Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816

Course Number: CIS 370-01-1
Course Title: Internet Architecture & Network Management
Department Name: Management Science, Business Analytics, Computer Information Systems (CIS)
College/School/Division Name: School of Business and Communication
Term: Fall 2021 Semester (August 23rd – December 10th, 2021)
Course Credits: 3
Class Meeting Days: Mondays, Wednesdays, and Fridays
Class Meeting Hours: 14:30AM – 15:20 AM HST
Class Location: HENRY 121 Classroom

Instructor Name: Eduard "Eddie" Merc, Ph.D., MBA (Please call me Eddie. ☺)
Email: Eduard.Merc@chaminade.edu or Eduardmerc@gmail.com
Phone: (435) 200-4822 (Google Voice Number)
Office Location: Kieffer Hall, Room 23
Office Hours: MWF, 8:20AM-9:20AM; 11:45AM-12:45PM HST
Instructor Website: www.chaminade.edu/faculty/EduardMerc
Other Professional Contact Information: eduardmerc (Skype) and @EdkoPletko (Twitter)

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.

> **INSTITUTE FOR THE FUTURE - FUTURE WORK SKILLS 2020**[1]
>
> "Global connectivity, smart machines and new media are just some of the drivers reshaping how we think about work, what constitutes work, and the skills we will need to be productive contributors in the future."

1. COURSE INTRODUCTION – WHY DO YOU NEED TO KNOW HOW INTERNET WORKS?

A globally connected world is one of the disruptive drivers which reshape the future. The Internet is an essential technology of the universal connectivity that allows worldwide communication in real-time. For the first time people are remarkably close to achieving a true mobility. If you are on the top of Mount Everest in the Himalayas or taking part in the expedition to Marian Trench near Guam Island you can connect with masses of people.

Internet, through its brilliant, layered architecture, allows incorporating present and future technologies.

Students should investigate the future from a different perspective and ask the question – what future skills, proficiencies and abilities are required to find a job that fulfills their dreams.

1. Extreme longevity: Increasing global life spans changes the nature of careers and learning. http://www.ted.com/talks/henry_markram_supercomputing_the_brain_s_secrets?language=en ← fascinating!

2. Rise of the smart machines and systems: Workplace automation nudges human workers out of rote, repetitive tasks.

3. Computational world: Massive increases in sensors and processing power make the world a programmable system.

4. New media ecology: New communication tools require new media literacies beyond text.

5. Super-structed organizations: Social technologies drive new forms of production and value creation.

6. Globally connected world: Increased global interconnectivity puts diversity and adaptability at the center of organizational operations.

Internet is one of the sixth disruptive drivers in the global change that fosters innovation.

---

[1] The Institute for the Future (IFTF) is an independent, nonprofit strategic research group with more than 40 years of forecasting experience. The core of our work is identifying emerging trends and discontinuities that will transform global society and the global marketplace. The Institute for the Future is in Palo Alto, California.
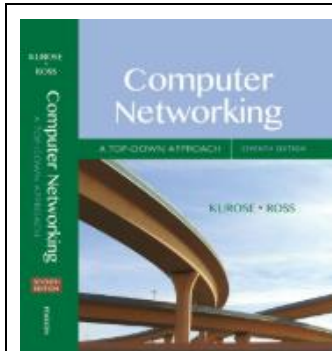
CIS 370 Internet and Network Management (3 Credits)

Textbook: James F. Kurose, Keith W. Ross "Computer Networking: A Top-Down Approach", *Seventh Edition*, ISBN-13: 978-0-13-359414-0

Considering that the cost of education is raising, this textbook is recommended <u>but not required</u>. Reading text is provided with every chapter for students who study this course.

1. CATALOG COURSE DESCRIPTION

https://chaminade.edu/wp-content/uploads/2019/10/2019-2020-UG-Catalog_updated.pdf
Page# 119

The Internet is a network of the networks and the most efficient communication highway that connects people around the globe. This course is a fresh and modern perspective to networking and network management. A top-down approach sparks students' interests in learning how Internet applications (used by students daily) work.

This is also a high growth area where many of the recent revolutions in technology have been occurring. The concept of network management is introduced. Network Management focuses on the deployment, integration, and coordination of hardware, software, and human elements to monitor, configure, analyze, evaluate, and control networks in real-time. Prerequisite: None. *Offered in the fall semester*.

2. SYLLABUS COURSE DESCRIPTION AND OVERVIEW

This course has been redesigned to address the need of the liberal arts students to acquire Internet and networking knowledge. A textbook that I am recommending, helps students gain the knowledge to understand the Internet and skills to use it efficiently and safely and be part of the richness of the applications which resides on the Internet.

I believe that Jim Kurose and Keith Ross top-down approach to introducing Internet will spark your interests in learning about it as a powerful, modern communication highway. The layered architecture embraced change as a condition for incorporating new technologies without disrupting workings of the Internet. A phenomenal Internet growth in the past 55 years and its ability to integrate new technologies created the biggest wealth since the industrial revolution.

You will learn how the Internet applications, which you use on the daily basis, work. This knowledge is giving you the skills to create your own applications on the Internet. To accomplish this, you must learn what a protocol is and how protocols transfer data between the applications so you can receive information.

The public Internet, including private intranets, is a network of the networks. It is a modern space called cyberspace. It provides appearance of a single seamless communication system of the virtual network which is a software abstraction supported by the critical infrastructure of the huge number of hardware components.

"Network management includes the deployment, integration, and coordination of the hardware, software and human elements to monitor, test, poll, configure, analyze, evaluate, and control the network and element resources to meet the real-time, operational performance and Quality of Service requirements at a reasonable cost."[2]

The Network Administrator manages the network using network application tools. A centralized network management station is in the Network Operations Center (NOC). Network Administrator controls the collection, processing, analysis, and/or display of network management information. NOC is the center of all actions that are initiated to control network behavior and interactions with the network devices.

The focus of the Network Administrator is to quickly restore services to network users. NOC operators perform triage, diagnosis and restoration steps following a defined set of procedures in response to a known set of problems, for example: hacking.

Technology is continuously evolving, and students must have knowledge and acquiring skills that will be used in the future. The six drivers of change are the reasons that the future is tomorrow:[3]

1. Gain proficiency in understanding wireless, mobile networks and multimedia networking (knowledge and comprehension).

2. Apply Internet security requirements and responsibilities as a user of the phenomenon called cyberspace (law and ethics).

3. PROGRAM LEARNING OUTCOMES (PLO)
1. Desire to teach students about information technology (Computer Information Systems, CIS Minor) to feel confident about getting a dream career/job tomorrow.

2. Proficiency in understanding how Internet works.

3. Knowledge of the Internet laws, ethics, and responsibilities to protect Internet Neutrality for the future generation.

---

[2] T. Saydam, T. Magedanz "From Networks and Networks Management into Service and Service Management," *Journal of Networks and Network Management,* Vol.4, No.4 (Dec.1996), p345-348
[3] Future Work Skills 2020, The Institute for the Future (IFTF)

4. COURSE LEARNING OUTCOMES (CLO)

After completion of this course student:

3. Recall the history of the Internet (knowledge).

4. List and define Internet components, terminology, and concepts (knowledge).

5. Distinguish concepts of Local Area Networks (LANs) and Wide Area Networks (WANs) and how LAN and WAN work in harmony to sustain the Internet as a network of the networks (comprehension).

6. Name and describe four layers Internet architecture (comprehension and synthesis).

7. Demonstrate the role and function of layered protocols allowing for applications to transfer information from the source to destination. For example, an application - Google Gmail on Chrome sends data and displays information on Microsoft Internet Explorer on an application called MS Outlook (comprehension and application).

8. Discover Internet applications. They include the killer application of the mid-1990s, the World Wide Web, encompassing Web surfing, search and electronic commerce; instant messaging and *P2P* file sharing; popular voice and video applications, including: *voice-over-IP (VoIP)* and video conferencing over IP such as *Skype and Telepresence*; user-generated video distribution such as *YouTube*, movies on demand such as *Netflix;* highly engaging multi-player on-line games, including *Second Life and World of Warcraft*; a new generation of social networking applications, such as *Facebook, Twitter, Instagram* and many others (knowledge and applications).

9. Comprehend the nature of services provided by the Internet: the client-server and peer-to-peer paradigm and will analyze which paradigm should be used based on its characteristics (analysis).

10. Formulate components and functions of the network management and evaluate. and prepare high level network management strategies in a data center networking (synthesis and evaluation).

5. INSTITUTIONAL LEARNING OUTCOMES (ILO)
1. Written communication
2. Oral communication
3. Critical thinking
4. Information literacy
5. Quantitative reasoning

6. MARIANIST VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the *Marianist Tradition* in 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."

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.[4]

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 ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

---

[4] 2019-20202 UG Catalog

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."

