

SYLLABUS



3140 Waialae Avenue
Honolulu, Hawai'i 96816-1578



The theme for my courses is **PASSION** WITH **PURPOSE**!

1. FACULTY CONTACT INFORMATION

2026 Fall Day Semester

MGT-305-01-1 Management of Information Resources

Pearson portal myLab Management, ID = brownlow17493

Course Home Page on CANVAS <https://chaminade.instructure.com/courses/47205>

Class Schedule:

Dates:	August 17, 2026 – December 11, 2026
Department Name:	College of Business, Innovation, & Technology (CBIT)
Course Credits:	Three (3)
Class Meeting Hours:	MWF @9:30 AM – 10:20 AM
Location:	SULV201
Instructor:	Maria Brownlow, Ph.D. Management Science, MIS, Business Analytics/Informatics, Computer Information Systems (CIS)
Contact Info:	808-739-8337 (office)
Office Hours:	MWF Noon – 1:00 PM or by appointment, Kieffer Room 28
CUH email:	maria.brownlow@chaminade.edu
Division Phone #:	808-739-8369



CHAMINADE UNIVERSITY MISSION STATEMENT

Chaminade University of Honolulu's Catholic, Marianist mission, rooted in Hawai'i and attentive to the Pacific, defines a university whose identity, values, and public purpose center student success, integrity, and responsibility to community.

DARE TO LEARN. DARE TO CHANGE.

"The future is no longer stable; it has become a moving target. No single "right" projection can be deducted from past behavior. The better approach, I believe, is to accept uncertainty, try to understand it, and make it part of our reasoning. Uncertainty today is not just occasional, temporary deviation from a reasonable predictability; it is a basic structural feature of the business environment."¹

¹ Farsighted. How We Make the Decisions that Matter the Most" by Steven Johnson, New York Times best-selling author

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2. COURSE INTRODUCTION

University Catalog: [online course catalog/](#)

Course Description

MGT 305 Management of Information Resources (3 credits)

In a world where technology reshapes entire industries, managing innovation and digital transformation is critical to organizational success. This course explores how businesses can strategically leverage technology, systems, and innovation to gain a competitive edge and drive long-term value.

Throughout this course, students will learn the fundamentals of management information systems while also engaging with broader, cutting-edge topics such as: technology adoption and digital strategy, IT governance, managing disruptive innovation and emerging technologies, open innovation, design thinking, agile frameworks, and organizational change and culture in the face of digital transformation.

Case studies, hands-on projects, and teamwork will help students understand the real-world complexities of leading tech-driven initiatives in both startups and established firms. Prerequisite: EN-102, COM-101, BU-200, BU-104.

MGT305 COURSE IN BRIEF

Management of Information Resources is a philosophical and practical approach to *managing information*, which contributes directly to achieving an organization's goals and objectives.

Management of Information and *Management of Information Technology* are closely interrelated as various Information Technology house *big data (input)* and *information (output)* about organizations. They promote interrelationship and organizational integration.

The term *Information Resource Management* means changing the way typical Information Systems/Information Technology is implemented within the organization. It manages the information resources (data, application software and technology) like any other organization resource; the principles of how to manage it properly and effectively are the same.

The organization must establish effective management control of the data resource, or it will never fully achieve any benefits such as faster, cheaper, better business operations and significantly greater business flexibility, innovation, and change. Data Resource Management (DRM) is a critical part of the Information Resource Management (IRM) environment.

Kenneth Laudon, an author of our textbook, a Professor of Information Systems at the New York University's Stern School of Business and Jane Laudon, a management consultant in information systems area – are both well-known experts in management information resources stated in the Preface:

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"We wrote this book for business school students who wanted an in-depth look at how today's business firms use information technologies and systems to achieve corporate objectives. Information systems are one of the major tools available to business managers for achieving operational excellence, developing new products and services, improving decision making, and achieving competitive advantage."

