

**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.

**2022 Spring Day Semester****January 10 – May 06, 2022****CS 320 Relational DB Concepts & Practice**

*Lifelong Learning* is a core of the university environment. *Learning* is the responsibility of students. "Tell me and I forget. Show me and I remember. Involve me and I understand." This Chinese proverb I use in my classroom. *Class participation is priceless.*

**1. FACULTY CONTACT INFORMATION**

Maria Brownlow, Ph.D.:

Management Science, Business Strategy, Computer  
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Maria Brownlow

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Linda Lau

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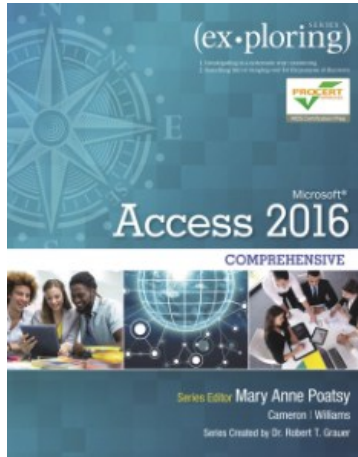
Class Schedule:

02:30 – 03:50 PM Tu Th at room SULV201

Office Hours:

Noon – 01:00 PM MWF at Kieffer Room 28

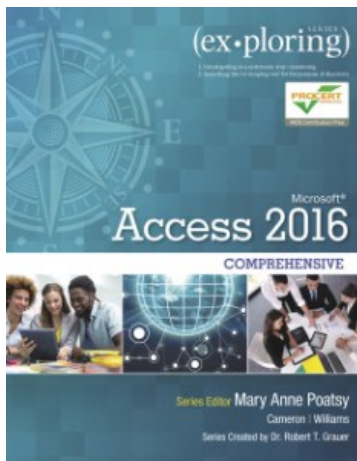
## 2. OVERVIEW



Big Data Analytics is a broad term for data sets so large and so complex that traditional data processing applications are inadequate. A sub-set of these massive volumes of data is being captured by relational databases and further analyzed by smaller DB such as Access. Data is manipulated using Business Intelligence or Data Mining software. Internet voluminous amount of structured and unstructured data has the potential to be mined for information which became an essential part of our life. Any data on the Internet has a potential to be captured and monetized (Google, Facebook, Tweeter). Therefore, it is important to learn basic computing skills and gain knowledge to become data fluent. During this course, we will look into Access DB which has been used universally in every division of the big business and many individuals to track their own business endeavors.

Business world expect advanced hands-on knowledge of Access from the higher education graduates. In the current job market, comprehension of Access DB is assumed. Students who possess these skills highly increase chances to obtain a job offer.

### TEXTBOOK:



**NOTE:** This course has its own portal called **myITlab**. **All assignments will be located on myITlab.**

At minimum, an access code to **myITlab portal** with eText is **required** for this course.

If you have questions about selecting resources for this course, please contact me first via email:

[maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu) to discuss individually your options.

ISBN: 978-0-13-447945-3

In the CIS 103 course students learn concepts of the relational database and its functionality. Through extensive hands-on exercises, students master skills how to use relational database and its objects. Students also learn techniques of designing and building a relational database and its objects.

## SYLLABUS

Using case studies and “beyond the classroom” capstone projects students practice how to transform raw data into meaningful and useful information for business purposes. Business Intelligence (BI) using Access DB can manage a large amount of unstructured data to identify, develop and then create new opportunities.

Relational database, entity-relationship model, normal forms, data manipulation language to query and modify databases, and Web applications concepts will be taught. Course introduces use of English-like Structured Query Language (SQL). Prerequisite: CIS 103. Offered spring semester.

### 3. CATALOGUE COURSE DESCRIPTION

In this course, through extensive hands-on exercises, students master skills in the use of relational databases and their objects. Students also learn techniques for designing and building a relational database for an organization.

