SYLLABUS

Chaminade University OF HONOLULU

3140 Waialae Avenue
Honolulu, Hawaiʻi 96816-1578

1. FACULTY CONTACT INFORMATION

CIS-103-01-1 Computers and Application Software
Pearson portal myLab IT, **ID = brownlow49543**

Class Schedule:
Dates: January 06, 2025 – May 02, 2025
Department Name: School of Business and Communication (SOBC)

Course Credits: Three (3)
Class Meetings: M W F @1:30 PM – 02: 20 PM
Location: SULV201
Instructor: Maria Brownlow, Ph.D.
                                          Management Science, MIS, Business Analytics/Informatics,
                                          Computer Information Systems (CIS)
Contact Info: 808-739-8337 (office)
CUH email: maria.brownlow@chaminade.edu

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

CHAMINADE UNIVERSITY MISSION STATEMENT

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

DARE TO LEARN. DARE TO CHANGE.

Digital learning removes limits and gives us the freedom to provide education anytime and anywhere, empowering us to overcome our most difficult challenges.[1]

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[1] Pearson Higher Ed

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2. COURSE INTRODUCTION AND OVERVIEW

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

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

CIS-103-01-1 Computers & Applications Software (3 CR)
Computers are an essential part of our lives. It would be difficult to find an organization or profession that does not rely on computers. As a result, it is imperative to learn computing skills and gain the knowledge needed to be computer fluent. This course focuses on the most popular software used in business that is an advanced Excel and advanced Relational Database called, Access. These two applications are major departmental computing tools in the digital organization. Knowledge of Excel and Access is expected of graduates entering the job market today. No prerequisites.

EXCEL 2021 AND ACCESS DATA BASE 2021 SERIES EXPLORING
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.

Active learning occurs in context. Each chapter introduces a *realistic business case for students to complete via hands-on* steps. Each step teaches a skill and comes complete with video, interactive, and live auto-graded support with automatic feedback.

Coursework is relevant to students and their future careers. Real World Advice, Real World Interview Videos, and Real-World Success Stories are woven throughout the text and in the student resources.

Outcomes matter, whether it is getting a good grade in this course, learning how to use Excel to be successful in other courses, or learning business skills that will support success in a future job, *every student has an outcome in mind.* Authors of the textbook added a Business Unit opener to focus on the outcome's students would achieve by working through the cases and content of each chapter as well as the Capstone at the end of each unit.

No matter what career students may choose to pursue in life, this series will give them the foundation to succeed. Moreover, as *they learn these valuable problem-solving and decision-making skills while becoming proficient in using Excel and Access as a tool, students will achieve their intended outcomes, making a positive impact on their lives.*

MyLab IT 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 to absorb course material and understand challenging concepts.

Simulation Activities
The **training simulations** provide practice with the skills learned in the chapter and match the content from the text for consistent reinforcement of learning. The exam simulations test student understanding of the skills covered in the text with a different scenario.

Simulation Assessment Direct Exercise X

Simulations for Chapter (Hands-On Exercises combined)
Study Plan PreTest-->Training-->PostTest
Simulation Training Projects Chapter X
Simulation Exam Projects Chapter X

INSTRUCTION	PRACTICE	HOMEWORK	ASSESSMENT
✓ Book or e-Text chapter ✓ Lecture on chapter ✓ Audio PowerPoints for chapter ✓ Hands-On Exercise videos for entire ✓ chapter or as needed	✓ Chapter Simulation Study Plan	✓ Chapter Simulation Training	✓ Excel 48 simulation hands-on labs ✓ Access 31 hands-on simulations labs ✓ Chapter Simulation Exams

Quizzes
- **End of Chapter Quiz** *Summative Assessment—auto graded, feeds grade to gradebook*
- **Key Terms Matching** *Summative Assessment—auto graded, feeds grade to gradebook*
- **Prepared Exams** Instruction PDF, Data Files *(NON-auto graded additional application projects. Instructor grades and inputs grade to the gradebook)*

Student Resources Folder
- **E-Text chapter**
- **Data Files Link**
- **PowerPoint** Presentation are used in class for lecture, or assigned to students, particularly online students.
- **Audio PowerPoint Presentation**—an audio version of the standard PowerPoint presentation. Also, an excellent option for online students.
- **Videos:**
    1. **Hands-On Exercise Videos**—Instructor-led video of each Objective and Activity showing

HOW students complete the Hands-On Exercises. Includes interactive conceptual questions focusing on WHY students do what they do in the Hands-On Exercises.

2. **Soft Skills Videos**—Real-world scenarios reviewing important soft skills; for example, email etiquette, interview preparation and performance, and ethical situations. Includes discussions questions and sample answers.

TEXTBOOK:

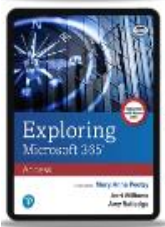**CIS-103-01-1 Computers and Applications Software (3 Credits)**
Exploring Microsoft 365, 2021 Edition

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

Exploring Microsoft 365: Excel 2021 — Launch eText ↗

Exploring Microsoft 365: Access 2021 — Launch eText ↗

brownlow49543

Spring 2025 CIS-103 Computers & Applications Software

Course materials will be retired and no longer available to use on: Aug 31, 2025.
More about retired courses

MyLab IT
Jan 6 – Jun 30, 2025
Enrolled: 0 | Invite students

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

4. BUSINESS ADMINISTRATION PROGRAM LEARNING OUTCOMES (PLO)

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

1. Identify opportunities to advocate for sustainability, service, justice and peace in the business decision-making process.

