

## SYLLABUS

Spring 2022 Semester  
January 10 – May 06, 2022  
MGT-305-01-1 Management of Information Resources

### CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The university offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

**DARE TO LEARN** ↔ **DARE TO CHANGE**

Digital learning removes limits and gives us the freedom to provide education anytime and anywhere, empowering us to overcome our most difficult challenges.

### 1. FACULTY CONTACT INFORMATION

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Administrative Assistant to Dean:	Linda Lau
Division Phone #:	808-739-8369
Class Schedule:	10:00 – 11:20 AM Tu Th at room SULV201
Office Hours:	Noon – 01:00 PM MWF at Kieffer Room 28

### 2. COURSE INTRODUCTION

Management of Information Resources is a philosophical and practical approach to managing information which contributes directly to achieving organization's goals and objectives. Management of information and Management of Information Technology are closely interrelated and often are used interchangeably. They promote interrelationship and organizational integration.

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Information resources are defined as the *data* transformed as *information* which is used by the organization. The term *Information Resource Management* means changing the way typical Information Systems/Information Technology is implemented within the organization. It manages the information resources (data, application software and technology) like any other organization resource; the principles of how to manage it properly and effectively are exactly the same.

The organization must establish effective management control of the data resource, or it will never fully achieve any benefits such as: faster, cheaper, better business operations and significantly greater business flexibility, innovation, and change. Data Resource Management (DRM) is a critical part of the Information Resource Management (IRM) environment.

Kenneth Laudon, an author of our textbook, a Professor of Information Systems at the New York University's Stern School of Business and Jane Laudon, a management consultant in information systems area – are both well-known experts in management information resources stated in the Preface:

*“We wrote this book for business school students who wanted an in-depth look at how today’s business firms use information technologies and systems to achieve corporate objectives. Information systems are one of the major tools available to business managers for achieving operational excellence, developing new products and services, improving decision making, and achieving competitive advantage.”<sup>1</sup>*

Organizations are vitally dependent upon automated information for both daily operation and management control. Today, information is the most important and highest-leveraged resource the organization controls. Information, like all other resource, must be managed. Businesses have begun to exploit the enormous strategic potential of a well-integrated information environment. The main obstacles to exploiting the information resource are internal to the organization and can be easily overcome - *it is truly a commonsense proposition.*

My own business experience confirmed the authors’ statement: *“When interviewing potential employees, business firms often look for new hires who know how to use information systems and technologies for achieving bottom-line business results. Regardless of whether a student is an accounting, finance, management, operations management, marketing, or information systems major, the knowledge and information found in this book will be valuable throughout a business career.”*

Knowledge of IT in business is a competitive edge for student’s career path or obtaining a desired position. In the 21<sup>st</sup> century, it is assumed that job seekers have IT knowledge similarly as they have skills how to use Internet or smart phone.

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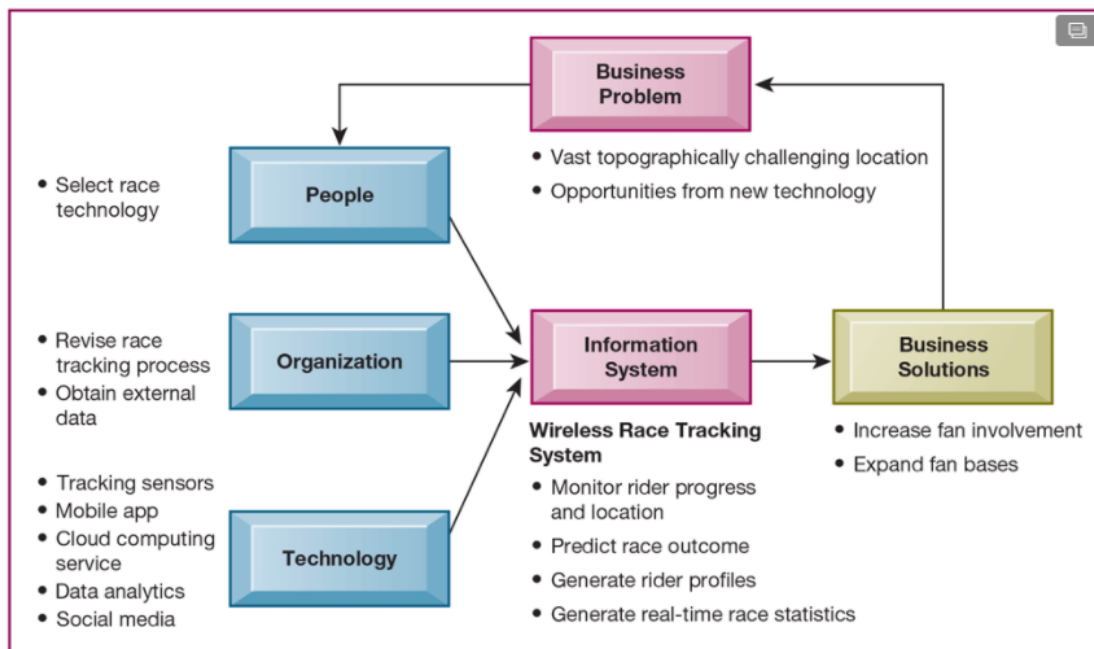
<sup>1</sup> Essentials of MIS, K. Laudon, J. Laudon

