

Business Analytics| IS 335-1001

UNIVERSITY OF NEVADA LAS VEGAS

Lee Business School: Information Systems

Fall 2026

Item	Detail(s)
Instructor Name	Richard Young, Ph.D. · ryoung@unlv.edu
Graduate Assistant:	Naman Patel, MS MIS · naman.patel@unlv.edu
Time(s):	In person: Mondays & Wednesdays, 4:00-5:15 PM
Class Location	CBC C-125 (Classroom Building Complex) · all materials on WebCampus
Office Hours:	Mondays and Wednesdays , 3:00-4:00 p.m., in BEH 328 (drop in - no appointment needed). Friday afternoons by appointment, in person or on Zoom (link in WebCampus).
Office Phone:	1 (702) 895-1768
WebCampus:	https://webcampus.unlv.edu
UNLV People:	https://www.unlv.edu/people/richard-young
Faculty website:	https://young.faculty.unlv.edu

Note: The instructor reserves the right to change the syllabus regarding how the course is administered. When the syllabus is changed, the updated version is posted to WebCampus.

Course Description

Introduction to critical thinking with an emphasis on analytics skills, technologies, applications, and practices to leverage the organizations' internal and external information assets for making business decisions in data-rich organizations. Topics include online analytics, interactive reporting, ethical challenges, and business performance management, focusing on advanced pivot tables, and SQL. This class will focus on Excel and Stats to solve business challenges.

This course emphasizes critical thinking and analytics skills to leverage organizational information for decision-making in data-rich environments. Key topics include online analytics, interactive reporting, ethical considerations, and business performance management, focusing on advanced pivot tables and SQL. Students will explore business analytics through data, statistical analysis, and predictive modeling to drive informed decisions, covering essential concepts like data cleaning, association rule mining, data warehousing, clustering, and text mining. Practical skills will be developed using tools such as Excel on real-world datasets. Additionally, students will learn to evaluate models, interpret results, and recognize limitations. The course includes two individual Analyze Me projects in which students apply these tools to investigate data, communicate findings, and address business analytics problems.

Course Prerequisite(s):

Updated: August 21, 2026

Prerequisites: Eligible for a Lee Business School major by the start of the term or Information Management minor or Business Analytics minor, and a minimum grade of C in ECON 261 or HON 125.

How to Succeed in This Course

Start early each week. **Do not wait until Sunday night to begin MindTap assignments.** The Excel activities take time, and rushing through them defeats the purpose of building real skills.

Stay on pace. This course is front-heavy by design. The first half covers foundational chapters that everything else builds on. If you fall behind in Weeks 1-6, the second half will be significantly harder.

Use office hours. Friday afternoon office hours are available via Zoom by appointment. If you are stuck on a concept or an Excel activity, reach out before it becomes a bigger problem. Additionally, if you need help, email me, please include screenshots, a link to the mind tap problem, or additional information to help me locate what you're working on. If you are having problems, you can contact Naman or me; either of us can help.

Engage with the discussions. The discussion topics are designed to connect course material to real-world business scenarios. Thoughtful posts and replies will deepen your understanding far more than surface-level responses.

Plan ahead for the Analyze Me projects. These are worth 20% of your grade and require you to find or use a dataset, conduct analysis, and present insights. Do not start these the night before they are due.

Use AI tools wisely. You are encouraged to use AI tools like ChatGPT, Claude, Gemini, and GitHub Copilot. **Cite what you use.** But remember: *AI should support your thinking*, not replace it. You need to understand the material to succeed on exams and in your career.

Course Rationale

Business analytics continuously evolves, reflecting the growing importance of data-driven decision-making in organizations. This course is designed to equip students with the essential skills and knowledge to navigate and leverage the vast amounts of data available in modern business environments. By focusing on foundational concepts and practical tools, this course prepares students to analyze data, generate insights, and support business strategies effectively.

Assignments will include a mix of individual projects and homework, group work, and practical exercises, ensuring a balance between theoretical understanding and real-world application. Students will engage with case studies, real-world datasets, and industry-standard tools to develop practical expertise in business analytics. Students will primarily use **Microsoft Excel** to develop hands-on skills that are directly applicable to the business world. **Microsoft Excel** is one of the most ubiquitous software tools in the business environment, almost every computer in a business environment has **Microsoft Excel** installed, regardless of a Mac or PC. The skills you will learn in this class are vital to development in many different fields in business.

By the end of this course, students will have a solid foundation in business analytics, data visualization, and predictive modeling, along with the practical experience needed to apply these concepts in real business scenarios. The course aims to prepare students for careers in data analysis, business intelligence, and related fields, equipping them with the skills to turn data into actionable insights.