Organizations are vitally dependent upon automated information for both daily operation and management control. Today, information is the most important and highest-leveraged resource the organization controls. Information, like all other resources, must be managed. Businesses have begun to exploit the enormous strategic potential of a well-integrated information environment. The main obstacles to exploiting the information resource are internal to the organization and can be easily overcome - *it is truly a commonsense proposition.*

My own business experience confirmed the authors' statement: *"When interviewing potential employees, business firms often look for new hires who know how to use information systems and technologies for achieving bottom-line business results. Regardless of whether a student is an accounting, finance, management, operations management, marketing, or information systems major, the knowledge and information found in this book will be valuable throughout a business career."*²

Knowledge of IT in business is a competitive edge for student's career path or obtaining a desired position. In the 21st century, job seekers must have IT knowledge similarly as they have skills how to use Internet or smart phone.

This course is about increasing student's knowledge about IT management so that as a manager you can effectively invest in and utilize new and already in-place information technologies through the knowledge of new topics:

- **Artificial Intelligence (AI):** Include new expanded coverage of machine learning, "deep learning," natural language systems, computer vision systems, and robotics, reflecting the surging interest in business uses of AI and "intelligent" techniques. Making the business case for systems. The chapter shows how to evaluate and select systems projects and technologies that will deliver the greatest value to the firm.
- **Big data and the Internet of Things (IoT):** In-depth coverage of big data, big data analytics, and the *Internet of Things* software applications to support business operations and business intelligence.
- **Cloud computing:** Updated and expanded coverage of cloud computing planning and managing IS department's resources effectively.
- **Social, mobile, local:** new e-commerce content.
- **Social business:** Describing how social tools, mobile technology, and location-based services are transforming e-commerce. Detailed discussions of enterprise (internal corporate) social networking as well as social networking in e-commerce. The core of the course provides an overview of fundamental Management Information Systems (MIS) concepts by using an integrated framework for describing and analyzing information systems. *This framework shows*

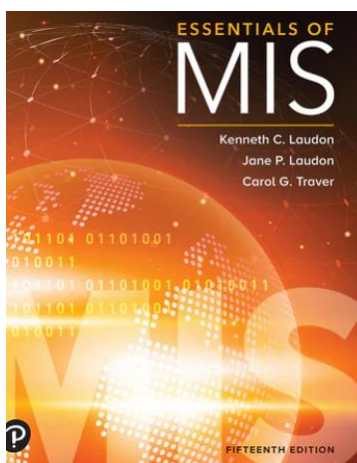
² Essentials of MIS, 15th Edition by Kenneth C. Laudon, Jane P. Laudon

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information systems composed of people, organization, and technology elements, which are reinforced in student projects and case studies.

TEXTBOOK:

The selected textbook provides a comprehensive coverage of the management of information resources. Various support materials accompany the textbook, which enhance students' learning experience. The authors keep content up to date. Various case studies resulted in a unique set of materials for the students who think about careers as business managers, IS managers or MIR specialists.



The minimum requirement for this course is The Essentials of MIS, 15th Edition, by Kenneth C. Laudon, Jane P. Laudon, and Carol G. Traver. ISBN-13 978-0-13794679-2

Access Code to myLab Management with eText is required.

Students will receive more information during the first day of school.

3. INSTITUTIONAL LEARNING OUTCOME (ILO)

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

4. BUSINESS ADMINISTRATION PROGRAM LEARNING OUTCOMES (PLO)

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

PLOs #	PLOs Description
PLO1	Communicate effectively regarding business related tasks, in both oral and written modes.
PLO2	Select and use the appropriate quantitative tools for decision-making.
PLO3	Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business.

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PLOs #	PLOs Description
PLO4	Assess and create business strategy appropriate for organizations in specified business environments, including global and domestic markets.
PLO5	Discuss the legal obligations of organizations and the ethical dilemmas they face, along with appropriate frameworks for addressing these dilemmas.
PLO6	Discuss the distinctive features and challenges of conducting business internationally.
PLO7	Serve as an effective individual contributor to a group process and deliverable.
PLO8	Use business skills to promote service, justice and peace within community organizations

5. COURSE LEARNING OUTCOMES (CLO)

The Association to Advance Collegiate Schools of Business (AACSB) is a not-for-profit corporation of educational institutions, corporations and other organizations that seek to improve business education primarily by accrediting university business programs. As part of its accreditation activities, the AACSB has developed an Assurance of Learning Program designed to ensure that schools do in fact teach students what they promise. Schools are required to state a clear mission, develop a coherent business program, identify student-learning objectives, and then prove that students do in fact achieve the objectives.

At the conclusion of the MGT 305 course students will be able:

1. Appraise the leadership role of Management Information Systems in achieving business competitive advantage (Evaluation).
2. Explain the various concepts of the information resources used by management to make strategic business decisions (Synthesis).
3. Compare and contrast the information systems and technologies for achieving bottom-line business results (Evaluation).

CLOs \ PLOs	PLO 2	PLO 3	PLO 4
	Select and use the appropriate quantitative tools for decision-making.	Undertake analysis, perform tasks, and develop strategies using the central concepts of each functional area of business.	Assess and create business strategy appropriate for organizations in specified business environments, including global and domestic markets.

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CLOs \ PLOs	PLO 2	PLO 3	PLO 4
CLO 1 Appraise the leadership role of Management Information Systems in achieving business competitive advantage (Evaluation).		X	X
CLO 2 Explain the various concepts of the information resources used by management to make strategic business decisions (Synthesis).	X	X	
CLO3 Compare and contrast the information systems and technologies for achieving bottom-line business results (Evaluation).		X	X

As a Marianist school, our students acquired the ability to apply business skills in alignment with Chaminade Marianist values.

6. MARIANIST VALUES

This class represents one component of student education at the 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.³

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.”

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.”

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.”

³ Characteristics of Marianist Universities: Chaminade University of Honolulu, St. Mary’s University, University of Dayton, A Resource Paper, published in 1999, Republished in 2006

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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."

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."

7. 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 them 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.*
5. **Educate for Adaptation and Change (Aina)** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) *All knowledge is not taught in the same school.*

Alignments: CLO with Marianist (MV), and Hawaiian Values (HV)

CLO	CLO1 – Appraise	CLO2 -Explain	CLO3 – Compare and contrast
Marianist Values	MV1: Educate for formation in faith. Students develop a believe that that they have a purpose in live guided by God's teachings to do good business.	MV2: Provide an integral quality education. Acquiring skills should be a bottomless process of continuing learning and improvements.	MV5: Educate for adoption and change. Not all knowledge taught in school. Life experience provided by community service is a practical form of using gained knowledge. It also means that life is education and education is life.

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CLO	CLO1 – Appraise	CLO2 -Explain	CLO3 – Compare and contrast
Hawaiian Values	HV2: Acquire skills and make them deep. HV4: Education is the standing torch of wisdom and using it has no boundaries.	HV3: Recognize others, be recognized, help others, be helped; such is a family relationship.	HV5: not all knowledge is taught in the same school.

RECOMMENDED LEARNING APPROACH

1. **Be prepared** for each class. Complete readings and activities before each session.
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 group work, ask questions. demonstrating critical thinking. (priceless).
6. **Review** supplementary materials in preparation for midterm and final exams.

8. ASSESSMENT AND GRADING

Class sessions are designed to promote student participation through the discussion of current events in the business world.

GRADING YOUR ACCOMPLISHMENTS: Homework assignments Quizzes & tests Exams Staying on schedule with assignments and class participation → Priceless	GRADE SCALE: A = 90% – 100% B = 80% – 89% C = 70% – 79% D = 60% – 69% F* = 50% – 69% 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.
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Learning is never ending process. We learn every day by observing, solving problems, making mistakes, and not repeating them again. A student's responsibility is discovering his own style of learning. My responsibility is to create a learning environment where students can discover, learn, apply, and flourish.

The letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's assignments. Learning is a never-ending process. We learn every day by observing, solving problems, making mistakes, and not repeating them again.

Student responsibility is discovering their own style of learning. Educators' responsibility is to create a learning environment that the student can discover, learn, apply, and flourish.

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades calculated from the student's assignments, class participation, quizzes, tests, term papers, reports, and exams. They 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.

Schedule

A tentative schedule will be provided during the course kick-off meeting.

What students need to know about my pedagogy, on how to succeed?

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 course resides on the Pearson myLab MIS portal specifically developed for the textbook.
4. You grade yourself by submitting assignments into myLab MIS.
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 the next week. [If you are behind of your homework, you have to come to my office during the office hours and complete missing assignment. Practice is learning.](#)
6. I do not deduct points but I strongly recommend finding the correct answers and resubmitting assignment for the second try.

