that amount of time and effort both within and outside of formal settings that a student devotes to a particular class. At the graduate level, course credit is determined by the college or school and is consistent with practices in the disciplines.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

"I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

Students are expected to uphold the principles of this pledge for all work in this class. For more resources about ensuring academic integrity in your work, including the appropriate use of course sharing sites such as Chegg, see this site created by the SCU Library at [SCU Library's Plagiarism](#) site or visit [SCU's Academic Integrity](#) website.

We ask that you affirm this pledge and apply these principles to your work in this class. Where you use information from a reading, from the web, lecture, or any other source, you must cite as appropriate. Unless it is a paper I have written or something that is my personal intellectual property, please do not cite me. Use the citation I have provided. Do not cite Wikipedia as a source, rather use Google scholar, the library databases, or Wikipedia to find the foundational citation. Consult the library's website to learn more about managing references. The library's website also offers information about the ethical and legal [implications of using course sharing websites](#). Specifically, "SCU faculty and staff retain copyright over their teaching materials. Students who upload a faculty or staff member's teaching materials to course-sharing websites are violating copyright" (Santa Clara University Library, 2022). Why is this important? It's about ethics, intellectual property, and avoiding career limiting outcomes.

The [Student Conduct Code](#) is in effect for all assignments, assessments, in-class exercises and papers. It is the student's responsibility to comply with the Student Code of Conduct (such as to do his/her own work and to cite sources of information, whether paraphrased or quoted). There is zero tolerance of any breach of the Student Conduct Code. The professor maintains responsibility for assigning grades for all assignments and the course grade even if an incident is submitted to the judicial process.

A student who is guilty of a dishonest act in an examination, paper, or other work for a course, or who assists others in such an act will be subject to sanctions, up to and including dismissal from the University, as a result of the judicial process described in the bulletin. Further details, and the protocol followed in case of an allegation of dishonesty can be found on the [Leavey School of Business Policies](#) page.

Breaches of the honor code include but are not limited to:

- Plagiarizing, misrepresenting as one's own work any work done by another. This includes, but is not limited to, all text and exhibits that you find in an article, book, web page (including a firm's web page), previous capstone projects or other research resources.
- Cheating on quizzes, participation exercises and papers; this includes sharing information on participation exercises between sections
- Submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned
- Misrepresentation when explaining missed or late assignments
- Allowing another student to use your academic work

Be Patient and Stay Calm

Problems with technology will inevitably arise. Don't worry, and just keep smiling. Please be patient with your instructor, and your instructor will be patient with you. Your instructor will always take technical problems into account if the situation warrants it.

Logging On

The learning activities for each module are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the module. You should log on to the course website regularly to work through course materials and participate in course discussions.

Posting Responses

Interaction between students is an important part of this course and requires prompt postings and responses. In an attempt to be efficient with our time and considerate of everyone's schedules—beyond the requirements of this course—we will operate under a consistent time structure for posting assignments and responding to online discussions.

Submitting Assignments

You will submit all other types of individually written assignments to the appropriate assignment dropbox. Unless otherwise noted, assignments will be due by 11:59 p.m. PT on the date noted on the class calendar.

Citation Expectations

All research work submitted should be properly cited using APA standards. For more information and tools to assist, refer to the information available through the University Library at SCU. There are many resources available through the [Santa Clara University Library](#).

Group Work

As you advance in your careers, it becomes increasingly important to develop the skill of influencing others and working collaboratively. Similarly, in most workplaces, you will need to collaborate or negotiate with others in order to accomplish their goals.

Teamwork in many courses offers an opportunity for you to learn virtual team leadership and team theory. It is important that you treat your team members with the same respect that you would treat coworkers. Team

members will become part of your professional network, so if you work effectively with them, they may become a lifetime resource.

Remember that everyone's style of communication is different, and that it is important to listen carefully and adjust your style when necessary to communicate effectively. You should be proactive when you feel there might be a problem in the group. The situation will not improve if you do not address it.

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement and Mental Health Resources

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center: <https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS: <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care: <https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together. Depending on the course, SCU may have options for free academic tutoring.

STUDENT SUPPORT

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) (408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with your instructor during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact their instructor (at least two weeks notice recommended) prior to an exam date to notify their instructor of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The [SCU Title IX and Pregnancy site](#) provides information for students and faculty regarding pregnancy rights.

Discrimination, Harassment and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- Bree Van Ness, [Assistant Director for Student Survivor Advocacy and Campus Support](#), SCU Wellness Center, 852 Market St, (408) 551-3307, bvanness@scu.edu
- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

Your instructor is happy to help connect you with any of these resources.

Camino Voluntary Product Accessibility Template (VPAT)

VPAT can be used to evaluate the learning management system's conformance to recommended accessibility standards. Users can review how various Camino features align to Web Content Accessibility Guidelines (WCAG 2.0) and Section 508 of the Rehabilitation Act by visiting the [Canvas Accessibility](#) webpage.

Use of Classroom Recordings

All class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](#).

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call

408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.