Learning Outcomes/Course Objectives

- Understanding of Business Analytics Fundamentals: Students will gain a thorough understanding of the key concepts in business analytics, including data management, statistical analysis, and the role of analytics in decision-making.
- Proficiency in Data Analysis Tools: Students will become proficient in using Excel and SQL for data analysis and visualization, enabling them to create informative reports and dashboards.
- Data Management and Cleaning: Students will learn best practices for data wrangling, including data management and cleaning strategies, ensuring they can work effectively with real-world datasets.
- Statistical Analysis and Inference: Students will acquire foundational knowledge in statistical inference, allowing them to interpret data, conduct hypothesis tests, and make informed decisions based on statistical evidence.
- Predictive Modeling Skills: Students will develop skills in linear regression, and other predictive modeling techniques, enabling them to forecast trends and predict future business outcomes.
- Application of Analytics in Business Scenarios: Students can apply the concepts learned in the course to real-world business scenarios, developing strategies to address business challenges using data-driven approaches.
- Project Development and Implementation: Through hands-on projects, students will learn to design, implement, and present business analytics solutions, reinforcing their ability to turn theory into practice.
- Communication and Presentation Skills: Students will enhance their ability to communicate complex data insights clearly and effectively in written reports and oral presentations.

Required Texts

Business Analytics

Author: by Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann

Publisher: Cengage Learning;

5th Edition | Copyright 2024

ISBN-13: 9780357902226

Book Store ISBN -> 8220131062919

A paper book by itself is not sufficient; you will also need access to MindTap.

Access to the e-book and course materials is through Cengage MindTap. The MindTap course pages are linked from WebCampus on the course home page and in Course Resources.

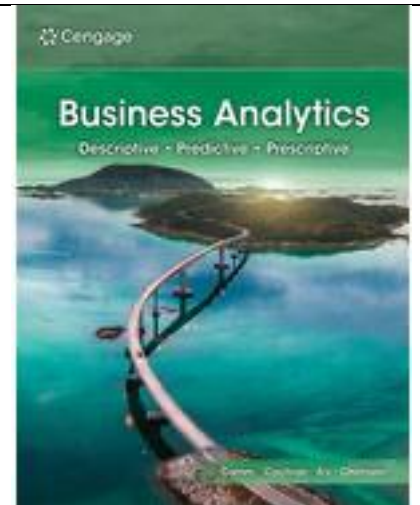
Please only access the MindTap content through the links provided on this course's WebCampus pages. Access through cengage.com will not work.

Buying 6-month access to MindTap and the e-book by itself costs more than Cengage Unlimited, which is \$169.99 for four months. Four months covers the semester, so Cengage Unlimited is the option I recommend. You can purchase access through the MindTap course link:

<https://www.cengage.com/unlimited/>

Cengage Unlimited will give you access to all Cengage Mindtap materials and e-books, thus it will cover the access to materials for other courses as well, if they use Cengage MindTap.

Access options: MindTap access for this text is required. A Cengage Unlimited subscription includes all Cengage learning platforms (MindTap, WebAssign, SAM, CNOWv2, and OWLv2), thousands of Cengage eBooks, and up to four textbook rentals (pay only shipping). If another course this term also uses a Cengage platform, one subscription covers both.



Evaluation Methods

This class focuses on business analytics and transferable workplace skills. Evaluation emphasizes practical Excel work, analysis of business data, written communication, and critical thinking. Grades are based on class discussions, MindTap quizzes and Excel activities, two Analyze Me projects, a SQL and AI activity, a syllabus quiz, a Mid-Term Exam, and a Final Exam. The examinations are open-book and open-resource and are designed to assess reasoning and application rather than memorization.

Assignment Percent of Total (*in person*)