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This course is about increasing student’s knowledge about IT management so that as a manager you can effectively invest in and utilize new and already in-place information technologies through the knowledge of new topics:

- **Artificial Intelligence (AI):** Include new expanded coverage of machine learning, “deep learning,” natural language systems, computer vision systems, and robotics, reflecting the surging interest in business uses of AI and “intelligent” techniques. Making the business case for systems. The chapter shows how to evaluate and select systems projects and technologies that will deliver the greatest value to the firm.
- **Big data and the Internet of Things (IoT):** In-depth coverage of big data, big data analytics, and the *Internet of Things* software applications to support business operations and business intelligence.
- **Cloud computing:** Updated and expanded coverage of cloud computing planning and managing IS department’s resources effectively.
- **Social, mobile, local:** new e-commerce content.
- **Social business:** Describing how social tools, mobile technology, and location-based services are transforming e-commerce. Detailed discussions of enterprise (internal corporate) social networking as well as social networking in e-commerce. The core of the course provides an overview of fundamental Management Information Systems (MIS) concepts by using an integrated framework for describing and analyzing information systems. **This framework shows information systems composed of people, organization and technology elements which are reinforced in student projects and case studies.**

### THE BIG PICTURE



Source: “Essentials of MIS,” 12<sup>th</sup> edition, K. Laudon

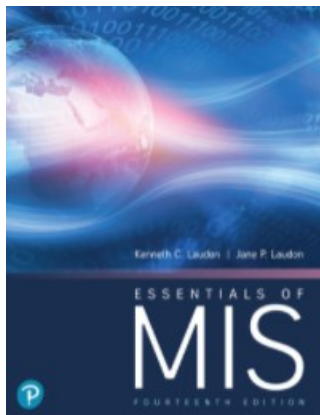
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### TEXTBOOK:

The selected textbook provides a comprehensive coverage of the management of information resources. Various support materials accompany the textbook, which enhance students' learning experience. The authors keep content up to date. Various case studies resulted in a unique set of materials for the audience who seek careers as business managers, IS managers or MIR specialists.

Authors continue to define the MIR course with their latest comprehensive text:

1. IT Innovations
2. New business models
3. Expanding e-Commerce
4. Management changes
5. Changes in organizations



The minimum requirement for this course is the MyLab MIS with Pearson eText -- Instant Access -- for Essentials of MIS, 14th Edition.

If you prefer to have a hard copy of this textbook, which comes with access code and eText, you can buy it from the CUH bookstore. Bookstore accepts student vouchers.