Using case studies and “beyond the classroom” projects students practice how to transform raw data into meaningful and useful information for business purposes. Business Intelligence (BI) using Access can manage a large amount of unstructured data to identify, develop and then create new opportunities.

Relational database, entity-relationship models, normal forms, data manipulation language to query and modify databases, and Web applications concepts will be taught. Students work in teams.

Each student actively participates in the course through playing role of the Team Leader or Team Member in rotation. Capstone projects are used in the classroom, which simulate real business projects. The course introduces use of English-like Structured Query Language (SQL). *Prerequisites: CIS 103. Offered spring semester.*

### 4. ACCESS DB 2013 SERIES EXPLORING ... Moving students beyond the point-and-click!

The goal of the Exploring series is to open passage for students beyond the point and click, to understanding the why and how behind each skill. So much learning take place outside of the classroom, these series provide learning tools that students can access anywhere and anytime.

Students go to college now with a diverse set of skills than they did years ago. With this in mind, the Exploring series seeks to move students beyond the basics of the software at a faster pace, without sacrificing coverage of the fundamental skills that everyone needs to know.

White Pages/Yellow Pages clearly distinguish the theory (white pages) from the skills covered in the Hands-On Exercises (yellow pages) so students always know what they are supposed to be doing.

## SYLLABUS

MyITLab is an online homework, tutorial and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, assess their understanding, and pursue a personalized study plan that helps them absorb course material and understand challenging concepts.

Students will be able to demonstrate how to:

1. **Obtain** Access 2016 DB training and tutorials in a new, easy-to-use design
2. **Engage** students with new cloud based, HTML5 Office 2013 simulations that mirror the content in your Pearson textbook, do not require any downloads or installations
3. **Extend** learning in and beyond the classroom— the Pearson eText and all simulations are fully compatible with any tablet, laptop, or iPad®
4. **Enhance** course with Grader projects you create from scratch or borrow and assign projects from a global library of MyITLab users
5. **Connect** with others to exchange ideas and obtain advice

### 5. ACCESS DATABASE

Databases are everywhere, every Internet application uses database. This course introduces the concepts and real-world applications that use relational database software. Organizations rely on databases to store data that is presented as information using reports.

Foundational database competencies, including building tables, defining fields, relating tables, entering, and editing data, filtering, and sorting will be covered. Students will query the database to select, calculate and summarize information. Students will build and customize forms and reports.

### 6. PROGRAM LEARNING OUTCOMES

This is a capstone course, which is an extension of the CIS103 Computers & Applications Software comprehensive course where students had learned how to use Access Relational Database. In this course students practice the Access functionality by building a relational database and use it to solve real-business challenges in various organizations.

This course is one of the four courses required to obtain a minor in Computer Information Systems (CIS). A graduating student will have demonstrated the following competencies:

1. **Understand** the contemporary computer organization and operating systems architecture, networks, Internet and web technologies, and relational database systems (knowledge)
2. The ability to **analyze** and **evaluate**, **design** and **test**, and finally implement a reliable and secure application while effectively using information technology processes and procedures for the benefits of digital organizations (analysis)

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3. **Apprise** the regulatory and ethical issues pertinent to computer information systems (evaluation)
4. **List** the cybersecurity vulnerabilities and **describe** cybersecurity risks into strategies to develop the systems capability to prevent, discover, and remove cyber threats. The best practices are implemented to maintain secure systems and networks (synthesis)

### 7. COURSE LEARNING OUTCOMES (CLO)

1. **List, study, and interpret** business cases at the end of each chapter (knowledge, comprehension, and application)
2. **Apprise, manipulate** data, and **develop** solution (analysis, evaluation)
3. **Compose** the plan, **propose** solution, **prepare**, and **manage** solution (synthesis)

### Alignment of Learning Outcomes: PLO, CLO with Marianist, and Hawaiian Values

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 3	2, 3	4, 5
Native Hawaiian Values	2, 3	2, 3	4, 5
Program Learning Outcomes (PLO)	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5