Item	(points)	Approx %.
Class Discussions We discuss the week's prompt live in class for five to ten minutes, and then you submit one written response in WebCampus. Thirteen regular discussions are offered during Weeks 1 through 13. An optional grace discussion is offered during Week 15 and may replace your lowest regular discussion score. Your best 13 discussion scores count toward your final grade. Each counted discussion is worth 40 points, for a maximum of 520 discussion points.	520 points	~ 26 %
MindTap / Excel Work The graded core each week: the module quiz plus two or three Excel activities. Everything else in MindTap is optional practice. Due Sunday 10:00 PM. The weekly pattern is fixed; individual point values are set inside MindTap and may be adjusted, so the course total may shift slightly.	754 points	~ 36 %
Analyze Me Projects Two business reports, 200 points each, on data you choose. Due the last calendar day of the month at 10:00 PM: Saturday Oct 31 Monday Nov 30	2 x 200 points	~20 %
SQL + AI Fundamentals A guided Week 15 activity pairing SQL queries with AI assistance.	30 points	~17 %
Syllabus Quiz Complete it in Week 1.	10 points	
Take-Home Mid-Term Exam Opens Thursday Oct 1, closes Sunday Oct 11. Open book, multiple attempts. You may sit it in class in a team of 3 to 4, online on your own, or both; the highest score counts.	140 points	
Take-Home Final Exam Opens Tuesday Dec 1, closes Saturday Dec 12. Open book, multiple attempts. Same options as the mid-term; the in-class sitting is Wednesday Dec 2.	160 points	
Total	2,014* points	
Extra Credit -> Spreadsheet Clinic Monday, November 9, 2026 Week 12. It exists because Veterans Day falls on Wednesday Nov 11.	85 points	4 %

Class Discussions: we talk through the week's prompt together in Wednesday's class for five to ten minutes. That conversation is not graded; it is there to give you something worth writing.

Class Excel Work

MindTap work is due Sunday at 10:00 PM.

The graded list each week is deliberately short: the end-of-module quiz plus two or three Excel activities. That short list is the entire graded core, and it accounts for about 40% of your grade.

Everything else in MindTap remains available to you for optional practice, with hints and check-your-work enabled. It does not affect your grade. MindTap marks the difference for you: graded items show an orange **COUNTS TOWARDS GRADE** label and a point value. Anything without that label is practice, even though MindTap still displays a due date on it.

Late-graded MindTap work is accepted for two days past the deadline at a 50% penalty. After that, the item closes.

What a Typical Week Looks Like

This is an in-person course. We meet Mondays and Wednesdays, 4:00-5:15 PM, in CBC C-125, and all materials, videos, and assignments live on **WebCampus**. Each week follows the same rhythm:

Monday: lecture, then lab: we start the week's graded MindTap Excel activities together in class, with help. The last 15 minutes of every class are collaborative homework time: work in pods of 3-4 on the week's MindTap problems: split them up, one problem per person, solve yours, then teach it back to your pod. It is the fastest way to finish the week's homework, and it is built into every single class meeting.

Wednesday: lecture, a five-to-ten-minute live discussion of the week's prompt, and collaborative homework time. Post your written response online by Sunday at 10:00 PM.

Sunday by 10:00 PM: Any remaining graded MindTap work is due.

Extra credit, Spreadsheet Rescue Clinic: one extra-credit opportunity is planned. On Monday, November 9, in class, teams of 3-4 find and fix a deliberately broken workbook. It is worth up to 85 points of extra credit, completion-based, and missing it costs nothing.

Analyze Me

Analyze Me projects are due on the last calendar day of the month at 10:00 PM:

Project 1 on Saturday, October 31;

Project 2 on Monday, November 30.

An exemplar from a previous student (shared with permission) is posted in the assignment area.

General Description of Project

Item	Description of Project
Analyze Me Project x 2 Due the last calendar day of the month at 10:00 PM:	1. Find a dataset 2. Generate a question or hypothesis 3. Describe the data 4. Describe any cleaning you did 5. Create visualizations 6. Write a conclusion This is what happens in the business world every day. Someone hands you data (or you go find it), and you must figure out what it means. There's no instruction manual. You explore it, clean it up, and report what you found. This process makes up roughly 80% of what analysts, consultants, and business professionals do. This assignment is very open-ended, and you have a lot of freedom to investigate and explain data.

Grading Scale

A 90-100

B 80-89.99

C 70-79.99

D 60-69.99

F 00-59.99

Note that there are no plus/minus grades in this class. Also, I will **not round grades**. For example, 89.99% is a B and will not be rounded up to an A. The rationale is that there must be a line drawn between grades somewhere. If the line is fuzzy due to selective rounding at the end of the course, then grades become a moving target. If the grade breakdowns are firm, there is never any ambiguity, and you will always know where you stand at any given time. Therefore, grades will not be rounded for any reason. If you request rounding at the end of the semester, this request will be denied as a matter of policy.

Course Procedures

Web Campus

The course will use the web campus portal. This portal will have the resources related to the course, e.g., PowerPoints, reading materials, posted syllabus, assignments etc. You must log in to this portal to access your course.

Class Attendance

There are no attendance points in this class. What class buys you is the discussion itself, graded Excel work started in lab with help, and the last 15 minutes of every meeting as collaborative homework time with your pod. Students who come to class walk out with most of the week's graded work already done. Your written discussion post is submitted online either way, so a missed class costs you the conversation, not the points.

