

**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.

**Fall 2023 Semester****August 21 – December 08, 2023****CIS320-IS-1 Relational DB Concepts & Practice**Pearson portal myLab IT, ID = **brownlow51256**

***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****Class Schedule:**

Dates: August 21, 2023 – December 08, 2023  
Department Name: School of Business and Communication (SOBC)

Course Credits: Three (3)  
Class Meeting Hrs.: Individual Study as per assignments  
Location: Online  
Instructor: Maria Brownlow, Ph.D.  
Management Science, Business Strategy, Business Analytics/Informatics, Computer Information Systems (CIS)  
Contact Info: 808-739-8337 (office)  
CUH email: [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu)

Administrative Assistant to Dean: Linda Lau  
Division Phone #: 808-739-8369

**2. COURSE INTRODUCTION AND OVERVIEW**

University Catalog <https://catalog.chaminade.edu/>

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Catalog Course Description <https://catalog.chaminade.edu/course/cis>

### **CIS 320 Relational Database Concepts and Practice (3 Credits)**

In the CIS103, course students learn concepts and skills related to relational database and their functionality. 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. Access Business Intelligence (BI) can handle 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, EN 102, COM 101

#### **Introduction**

The 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 captured by relational databases and further analyzed by smaller DB such as an Access. Data is manipulated using the Business Intelligence or Data Mining software.

Internet voluminous amount of structured and unstructured data has the potential is converted to 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 business and many individuals to track their own business endeavors.

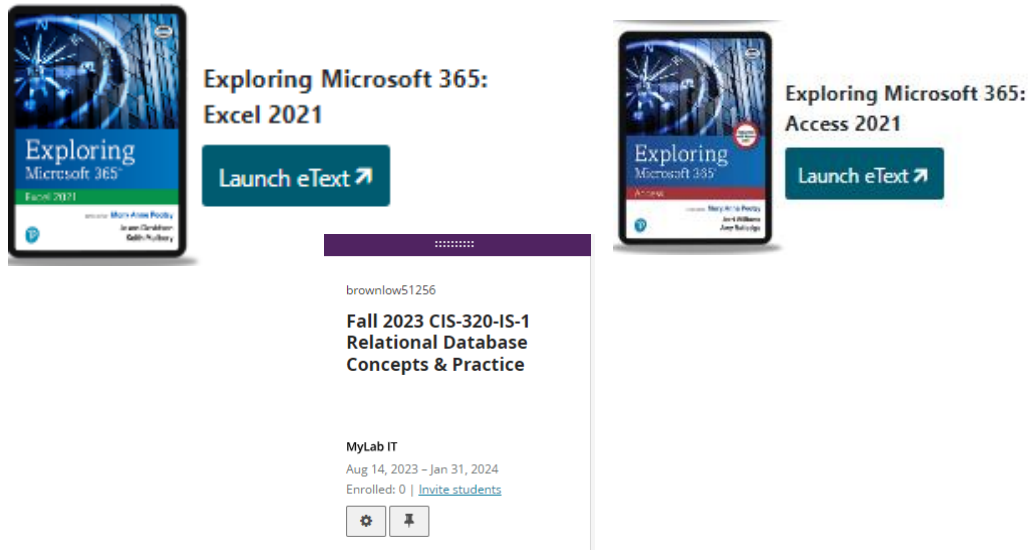
Business world expects advanced hands-on knowledge of Access from the higher education graduates. In the current job market, comprehension of Access DB is assumed. Students who possess these skills highly increase chances to obtain a job offer they desired.

#### **TEXTBOOK:**

Please, follow on the next page.

**CIS-320-01-1 Relational Database, Concepts and Practice (3 Credits)**  
Exploring Microsoft 365, 2021 Edition, Pearson Portal ID=brownlow51256

Poatsy, Mulberry, Davids on, Rutledge, Hogan, Williams, Kosha



The screenshot displays the MyLab IT interface. On the left is the cover of 'Exploring Microsoft 365: Excel 2021' by Mary Anne Poatsy, Jean Davidson, and Gail Mulberry. On the right is the cover of 'Exploring Microsoft 365: Access 2021' by Mary Anne Poatsy, Jean Davidson, and Gail Mulberry. Below the covers is a course card for 'Fall 2023 CIS-320-IS-1 Relational Database Concepts & Practice' with a MyLab IT ID of brownlow51256. The card shows the course dates as Aug 14, 2023 - Jan 31, 2024, with 0 students enrolled and a link to 'Invite students'. There are also settings and refresh icons at the bottom of the card.

