



School of Business and Communication

BU 416 - Career Development

Kieffer 9; Tuesdays and Thursdays 10:00 AM - 11:20 AM | Credits: 3 | Term: Fall 2026

Instructor Information

Instructor	Pam Estell
Email	pamela.estell@chaminade.edu
Phone	808.440.4225
Office Location	Kieffer 23
Office Hours	TTH 8:15 AM-10:00; 11:20 AM - 1:00 PM by appointment
Virtual Office Hours	By appointment

Communication

Email is the primary communication method that will be used in this course. Please refer to the following on email etiquette as well as email response times.

Email Etiquette

- I strive to know all of my students by name as it makes our classroom environment much warmer and more welcoming. Having said that, I have many classes with many students. Please ensure when you email me that you include your 1) full name, 2) your class title, and 3) your section number (if applicable). This helps me expedite response times and cut down on unnecessary email exchanges.
- Please be specific in your emails! I can't stress this enough. If you are asking a question about an assignment, please state the assignment you have a question about, and be as detailed as possible in the way you phrase your question(s). For example, something like, "I'm working on the research paper assignment in BUS 123. The instructions state that I need to include 3 credible resources. I found a source from Vox.com (attached below) and wanted to find out if it is appropriate for this assignment. Would you please review it and verify that it is acceptable?" is far more detailed and easier to answer right away than, "I'm working on the research paper but I don't know what a credible source is."
 - If you are asking multiple questions in one email, try using a numbered or bulleted list so I can respond to each question directly.
- Please be sure to read the *entire* syllabus, relevant supporting documentation in Canvas, and the *entire* assignment instructions (including supporting materials that have been provided with the assignment) BEFORE sending an email. Often the answers to your questions have already been addressed, you just didn't realize it. If you read through everything and still have questions, I'm happy to help!
- Sending email appropriately is professional preparation. Email is a primary method of communication in the workplace, so it is important to practice acceptable email skills now. All emails should exercise professional language and use correct spelling and grammar.

Taking care in the way we email can save all of us time and energy, which is critical in such a busy time.

Response Times to Email

As many of you are aware, the nature of the Internet and email, specifically, creates an “always on” culture that blurs the boundaries of work life and home life. In an effort to protect this sensitive balance, I check my emails once daily (usually in the morning). If you send me an email message, you can expect a response by the next school day. Students should take care to plan ahead when sending emails. If an email is received on a Friday, the next school day is Monday. If a holiday interrupts our regular school schedule, emails will be returned the next day classes resume.

School & Department

School	School of Business and Communication
Location	Kieffer Hall
Phone	(808) 739-8639
Questions?	Contact your instructor or the School of Business and Communication

Course Description & Materials

Catalog Description

Starting one's career is often both an exciting goal and a mystifying, overwhelming challenge. This course provides students with the knowledge and tools needed for successful career planning and entry. The course covers developmental issues, theories, and activities useful for career exploration. Also included are approaches to making career and lifestyle choices, societal trends that may affect career decisions, and self-management skills at work. Students develop an action plan for initiating their career and personal portfolio of resources for use in job search.

Course Snapshot

Modality	Face-to-face
Meeting Location	Kieffer 9
Meeting Days/Times	TTH 10:00AM – 11:20AM
Time Commitment	~9 hours/week (outside of normal class time); to include readings, assignments, and quizzes/exams.
Required Materials	<i>See below</i>
Canvas	Course materials, announcements, and grades will be posted to Canvas (chaminade.instructure.com). Assignments should be turned in exclusively to Canvas by the posted deadline. Course materials, announcements, and grades are posted to Canvas regularly. Canvas will be the primary method for course information, communication, assignments, rubrics, and all other course related material.

Course Overview

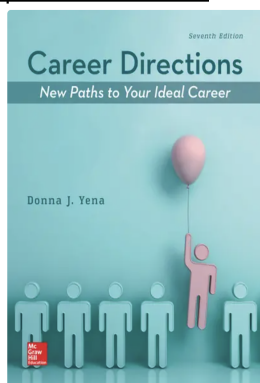
In Career Development students will prepare themselves for the modern job market. This includes a discussion of economics and job market trends, how to determine an appropriate career path, find employment opportunities, navigate the job application process, secure a position, and be a functional organizational team member. Students will have many hands-on opportunities to create, develop, and refine their skills and abilities and put them to use in creating a job portfolio to use as part of the job application process.

Course Materials

Required Books & Resources:

1. A personal notebook computer
2. An Internet connection
3. Chaminade Canvas Learning Management System

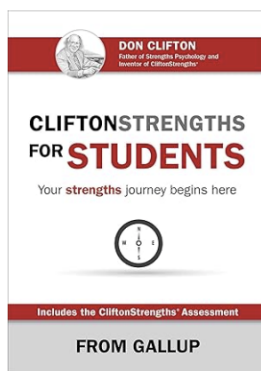
Required Textbooks:



Yena, Donna J. (2020). Career directions. 7th Edition. New York: McGraw Hill
ISBN-13: 9781260541861
Textbook ONLY

Please check the CUH bookstore for competitive prices.