<https://www.pearson.com/us/higher-education/program/Laudon-My-Lab-MIS-with-Pearson-e-Text-Access-Card-for-Essentials-of-MIS-14th-Edition/PGM2832489.html?tab=order>

### 3. CATALOG DESCRIPTION<sup>2</sup>

This course introduces students to the development and use of information resources for organizational decision making. Topics include systems analysis, data communications, internet research, decision support systems, planning and implementing management information systems, and future trends in technology. Students' design and operate a functional information system. *Prerequisites: BU 200 and CS 103.*

### 4. COURSE LEARNING OUTCOMES (CLO)

The Association to Advance Collegiate Schools of Business (AACSB) is a not-for-profit corporation of educational institutions, corporations and other organizations that seek to improve business education primarily by accrediting university business programs. As part of its accreditation activities, the AACSB has developed an Assurance of Learning Program designed to ensure that schools do in fact teach students what they promise. Schools are required to state a clear mission, develop a

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<sup>2</sup> Undergraduate Catalog 2016-2017, page 97

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coherent business program, identify student learning objectives, and then prove that students do in fact achieve the objectives.<sup>3</sup>

At the conclusion of the MGT 305 course:

1. **Students will be able to describe, explain and review** how organizations use information technologies and modern systems (Internet) to achieve corporate objectives.
2. **Students recognize and identify** how to utilize the learned knowledge to in their personal career by being an active participant and contributor to the organization they work. This affects affect their business careers.
3. **Students participate** in and even lead in their workplace management discussions if MIR through review and analyze real-world business scenarios.
4. **Students describe** the reasons and present the evidence for implementing management of information systems to serve different management groups in and organization and link to the improved organizational performance.

**Students will be able to eloquently answer questions such as:**

1. Why the utilization of MIR has become pervasive in the recent years (big data, analytics provide evidence to either support or question common believes)?
2. What role MIR plays in increasingly 'flat world' in which information technology links businesses across emerging, developing, and mature economies around the world?
3. How IT professionals and business managers design, manage and collaborate to wisely invest and effectively utilize information technologies for the benefit of their organizations?

### **5. PROGRAM LEARNING OUTCOMES (PLO)<sup>4</sup>**

Program Learning Outcomes Common to the Majors in Business Administration and Accounting In completing one of the business majors, a graduating student will have demonstrated the following competencies:

1. Written and oral communication abilities appropriate to business-related tasks.
2. The ability to select and use appropriate quantitative tools, including statistics and management science, for decision-making.
3. An understanding of tasks associated with career selection, entry, and management.
4. An understanding of the functional areas of business, including central theories, modes of analysis, tasks, and strategies.
5. The ability to use integrative and reflective thinking to assess and create business strategy appropriate for organizations in specified business environments.

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<sup>3</sup> Essentials of MIS, 12<sup>th</sup> Edition

<sup>4</sup> Undergraduate Catalog 2016-2017, page 90

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6. An understanding of legal obligations of organizations and the ethical dilemmas faced by businesses, along with appropriate frameworks for addressing these dilemmas.
7. An understanding of information technology as it influences organizational processes and system tasks. Demonstrate the ability to use information technology to address functional business tasks.
8. An understanding of domestic and global economic environments and their influence on firm-level organizational decision-making and operations.
9. An understanding of individual and group dynamics in organizations.
10. An understanding of the connections between academic work and real-life situations as a result of the Service-Learning experiences.

Additional Program Learning Outcomes for Business Administration Majors In completing the major in business administration, a graduating student will have demonstrated the following competencies:

1. An understanding of the management of business operations, including product and process design, facilities layout, supply chain management, and quality control and
2. An understanding of the distinctive features and challenges of conducting business internationally.

### 6. INSTITUTIONAL LEARNING OUTCOME (CUH)

1. Written communication
2. Oral communication
3. Critical thinking
4. Information literacy
5. Quantitative reasoning

### 7. MARIANIST VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the *Marianist Tradition* is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:<sup>5</sup>

#### 1. Educate for formation in faith

*“As higher educational institutions, Marianist universities have kept, along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice.”*

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that

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<sup>5</sup> Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary’s University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

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can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and culture, as well as from those who may have no religious faith at all.<sup>6</sup>

### **2. Provide an integral quality education**

*“In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. It also includes people with their curricular and extra-curricular experiences, their intellectual and spiritual development, understood and supported best in and through community.”*

In the Marianist approach to education, excellence includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents, and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in family spirit**

*“Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of building community. Community support for scholarship, friendship among faculty, staff and students, and participation in university governance characterize the Marianist University.”*

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit”. Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for service, justice, and peace**

*“The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all peoples.”*

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<sup>6</sup> 2019-20202 UG Catalog

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### 5. Educate for adaptation and change

*“In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.”*

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New Times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met. Selected from Characteristics of Marianist Universities: A Resource Paper Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton.