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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, the exam will be rescheduled. Each request to re-do the exam is considered individually.

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

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with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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 <https://chaminade.edu/student-success/kokua-ike/> 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 or 808-739-8305.

ASSESSMENT

Service-Learning assignments and connect with the CUH Service- Learning Center <https://chaminade.edu/service-learning-community-engagement/>

9. UNIVERSITY POLICIES

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. 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.

Nondiscrimination Policy & 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/>.

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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](#).

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

BASIC NEEDS RESOURCES: <https://chaminade.edu/basic-needs/>

CUH ALERT EMERGENCY NOTIFICATION

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

ASSESSMENT FOR STUDENT WORK

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

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' 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>

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STUDENT CONDUCT POLICY

Campus life is a unique situation requiring the full cooperation of everyone. 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 managed through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's authority 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 Catalogue.

STUDENT HEALTH

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

Chaminade supports health requirements that complement the goals of maintaining a healthy, safe campus. These requirements are based upon the laws of the State of Hawaii and therefore are strictly enforced. Failure to comply will result in being prohibited from registering for classes and/or moving into residence halls.

WRITING POLICY

Offer specifics about your policy on formatting, e.g., use of MLA or APA.

INSTRUCTOR AND STUDENT COMMUNICATION

Questions for this course can be emailed to the instructor at maria.brownlow@chaminade.edu. Online, in-person and phone **808-739-8337** conferences can be arranged. Response time will take place up to within 24 hours or earlier.

ATTENDANCE POLICY

Students are expected to regularly attend all courses for which they are registered.

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Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class and make arrangements 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 for 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 student 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.

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.

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 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.

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Specific Credit Situations

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

Assuming a three-credit hour course requires key assessments: lectures, homework assignments, mid-term exam, and final exam, the time calculation would be as follows:

- **Seat Time:**
 - 90 minutes Tu & Th = 180 min weekly x 14 weeks = 2,520 minutes or **42 hours**
- **Time Spent on Key Assessments:**
 - **Assignments** in myLab MIS homework, quizzes, tests, interactive videos, and simulation 2-times per week X 1.5hrs. of study X 14 weeks = **42 hours**
 - **Exams** = 4 sections, 4 exams scheduled over the semester period X 2 hrs. studying = **12 hours**
 - **Seat Time + Key Assignments**
- **Sub-Total** = 42 hrs. + 42 hrs. + 12 hrs. = 96 hours
- **Total required engagement** 135 hours – 96 hours = **39 hours remaining**

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 spending 42 hours in class, 42 **hours** for homework, studying for 4 exams takes 12 hours and 39 hours remaining to fill with reading, studying, and other tasks as assigned, for ~ 2.8 hours per week.

11. COURSE POLICIES

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.

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.

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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.

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

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 expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving image.
- A dress code requiring footwear and appropriate attire, to be worn in classrooms, as well as in the library, cafeteria, and administrative offices. No beachwear is allowed. Laboratories have additional requirements. Please note that it is the instructor's sole prerogative to determine whether a student is.
- In a fit condition to perform classroom work (e.g., is not under the influence of alcohol or drugs, and is not sleeping).
- Working on assignments for that class (rather than working on projects for other classes or engaging in activity unrelated to schoolwork).
- Distracting other students impairs 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.

Campus Resources & Support Services

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

SYLLABUS

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/

SYLLABUS

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

COMMUNICABLE DISEASE POLICY

<https://www.cdc.gov/>

Residence Life: (808) 739-4648

Dean of Students: (808) 735-4710

DRUG – FREE WORKPLACE & CAMPUS POLICY

Student Handbook, on page # 43

USE OF TECHNOLOGY TO HARASS

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

LIBRARY:

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

PRIVACY AND CONFIDENTIALITY

See Catalog, page #50

Here are important items “**You Need to Know:**”

24-Hour Chaminade University **Emergency Information Hotline (808) 739 - 7499; (833) 739 - 7499**
University Emergency Information webpage: <https://chaminade.edu/emergency/>