Do not miss any assignments. If you miss an assignment without a valid excuse, then your grade in that assignment will be ZERO. If an assignment is missed, it is the student's responsibility to (a) contact the professor as soon as possible via email, telephone or in person, (b) produce a document describing the valid reason for having missed the assignment. Examples of valid excuses include serious illness and participation in university-sponsored events. If you miss an assignment due to illness, a written excuse from a doctor is necessary. When you have to miss an assignment due to participation in a University sponsored event, you must inform me **prior** to the assignment and submit appropriate documentation to verify your claim. When you miss an assignment for a valid reason, contact your professor with valid documentation within 7 days of the missed assignment.

No late work will be accepted past the due date without valid and documented excuse.

Exams and Exam Policy

There will be 2 exams in this class:

- The midterm covers the first six weeks (Chapters 1-5). The online window opens Thursday, October 1 and closes Sunday, October 11; the in-class sitting is Wednesday, October 7.
- The final covers all content in the class, with emphasis on the second half. The online window opens Tuesday, December 1 and closes Saturday, December 12; the in-class sitting is Wednesday, December 2. Both exams are open-book, with the same content and point values in either format.

Exam options for this section: you may take each exam in class, online, or both: if you take it both ways, the highest score counts. Taken in class, you may work in teams of 3-4, but every student submits their own individual exam.

Point values are the same either way (midterm 140 points, final 160 points), and both formats are open-book.

Do not miss an exam. If you miss an exam without a valid excuse, then your grade on that exam will be zero. If an exam is missed, the student must (a) contact the professor as soon as possible via email, telephone, or in person and (b) produce a document describing the valid reason for missing the exam. Examples of valid excuses include serious illness and participation in University-sponsored events. If you miss any exam due to illness, a written excuse from a doctor is necessary. When you must miss an exam due to participation in a University sponsored event, you must inform me prior to the exam and submit appropriate documentation to verify your claim. When you miss any exam for a valid reason, contact your professor with valid documentation within 7 days of the missed test to arrange for a make-up. No make-up exams will be given after 7 days.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website: <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

A few librarians specialize in material related to this class. It is often vital to work with a librarian to find resources.

Patrick Griffis, (Business)

patrick.griffis@unlv.edu

Sue Wainscott, (Engineering)

sue.wainscott@unlv.edu

Alyssa Renteria (Data Guide)

https://guides.library.unlv.edu/prf.php?account_id=343426



University Policies

These are UNLV's policies. They apply to every student in every class at the University, are maintained online, and apply in full to this course:

Academic Policies for Students: <https://www.unlv.edu/policies/students>



Academic Integrity

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Integrity Policy and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. One example of academic misconduct is plagiarism: using the words or ideas of another person, from the Internet or any other source, without proper citation. See <https://www.unlv.edu/osrr/academic-integrity/policy>

Accessible Course Materials

Course materials are intended to be provided in accessible formats. Instructional videos will be delivered through approved UNLV systems with captions or transcripts. Students who encounter an accessibility barrier should notify the instructor and may also contact the Disability Resource Center to request accommodations.

Auditing a Course

Auditing a course allows a student to continue attending the sessions associated with the course, but the student will not earn a grade for any component. Students who audit receive the same educational experience as students taking the course for a grade, but are excused from exams, assessments, and other evaluative measures whose primary purpose is assigning a grade.

Copyright

The University requires all members of the University Community to familiarize themselves with and follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (DRC), located in the Campus Resource Center across Harmon Avenue from the Lied Library, coordinates accommodations and academic-access support for students with disabilities, temporary injuries, and pregnancy-related needs. Students who may need an accommodation should contact the DRC at <https://www.unlv.edu/drc> or 702-895-0866 as early as practical. Students already registered with the DRC should request their accommodations online each semester. After the instructor receives the official DRC notification, students are encouraged to contact the instructor so that the accommodations can be implemented effectively in WebCampus materials, assignment timing, recorded presentations, peer-feedback activities, group

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work, and other course requirements. Students do not need to disclose their diagnosis or private medical information to the instructor. Students who encounter an accessibility barrier in any course material should notify the instructor so that the barrier can be corrected or an accessible alternative can be provided.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to cultivating a campus environment that values diversity, practices inclusion, and actively promotes equitable experiences and outcomes. Accordingly, the University supports understanding and appreciation of all members of its community. See University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>. A successful learning experience requires mutual respect and trust between students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Final Examinations and Study Week

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule, available at <https://www.unlv.edu/registrar/calendars>.

Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Integrity Policy, <https://www.unlv.edu/osrr/academic-integrity/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions. Students are also expected to adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts without authorization.

Incomplete Grades

A grade of "I" (Incomplete) is a temporary, neutral mark that is excluded from GPA calculation. An Incomplete may be considered when a student has been performing satisfactorily but, for reasons beyond the student's control, cannot complete the course requirements during the instructional period. Nonattendance, poor performance, or a desire to repeat the course is not an acceptable reason for an Incomplete. The student may request an Incomplete, but the instructor determines whether the circumstances qualify and establishes in writing the remaining work, completion deadline, and conditions for earning a final grade.

Undergraduate courses: The student must have completed at least three-fourths of the semester with satisfactory performance. The remaining work must be completed by the last day of the following regular semester or by an earlier deadline established by the instructor. If the requirements are not completed by the applicable deadline, the "I" will convert to an "F," or to a "U" in a satisfactory/unsatisfactory course.

A student completing an Incomplete does not register for the course again but makes individual arrangements with the instructor who assigned the "I." The complete and current policy is available in [UNLV Policies for All Students](#).

Mental Health, Crisis, and Student Support

UNLV students have access to mental health and student support resources. Student Counseling and Psychological Services (CAPS) provides counseling and related services and can be reached at 702-895-3627 or <https://www.unlv.edu/caps>. Students may also use YOU@UNLV and the support resources listed in UNLV's current Policies for All Students. The 988 Suicide & Crisis Lifeline is available 24 hours a day by calling or texting 988, or by chatting at <https://988lifeline.org>, for anyone experiencing a mental-health, substance-use, or emotional crisis or who simply needs immediate support. In an immediate life-threatening emergency, call 911.

Missed Classwork

Any student missing quizzes, examinations, or other coursework because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course of their intention to participate in religious holidays that do not fall on state holidays or periods of class recess. See the Missed Classwork policy under Registration Policies on the Academic Policies webpage, <https://www.unlv.edu/policies/students>. In accordance with Faculty Senate policy, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided the student submits official written notification to the instructor no less than one week prior to the missed work. The spirit and intent of the policy is to offer fair and equitable assessment opportunities to all students. This policy does not apply where completing the assignment at an alternate time would impose an undue hardship that could be reasonably avoided. Disagreements can be appealed to the Department Chair, the Dean, or the Faculty Senate Academic Standards Committee.

Online Conduct and Recordings

Students have a responsibility to conduct themselves in ways that do not interfere with the rights of other students to learn or of instructors to teach. In this fully online course, that responsibility applies to discussion boards, group work, peer-feedback activities, course messages, and any live or recorded interactions. Students are specifically prohibited from recording classes without instructor authorization, including online and remote sessions, whether audio only or video and audio. The instructor may rescind permission at any time. If a student does not comply with established requirements or obstructs the class's functioning, the instructor may initiate an administrative withdrawal. Instructors who record sessions will inform students in advance. Recorded sessions may not be broadly released; they are made available only to students enrolled in the class during that academic term. Recordings must be stored securely and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning they can only be deleted 120 days after the end of class. Class recordings are protected from disclosure as part of an educational record under the Family Educational Rights and Privacy Act (FERPA). <https://www.unlv.edu/policies/students>

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, deadlines, and announcements. Sending messages within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination, including sexual and gender-based discrimination, harassment, and violence such as sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these behaviors, know that you are not alone; resources and support are available. To learn more or report an incident, visit the Office of Equal Employment and Title IX website at <https://www.unlv.edu/compliance>, or contact the Title IX Coordinator (702-895-4055, titleixcoordinator@unlv.edu). Please be aware that as an instructor I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report directly using the online form at

https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18. For confidential support in matters of sexual violence, relationship or family violence, or stalking, contact the Care Center at <https://www.unlv.edu/carecenter> or 702-895-0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance. For tutoring subjects, times, and other ASC programs, visit <https://www.unlv.edu/asc> or call 702-895-3177.

UNLV Writing Center

The UNLV Writing Center provides free assistance to students at every stage of the writing process, including help with understanding an assignment, developing ideas, organizing a document, revising a draft, and improving writing skills. Students may choose in-person consultations, live virtual consultations, or asynchronous Online Writing Lab (OWL) feedback. The Writing Center's primary location is on the second floor of the Campus Resource Center, with additional drop-in locations available during the semester. Appointments can be scheduled through the Rebel Success Hub. For current services, locations, and hours, visit <https://www.unlv.edu/writing-center> or contact writingcenter@unlv.edu.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

Lee Business School Policies

These come from the Lee Business School and the UNLV Office of Online Education. They sit on top of the University policies above and apply to courses in this college.