### Objectives Mapped to Exercises

Objective	Hands-On	Practice Exercise	Mid-Level	Beyond the Classroom	Capstone
Understand Database Fundamentals	1	1,2,3	1,2,3	1,2,3,4	1
Use an Existing Database	1	1,2,3	2,3	2,3,4	1
Sort Table Data on One or Multiple Fields	1,2	1	1,2	1	1
Create, Modify, and Remove Filters	1,2	1,2	1,2,3	1,2	1
Know When to Use Access or Excel to Manage Data	3	2,3	1, 2,3	1,2,3	1
Understand Relational Power	3	2,3	1,2,3	1,2,3	1
Create a Database	4	1,3	1	1	

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8. **APPROXIMATE SCHEDULE ...** will be available on the 1<sup>st</sup> day of class.

### KEYS TO SUCCESS

- Follow instructions and review all work for typographical, spelling, and grammatical errors prior to submission
- 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 will disturb the focus of all others
- Prepare yourself to become a professional in today's business world
- Get in the game, success is an objective to be achieved and not due to good luck

### 9. COURSE TEACHING APPROACH

This course is designed to promote student participation through “hands-on” lab exercises and projects. Demonstrations and videos will be used to assist in completing assignments in a form of hands-on exercises and skill-based exams at the end of every chapter. Students are responsible for reading recommended textbook chapters and participating in “hands-on” exercises in the classroom.

Applications, technology, and audio-visual tools will make this course highly interactive and experiential. The undergraduate course will be taught, as follows:

- a) **Enhanced Objective Mapping:** enables students to follow a directed path through each chapter, from the objectives list at the chapter opener through the exercises in the end of chapter
- b) **Key Terms Matching:** a new exercise that requires students to match key terms to their definitions. This requires students to work actively with this important vocabulary and prove conceptual understanding
- c) **Case Study:** presents a scenario for the chapter, creating a story that ties the Hands-On Exercises together
- d) **Hands-On Exercise Videos:** are tied to each Hands-On Exercise and walk students through the steps of the exercise while weaving in conceptual information related to the Case Study and the objectives as a whole
- e) **End-of-Chapter Exercises:** offer several options for self-assessment. Each chapter has 12—15 exercises ranging from multiple choice questions to open-ended projects
- f) **Enhanced Mid-Level Exercises:** include Analysis Case which requires students to interpret the data they are using to answer an analytic question, as well as Discover Steps, which encourage students to use Help or to problem-solve to accomplish a task

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**New Beyond the Classroom Exercise** introduce videos on skills like interview etiquette and time management and require students to use the Office applications to explore those skills more deeply.

**Application Capstone** exercises are included in the book to allow testing students on the entire contents of a single application. These are also Grader Projects in MyITLab.

More **Grader Projects** include not only the chapter Capstone Exercise, but also 2-3 Mid-Level Exercises per chapter.

**MOS Certification Guide** for instructors and students to direct anyone interested in prepping for the MOS exam to the specific locations to find all content required for the test.

### 10. RECOMMENDED LEARNING STRATEGIES

1. **Chapter Assignments** must be read prior to each class. Students familiar with chapter materials will more effectively participate in class by being prepared to offer critical comments and pose thoughtful questions.
2. **Review** examples and solutions within each chapter to reinforce the understanding of presented concepts.
3. **Complete** assignments after each chapter to reinforce the learning material.
4. **Submit** assigned homework on time.
5. **Contribute to and participate in** team projects. You will learn to become a confident public speaker and improve your presentation skills.
6. **Take part** in classroom discussions and ask questions.
7. **Review** supplementary materials in preparation for midterm and final exams.
8. **Complete and return** the final exams, as scheduled.

### 11. 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 as a whole person.

#### 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.”*



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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 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>1</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 powerful 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.

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<sup>1</sup> 2019-20202 UG Catalog



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### 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.”*

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 dignity, rights, and responsibilities of all people.

### 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.”<sup>2</sup>*

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.