Note: This is the only option for students who have textbook Vouchers.



CliftonStrengths for Students © 2017

Gallup

ISBN-13: 978-1595621252

Must purchase NEW copy as it comes with access code for Clifton Strengths Assessment

Book can be purchased online for \$25 directly via Gallup at <https://store.gallup.com/product/cliftonstrengths-for-students/01tPa00000Qh7P4IAJ> or via Amazon or other online retailers (prices vary)—just ensure it is a NEW copy so it includes the access code.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of a degree in Business Administration, the student will be able to:

PLO1: Demonstrate effective business communication skills in oral, written, and technological contexts.

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

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Analyze key professional competencies and workplace expectations critical for success in early-career roles across diverse industries.
2. Demonstrate effective communication skills, including professional writing, networking strategies, and personal branding for career advancement.
3. Evaluate contemporary business challenges and real-world ethical issues to develop informed, inclusive approaches to workplace decision-making.
4. Design a professional portfolio showcasing résumé writing, LinkedIn profiles, personal statements, and work samples tailored to career goals.

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course connects to our Marianist values by providing an integral quality education—connecting coursework and learning activities to real-world experiences and fundamental skills students will need upon graduation. Further, this course supports education for service, justice, and peace and integrity of creation by connecting decisions to ethical frameworks that uphold the value and dignity of human nature by honoring those around us in making ethical choices.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

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 skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
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.
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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5
PLOs	1, 5	1, 5	1, 5	1, 5	1, 5
Native Hawaiian Values	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5

Attendance & In-Class Participation

Attendance Policy

The School of Business and Communication adheres to the Chaminade University attendance policy as published in the Chaminade University Catalog (<https://catalog.chaminade.edu/academicaffairs/policies/attendance>). Consistent with this policy as well as professional standards, School of Business and Communication students are expected to attend all class sessions and be fully prepared to participate.

In the Day Undergraduate (DUG) program, unexcused absences totaling more than 10% of scheduled class meetings will result in a one-letter-grade reduction in the final course grade. Students who miss 20% or more of scheduled class meetings due to unexcused absences are expected to withdraw from or may be administratively withdrawn from the course. Any unexcused absence of two consecutive weeks or more may result in withdrawal from the course at the instructor's discretion. Instructors retain the right to make reasonable adjustments in cases of documented extenuating circumstances.

Excused absences may include documented circumstances such as medically related issues, accidents or injuries, bereavement, or university-sanctioned athletic participation. Students should be aware that repeated absences—whether excused or unexcused -- place them at risk of failing the course due to missed instructional content and required learning activities.

As a professional courtesy, students are strongly encouraged to notify the instructor in advance of any absence. Notification alone, however, does not constitute an excused absence. Students are responsible for consulting with individual faculty to determine whether an absence will be excused or unexcused. When attendance concerns persist despite faculty intervention, students may be required to meet with the academic dean and, as appropriate, participate in academic success or time-management support.

Quick Reference — Absence Thresholds:

Excused Absence	Sports (with an excusal letter), Medically Related (with a doctor note), Family emergency (with relevant documentation), University sponsored activity (with excusal letter).
Unexcused Absence	Any absence not pre-approved as excused by the instructor or documented (as stated above).
Warning Threshold	2 unexcused absences
Grade Penalty	3 unexcused absences
Course Failure	4 unexcused absences
Late Arrival / Early Departure	Arriving more than 15 minutes late counts as ½ attendance for the day. Leaving more than 15 minutes prior to the end of class counts as ½ attendance for the day. 2 tardies = 1 absence; 2 early departures = 1 absence; or any combination thereof.

| In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work. Students are expected to conduct themselves in a manner compatible with the college's function as an institute of higher learning. To uphold this principle in the face-to-face classroom, no cell phones, or "side conversations" that disrupt the learning process or interfere with the primary activity are allowed. Laptop computers may be used for taking notes or engaging in class activities. Please refrain from surfing the Internet, or using your computer for anything other than classwork. **TEXT MESSAGING DURING CLASS IS NOT ALLOWED.** Not only is it disruptive to those around you, it is distracting to the instructor and interrupts the learning environment. Students should silence their cell phones before entering class. I find this to be a very serious matter. Each student in this course has paid to receive an education, and inhibiting the learning of those around you via use of cell phone, personal computer, and/or visitation unrelated to coursework is not allowed. In the face-to-face and online course spaces, civil discourse must be adhered to in live, synchronous live, as well as asynchronous meetings, discussion rooms and/or interactions whether they are with the instructor or peers. When working online in any capacity, students should use proper netiquette at all times online.

Every student has the right to a respectful learning environment. In order to provide this right, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Any student who disrupts the class or communicates or behaves inappropriately or disrespectfully, as determined by the instructor and/or institution, will be referred for disciplinary action.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Students should come to class prepared (having done relevant readings in advance), and ready to contribute to class discussions, activities, and guest speaker sessions (if any). Over the course of the semester students will complete exercises such as informational interviews, personal reflections, and lead class discussions (to name a few), all of which will be counted towards the overall participation grade. Remember—if you do not attend class, you cannot participate, so it is critical that you attend daily and ensure you contribute to receive credit.