AI at UNLV: Lee Business School guidance

The Lee Business School, together with the UNLV Office of Online Education, publishes guidance on AI use in coursework. That guidance sets out four possible course policies (AI use prohibited; AI use with permission; AI use encouraged with acknowledgment; AI use encouraged without acknowledgment) and leaves the choice to each instructor.

This course adopts the Lee Business School **Encouraging Use with Acknowledgment** approach. The Instructor Policies section below explains what that approach means in practice, including which tools may be used on each assignment, the applicable acknowledgment requirements, and how the course policy is evaluated and enforced. Unauthorized or inappropriate use of AI may constitute academic misconduct.

Working with AI on confidential or sensitive data

Do not enter confidential, proprietary, personal, regulated, or restricted information into a public or personal AI service. This includes Social Security numbers, protected health information, student education records, customer or employee information, credentials, trade secrets, and nonpublic workplace or client data. Students who wish to use workplace or client data must obtain authorization from the organization or data owner and comply with all applicable organizational policies, legal requirements, and contractual restrictions. Instructor approval does not replace authorization from the organization that owns or controls the data. When authorization is uncertain, use public, synthetic, or instructor-provided data.

Generative AI content notice

This course explores generative AI, including multimodal systems capable of producing text, images, code, and other forms of data. Outputs can be unpredictable and may occasionally be inaccurate, biased, offensive, inappropriate, or otherwise unexpected. Students are expected to evaluate these outputs critically and handle them professionally. If an output is disturbing or creates a concern, stop the interaction and contact the instructor; an alternative activity or source may be used when appropriate.

Generative AI can also produce biased, incomplete, or unrepresentative output. Throughout this course, students are expected to evaluate AI output critically, consider who is represented and who may be missing, identify embedded assumptions and limitations, and explain how those limitations affect the analysis.

Video accessibility

Instructor-created course videos are hosted through Panopto and embedded in WebCampus. Automatic captions are enabled and reviewed for accuracy before release. Because technical terminology, names, code, and specialized concepts may still be captioned incorrectly, students should notify the instructor of any remaining errors. A corrected transcript or another accessible format will be provided when needed. Students seeking disability-related accommodations should request them through the DRC each semester and coordinate their implementation with the instructor.

Instructor Policies

These are my policies for this specific course. Where the Lee Business School guidance leaves a choice to the instructor, this is the choice I have made and what it means for your work.

Required Technology and Accounts

This in-person course requires regular access to a computer with a current web browser and a reliable internet connection. Coursework uses WebCampus, Microsoft Excel, and Cengage MindTap. Students should bring a suitable computer to class when instructed to participate in Excel activities, collaborative problem-solving, and other hands-on work.

AI Use in This Course

This course adopts the Lee Business School Encouraging Use with Acknowledgment approach. You are allowed and encouraged to use generative-AI, machine-learning, and coding-assistance tools subject to the assignment-specific requirements below. Because different assignments are designed to develop different skills, the permitted uses and acknowledgment requirements vary by assignment type. The table below lists the requirements for each graded activity.

Unauthorized or inappropriate use of AI may constitute academic misconduct.

Assignment	Why you are doing it	AI use	How you are expected to use AI
MindTap quizzes and Excel activities (the weekly graded core)	These build the Excel and analytics skills the course exists to teach. Employers will expect you to do this work yourself, at a keyboard, without help.	Yes, to get unstuck	You must be able to do the work in Excel yourself. Use AI to explain a function, decode an error, or point you at the right approach when you are stuck. Do not paste in answers you cannot reproduce; the exams and in-class work will show the difference.
Weekly discussions (both sections)	This is where you practice forming and defending a position in your own words, which is the communication outcome of the course.	Yes, with a short acknowledgment: The post must express your own position in your own words. AI may be used to check grammar, improve sentence clarity, look up information, or pressure-test an argument. Do not submit an AI-generated post as your own work. When AI is used, add one short acknowledgment naming the tool and explaining what it did.	The post must be your own words and your own position. AI may check grammar, look something up, or pressure-test your argument. Do not paste an AI-generated post. Add one line naming any tool you used.

Assignment	Why you are doing it	AI use	How you are expected to use AI
Analyze Me projects (2 @ 200 pts)	These are business reports on data you choose. The analytical choices, the interpretation, and the recommendation are the assignment.	Yes, with acknowledgment (bounded)	The topic, the analysis, and the recommendation must be your own thinking. AI is fine for formulas, for structuring the document, and for tightening prose. If a tool proposed the framing, say so and say what you changed.
SQL + AI activity (Week 15, 30 pts)	A guided first pass at querying data and pairing it with AI assistance, added because employers now ask for exactly this combination.	Yes, encouraged	Run every query yourself and keep the output. AI help with SQL syntax is the professional norm and is welcome here; note the tools you used.
Mid-Term (140 pts) Final (160 pts), open-book	Both exams test whether you can reason with the course's tools and concepts, not whether you can retrieve facts.	Yes, with acknowledgment	You must be able to explain and defend every answer you submit. Both exams are open-book and open-resource in every sitting, including the in-person team sittings in section 1001 (teams discuss, every student submits individually, highest score counts). Disclose the tools you used.