## 8. NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua (‘Olelo No’eau 364) [May I live by God.](#)
2. **Provide an Integral, Quality Education (Na’auao)** Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) [Acquire skills and make it deep.](#)
3. **Educate in Family Spirit (‘Ohana)** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) [Recognize others, be recognized, help others, be helped; such is a family relationship.](#)
4. **Educate for Service, Justice and Peace (Aloha)** Ka lama kū o ka no’eau (‘Olelo No’eau 1430) [Education is the standing torch of wisdom and using it have no boundaries.](#)
5. **Educate for Adaptation and Change (Aina)** ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) [All knowledge is not taught in the same school](#)



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### 9. COURSE PEDAGOGY APPROACH

The following types of assignments on-line will be used during the course:

1. Chapter - opening cases
2. Interactive Session: Management
3. Interactive Session: Technology
4. An additional Learning Track Modules (as time permits):
  - a. How much does it matter?
  - b. Information Systems and your career.
  - c. The mobile digital platform
5. Case study.
6. End of chapter review questions.
7. Discussion questions.
8. Hands-on MIS Projects.
9. Video cases illustrating some of the concepts in the chapter.
10. Collaboration and teamwork projects dealing with the concepts of the chapter.

### 10. RECOMMENDED LEARNING STRATEGIES

1. **Be prepared** for each class.
2. **Review** examples and solutions within each chapter to reinforce the understanding of presented concepts.
3. **Complete** and **submit** assignments to reinforce the learning material.
4. **Contribute** and **participate** in team projects. You will learn to become a confident public speaker and improve your presentation skills.
5. **Take part** in classroom discussions and ask questions.
6. **Review** supplementary materials in preparation for midterm and final exams.

### KEYS TO COURSE SUCCESS

- ✓ Attend the course, poor attendance yields poor results
- ✓ Be present in the classroom: listen, pay attention, and participate in the conversations
- ✓ Learn in the classroom; 50 minutes wasted cannot be ever recovered; it is gone
- ✓ Complete and submit your work within the time frame allotted
- ✓ Be on time and attend each class; manage your time before entering the classroom because once class is in session late arrivals is disturbance to other students
- ✓ Prepare yourself to become a professional in today's business world; be a contributor
- ✓ Get in the game, success is an objective to be achieved through a hard work and not due to good luck
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### 11. ASSESSMENT AND GRADING

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the cyberspace and network systems security.

GRADING YOUR ACCOMPLISHMENTS:	GRADE SCALE:
Assignments	A = 90% – 100%
Exams	B = 80% – 89%
Attendance & class participation <span style="color: red;">Priceless</span>	C = 70% – 79%
Final grade is calculated by a formula as weighted average of assignments, deliverable, attendance, and class participation.	D = 60% – 79%

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments, class participation, quizzes, tests, term papers, reports, and exams. They are interpreted as follows:

- A → Outstanding scholarship and an unusual degree of intellectual initiative
- B → Superior work done in a consistent and intellectual manner
- C → Average grade indicating a competent grasp of subject matter
- D → Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F → Failed to grasp the minimum subject matter; no credit given

Learning is ever ending process. We learn every day by observing, solving problems, making mistakes and not to repeat them again. Student responsibility is discovering your own style of learning. My responsibility is to crate learning environment that student can discover, learn, apply, and flourish.

#### What students need to know about my pedagogy, how to succeed in such environment?

1. Maintain open communication with educator.
2. You have an issue, ask me; any question, just ask me.
3. Do not be afraid to speak up your mind.

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4. All my courses are fully online in CANVAS, blended, or web-enhanced, having its own portals for example, Pearson, the higher education publisher.
5. **You grade yourself by doing and submitting assignments** (software gradebook).
6. If you obtained and grade that you did not expect and you want review incorrect answers and re-do them, you are welcome to do this within next two weeks. Practice is learning. You have to send me an email to extended a due date. You need to provide me a new due date as your commitment for improvement.
7. I do not deduct points; this is a university, and you should know why you are here.
8. This applies to all types of assignments, including exams.
9. We do not have final exams. Based on the modern pedagogy literature, final exams create stress and stress is clutter students critical thinking. We have exams during the semester, logically scheduled based on covered material.