2. Demonstrate effective business communication skills in oral, written, and technological contexts.

3. Utilize appropriate technologies (such as business software, quantitative methods/modeling techniques, or other advanced analytical tools) in effective business decision making.

4. Analyze international dynamics and cultural differences within the business context.

5. Synthesize the ethical, legal, and/or strategic dilemmas that modern businesses face.

6. Collaborate effectively with teams in various formats including in person and using technological tools.

7. Create effective business strategies by leveraging competitive advantage and using relevant data and knowledge from all foundational areas of business that are appropriate for domestic and international organizations.

5. COURSE LEARNING OUTCOMES (CLO)

EXCEL:

Students will learn Excel concepts, definitions, and functions, one of the most widely used software in business.

After completing Excel, students will be able to:

1. Construct workbooks and worksheets, given a set of business requirements (application).

2. Explain financial, mathematical, and statistical formulas and functions to chart big data (analysis).

3. Produce "what if analysis" for various business scenarios to support business decision-making process in the organization (application).

4. Choose reports for the Decision Support Systems (DSS) projects to serve communities (evaluation).

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	CLO1	CLO2	CLO3	CLO4
Marianist Values	2	1	5	3
Native Hawaiian Values	2	1	5	4
Program Learning Outcomes (PLO)	2	1	7	8

Access Relational Database (DB)
After completion of the Access Relational DB course, students will be able to:
1. Demonstrate Access DB literacy skills in solving real-world problems (application).

2. Apply critical thinking using an Access DB technology and teamwork in collaborative projects and classroom presentations (analysis).

3. Appraise how an Access DB is a universal and an essential tool to service the community business in the decision-making processes (evaluation).

	CLO1 1. Demonstrate Access DB literacy skills in solving real-world problems.	**CLO2:** Apply critical thinking using an Access DB technology and teamwork in collaborative projects and classroom presentations.	**CLO3:** Appraise how an Access DB is a universal and an essential tool to service the community business in the decision-making processes.
Marianist Values	4	5	3
Native Hawaiian Values	2	5	3
Program Learning Outcomes (PLO)	2	3	4

5. MARIANIST VALUES

"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 Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary's University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006"

SYLLABUS

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."

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."

6. 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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. **Educate for Formation in Faith (Mana)** E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God.

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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 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.

7. ASSESSMENT AND GRADING

GRADING

Grading will be based on the following table:

GRADING YOUR ACCOMPLISHMENTS:	GRADE SCALE:
Homework assignments	A = 90% – 100%
Quizzes & tests	B = 80% – 89%
Exams	C = 70% – 79%
Staying on schedule with assignments and class	D = 60% – 69%
participation → Priceless	F* = 50% – 99%
	IF*= Incomplete F gives student 30-days to work on missing assignments. Needs a strong justification. Individually decided by instructor, Program Director, and Dean. **Student must initiate a request to the course faculty for the incomplete assignment via email.**

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
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. <u>I do not deduct points.</u>
7. Exams are scheduled during the semester when a section of the logical material is completed.
8. <u>Exams cannot be repeated</u> 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.

9. ACADEMIC HONESTY AND TITLE IX COMPLIANCE

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.

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For the most up to date information, please refer to the Academic Honesty Policy https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/academichonestyon the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement
Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination
Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website
https://chaminade.edu/compliance/contact-information/.

On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES https://chaminade.edu/compliance/contact-information/

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:
https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Non-discrimination https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/

10. 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

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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, 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 = 150 min 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 hrs. of study X 15 weeks = 45 hours
  - **Exams** = 8 exams scheduled over the semester period X 3 hrs. studying = 24 hours
  - **Additional time** per semester participating in community projects/initiatives as assigned (reading, researching, compiling data) = 10 hours
- Sub-Total = 45 hrs. + 24 hrs. + 10 hrs. = 79 hours (seat time + key assessments)
- Total required engagement 135 hours - 79 hours – 37.5 hours = 18.5 hours remaining to fill as contingency
- The 18 hrs. divided by 15 weeks = 1.3 hours of additional time each week (reading, studying, working on homework, volunteering community projects)

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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, 24 studying for 8 exams and additional 10 hours on community service projects. There will be an additional 18 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.3 hours each week.

11. COURSE POLICIES

Undergraduate Catalog, 2024-2025 Academic Year
https://catalog.chaminade.edu/

Late Work Policy
There are about 79 (Excel 41, Access DB 38) 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 to improve

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 #12).

Instructor and Student Communication
Questions for this course can be emailed to the instructor at maria.brownlow@chaminade.edu, in-person, and phone conferences can be arranged. Response time to emails will take place up to 24 hours. Office hours are MWF 12:30 – 02:00 PM in Kieffer room #28.

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.
- 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

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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.

12. CHAMINADE UNIVERSITY POLICIES

See https://catalog.chaminade.edu/ for more detailed information about Chaminade University Policies.

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Some of the CUH Policies are noted below.

Student Code of Conduct (page 15).

Student Sexual Harassment, Sexual Misconduct, & Anti-Relations Policies & Procedures Under Title IX for Faculty, Staff, Students, and Third Parties (page 24).

ADA Accommodations (page 66).

Drug free Workplace & Campus (page 68).

Library:
Provide a link to the Chaminade library, www.chaminade.edu/library

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 lives 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

24-Hour Chaminade University Campus Security (808) 735-4792

Emergency Info Hotline
(808) 739-7499

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(833) 739-7499

Emergency Assistance
Dial 911

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