How to Acknowledge AI

When this policy requires acknowledgment, the amount of detail should be proportional to the role AI played in the work. The purpose is transparency, not paperwork.

Short acknowledgment: For limited assistance, such as checking grammar, improving sentence clarity, looking up a definition, formatting material, explaining an Excel function, or helping locate a small error, a single sentence naming the tool and explaining what it did is sufficient. Examples include: “ChatGPT checked my grammar and sentence clarity,” “Gemini helped me understand how XLOOKUP works,” and “Claude helped me locate an error in my Excel formula.”

Detailed AI Use Note: When AI materially contributes to the analysis, framing, formulas, SQL, interpretation, evidence, recommendation, or other substantive content, include a short paragraph explaining what the tool contributed, how its output was verified, any important error or limitation discovered, what you changed, and what substantive work remains your own. Detailed AI Use Notes are required for the Analyze Me projects and examinations when AI is used materially.

An acknowledgment must accurately describe the tool’s actual role. A short acknowledgment is sufficient for short or limited assistance, but it may not be used to conceal substantial AI-generated content. The assignment-specific rules in the table above determine whether a short acknowledgment, a Detailed AI Use Note, or no acknowledgment is required. How this is checked, and what happens if the policy is broken

How This Is Checked and What Happens if the Policy Is Broken

I do not use automated AI-detection software to determine whether a student has violated this policy. Such tools are not sufficiently reliable for that purpose. This course instead uses assignment-specific disclosure, process evidence, submitted Excel work, and the student's ability to explain and defend submitted work.

You must be able to explain and defend everything you submit. If there is a reasonable question about authorship or understanding, I may ask you to explain your spreadsheet, formulas, data, sources, prompts, analytical choices, drafts, verification process, and what you tried that did not work. I may also ask you to reproduce or demonstrate part of the submitted work. The purpose of this follow-up is to determine whether the work represents your understanding and complies with the assignment-specific AI policy.

Failure to provide a required acknowledgment may result in reduced credit, up to and including a zero for the assignment, depending on the extent and significance of the undisclosed assistance. Using a short acknowledgment to conceal substantial AI-generated content, submitting materially AI-generated work that you cannot meaningfully explain, or presenting AI-generated analysis as your own independent work may constitute academic misconduct under the UNLV Student Academic Integrity Policy, <https://www.unlv.edu/osrr/academic-integrity/policy>. When appropriate, the matter will be handled through that policy and may be referred to the Office of Student Rights & Responsibilities.

If you are uncertain whether a particular use is allowed or how much acknowledgment is required, ask before submitting the work. It is better to clarify the requirement in advance than to submit work that does not comply with the policy.

AI use policy for exams

AI Use Policy for Examinations

This course adopts the Lee Business School Encouraging Use with Acknowledgment approach. The policy applies to the open-book, open-resource Mid-Term Exam, worth 140 points and available October 1 through October 11, and the Final Exam, worth 160 points and available December 1 through December 12.

AI tools are permitted. A short acknowledgment is sufficient for limited assistance, such as checking grammar, improving sentence clarity, explaining a term, or helping with formatting. A Detailed AI Use Note is required when AI contributes materially to an answer, calculation, formula, analysis, interpretation, or recommendation. The note must identify the tools used and explain what each tool contributed, how the output was verified, and any important error or limitation that was found and addressed. You remain responsible for every claim, calculation, formula, interpretation, and answer submitted.

The reasoning must be your own. You may be asked to explain or defend any answer, analytical choice, calculation, spreadsheet formula, or interpretation submitted on an examination. AI may support your reasoning, but it may not replace your understanding or your ability to explain the answer. These requirements apply whether you complete the examination online, during an in-person team sitting, or both. During an in-person team sitting, students may discuss the questions, but each student must submit an individual examination.

Important Dates

Date	Event
Mon Aug 24	First day of classes
Mon Sep 7	Labor Day: campus closed
Thu Oct 1	Midterm opens
Wed Oct 7	Midterm in-class sitting (optional: online window Oct 1-11)
Sun Oct 11	Midterm closes
Fri Oct 30	Nevada Day: campus closed
Sat Oct 31	Analyze Me Project 1 due
Mon Nov 9	Spreadsheet Rescue Clinic in class (optional, up to 85 points of extra credit)
Wed Nov 11	Veterans Day: campus closed
Sun Nov 22	Last MindTap chapter due (Ch 17)
Sun Nov 22	Last regular discussion due
Thu–Fri Nov 26-27	Thanksgiving recess
Mon Nov 30	Analyze Me Project 2 due
Tue Dec 1	Final opens
Wed Dec 2	Final in-class sitting (optional: online window Dec 1-12)
Sat Dec 5	Instruction ends Optional grace discussion due
Sat Dec 12	Final closes / semester ends

Course Schedule

Week	Dates	Chapter / MindTap Work
FIRST HALF: Descriptive & Foundational		
1	Aug 24-30	Ch 1: Intro to Business Analytics
2	Aug 31–Sep 6	Ch 2: Descriptive Statistics
3	Sep 7-13	Ch 3: Data Visualization: Charts
4	Sep 14-20	Ch 3: Advanced PivotTables & Dashboards
5	Sep 21-27	Ch 4: Data Wrangling
6	Sep 28–Oct 4	Ch 5: Probability Essentials (expected value & the normal distribution)
SECOND HALF: Analytical & Predictive		
7	Oct 5-11	Ch 8: Linear Regression I: Fitting & Reading Output
8	Oct 12-18	Ch 8: Linear Regression II: Multiple Regression & Prediction
9	Oct 19-25	Ch 9: Time Series & Forecasting
10	Oct 26–Nov 1	Ch 6: Descriptive Data Mining: Concepts + AI Demo
11	Nov 2-8	Ch 11: Predictive Mining: Classification (+ Ch 10 bridge)
12	Nov 9-15	Ch 12: Spreadsheet Models. There is no class on Wednesday, November 11, because of Veterans Day. The optional Spreadsheet Rescue Clinic is scheduled for Monday, November 9, and is worth up to 85 points of extra credit.

WIND DOWN

13	Nov 16-22	Ch 17: Decision Analysis
14	Nov 23-29	Thanksgiving: focus on Analyze Me 2
15	Nov 30–Dec 6	SQL + AI Fundamentals (graded, 30 pts), Study Week, optional discussion
16	Dec 7-12	Finals

Weekly discussion topics and prompts are posted in WebCampus under Discussions.

In section 1001, we discuss the week's prompt in class on Wednesday, and each student submits one written response by **Sunday at 10:00 p.m. Pacific Time**. Students who miss the Wednesday discussion must complete the online make-up activity, consisting of an initial post and a substantive reply to another student.

Module Schedule

Unless a different deadline is stated in WebCampus, graded MindTap work and written discussion responses are due Sunday at 10:00 p.m. Pacific Time, and Analyze Me projects are due on the last calendar day of the applicable month at 10:00 p.m. Pacific Time.

Module	Opens	Due (Sun 10 PM)
Start Here	Mon, Aug 24	--
Week 01 - Intro to Analytics (Ch 1)	Mon, Aug 24	Sun, Aug 30
Week 02 - Descriptive Statistics (Ch 2)	Mon, Aug 24	Sun, Sep 6
Week 03 - Data Visualization: Charts (Ch 3)	Mon, Aug 24	Sun, Sep 13
Week 04 - PivotTables & Dashboards (Ch 3)	Mon, Aug 31	Sun, Sep 20
Week 05 - Data Wrangling (Ch 4)	Mon, Sep 7	Sun, Sep 27
Week 06 - Probability Essentials (Ch 5)	Mon, Sep 14	Sun, Oct 4
Week 07 - Linear Regression I (Ch 8)	Mon, Sep 21	Sun, Oct 11
Week 08 - Linear Regression II (Ch 8)	Mon, Sep 28	Sun, Oct 18
Week 09 - Time Series (Ch 9)	Mon, Oct 5	Sun, Oct 25
Week 10 - Descriptive Data Mining (Ch 6)	Mon, Oct 12	Sun, Nov 1
Week 11 - Classification (Ch 11)	Mon, Oct 19	Sun, Nov 8
Week 12 - Spreadsheet Models (Ch 12)	Mon, Oct 26	Sun, Nov 15
Week 13 - Decision Analysis (Ch 17)	Mon, Nov 2	Sun, Nov 22
Week 14 - Thanksgiving	Mon, Nov 23	--
Week 15 - SQL + AI Fundamentals (graded) + Study Week	Mon, Nov 30	Sun, Dec 6
Finals	Mon, Dec 7	Sat, Dec 12