Exams cannot be repeated and must be completed within assigned dates. If special circumstances had occurred, and student notify me before the date of the exam, the request to re-do exam will be considered individually.

### 12. UNIVERSITY POLICIES

#### *Academic Conduct Policy*

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

See Student Handbook, page# 6

[https://chaminade.edu/wp-content/uploads/2019/10/2019-2020-UG-Catalog\\_updated.pdf](https://chaminade.edu/wp-content/uploads/2019/10/2019-2020-UG-Catalog_updated.pdf)

Undergraduate Catalog, 2019-2020 Academic Year

<https://portal.chaminade.edu/student/CourseCatalog/2018-2019%20UG%20Catalog.pdf>

Undergraduate Catalog, 2018-2019 Academic Year

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's authority from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

#### *Academic Grievance*

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Concerns of Academic Issues Questions regarding the conduct of a course, including grading, should be directed to the instructor of the course. If the issue cannot be resolved in discussion with the instructor, the student should invoke the additional steps outlined below.

The following three items of an academic nature have specific procedures to address concerns:

1. Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus
2. Demonstrably arbitrary/unfair evaluation of student produced coursework
3. Accusations of plagiarism or other forms of academic dishonesty.

### ***Academic Honesty***

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

### ***Accusations of Plagiarism or Other Forms of Academic Dishonesty***

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work, however freely given or purchased, the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty, such as plagiarism, cheating, claiming work not done by the student, or lying, where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. If the Dean or Graduate Program Director is the instructor in question, the concern

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should be directed to the provost. If the Provost is the instructor in question, the concern should be directed to the President. If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Dean or Graduate Program Director may choose to resolve the matter through a meeting with both the student and the faculty member or refer the matter to the provost. The findings, in either case, are final.

### **ADA Policy**

<https://chaminade.edu/student-life/counseling-services/>

email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Counseling Center, Student Support Services Building, Room 101, (808) 735-4845. Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them with equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 or email [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) for further information.

### **Attendance Policy**

Class begins on time. **Unexcused absence** is unacceptable. **Chronic tardiness will be viewed as absence from class.** Attendance is expected and essential for your progress in this class. The goal of the lecture and discussion is to provide the needed context to remove barriers to students understanding of the material.

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and plan to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, *although the instructor is not required to withdraw students in that scenario.* Repeated absences put students at risk of failing grades.

**Campus Security**, Henry Hall Annex (808) 735 - 4792

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Campus Security at the university is overseen by the Director of Campus Safety, a full-time university employee. Guard services are contracted with Allied Universal. The Campus Security Officers are uniformed, unarmed, and not deputized. Their authority to arrest is the same power as that of any private citizen.

### ***Cell phones, tablets, and laptops***

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### ***Chat online:***

Introduce yourself to others in the chat session. Be polite. Choose words carefully. Do not use derogatory statements. Be concise in responding to others in the chat session. Be constructive in your comments.

### ***Classroom Policies***

While each instructor has their own policies regarding classroom conduct and requirements, the following University policies apply to all classes:

- Smoking and alcoholic beverages are prohibited in all classrooms, whether or not class is in session.
- No pets are allowed in class. Exceptions will be made in the case of a seeing-eye dog.
- Radio, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.
- Cellular telephone use is also prohibited during class except in extenuating circumstances approved in advance by the professor.
- The use of any camera or video devices while in class, restrooms, locker rooms, or in any situation not normally considered public or where users of the facility may expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving image.
- A dress code requiring footwear and appropriate attire, to be worn in classrooms, as well as in the library, cafeteria, and administrative offices. No beachwear is allowed. Laboratories have additional requirements. Please note that it is the instructor's sole prerogative to determine whether a student is.
- In a fit condition to perform classroom work (e.g., is not under the influence of alcohol or drugs, and is not sleeping).
- Working on assignments for that particular class (rather than working on projects for other classes or engaging in activity unrelated to schoolwork).
- Distracting other students as to impair the learning environment.

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If the instructor finds a student in violation of any of these provisions, or the policies outlines in the course syllabus, he or she may require the student to leave the classroom and may subsequently mark the student absent, which could eventually affect the student's final grade. Failure on the part of the student to honor the instructor's request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.

### ***Communicable Disease Policy***

<https://www.cdc.gov/>

Residence Life: (808) 739-4648

Dean of Students: (808) 735-4710

### ***Discussion Groups:***

1. Review discussion threads thoroughly before entering the discussion.
2. Maintain threads by using the "reply" button rather than starting a new topic.
3. Be respectful of others' ideas.
4. Read the comments of others thoroughly before entering your remarks.
5. Cooperate with group leaders in completing assigned tasks.
6. Be positive and constructive in group discussions.
7. Respond in a thoughtful and timely manner.

### ***Drug – Free Workplace & Campus Policy***

Student Handbook, on page # 43

### ***Grades of "Incomplete"***

Student will be given one more chance to complete assignment within 90 days.

### ***Guidelines for Communication***

Email: Use your Chaminade email account.

Always include a subject line.

Remember that without others being able to see your facial expressions or hear your tone, some comments may be taken in a way you did not intend. So be careful in wording your emails. Use of emoticons may be helpful in some cases.

Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

### ***Information Technology Resources***

Computer Labs The public computer lab on campus is located on the central floor of the Sullivan Family Library. This computer lab features PC desktops as well as MACs with a variety of software and provides an ideal environment for students and faculty to reference materials for research, as well as work assignments. For use of specialized computer labs in Environmental + Interior Design and Communications, please seek approval from the respective department. 2029-2020 UG Catalog, page # 24.



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### ***Instructor and Student Communication***

Questions for this course can be emailed to the instructor at [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu) online, in-person and phone conferences can be arranged. Response time will take place up to time required for discussion.

Online, in-person and phone conferences can be arranged. Response time will take place within 24 hours.

### ***Late Work Policy***

Points are NOT deducted however assignment must be delivered within 2 weeks of assignment date or valid reason is provided.

### ***Library:***

Provide a link to the Chaminade library, [www.chaminade.edu/library](http://www.chaminade.edu/library)

### ***Privacy and Confidentiality***

See Student Handbook, page # 20.

### ***Procedures for Filing a Complaint, Internal Informal Process***

See Student Handbook, page # 20 – 23

***Students must be familiar with current Student Handbook:*** <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Here are a few important **You Need to Know:**

24-Hour Chaminade University **Emergency Information Hotline (808) 739 - 7499; (833) 739 - 7499**

**University Emergency Information webpage:** <https://chaminade.edu/emergency/>

### ***Technical Support:***

CANVAS Technical Support is: **1-877-251-6615**

### ***Technical Assistance for Canvas Users:***

Search for help on specific topics at [help.instructure.com](http://help.instructure.com)

[Chat live with Canvas Support 24/7/365](#)

Watch this [video to get you started](#) with online guides and tutorials

Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### ***Title IX Compliance***

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or



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psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### ***Tutoring Services***

All Chaminade undergraduate students are eligible to receive free tutoring through Kōkua 'Ike: Center for Student Learning. Kōkua 'Ike. Provides in-person tutoring with student or professional tutors. Appointments are scheduled via an online appointment system. Students seeking more information and wanted to schedule appointments should stop by Kōkua 'Ike, located in the Student Services Building, call the Tutor Coordinator at 808-735-8305 or email [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu). Graduate students are also eligible for tutoring in certain subject areas. Please call 808-735-8305 for further information. All Chaminade students have access to Smarthinking, an online tutoring resource. Students may access Smarthinking through the university's learning management system. Please call 808-735-8305 for further information.

### **Undergraduate Catalog 2019-2020 Academic Year**

[https://chaminade.edu/wp-content/uploads/2019/10/2019-2020-UG-Catalog\\_updated.pdf](https://chaminade.edu/wp-content/uploads/2019/10/2019-2020-UG-Catalog_updated.pdf)

### ***Use of Technology to Harass***

No student may, under any circumstances, use technology to harass any other person.  
See Student Handbook, page # 24

### ***Writing Policy***

This course support described recommendation on formatting, e.g., use of MLA or APA. The standard font is Calibri or Arial.