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."[5]

During 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

---

[5] Characteristics of Marianist Universities booklet www.marianistuniversities.org

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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

9. COURSE LEARNING OUTCOME (CLO) ALIGNMENT TABLE

CLO	Knowledge	Skill	Disposition	Program LO	CUH LO	WASC Core Competency	Marianist Values
1.	M	M		1, 2, 3	1-4	Written Communication	Educate for formation in faith
2.	M	M		1, 2, 3	1-4	Oral Communication	Provide an integral quality education
3.	C	C		1, 2, 3	1-5	Quantitative Reasoning	Educate in family spirit
4.	M	M		1, 2, 3	1-4	Critical Thinking	Educate for service, justice, and peace
5.	C	C		1, 2, 3	1-5	Information Literacy	Educate for adaptation and change
6.	D	D		2, 3	1-4		
7.	C	C		1, 2. 3	1-4		
8.	C	D		2, 3	1-4		

CLO	Knowledge	Skill	Disposition	Program LO	CUH LO	WASC Core Competency	Marianist Values
9.	C	D		2, 3	1-4		
10.	M	M		1, 2, 3	1-4		

Legend: **I**= Introduced to the concept; **D**= Developing; **C**=Competent; **M**=Mastered

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 disturbing 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 and not due to good luck

COURSE TEACHING APPROACH
The Internet is a complex. It has been evolving since its inception. However, a brilliant, layered architecture and acceptance of standards allowed the Internet to become a communication superhighway. Internet crated the biggest wealth and opportunities for a new business and expand existing. As author recommended, we use a top-down approach with positive response from students. The textbook was translated into 14 languages and used by students and practitioners worldwide.

This course is designed to promote student participation through discussions of current Internet events. Students will study and apply process thinking to tackle the complexity of the Internet.

Various audio-visual tools will make this course highly interactive, simulations and Java applets triggers students' critical thinking. Applicable websites will be introduced as source supplemental materials. This course will be taught, using all or some of the pedagogy resources listed below:

a) **Interactive lectures** with multi-media, Java applets and simulations.

b) **Case Studies** will be presented in the classroom to illustrate concepts and develop critical thinking skills.

c) **Projects** will be assigned to student teams to develop team skills; each student will have an opportunity to make a project presentation.

d) **Supplementary materials** and handouts will be provided to students to aid in understanding of the Internet network management.

e) **In-class exercises, homework, quizzes, tests,** and **exams** will be to evaluate comprehension of presented material.

f) **Chapter handouts** will be made available to students; these handouts can be used for exam preparation.

g) **Videos** and interactive animations will be used to encourage your active participation.

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.

10. RESOURCES
Each student should be familiar with Student Handbook.

USEFUL RESOURCES
Companion website:

http://wps.pearsoned.com/ecs_kurose_compnetw_6/216/55463/14198700.cw/index.html

http://www.bitpipe.com/tlist/Network-Management-Protocols.html
Network Management Protocols

http://www.howstuffworks.com/bytes.htm/printable
How Bits and Bytes Work

http://www.iso.org/iso/home.html
International Organization for Standardization

http://standards.iso.org/ittf/PubliclyAvailableStandards/index.html

USEFUL RESOURCES
ISO Freely Available Standards http://docwiki.cisco.com/wiki/Internetworking_Technology_Handbook Internetworking Technology Handbook http://www.chapo.co.il/articles/snmp/ Network Management Protocols http://www.networkworld.com/ Network World Magazine http://www.slac.stanford.edu/xorg/nmtf/nmtf-tools.html Stanford Linier Accelerator Center – Network Monitoring Tools http://www.techrepublic.com/blog/networking/how-to-determine-what-device-is-on-what-port-on-your-cisco-switch/382 TechRepublic helps IT decision-makers identify technologies and strategies to empower workers and streamline business processes. The site delivers a unique blend of original content by IT professionals, peer-to-peer advice from the largest community of IT leaders on the Web, and a vast library of professional resources from the leading vendors in the IT industry. TechRepublic features blogs, community forums, vendor white papers, software downloads, Webcasts, and research. http://www.google.com/search?rlz=1T4SNNT_enUS402US402&q=cisco+lab&um=1&ie=UTF-8&source=univ&sa=X&ei=1bJmTcGiM5SksQO9qsymBA&ved=0CEUQsAQ&bi CISCO Lab – how the lab looks like. It is a jungle there.
Lectures docs and course schedule is provided in a separate file "CIS370 Schedule and Assignments" located on Canvas in CIS370 folder. Other class materials are also loaded into this shared folder.

11. GRADING

Grading is based on the following table:

GRADING YOUR ACCOMPLISHMENTS:	GRADE SCALE:
Homework assignments	A = 90% – 100%
Quizzes & tests	B = 80% – 89%
Exams	C = 70% – 79%
Class participation ⬅➡ Priceless	D = 60% – 69%

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

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 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.
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 must send me email with your extended due date as your commitment for improvement.
7. This applies to all types of assignments with exception of EXAMS.
8. <u>Exams cannot be repeated</u> and must be completed within assigned dates. If special 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.

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

Undergraduate Catalog, 2019-2020 Academic Year

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

Undergraduate Catalog, 2018-2019 Academic Year

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined 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 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.

Academic Grievance

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

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 based on 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 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

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 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 reasonably 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 can capture 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 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.

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.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at mariabrownlow@hawaiaintel.net 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

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

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 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 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. 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

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.