In the CIS320 course students practice usage of concepts of the relational database analyzing real business cases. Through extensive hands-on exercises, students master skills how to use relational database and its objects to interpret data.

Using case studies and “beyond the classroom” capstone projects students practice how to transform raw data into meaningful and useful information for business decision-making process. 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 presented. Course introduces use of English-like Structured Query Language (SQL). Prerequisite: CIS103 Computers and Applications Software.

### 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 practice techniques for re-designing a relational database for an organization.

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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.

Students work in teams using real business cases. Each student actively participates in the course through playing role of the Team Leader or Team Member in rotation. Capstone projects are used in classroom, which simulate real business projects.

### 3. ACCESS DB 2021 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. 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.

MyLab IT is an online homework, tutorial and assessment program designed which engaging students to solve a real business problems. Within its structured environment, students practice what they learn, assess their understanding, and pursue a personalized study plan that helps them to absorb course material and understand challenging concepts.

Students will demonstrate how to:

1. **Obtain** Access 2021 DB training and tutorials in a new, easy-to-use design.
2. **Engage** students with new cloud based, HTML5 MS Office simulations that mirror the content of the business cases from the textbook.
3. **Extend** learning in and beyond the classroom and all simulations are fully compatible with any tablet, laptop, or iPad®
4. **Practice** on business cases from a global library of MyLab IT.
5. **Connect** with others to exchange ideas about optimum solutions.

### 4. 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 through reports and graphs.

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

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to select, calculate and summarize information. Students will build and customize forms and reports.

### 5. BUSINESS ADMINISTRATION 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 the Access Relational Database. In this course, students practice the Access functionality by re-designing the relational database and use it to solve real-business challenges in decision-making process.

This course is one of the four courses required to obtain a minor in the Computer Information Systems (CIS).

Upon completion of the B.A. undergraduate program in Business Administration, students will be able to:

1. **Communicate** effectively regarding business related tasks, in both oral and written modes.
2. **Select** and use the appropriate quantitative tools for decision-making.
3. **Undertake** analysis, perform tasks, and develop strategies using the central concepts of each functional area of business.
4. **Assess** and create business strategy appropriate for organizations in specified business environments, including global and domestic markets.
5. **Discuss** the legal obligations of organizations and the ethical dilemmas they face, along with appropriate frameworks for addressing these dilemmas.
6. **Discuss** the distinctive features and challenges of conducting business internationally.
7. **Serve** as an effective individual contributor to a group process and deliverable.
8. **Use** business skills to promote service, justice, and peace within community organizations.<sup>1</sup>

### 6. COURSE LEARNING OUTCOMES (CLO)

After completion of the **Access Relational DB** Concepts and Practice course, students will be able to:

1. **Apply** critical thinking using an Access DB technology and teamwork in collaborative projects and classroom presentations.
2. **Develop** proposal for the organization management to solve its operational real-business challenges.
3. **Apprise** an organization strategy how it contributes to the community.

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

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<sup>1</sup> <https://chaminade.edu/business-and-communication/business-administration/>

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

**APPROXIMATE SCHEDULE ...** will be available on the kick-off of the course.

## 7. 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.

## 8. 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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### 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.”*

### 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.”*

### 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.”*

### 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>*

## 11. 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 has no boundaries.](#)

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

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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.*

### 12. GRADING

Grading will be based on the following table:

<b>GRADING YOUR ACCOMPLISHMENTS:</b>	<b>GRADE SCALE:</b>
Homework assignments	A = 90% – 100%
Quizzes & tests	B = 80% – 89%
Exams	C = 70% – 79%
Staying on schedule with assignments and class participation → <b>Priceless</b>	D = 60% – 69%
	F* = 50% – 99%
	<b>IF*= Incomplete F gives student 30-day to work on missing assignments. Needs a strong justification. Rarely used. Individually decided by instructor, Program Director, and student.</b>

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 completed a few assignments, but unable finished the homework due to unforeseen circumstances.
IP	In progress, primarily used for thesis completion or practicum completion.
AU	Audit.

Learning is never ending process. We learn every day by observing, solving problems, making mistakes and try not to repeat them. Student responsibility is discovering your own style of learning. Educators’ responsibility is to crate learning environment that student flourish.

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

1. Maintain open an honest communication.
2. You have a question, just ask me, or send me email to [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu)



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3. This IT course resides on the Pearson myLab IT portal specifically developed for the textbook.
4. You grade yourself by submitting assignments into myLAB IT.
5. If you obtained a 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.
6. I do not deduct points.
7. Exams are scheduled during the semester when a section of the logical material is completed.
8. Exams cannot be repeated and must be completed within assigned dates. If unusual circumstances had occurred, and you notify me before the date of the exam, exam will be rescheduled. Each request to re-do exam will be considered individually.

### 13. Course Policies

#### Late Work Policy

Student has to bring excuse letter from the doctor. Student have to catch up with missed assignments. Contact [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu) ASAP to schedule a date for catching up with missing assignments.

There are about 30 capstone lab assignments. Students must stay on schedule. Students cannot be behind schedule more than one week, otherwise they have to come to office hours and complete missing assignments. Students must inform instructor on circumstances beyond students control for being late with assignments or absent.

#### Grades of "Incomplete"

1. If you obtained a 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.
2. I do not deduct points.

#### Writing Policy

In writing papers, use MLA or APA writing recommendations (preferred MS Word, Calibri).

#### Instructor and Student Communication

Questions for this course send email to the instructor at [maria.brownlow@chaminade.edu](mailto:maria.brownlow@chaminade.edu)  
Online, in-person and phone conferences are available. Response time will take place up to 2<sup>nd</sup> business day.

#### Email Guidelines:

- **Use your Chaminade email account** for communication. CANVAS email is a proprietary, internal to CANVAS, and cannot be save in Gmail and MS OUTLOOK.
- **Always include a subject line. Always include your course ID**, for example, CIS-103-01-1.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.

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

### **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.

### **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.

### **CREDIT HOUR POLICY**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 15-weeks terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including:

- a) **Regular online instruction** or interaction with the faculty member and fellow students and
- b) **Academic engagement** through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work,

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practice, studio work, and preparation of papers, presentations, or other forms of assessment.

This policy is in accordance with federal regulations and regional accrediting agencies.

The paragraph will outline how students will meet the required hours of engagement in the course through regular instruction and academic engagement. The amount of time students will spend in a course consist three components:

1. **Seat time** (this is the amount of time students are physically in the classroom)
2. **Time spent on key assessments**, including study time (e.g., projects, essays, mid-terms, finals)
3. **Additional time each week** (e.g., reading, studying, homework)

Assuming a three-credit hour course requires key assessments, 4 Excel and 4 Access, the time calculation would be as follows:

- **Seat Time:**
  - 50 minutes MWF = 150min weekly x 15 weeks = 2,250 minutes or **37.5 hours**
- **Time Spent on Key Assessments:**
  - **Homework labs catching up** with the past due assignments for grade improvement is 3-times per week X 1.5 hrs. of study X 10 weeks = **45 hours**
  - **Exams** = 10 exams scheduled over the semester period X 3 hrs. studying = **30 hours**
  - **Additional time** participating in community projects/initiatives as assigned (reading, researching, compiling data) = **10 hours**
- Sub-Total = 45 hrs. + 30 hrs. + 10 hrs. = 85 hours (seat time + key assessments)
- Total required engagement 135 hours - 85 hours – 37.5 = **12.5 hours** remaining to fill as contingency
- The 12.5 hrs. divided by 10 weeks = 1.25 hours of additional time each week (reading, studying, working on homework, volunteering community projects)

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course anticipated to spend **37.5 hours** in class, **45 hours** on past due assignments and grades improvements, **30** studying for 10 exams and additional **10** hours on community service projects. There will be an additional **12.5** hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.25 hours each week.

### 14. CHAMINADE UNIVERSITY POLICIES

Undergraduate Catalog, 2023-2024 Academic Year  
<https://catalog.chaminade.edu/>

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### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class and arrange 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.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the students should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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

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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 under Student Life.

For further information, [please refer to the Chaminade Catalog](#).

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

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

### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment.

Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Library:**

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

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