## 12. 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.](#)

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<sup>2</sup> Characteristics of Marianist Universities booklet [www.marianistuniversities.org](http://www.marianistuniversities.org)

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4. **Educate for Service, Justice and Peace (Aloha)** Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430)  
*Education is the standing torch of wisdom and using it has no boundaries.*
5. **Educate for Adaptation and Change (Aina)** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203)  
*All knowledge is not taught in the same school.*

### 13. GRADING

Grading will be based on the following table:

<b>GRADING YOUR ACCOMPLISHMENTS:</b>	<b>GRADE SCALE:</b>
Assignments	A = 90% – 100%
Exams	B = 80% – 90%
Projects	C = 70% – 80%
Attendance & class participation = <b>Priceless</b>	D = 60% – 70%

Final grade for the CS320 course will be calculated as an average of Access assignments grades. Attendance is required. All assignments will be posted on the myITlab portal. Access code comes with your textbook or individually. Occasionally homework will be assigned via email attachment. Assignments on [myITlab](#) portal **must be** completed [within the same week as assigned](#). A request to make up an examination will be allowed only with prior approval from the instructor. You must request the make-up date before the scheduled examination date. The final exam will be cumulative with an emphasis on the last section of material. Contact me, at any time for an estimate of your current grade.

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
- W → Withdrawal before published deadline
- I → The issuance of an “I” grade is not automatic. At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule
- IP → In progress; primarily used for thesis completion or practicum completion
- AU → Audit
- CR/NC → Credit/N

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My philosophy about learning is that it is never ending process. We learn every day by observing, solving problems, making mistakes, and not to repeat them again. Student responsibility is to discover your own style of learning. My responsibility is to create 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.
2. You have an issue, ask me; any question, just ask me.
3. Do not be afraid to speak up your mind.
4. All my courses are fully online in CANVAS, blended, or web-enhanced, having its own portals for example, Pearson myXXlabs.
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 to 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 email with your extended 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 with exception of EXAMS.
9. We do not have final exams. Based on the modern pedagogy literature, exams create stress and stress clutters students critical thinking. We have exams during the semester which is scheduled based on completed material.
10. Exams cannot be repeated and must be completed within assigned dates. If unusual circumstances had occurred, and student notifies me before the date of the exam, that she/he cannot complete exam within given schedule, and new date will be assigned. Each request to re-do exam will be considered individually.

### 14. TITLE IX COMPLIANCE

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### 15. UNIVERSITY POLICIES

Undergraduate Catalog, 2019-2020 Academic Year

[https://portal.chaminade.edu/student/CourseCatalog/2019-2020-UG-Catalog\\_updated.pdf](https://portal.chaminade.edu/student/CourseCatalog/2019-2020-UG-Catalog_updated.pdf)

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### ***Student Conduct***

Undergraduate Catalog, 2019-2020 Academic Year, page 39

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

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

### ***Student Health***

In the overall scope of student development, health care is a vital element for physical development and well-being. Because Chaminade University does not have a health center on campus, we offer free alternative means of transportation for residence students to and from several local public clinics and area hospitals.

Please visit <https://studentaffairs.chaminade.edu/counseling-center/health-services/> for more information. Chaminade supports health requirements that complement the goals of maintaining a healthy, safe campus. These requirements are based upon laws of the State of Hawaii and therefore are strictly enforced. Failure to comply will result in being prohibited from registering for classes and/or moving into residence halls. For more information, see page 39 and following pages.

### ***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.](#)

### ***Academic Grievance***

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.

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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.

Page #53 and following pages

### ***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 should be directed to the Provost. If the Provost is the instructor in question, the concern

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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.

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

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).



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- Distracting other students as to impair the learning environment.

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.

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### ***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. 2019-2020 UG Catalog, page # 24.

### ***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 Catalog, page #50

Here are a few important items “**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



## SYLLABUS

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

No student may, under any circumstances, use technology to harass any other person.

### ***Writing Policy***

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