Course Activities

Assessment methods include quizzes, exams, oral and written assignments, class discussions, class activities, and group work. Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to careers, career development, professionalism, and ethical decision-making.

Exams (100 points + 100 points = 200 points) [PLO1](#), [CLO 1](#)

Two major exams will cover material from class lectures, class discussion, guest speakers (if any), handouts and assigned readings. Exams may include multiple-choice, short-answer and essay questions. **There are absolutely no make-up exams** without proper documentation for your absence, which must be provided prior to the absence if at all possible. A missed exam will count as a zero.

Mock Interview (250 points) [CLO 1, 2, 3, 4; PLO1](#)

A mock interview is a simulation interview conducted by volunteer business professionals in industry. The role of a mock interviewer is to advise about interviewing and give you feedback on your professional performance. Practice increases comfort and confidence in the interview process—it can also enhance your interviewing skills. In addition, mock interviews provide students feedback critical in assessing their current strengths and weaknesses, and pointing toward resources that can be helpful in making necessary adjustments.

In this assignment, during the last week(s) of the semester, an outside panel of 3 business professionals, in addition to the professor, will conduct a mock interview with each student. Students will sign up for a time to complete their interview with the panel.

Prior to the mock interview, students will email their completed resume and cover letter to the instructor via email. The instructor will forward them on to the interview panel. On the day of the mock interview, students should bring 4 hard copies of their resume, as well as a notepad and paper for taking notes during the interview. Although firm interview questions will not be provided in advance (you don't get the interview questions in advance in real life!) we will do practice in class, which will prepare you to confidently respond to a variety of possible interview questions.

Students will be broadly assessed on the following criteria:

- Punctuality
- Professionalism
- Preparedness
- Presentation

Professional Portfolio (250 points) [CO 1, 2, 3, 4; PLO1, PLO5](#)

Students will have the opportunity to create a professional portfolio to market their skills and experience. For this project, students will utilize Google Sites, a free software that allow students to curate relevant documents and artifacts that highlight their accomplishments.

Case Analysis (100 points) [CLO 1, 3; PLO1 & 5](#)

Students will complete one case analysis during the course of the semester. One of the best ways to truly learn course content is to examine the successes and failures of others who have struggled with real business problems, issues, opportunities, or challenges. The case study allows students to review a real-world scenario or situation and analyze both the problems and potential solutions. Case studies allow students to “sit in the drivers’ seat” of an actual business scenario and determine how they might address the situation were you the one facing it. Details will be provided in Canvas.

Course Policies

Late Work

This class is designed as professional preparation. In the workplace, failure to submit projects by assigned deadlines leads to disciplinary action and/or termination. As such, late work is **NOT** accepted in this class. All work in this course will be due at 11:59PM HST on the assigned due date, at which point online submission boxes will promptly close. Assignments which are not submitted on or before their due date will receive zero credit. If you know you may have a conflict in advance, please reach out to me as soon as you find out so I can work with you to make alternate arrangements for assignment due dates. If you find that you are having technical difficulties, please contact the Chaminade IT Helpdesk for issues related to Chaminade

	technology. If you have documentation from the Helpdesk indicating that they have identified a problem with campus technology, I will allow you to submit the assignment once a resolution has been reached at no penalty to you. If students are unsure of their home/dorm technology, they should plan ahead to use the computer lab on-campus in order to submit work in a timely manner.
Make-Up Work	All assignments, instructions, and rubrics are available to students from the first day of class in Canvas. As such, make-up work is not necessary. Participation points and/or assignments cannot be made up.
Extra Credit	Extra credit is not given in this course.
Incomplete Grade	Grades of incomplete are only assigned in grievous circumstances, which must be well documented.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grading & Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

Grading Distribution

Exam #1 = 100 points
Exam #2 = 100 points
Case Analysis = 100 points

Mock Interview = 250 points
Portfolio = 250 points
Participation = 200 points
Total = 1,000 points

Grade	Range
A	900 points and above
B	800–899 points
C	700–799 points
D	600–699 points
F	599 points and below

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

BU 416 Policy on the use of Generative AI (ChatGPT, Bing! Copilot, and all others)

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style

While use of generative AI is permitted for the above activities, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (producing hallucinations). Beware that use of such programs may also stifle your own independent thinking and creativity.

The use of generative AI is **NOT** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Completing any type of group work that your group has assigned to you
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

You are responsible for the information you submit. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Citations of all AI generated content should be in APA 7th edition format.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

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](#). 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 Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

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 10-week 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.

How This Course Meets the Credit Hour Policy

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 are anticipated to spend 37.5 hours in class, 24 hours preparing for the final mock interview, 8 hours studying for the midterm exam, and 10 hours studying for and taking the final exam. There will be an additional 55.5 hours of work required beyond what is listed here (course readings, weekly quizzes, homework assignments, etc.), averaging 3.7 hours each week.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety/ SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu