

A letter from the Disability Counselor...

This handbook is intended to give prospective students, parents, educators, community agency representatives, current students, and college faculty and personnel a framework for understanding what students with disabilities need to know to be successful students. For individuals considering starting college or returning to college, it provides a sequence of activities and contacts that will make it possible to apply for and enroll in classes at Windward Community College. This packet will be made available to high school counselors, agency representatives, and others who want to be aware of the range of opportunities available for persons with disabilities in our community. Current students often remark that they would have liked to have a resource to which they could refer to guide them through the admissions and enrollment process. Other students with disabilities recognize, after dealing with the demands of their courses, that they would have been more successful, if they had utilized reasonable accommodations to mitigate the impact of their disability in the educational setting.

All students with disabilities express the strong desire to participate in the full range of courses, campus resources, and student life activities. They don't want to be segregated or treated differently from their peers. Sometimes they have requested additional resources, and they often say that they simply haven't been aware of all that is available to assist them with being successful in college. This handbook is not intended to be a totally comprehensive resource, but it will provide students, parents, faculty, and community representatives some basic information that all students with disabilities should have access to.

Ann Lemke
Disability Counselor
Windward Community College

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Windward Community College is one of seven public community colleges in Hawai'i governed by the Board of Regents of the University of Hawai'i. The College is located in Kāne'ōhe on the island of O'ahu. It opened in the fall of 1972 with an enrollment of 525 students and had a Fall 2008 enrollment of 1,958 students. The College offers both liberal arts and vocational education programs.

Accreditation

Windward Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.
The Mission, Core Values, and Vision of Windward Community College

The College's Mission

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Vision

Ka Mālamalama o ke Ko'olau - "Enlightening Ko'olau"

Students and community members will be enriched by "the light of knowledge" through quality programs and able to lead full, productive lives in a rapidly changing world.

Core Values

The college and its mission, goals and actions are guided by core values that reflect the Hawaiian culture.

Na'auao — Learning

- | | |
|---|-----------------------|
| -Student-centered learning environment | -Intellectual freedom |
| -Excellence in academics and workforce training | -Lifelong learning |
| -Creativity and critical thinking | -Global awareness |

Ho'okomo — Access

- | | |
|--------------------------------------|--------------------------|
| -“Open-door” admissions policy | -Disability sensitivity |
| -Excellence in financial aid service | -Need-centered education |
| -Diverse approaches to learning | |
| -Educational outreach to communities | |

Laulima — Collaboration

- | | |
|----------------------------------|------------------------|
| -Shared accomplishments | -Shared governance |
| -Service to community | -Experiential learning |
| -Campus and community engagement | |

Ho'ihi — Respect

- Cultural awareness and aloha
- ‘Ohana-style inclusiveness

- Student voice
- LGBTI Safe Zones

Mea Hou — Innovation

- Creative use of research and technology
- Positive transformation in student learning, curriculum, and campus growth

Mālama ‘āina — Sustainability

- Stewardship of our interrelated natural resources
- Conservation awareness

Purpose

Windward Community College’s purpose is to serve the postsecondary educational needs of individuals residing in the communities served by the College. The College fulfills this purpose by the following offerings:

- A wide variety of liberal arts and science courses for individuals seeking to meet the first two-year requirements of a baccalaureate degree program or to further their knowledge of themselves and their social and physical environments;
- Vocational courses in selected areas for individuals seeking to acquire preservice, entry-level skills, or those seeking to upgrade existing skills;
- A selection of developmental courses for persons needing to review the basic learning skills: reading, writing, speaking, listening, and arithmetic. Students who need remedial preparation are directed to Adult Education classes offered by the Department of Education. Students are notified of this option on their placement test scores.
- Public service programs, non-credit courses, forums and cultural activities for those individuals seeking to develop leisure time skills, further their understanding of topics of current interest, or increase their awareness of the many ethnic heritages in the Islands.
- Day, evening and weekend courses, both on and off campus.

The College also provides support services such as academic advising, financial aid, tutoring, library services, and career counseling.

HIGH SCHOOL TO COLLEGE TRANSITION

HIGH SCHOOL	COLLEGE
<p>Legal Basis for Services</p> <ul style="list-style-type: none"> ❖ Individuals with Disabilities Act (IDEA) ❖ Americans with Disabilities Act ❖ Section 504 of the 1973 Rehabilitation Act ❖ Covers ages 3-21 or until diploma given ❖ Mandatory attendance ❖ Free identification of disabilities ❖ Follow the IEP-Individualized Education Plan ❖ Proposed outcomes ❖ Evaluation criteria ❖ Instructional methodologies <i>(May be Modified for student)</i> 	<p>Legal Basis for Services</p> <ul style="list-style-type: none"> ❖ Americans with Disabilities Act ❖ Section 504 of the 1973 Rehabilitation Act ❖ No age criteria ❖ Attendance is student's decision ❖ Students self-identify ❖ Students provide documentation ❖ No standardized process for accessing services ❖ Self-advocacy for accommodations ❖ Students set goals ❖ Students request services ❖ Students self- monitor
<p>Schedules and Class Expectations</p> <ul style="list-style-type: none"> ❖ Prescribed curriculum ❖ Homework checked ❖ Teachers prepare students for tests ❖ Teachers give reminders about missing work/problems ❖ Show reading assignments ❖ Note taking may not be emphasizes 	<p>Schedules and Class Expectations</p> <ul style="list-style-type: none"> ❖ Courses determined by placement tests and degree fields of study ❖ Assumed that homework is done ❖ Often do not give reminders ❖ Lengthy reading assignments ❖ Note taking critical for studying for tests
<p>Study and Time Management</p> <ul style="list-style-type: none"> ❖ Teachers give review sessions and reminders ❖ Homework starts in school 	<p>Study and Time Management</p> <ul style="list-style-type: none"> ❖ Student have to prepare, ask questions: take the initiative ❖ Each class requires 2-3 hours outside class preparation
<p>Tests and Grading</p> <ul style="list-style-type: none"> ❖ Assignments may be shortened ❖ Makeup tests often offered ❖ May be a lower standard of course mastery 	<p>Tests and Grading</p> <ul style="list-style-type: none"> ❖ Take the same exams as peers ❖ Receive accommodations ❖ Same grading and mastery standard as other students

Questions Students Should Ask Themselves

Please carefully consider each of the following questions. Your answers will help you determine your strengths, as well as those areas you need to focus on, as you prepare for and begin your college experience as a student with a disability.

1. Have I discussed my options for what to do when I finish high school with my school counselor, parents, and trusted friends?
2. Have I taken courses in high school that have prepared me for college-level English and math classes?
3. Do I have any volunteer or paid work experience?
4. Have I set any goals regarding the career I would like to enter?
5. Do I know what my disability is, and do I understand how it impacts my learning or functioning in the school setting?
6. Do I know what reasonable accommodations can help me be successful in the learning environment?
7. Do I know how to discuss my disability and request reasonable accommodations?
8. Do I know the differences between my rights and responsibilities in high school compared to my rights and responsibilities in college?
9. Do I know what kinds of technology are useful for me as a college student with a disability?
10. Do I know how to work effectively with support staff such as note takers, tutors, sign language interpreters or reader/scribes?
11. Do I know how to advocate for myself and ask for assistance when I need it?
12. Do I know how to communicate when an accommodation isn't working for me?
13. Do I know how to find out how I am doing in my classes?
14. Can I study, prepare assignments, and meet deadlines without constant reminders from others?
15. Do I know which time management and study strategies work for me?

Identifying MY Strengths and Challenges New Student Intake Survey

Our goal is to assist you in looking at your strengths and how you can use them to overcome challenges as you attend and succeed in college

Student Name: _____ **Date:** _____ **Major:** _____

My STRENGTHS I bring to college are:

Check ALL that apply

- I like to meet new people
- I am willing to study hard in college
- I have friends or family that want me to succeed
- I have clear goals for employment
- I have good computer skills
- I like to read
- I enjoy writing
- I understand my disability
- I can explain my disability to someone
- I want to succeed in college
- Other (fill in) _____

My CHALLENGES that I need to work on are:

Check ALL that apply

- Transportation to campus
- Understanding new information
- Understanding math concepts
- Talking about my disability
- Basic computer skills (using e-mail)
- Writing paragraphs or doing writing assignments
- Reading and understanding course material
- Access to the Internet
- Taking notes during lectures
- Taking tests that are timed
- Hearing or seeing information in class
- Knowing how well I'm doing in my classes
- Knowing what classes I need to take
- Knowing what degree I should choose

Please list any Specialized Support Services you receive from other agencies.
(i.e.: DVR, Medical, Counseling, VA Center, Rehab programs, etc.)

List name and phone number.

May we contact them for consultation? Yes / No

Confidentiality and Release of Information

- Windward Community College views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidential treatment of disability-related information.
- Any written material regarding a student's disability obtained by WCC is used to verify the disability and plan for appropriate services.
- All disability-related information for students at Windward Community College is housed in the office of the Disability Counselor, Ann Lemke. Each student has a separate file housed in a secured filing cabinet. Only staff persons working with the Disability Counselor have access to these files.
- Disability information may be released only when a student submits a signed "Release of Information" form to the Disability Counselor.
- The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act (ADA), do not allow faculty or others access to disability-related information.
- According to the Association for Higher Education and Disabilities (AHEAD), "Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA."
- According to AHEAD, "it is only necessary to share with the faculty the information that a student has a documented disability and need for accommodation(s)." Faculty members have no need to know the nature of the disability, "only that it has been appropriately verified by the individual (office) assigned this responsibility on behalf of the institution."
- A student may request to review the contents of his/her own file when the counselor is present. All information in the file is the property of Windward Community College.

Services to Students with Disabilities

Students with disabilities, either permanent or temporary, are provided the following services:

- Personal, academic and career counseling
- Admissions and financial aid application assistance
- Campus orientation
- Registration assistance
- Tutorial, reader, note taker, interpreter, and/or other academic support services as needed
- Specifically designed auxiliary equipment and assistive technology to meet the needs of the disabled student

Students desiring these services are encouraged to contact the Disabilities Specialists Counselor, Ann Lemke, as far in advance as possible to ensure timely provisions of services.

For disability accommodations, please call 808-235-7448 or the TTY relay service at 1711 or 1511. Advance notice requested.

What are my responsibilities as a student with a disability?

1. Contact the Disability Counselor at Windward Community College and identify yourself as a student with a disability.
2. Provide accurate documentation(s) regarding your disability. This should be handed into the Disability Counselor.
3. Set a date to meet with the Disability Counselor to discuss possible accommodations available to you.
4. Responsible for notifying professors or third parties of your disability, if you choose to. This is optional and not required. The Disability Counselor will not disclose any personal information on behalf of the student.
5. Notify the Disability Counselor of any problems or issues during the academic semester regarding accommodations.
6. Notify the Disability Counselor if you will not be attending class. If you are provided a note taker, you will not receive notes unless you have received prior permission from the Disability Counselor.

What is the responsibility of the college?

Through Student Disability Services, the College provides a variety of services to students with disabilities based on individual documentation and needs. The responsibility of the College is to provide reasonable accommodations on a case-by-case basis and to afford equal opportunity for student participation in the institution's programs, activities, and services.

1. Maintain the College's academic standards
2. Ensure that College courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
3. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
4. Provide reasonable and appropriate accommodation, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
5. Maintain confidentiality of records and communication concerning students with disabilities, except where disclosure is required by law or authorized by the student.

What kind of documentation do I need regarding my disability?

You will need to provide documentation of your disability. If you do not already have documentation, the Counselor will suggest possible referrals. This documentation is essential for you and the Counselor to develop your accommodation plan.

***General Guidelines for Documentation of a Disability**

- The documentation may be provided by a qualified professional
- The documentation should state a specific diagnosis
- It should indicate any limitations in an educational setting
- The documentation should include recommendations regarding possible accommodations

***Acceptable Disability Documentation**

***Department Of Education (DOE)**

- Educational/Academic Assessment Report
- Evaluation Summary Report
- Most recent IEP for ITP

***Family Physician or Psychologist**

- Diagnosis of Functional Limitations and Recommendations

***Department Vocational Rehabilitation**

What is a reasonable accommodation?

Reasonable accommodation is the term used by the ADA for modifications made to the learning environment that helps to create equal educational opportunity. It does not require that students with disabilities be given special advantages in order to help them pass nor does it require that they be graded on a scale different from their classmates.

These are examples of accommodations that maybe appropriate for you depending on your disability documentation, your experience with accommodations and your preferences

TESTING ACCOMMODATIONS	<ul style="list-style-type: none">• Extended test time• A distraction free environment• Readers/Scribes• Enlargement of printed material• Assistive Technology• Use of a calculator• Audio recorded material• And other Alternate formats
ACADEMIC ACCOMMODATIONS	<ul style="list-style-type: none">• Note-takers• Class relocation• Assistive Technology• Sign language interpreter• Readers• Audio recorded textbooks• Large print• Braille text• And other electronic formats

When should I disclose my disability and whom should I tell?

You are never required to disclose your disability, but you may choose to disclose your disability in order to request reasonable accommodations. The disability specialist counselor is the individual designated by the college who determines which accommodations are appropriate for each student's needs. She gives primary consideration to specific accommodation requests based on your past experience with using the accommodation. In some situations, you may request an accommodation you have never used before. This may occur in cases where the accommodations were not available in your previous education setting, or you may not have attended an educational institution since being diagnosed with a disability.

When should I discuss my disability with my instructor?

When you and the Disability Specialist Counselor meet to confirm your request for accommodations, she will prepare an accommodations letter. She will e-mail this letter to your instructor with a CC to you, or she will print the letter and you may hand deliver it to your instructor. The letter does verify that you have a disability, but specific information identifying your disability is not provided. If you have a hidden or non-apparent disability, your instructor will only know that you need authorized accommodations based on the Disability Specialist Counselor's review of your documentation and her discussion with you. If you feel that your instructor could be more helpful, if he or she understood a bit more about your specific situation, you may share this information in a private setting such as the instructor's office.

What if I don't agree with the accommodation that is offered?

Every effort is made to offer accommodations that will match your documented need for an accommodation with the most effective resource for providing this accommodation. Each student who receives accommodations is involved in the discussion and decision-making process. The Disability Specialist Counselor maintains a network of professional colleagues and other resources to ensure that she is current regarding best practices for accommodating academic needs.

Sometimes a situation may be accommodated in more than one way. For example, you are a student with a learning disability and you request a written transcript of what the professor says during the lecture. The counselor offers to provide you a note taker and suggests that you may wish to record lectures to aid in your study and review. While your specific request in this example was not provided, you were provided what would generally be considered comparable access to your non-disabled peers. If you and your counselor cannot come to a mutually satisfactory understanding of what constitutes a reasonable accommodation for your academic need, you may speak with the counselor's department coordinator and/or the Vice Chancellor for Student Affairs for resolution of your concern.

These are examples of services that would NOT be considered a Reasonable Accommodation at Windward Community College.

- Provision of attendants for personal care and use
- Individually prescribed devices (eyeglasses, wheelchairs, hearing aids, home computers, guide dogs, etc.)
- Readers for personal use or study
- Transportation services
- Testing to determine disability
- Accommodations to individuals who miss so much class time, that they do not meet the essential requirements of attendance.

KNOWING YOUR DISABILITY/ BECOMING A SUCCESSFUL COLLEGE STUDENT

❖ Know your Disability

If you are a transitioning student with a disability you will have to become your own resident expert on everything about your disability, the ways it impacts your activities, and the ways you have learned to overcome it. This expertise can be the key to your future success, for if you can identify your strengths and challenges you will also likely be able to identify your needs and limitations. Knowing the areas in your life that are limited due to disability puts you in the driver's seat for your future.

❖ Self-advocacy Skills

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff, and other students to obtain support services necessary for your learning needs. You are the one who must recognize your needs, as well as mainstream services and disability-related accommodations that will help you be successful. Make contact with those who can provide support or allow accommodations, follow-up on these contacts, and meet any requirements to receive the services needed.

❖ Self-management Skills

Take into account your abilities and strengths, as well as your disabilities, when scheduling classes, work, and social activities. If your strength and ability vary daily, allow for flexibility. Self-management skills include maintaining reasonable academic and personal routines on a daily basis.

❖ Study Skills

Study skills involve knowing how you can effectively learn academic content. These skills include strategies for note-taking during lectures and labs, reading, and test-taking. Development of each of these skills is important and leads to effective overall study habits. On many campuses, study skills courses are available to students free of charge. Many campus departments have tutoring, study groups, and open labs to help students be successful. Thoroughly explore the availability of these offerings at your school and take advantage of opportunities available to you.

❖ Effective Learning Strategies

- Attend all classes.
- Sit toward the front of the class.

-If you need to record lectures, and this is authorized accommodation, inform your instructors before you record their lectures. Take notes while you record.

-Study with other students in your class.

-Meet with your instructor if you are having difficulty.

-Use a computer for writing assignments. Use the spell check and grammar check to help you with proofreading.

❖ Time Management

-Keep a master calendar. Make sure it's large enough to enter assignments, exams, social events and important appointments. Use a calendar with preprinted dates and times.

-Work backwards from the due date on long-range assignments and build in extra time for setting the project aside to just think about it. Go over this time line with your instructor and periodically ask for feedback on your progress.

-Allow 2 hours for every hour of class for homework, studying or reading for each class.

-Make sure you have understood an assignment correctly before plunging into it. Schedule an appointment with your instructor for any explanations. Don't wait until you have finished the assignment to find out that you have not fulfilled the requirements.

-Often, the hardest part of getting your work done on time and keeping up with the workload is getting started on a new assignment. Start by making a commitment of 30 minutes and then lengthening study periods gradually.

❖ Get Prepared for Class

-3 Ring notebook

-Pens/Highlighters

-Removable paper

-Colored markers

❖ Taking the Notes

-Lots of white space

-Double space

-Write text page numbers

-Copy important words with correct spelling

-Big margins

-Write main words

❖ Notes after the Lesson

-Mark important points with highlighter pen

-Ask instructor for copy of power point slides

-Double check spelling of vocabulary words

-Compare notes to see if you missed anything

Helpful Ways to Become a Successful Student in College

MOTIVATION

- ***Set definite goals** – make specific and realistic goals and then announce your goals aloud to everyone!
- ***Build desire** – clearly visualize yourself reaching your goals daily
- ***Think rationally** – keep an open, receptive mind that is free from prejudice, dogma and superstition
- ***Develop positive personality traits** – trust and believe in yourself
- ***Chose friends carefully** – select happy, honest and successful friends
- ***Have faith in yourself** – develop confidence through positive actions
- ***Give reinforcement** – reward yourself whenever you reach a goal
- ***Get specialized skills** – take some speed-reading and memory courses to make learning a lot easier
- ***Use special “mind motivators”** - list all the qualities that personally motivate you to do things, and then apply them to the learning experience!
- ***Solve personal problems** – keep life’s challenges in perspective: don’t let simple everyday problems get big and dominate your life!
- ***Develop persistence** – never ever give up or give in to negative thinking: determine that you will reach your goal no matter what
- ***Take action** – make each moment out – *“Live each day as though it was your last. Don’t waste another day, act now, determine that you become the most successful student ever!”*

SUCCESS HABITS

- ***Know thyself** – use learning styles that are best suited for you
- ***Prepare yourself** – have all books and supplies for class; wear clothes that reinforce your image as a student
- ***Improve self-image** – you are what you think you are; practice what you wish to be, not what you are now
- ***Use visualization techniques** – write down solutions to your problems, focus on answers not your difficulties
- ***Read extensively** – 75% of all information comes from printed material
- ***Eat intelligently** – eat several small meals a day and drink lots of water
- ***Attend class regularly** – arrive early and sit at the front of the class
- ***Know your teacher** – give feedback about each lesson to your teacher
- ***Make a schedule** – a weekly schedule reminds you of your own commitment
- ***Develop concentration** – remove distractions, stay focused on your goals
- ***Reduce study stress** – anticipate deadlines, finish class projects early
- ***Choose appropriate study areas** – a quiet familiar place is best
- ***Psych yourself into study readiness** – *believe* that you can do it! You'll soon realize that you *can* do it
- ***Study bite-sized chunks** – large projects can be tackled a little at a time
- ***Put balance in your life** – organize your activities and prioritize
- ***Make the best of school** – take classes that interest you

ATTACK PLAN FOR STUDYING

Use P - A - G - E to get straight A's...

***PREPARE** for reading by browsing through texts – spend several minutes quickly browsing through each book to gather general information to find out:

- What the main topics are?
- What do I already know about this topic?
- What special terminology is used to present the topics?
- Who is the author?
- How is the book organized?
- How difficult is the material and how difficult is the presentation?

***ASK** questions in each assigned chapter – skim (not read) through each text turning boldfaced headlines into questions. Create an outline that has notes that contains chapter title, subtitles, and all major ideas.

***GATHER** the answers to your questions

Now begin reading the chapter as quickly as you can to grasp and understand ideas. Fill the outline with notes pertaining to the reading, do not use a highlighter or underline words. Use a pencil instead to mark important ideas. Make marks sparingly!!

***EVALUATE** your results – go back and reread each chapter to refresh your memory. Answer questions and fill your notes with more detail concerning the material in the texts. Write in your own words what the author may be saying and what conclusions he or she has.

Reference: Jensen, Eric. (1980). *Student Success Secrets. Barron's Educational Series*, Third Edition

HELPFUL DISABILITY WEBSITES

NATIONAL RESOURCES

Association on Higher Education and Disability (AHEAD)	http://www.ahead.org/
Attention Deficit / Hyperactivity Disorder	http://www.add.org/site/
HEATH – George Washington University	http://www.heath.gwu.edu/
International Dyslexia Association (HIDA)	http://www.dyslexia-hawaii.org/
Job Accommodation Network – JAN	http://askjan.org/
Learning Ally	http://www.learningally.org/
Learning Disabilities Association of America	http://www.ldanatl.org/
LD Online	http://www.LDOnline.org
National Alliance on Mental Illness (NAMI)	http://www.nami.org/
National Center for Learning Disabilities (NCLD)	http://www.ld.org/
National Institutes of Health (NIH)	http://www.nih.gov/

LOCAL AND STATE RESOURCES

Autism Society of Hawaii	http://www.autismsocietyhawaii.org/
Disability and Communication Access Board – DECAB	http://hawaii.gov/health/dcab/home/index.htm
Hawaii Disability Rights Center	http://www.hawaiidisabilityrights.org/Default.aspx
Hawaii Vocational and Rehabilitation and Services for the Blind	http://hawaiiivr.org/main/
Hawaii State Library – Library for the Blind and Physically Handicapped	http://www.librarieshawaii.org/locations/oahu/lbph.htm
Pacific Autism Center	http://pacificaautismcenter.com/

Placement Tests

Windward CC uses the ACT COMPASS test to evaluate your current skill in English and math.

The placement tests are computerized and administered by The Testing Center. A picture ID and your UH Student ID number are required. If you do not have a UH student ID number, please go to the Admissions and Records Office (Alaka'i 112, phone: 235-7432) and complete an application for admission.

There are 3 sections to the placement test.

- Reading Comprehension
- Writing
- Mathematics - more information, including practice tests are available

Effective July 1, 2010, you are no longer required to wait 60 days to retake a section. All Compass retests will be \$25.00 for each retesting session, regardless of how many tests you retake during any one session.

Your placement test scores are good for 2 years. If you have completed English or math at another college within the past 2 years, you may not need to take the placement test, see a counselor for an evaluation of your previous courses.

Accommodations are available for students with disabilities; please call Ann Lemke at 235-7448 to request assistance before taking the test.

Although you may not intend to register for an English or math class, you may still need to take the placement test to meet a prerequisite for other courses, such as some of our computer or science courses.

If you have taken the ACT Compass Placement Test for Reading, Writing, and/or Math at another location outside of Hawaii, you may have that Testing Center fax us your results with a cover memo identifying the Center. Please include your UH ID number. Fax to 808-247-5362, Attn: The Testing Center.

If you want Windward CC's The Testing Center to administer a placement test (Compass, Accuplacer, etc.) for a mainland institution, have that institution fax the relevant information to 808-247-5362, email it to wccdet@hawaii.edu or mail it to The Testing Center, Windward Community College, 45-720 Kealahala Rd., Kaneohe, HI 96744.

Campus Resources

***TRiO Student Support Services**

TRiO Student Support Services promotes the academic success of eligible students through a support system of services and caring professionals, and enables participants to develop the skills and attributes they need to complete a post-secondary education.

What is Student Support Services? (Formerly STAAR)

The Student Support Services (SSS) program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education. The SSS program may also provide grant aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate the transfer of participants to four-year universities/colleges.

Who is eligible for SSS?

- US citizens
- Students enrolled in or accepted to Windward Community College
- Low-income, first-generation and/or disabled students

What is the cost?

There is no cost to the student to participate in the Student Support Services Program.

How do I apply?

Visit the TRiO main office in Na'auao 146 for an application or call 235-7487 for an appointment. Fill out the forms and return completed application to a TRiO counselor.

Services and Activities that SSS provides:

- Tutoring services
- Academic and personal counseling
- Financial Aid Counseling
- Information about career options
- Summer classes
- Instruction in basic study skills
- Assistance in course selection/graduation
- Information about transfer options
- Cultural events/field trips

* Please visit the TRiO main office in Na'auao 146 for an application or call 235-7487 for an appointment. A copy of the TRiO application is available online at http://windward.hawaii.edu/TRiO/Student_Support_Services.php

***KA PIKO – Study Center**

Ka Piko is WCC's latest student services center. Ka Piko offers tutoring and supplemental instruction (SI) with peer mentors. We also provide free access to computers, printing and a quiet place to study.

Although similar to the services provided at TRIO, Ka Piko is open to all students. There are no qualifications to meet or appointments to be made. Just stop by and make it your home on campus.

Visit Ka Piko

Hale 'Akoakoa - 232 Lounge

Monday – Friday

7:30 a.m. to 4:30 p.m.

***PEER MENTORING**

The Peer Mentors are current students or graduates of WCC who are here to help you succeed on your academic journey.

Peer mentor services:

- Tutoring
- Registration help
- Campus tours
- Peer counseling
- New Student Orientation
- FROSH Camp
- General information

Located: In Hale 'Akoakoa – Ka Piko Center

Hours of Operations:

Monday to Friday

8:00am to 4:30pm

***CAREER CENTER**

Services Include:

- Job Search Assistance
- Interview Preparation
- Career Assessments
- Resume Support
- Application Help
- Workshops

WCC Career Center
'Akoakoa 130-132
Phone: 235-7327

Monday - Friday
8:00 a.m. to 4:00 p.m.

Career Counseling is also available for students:

Sarah Hodell - Counselor, Assistant Professor

Hale 'Akoakoa 212B
Email: shodell@hawaii.edu
Phone: 235-7485
Alternate Phone: 235-7413 (for appointment)

Financial Aid

Windward Community College offers financial aid to students who seek help in funding their cost of education. These expenses may include tuition charges, student fees, books, supplies, living expenses, personal expenses and childcare costs. The Financial Aid Office administers federal, state and institutional aid programs in the form of grants, student loans, scholarships, and employment opportunities.

Basic Eligibility Requirements

Students must meet basic eligibility requirements to qualify for federal and state financial aid. These basic requirements are as follows:

- You must be seeking a certificate or degree from Windward Community College
- You must either have graduated from high school, received a GED or demonstrate the Ability-To-Benefit (based on your score on the placement test.)
- You must be either a U.S. citizen or an eligible non-citizen
- Males between the ages of 18 and 25 years old must register with the Selective Service or prove exemption from registering.
- Continuing students must be making satisfactory academic progress towards their degree and have at least a cumulative GPA of 2.0 at WCC.

You must not owe a refund on a federal grant or be in default on a student loan.

Application Process

The FAFSA (Free Application for Federal Student Aid) is used to apply for federal, state and some scholarship aid programs. Students are encouraged to apply on-line and as early as possible since some financial aid programs have limited funds.

You can file a FAFSA electronically at fafsa.ed.gov. We suggest you print out the FAFSA on the Web Worksheet to note your answers and organize them for submission. You (and your parent if you are classified as a dependent based on the FAFSA definition) will need a PIN number(s) for electronic signature purposes. A PIN number can be obtained by visiting pin.ed.gov. Upon obtaining your PIN number(s), you can submit your FAFSA data electronically. If you encounter difficulties in the electronic process, please contact the Financial Aid Office or the Federal Student Aid Information Center at 800-433- 3243 for assistance.

WCC's Federal School Code for the FAFSA is 010390.

You can also schedule an appointment with the Financial Aid office and we can assist you with completing and filing a FAFSA.

Upon processing your FAFSA, the federal government will forward the results of the application to you and to each school noted on the FAFSA. Upon determination of your aid eligibility, the Financial Aid Office will inform you in writing of your award status and provide you with additional information regarding your financial aid award.

Withdrawal and Refund Policy for Financial Aid Recipients

Financial aid recipients are advised to contact the Financial Aid Office prior to withdrawing from class(es) at the College for it may result in the repayment of all or part of the aid awarded to the student.

In the event a financial aid recipient completely withdraws from the College, any refund due to unearned tuition and fees will be applied to the financial aid program(s) from which the student benefited. The order of financial aid programs to which the refund will be applied is available at the Financial Aid Office.

Windward Community College
Financial Aid Office
45-720 Kealahala Road
Kaneohe, Hawaii 96744

Hale Alaka'i, Room 107
Monday through Friday, 8:00am to 4:00pm
Phone Number: (808) 235-7449
Fax Number: (808) 235-7462

Scholarships at Windward Community College

Kaneohe Business Group Scholarship

The Kaneohe Business Group was established in 1970 to inspire a sense of individual civic responsibility and an active interest in community affairs; promote the commerce and industry in Kaneohe; disseminate business information; and to advertise and promote the welfare of the Kaneohe community. Students planning a career in the field of business, nursing or education are encouraged to apply.

The UH Centennial Scholarship

For incoming full-time students who will graduate from a Hawaii high school in May 2007 or later. The student must have a cumulative high school GPA of at least 3.8 or higher or a combined score of 1800 on the three-part SAT Reasoning Test (or ACT equivalent). To apply, student must submit their official Hawaii high school transcript or test scores to the WCC Financial Aid Office.

The State of Hawaii B Plus Scholarship

For students who graduated from a public Hawaii high school in May 2006 or later. The student must have a cumulative public Hawaii high school GPA of at least 3.0 or higher and be eligible for a federal Pell Grant. The student must submit their official Hawaii public high school transcript to the WCC Financial Aid Office in addition to filing a FAFSA. No additional application form is necessary. Funds are limited.

Rotary Club of Hawaii Kai Foundation Donald Aus Scholarship

Donald A. Aus was a lifelong member of Rotary International and strived to live the rotary motto of "Service above Self". He was committed to education, having been a Professor of Accounting at California State University at Chico, and encouraged students to seek degrees in higher education. His dream was to be able to help as many students as he could to a better life through education. This scholarship was established in his honor and continues his legacy of "Service above Self".

John Young Scholarship

The John Young Scholarship Fund was established to assist students in the Fine or Performing Arts program at Windward Community College. Please contact WCC Professor of Art Paul Nash at (808) 235-7323 for more information. The

*Graduate of a Hawaii high school.

*Enrolled at least 3/4-time (9 credits) at WCC for the upcoming year.

*Student must be enrolled in at least one Fine or Performing Art class at Windward

Community College

- *Continuing WCC students must have a cumulative WCC GPA of at least 2.0.
- *Some degree of financial need.

WCC Achievement Scholarship

The WCC Achievement Scholarship is for continuing WCC students who enroll full-time, have a previous semester and cumulative WCC GPA of at least 3.5 and have completed a minimum of 24 credits at WCC. Funds are limited and applications are available at the WCC Financial Aid Office from April through February.

Other WCC Scholarships

Through the generous support of individuals and private organizations in the community, a variety of scholarships are available exclusively for Windward Community College students each year. The scholarships listed below range in value from \$250 to \$1,000 per year.

Charles Hemenway Scholarship

Known as “the father of the University”, Charles R. Hemenway was one of the principal founders of the University of Hawaii. In honor of his great contributions to our University system, Windward Community College offers several scholarships in his name to WCC students.

- *State of Hawaii resident.
- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Continuing WCC students must have a cumulative WCC GPA of at least 2.0.
- *Demonstrates financial need based on the results of the FAFSA for the upcoming year.
Student must complete a FAFSA for upcoming year.

Garden Club of Honolulu Club Scholarship

The Garden Club of Honolulu Scholarship was established to assist students who are studying Bio-Resources and Technology at Windward Community College in the areas of either bio-resource development and management or plant biotechnology and who intend to continue with a major in these areas at an accredited four-year college or university.

- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Some degree of financial need.
- *Continuing WCC students must have a cumulative WCC GPA of at least 3.3.
- *Studying Bio-Resources and Technology at WCC in the areas of either bio-resource development & management **or** plant biotechnology.

Gary D. Stice Excellence in Geoscience Scholarship

The Gary D. Stice Excellence in Geoscience Scholarship was established to assist students who are studying math and the physical sciences at Windward Community College and who intend to continue with a major in the physical sciences at an accredited four-year college or university. Dr. Stice was a popular instructor of natural sciences at WCC.

- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Continuing WCC students must have a cumulative WCC GPA of at least 3.3.
- *Some degree of financial need.
- *Completed at least one-year (two semesters) of math and physical science at WCC.

The Hawaii Veterans Memorial Scholarship

The Hawaii Veterans Memorial Fund (HVMF) was established in 1945 during the final year of World War II to honor Hawaii's veterans and to provide funds for higher education. The fund continues to serve its purpose today through the Hawaii Veterans Memorial Scholarship. The HVMF is offering several scholarships for the school year.

- *State of Hawaii resident
- *Enrolled full-time (12 credits or more) at WCC for the upcoming year.
- *Continuing WCC students must have a cumulative WCC GPA of at least 2.0.
- *Some degree of financial need.

Lani-Kailua Outdoor Circle Environmental Studies Scholarship

This scholarship was established by the Lani-Kailua Outdoor Circle to assist students who are studying environmental sciences at WCC and who intend to eventually major in the natural sciences at a four-year university.

- *Plan to major in a natural science with a discipline in environmental science at a four-year university.
- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Continuing WCC students must have a cumulative WCC GPA of at least 3.0.
- *Some degree of financial need.

Minami Community Foundation Scholarship

The Minami Community Foundation Scholarship was established to assist students attending Windward Community College. Preference shall be given to State of Hawaii residents who have lived in the Kaneohe or Kahaluu area for a minimum of five (5) years.

- *State of Hawaii resident.
- *High school graduate.
- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Some degree of financial need.

- *Continuing WCC students must have a cumulative WCC GPA of at least 2.5.
- *Preference given to students who have lived in the Kaneohe or Kahaluu area for a minimum of five (5) years.
- *Plan to eventually transfer to a four-year university or college.

Paul & Jane Field Scholarship

Paul and Jane Field are offering a scholarship to a Windward Community College student pursuing an Associate in Arts degree. Paul is a History instructor at WCC. This scholarship may be renewable for one additional consecutive semester.

- *Graduate of a Hawaii high school.
- *Enrolled full-time (12 credits or more) at WCC for the upcoming year.
- *Some degree of financial need.
- *Continuing WCC students must have a cumulative WCC GPA of at least 2.75.
- *Completed at least 12 credits at WCC.

Phil Hagstrom Endowed Scholarship

This scholarship was established in the name Phil Hagstrom, a popular instructor of history at WCC for over 25 years. His passion to see students learn and succeed at WCC is evident in this scholarship.

- *Graduate of a Hawaii high school.
- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Continuing WCC students must have a cumulative WCC GPA of at least 2.5.
- *Some degree of financial need.

Windward Community College Scholarship

The Windward Community College Scholarship Fund was established to assist Windward Community College students with their educational expenses. This fund is based on contributions from various donors in the community.

- *Enrolled at least half-time (6 credits) at WCC for the upcoming year.
- *Continuing WCC students must have a cumulative WCC GPA of at least 2.0.
- *Demonstrates financial need based on the results of a FAFSA for the upcoming year. You must complete a FAFSA for the upcoming year.

The Financial Aid Office also has a bulletin board with announcements of external scholarships. We invite you to visit the scholarship board located in the hallway across from Hale Alaka'i Room 107

Disability Related Scholarships and Awards

Disaboom Scholarship Network

<http://www.disaboom.com/scholarships>

Proyecto Vision

<http://www.proyectovision.net/english/oppurtunities/scholarships.html>

AG Bell Financial Aid and Scholarship Program

Alexander Graham Bell Association for the Deaf and Hard of Hearing

http://agbell.org/DesktopDefault.aspx?p=College_Scholarship_Awards

Hard of Hearing and Deaf Scholarship

Sertoma International

<http://www.sertoma.org/NETCOMMUNITY/Page.aspx?pid=344&srcid=190>

ACB Scholarship

American Council for the Blind

<http://www.afb.org/scholarships.asp>

CRS Scholarship

Christian Record Services for the Blind

<http://services.christianrecord.org/scholarships/index.php>

Ferrell Scholarship

Association for Education and Rehabilitation of the Blind and Visually Impaired

<http://www.aerbvi.org/modules.php?name=Content&pa=showpage&pid=77>

Guild Scholar Award

Jewish Guild for the Blind

<http://www.jgb.org/guildscholar.asp>

Lighthouse Scholarship

Lighthouse International

<http://lighthouse.org/aboutus/lighthouse-events/scholarship-award-programs>

Mary P. Oenslager Scholastic Achievement Award

Recoding for the Blind and Dyslexic

http://www.rfbid.org/applications_awards.htm

NFB Scholarships

National Federation of the Blind

http://www.nfb.org/nfb/scholarship_program.asp

**National Chair Scholars Scholarship
ChairScholars Foundation**

<http://www.chairsholars.org/nationalprogram.htm>

Anne & Matt Harbison Scholarship

P. Buckley Moss Society

<http://www.mosssociety.org/page.php?id=30>

Hydrocephalus Association

[http://www.hydorassoc.org/education support/scholarships](http://www.hydorassoc.org/education_support/scholarships)

Lilly Reintegration Scholarship

<http://www.reintergration.com/>

Federal laws

Knowing your legal rights and responsibilities will increase your chances of success in college. It's important to understand the obligations of colleges and of students enrolled in colleges. By understanding these obligations, you will know what you need to do, and what the college is required to do, for you to have an equal opportunity for success. Following is a description of laws and how they pertain to you as a college student with a disability.

Section 504 of the Rehabilitation Act of 1973

This civil rights statute is designed to prevent discrimination against persons with disabilities, as amended in 1990. It provides that:

No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

This law requires that postsecondary schools be prepared to make appropriate accommodations and reasonable modifications to their college's procedures and practices, so that you can fully participate in the same programs and activities that are available to students without disabilities.

The Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) is also a civil rights law. It helps to implement and enforce Section 504, and also outlines additional protections. While Section 504 of the Rehabilitation Act of 1973 states that public institutions cannot discriminate on the basis of disability if they receive federal funds, the Americans with Disabilities Act (ADA) of 1990 states that with or without federal funds, public institutions cannot discriminate on the basis of disability. Private colleges and universities are covered under the ADA, unless they are completely owned and operated by religious organizations.

Nondiscrimination and Affirmative Action

It is the policy of the University of Hawai'i to comply with Federal and State laws which prohibit discrimination in University programs and activities, including but not necessarily limited to the following laws which cover students and applicants for admission to the University: Title VI of the Civil Rights Act of 1964 as amended (race, color, national origin); Age Discrimination Act of 1975 (age); Titles VII and VIII of the Public Health Service Act as amended (sex); Title IX of the Education Amendments of 1972 (sex, blindness, severely impaired vision); Section 504 of the Rehabilitation Act of 1973 (disability); and to comply with Federal and State laws which mandate affirmative action and/or prohibit discrimination in employment (including, but not limited to, hiring, firing, upgrading, salaries, benefits, training, and other terms, conditions, and privileges of employment): Title VII of the Civil Rights Act of 1964 as amended (race, color, national origin, religion, sex, pregnancy); Executive Order 11246 as amended (race, color, national origin, religion, sex); Equal Pay Act of 1963 as amended by Title IX of the Education Amendments of 1972 (sex); Age Discrimination in Employment Act of 1967 (ages 4070); Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974 (veteran's status); Section 503 and 504 of the Rehabilitation Act of 1973 (disability); Hawai'i Revised Statutes, Chapter 76, 78, 378 (race, sex, sexual orientation, age, religion, color, ancestry, political affiliation, disability, marital status, arrest and court record).

The UH Community Colleges strive to promote full realization of equal opportunity through a positive, continuing program including Titles I-IV of the Americans with Disabilities Act (ADA) P.L.101336. Accordingly, vocational education opportunities will be offered without regard to race, color, national origin, sex or disability. American citizens or immigrants with limited English proficiency skills will not be denied admission to vocational education programs. In addition, employees and applicants for employment are protected under Title IX and Section 504.

As an integral part of its Policy on Nondiscrimination and Affirmative Action, the Office of the President, University of Hawai'i hereby declares and reaffirms its commitment to the University's pursuit of equal education and employment opportunity and further declares that any harassment of students or employees on the basis of sex is prohibited and will not be tolerated.

This policy was replaced by the UH System Conduct Code (PDF) in 2010.

The material below is a summary of the University of Hawaii System Conduct Code. The full document can be obtained on our WCC website at http://windward.hawaii.edu/Policies/5.3_Student_Conduct.php

5.3 - Student Conduct

I. Introduction:

The purpose of the University of Hawai'i is to pursue knowledge through teaching, learning and research in the atmosphere of physical and intellectual freedom. In order to fulfill this purpose, members of the academic community on all campuses engage in teaching, learning, research and service, and assist one another in the creation and maintenance of an environment that supports these activities.

Members of the academic community may not violate the rights of one another nor disrupt the basic activities of the University. Student who are disruptive are subject to a variety of academically related penalties that may include reprimand and probation, restitution, suspension for a definite period of time, or expulsion.

Members of the academic community have the same privileges and responsibilities with respect to the law, as do members of our society. In addition, they must also adhere to the University's special interest that are reflected in its policies and regulations and are addressed herein. These special interests are embodied in the unique purpose of the University, and are essential for its institutional well-being and day-to-day functioning.

Therefore, in accordance with the "Statement of Rights and Responsibilities of the University of Hawai'i Community" adopted by the Board of Regents on June 4, 1971, the following student conduct code and hearing procedures are adopted by Windward Community College.

II. Categories of Impermissible Behavior:

The following categories and specific examples of impermissible behavior are subject to disciplinary sanctions because they conflict with the fundamental purposes and special interest of the University and its constituent campuses. While these impermissible behaviors are described as clearly as possible it should be recognized that any determination as to whether a given act constitutes a violation of the University's special interest will necessarily involve the institution applying some degree of judgment to the facts and circumstances as they are presented.

Category 1 - Interference with the Rights of Others

A student may not behave towards another member of the University community even in the name of conviction or under a claim of academic freedom, in a manner that denies or interferes with another member's expression of conviction, academic freedom, or performance of legitimate duties or functions.

A. Interference with Freedom of Speech and the Right to Peaceful Assembly

Freedom of speech and the right to peaceful assembly are possible only in an orderly environment in which individuals are not endangered by force or violence and are free from coercion and interference. Consequently, in case of demonstrations, behavioral restrictions are considered necessary to preserve both the orderly functioning of the campus and the right of freedom of speech.

1. Demonstrations, which rely on coercion and advocate the use of force.

Demonstrations which coerce individuals, present a hazard to the safety of any person, or threaten the destruction of property are not permitted. Similarly, authorized speakers and approved public demonstrations may not be disrupted by hostile audiences or speakers.

2. Interference with campus operations.

Conduct which disrupts the holding of classes, the carrying out of university business, the holding of campus events, or any other normal functioning of the University including the discharge of responsibility by a university officer, employee or student is not permitted. Demonstrators may not physically obstruct access to University facilities nor may they engage in obstructive noise.

3. Noncompliance with campus behavioral restrictions on demonstrations.

Persons engaging in disruptive behavior or in demonstrations which coerce individuals or advocate the use of force will be requested to cease by University authorities. In the event the alleged disruptive behavior or demonstration does not end within a reasonable length of time, temporary sanctions, as described in this code may be imposed by the Provost or his/her designee. If the use of discussion methods of temporary sanctions are not effective in ending the disruption or demonstration, or when alleged violators are not members of the University community, or when the gravity of the situation require it, the Provost, or his/her designee may resort to calling in law-enforcement authorities.

Category 2 - Interference with University Processes

Impermissible behavior, as described in this category, includes that which directly or indirectly interferes with or disrupts the processes of teaching, learning, research and administration or those processes or conditions furthering or facilitating these activities.

A. False or Fraudulent Information

1. Furnishing false information or academic credentials with the intent to deceive or mislead when applying for admission to any campus of the University or for any of its programs and services.
2. Forging, altering, misrepresenting or misusing any University or campus document, record, or identification.
3. Failing to provide required and legally appropriate information to University officials.
4. Misrepresenting facts in connection with any request for any University programs or services or for an exception to any official campus policy or regulation.
5. Assisting anyone in the commission of any acts in this section.

B. Personal Misconduct

1. Harassing, physically threatening or physically abusing any person on any campus of the University or at any University sponsored function or event or conducting oneself in a manner endangering any person's health or safety.
2. Criminal sexual behavior including but not limited to the implied use or threatened use of force to engage in sexual activity against a person's will and/or engaging in such behavior with a person; indecent exposure; voyeurism.
3. Theft of or willful damage to any property of the University or of any person on the campus.
4. The unauthorized occupation, use of, or entry into any University facility, including both indoor and outdoor facilities.
5. Possessing, producing, manufacturing or having manufactured any key or unlocking device for use on University facilities or locks, without proper authorization.
6. Use or possession on campus or at campus events of bombs, explosives, incendiary devices, or fireworks.
7. Setting any fire on University Property.
8. Turning in a false bomb alarm or fire alarm or misusing fire safety equipment.
9. Possessing or selling lethal weapons, including but not limited to firearms, ammunition, and spear guns, on University owned or controlled property except as expressly authorized by written permission.
10. Intentionally obstructing or delaying a police officer, fire fighter, security officer, or University official in the performance of his/her duty.

11. Being contemptuous or disorderly at any hearing of campus judicial or review board.

C. Theft or Mutilation of University Property

1. Possessing or having under one's control any materials or property belonging to the University without proper authorization.
2. Mutilating or vandalizing University property.
3. Unauthorized or fraudulent use of University facilities including the telephone system, the mail system, or the computer system or use of any of the preceding for any illegal act or any act prohibited by the Student Conduct Code.

D. Disruption

Creating noise or other disturbances on campus or in student life areas including but not limited to Campus Center Buildings sufficient to disrupt the normal functioning of campus activities including classroom instruction.

E. Abuse of Controlled Substances

1. Intoxicants: The purchase, possession or consumption of alcoholic beverages is regulated by state law. Students are expected to know and abide by state law and by University rules and regulations governing the use and consumption of alcoholic beverages on campus. Students are referred to Board of Regents policy and campus guidelines regulating the use and consumption of alcoholic beverages on campus.
2. Drugs: Students are not permitted to be under the influence of, possess, manufacture, distribute, or sell illicit drugs, as prohibited by state law, at University sponsored or approved events, on University property or in buildings used by the University for its educational or recreational programs. University knowledge of possession or use of illegal drugs on campus may subject the students involved to investigation.

F. Off-Campus Behavior

A student's off-campus behavior must comply with applicable federal and state laws. Off-campus behavior shall not be subject to the University's disciplinary procedures unless such behavior indicates that the student represents a danger to the health or safety of members of the University community.

In addition, off-campus behavior that is violative of professional standards of conduct which are an integral part of a professional discipline may be subject to formal hearing procedures and sanctions. Academic or professional programs that require students to abide by such professional standards shall secure the endorsement of the appropriate Chancellor and shall clearly set forth this requirement to all affected students. Off-campus behavior charged as violative of

such standards shall be adjudged pursuant to hearing procedures to be established by the program and approved by the appropriate Chancellor. The hearing process afforded any student so charged must be consistent with the procedural requirements provided herein.

G. Academic Dishonesty

Because the University is an academic community with high professional standards, its teaching, research and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

1. Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements.
2. Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language or style; or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or grabbling, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms, or fabricating data to fit the desired or expected results.
3. In cases of suspected or admitted academic dishonesty, the instructor shall attempt to discuss the matter with the student. If appropriate, the instructor may bring it to the attention of the departmental chairperson and the student's advisor. Additionally, an instructor may refer such case of academic dishonesty to the Dean of Student Services for action under this code. In cases where the student admits that an act of academic dishonesty was committed, the instructor may, within the context of the course require the student to redo the assignment, give the student a failing or reduced grade for the assignment, or give a failing or reduced grade for the course. If the student contests his or her liability, the instructor may not take action against the student but must refer to the case to the Dean of Student Services for hearing and disposition under this code. The Dean of Student Services

may pursue such matters as disciplinary actions under this code if after a preliminary investigation, it is his/her determination that probable cause exists to establish that acts of academic dishonesty took place.

H. Violation of Other Existing University Regulations

Violations of other existing University regulations or policies may subject the affected student to disciplinary actions under this code. The decision as to whether such action will be initiated will be made by the Dean of Student Services after a preliminary investigation and after a determination as to whether probable cause exists to establish that there was a repeated or serious violation of University regulations or policies.

III. Sanctions:

One or more of the following sanctions may be imposed as hereinafter provided whenever a student is found to have violated any of the rules contained in this code:

A. Warning

Written or verbal notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action. This sanction may be imposed by the Provost after a Conduct Committee hearing or it may be imposed by the Dean of Student Services as part of the administrative disposition of any case.

B. Probation

A written notice placing the student on disciplinary probation for a specified period of time. The terms of the probation will be decided in each case. This sanction may be imposed by the Provost after a Conduct Committee hearing or it may be imposed by the Dean of Student Services as part of the administrative disposition of any case. If a student, while on disciplinary probation and after a hearing, is found guilty of further violating this code, the student will be subject to further disciplinary action.

C. Restitution

Reimbursement for damage to or misappropriation of property which may take the form of direct financial compensation, of service, or other forms of indirect compensation. This sanction may only be imposed by the Provost after a Conduct Committee hearing.

D. Temporary Suspension

In an emergency, the Provost is authorized to suspend a student prior to a hearing; provided that a hearing pursuant to these rules is conducted within a reasonable period thereafter. An emergency will include such situations as when the student poses a danger of inflicting bodily harm on himself or others, of inflicting serious

emotional distress on others, or creating a substantial disruption of normal campus activities including classroom instruction.

E. Suspension

Exclusion from classes and from other privileges or activities or from the campus itself, for a specified period of time. This sanction may only be imposed by the Provost after a Conduct Committee hearing.

F. Expulsion

Termination of student status for an indefinite period. This sanction may only be imposed by the Provost after a Conduct Committee hearing. Conditions for readmission, if any, shall be stated in the notice of expulsion. The Dean of Student Services will determine if the conditions for readmission have been met.

G. Rescission of Grades or Degree

The cancellation of grades or the revocation of an awarded degree as the result of academic dishonesty or the discovery of a material misrepresentation relating to the completion of course or degree requirements. This sanction may only be imposed by the Provost after a Conduct Committee hearing.

IV. Disciplinary Procedures:

The following procedures are designed to afford certain procedural protections to any student alleged to have committed an infraction of the student conduct code warranting disciplinary action. The procedures described herein shall not affect other non-disciplinary student matters.

For the purposes of these procedures, the term Dean of Student Services shall mean the Dean or the Dean's designated representative.

A. Temporary Suspension in Emergency Situations

B. Pre-Disciplinary Hearing Stage

C. Initiation of Charges and Their Disposition

*Charges may be disposed of in the following ways:

1. Administrative disposition

2. Student conduct committee disposition

D. Student Conduct Committee

E. Disciplinary Hearing Stage

F. Review by the Provost

G. Final Decision and Orders by the Provost

Within thirty calendar days from the receipt of the Committee's findings, Decision as to cause, and recommendations, the Provost shall notify, by certified or registered mail with return receipt requested, the student or the student's attorney of record of his/her

Decision regarding the sanction to be taken and any accompanying orders. In cases of an alleged sex offense both the accuser and the accused shall be informed of the outcome of any institutional disciplinary proceeding. The Decision of the Provost shall be final within the University.

Discrimination Complaints

Students, employees, or applicants for admission or employment who believe that they have been discriminated against on the basis of race, sex, age, religion, color, ancestry, sexual orientation, national origin, disability, marital status, veteran's status or arrest and court record may file a complaint with Karen Cho, 808-235-7404, Hale Alaka'i, Room 120, EEO/AA coordinator. The EEO/AA coordinator will explain the available avenues of recourse and direct the person to the appropriate person or office.

The process of addressing allegations of discrimination are described in the CCCM No. 2210, UH Community College Procedure and Guidelines, Relating to Complaints of Discrimination and in campus Section 504 /ADA Grievance Procedure.

Students may also file complaints of discrimination with the Office for Civil Rights:

915 Second Avenue, Room 3310
Seattle, WA 98174-1099
Phone: 206-220-7920
FAX: 206-220-7887.

Student Academic Grievance Procedures

The College has adopted the University of Hawai'i's Policy and Procedures for Student and Applicant Complaints and Grievances. Copies of the procedures are available in the Office of the Vice Chancellor of Student Affairs. Students may also file complaints of discrimination with:

The Office of Civil Rights
U.S. Department of Education Old Federal Building
50 United Nations Plaza, Rm. 239
San Francisco, California 94102
Phone: 415-556-7035

Students having concerns about educational and civil rights matters are encouraged to contact:

Vice Chancellor of Student Affairs
Windward Community College 45-720
Kea'ahala Road Kane'ohe, Hawai'i 96744
Phone: 808-235-7466

The College maintains formal procedures for resolving complaints and grievances brought by students who believe a faculty member has acted improperly or in a manner inconsistent with the student's customary academic expectations. These procedures are contained in the WCC Policy Guidelines Manual, No. 4-6. The manual is available in the Office of the Vice Chancellor of Student Affairs, the Office of the Vice Chancellor of Instruction, and the library.

The following is a general summary of the steps in resolving a complaint.

Students who have a complaint are urged to consult Policy No. 4-6 for more information if they wish to go beyond Step 2 below.

The WCC Academic Grievance Procedures protect students' freedom of expression, right to orderly and fair grading and evaluation, and right to confidentiality. These are defined in more detail in the policy.

Students who have a complaint must follow strict timelines to have their complaint resolved under this policy, as follows:

- Step 1: Within 14 days after a student has become aware of the problem, she or he must attempt to resolve the matter with the faculty member involved.
- Step 2: If the matter is not resolved, the student may discuss the matter with the faculty member's Dean. This must be done within 7 days after the last scheduled meeting with the faculty member. The Dean has 7 days to resolve the complaint.
- Step 3: If the student is not satisfied with the results of Step 2, he or she may file a written complaint with the Vice Chancellor of Academic Affairs. This must be done within 7 days after notification by the Dean. The Vice Chancellor of Academic Affairs has 14 days to resolve the matter.
- Step 4: If the matter is not satisfactorily resolved by the Vice Chancellor of Academic Affairs, the student may file a written grievance with the Chairperson of the Academic Grievance Committee. This must be done within 7 days after notification by the Vice Chancellor of Academic Affairs.

Within 10 days, the Academic Grievance Committee must convene a hearing, detailed procedures for which are contained in the Policy Guidelines Manual. The Committee informs the Chancellor of its findings and recommendations within 5 days after the close of the hearing. The Chancellor's decision is final within the University.

Educational Rights and Privacy of Students

Pursuant to Section 99.6 of the rules and regulations governing the Family Educational Rights and Privacy Act of 1974 (hereinafter the Act), students in attendance at the University of Hawai'i Windward Community College are hereby notified of the following:

1. It is the policy of Windward Community College to subscribe to the requirements of Section 438 of the General Education Provision Act, Title IV, of Public Law 90-247, as amended, and to the rules and regulations governing the Act, which protect the privacy rights of students.

2. The rights of students under the Act include the following, subject to conditions and limitations specified in the Act:

- a. The right to inspect and review education records.
- b. The right to request to amend education records.
- c. The right of protection from disclosure by Windward Community College of personally identifiable information contained in education records without permission of the student involved.
- d. The right to file complaints concerning alleged failure by Windward Community College to comply with the Act.

3. Students are advised that institutional policy and procedures required under the Act have been published as Administrative Procedure A7.022, Procedures Relating to Protection of the Educational Rights and Privacy of Students. Copies of A.P. A7.022 may be obtained from The Office of the Vice Chancellor of Student Affairs of Windward Community College.

4. Directory Information: Students are advised that certain personally identifiable information listed below is considered by the College to be directory information and, in response to public inquiry, may be disclosed in conformance with State law, at the College's discretion, without prior consent of the student unless the student otherwise so informs the College not to disclose such information.

- a. Name of student.
- b. Address and zip code
- c. Telephone number
- d. Major field of study.
- e. Educational level (e.g., freshman, sophomore, etc.).
- f. Fact of participation in officially recognized activities and sports.
- g. Weight and height of members of athletic teams.

- h. Dates of attendance.
- i. Degrees, awards and academic honors received and date
- j. Most recent educational institution attended.
- k. E-mail address.
- l. Enrollment status (full-time or part-time).

A student has the right to request that any or all of the above items not be designated directory information with respect to that student. Should a student wish to exercise this right, he or she must in person and in writing, not earlier than the first day of instruction nor later than fourteen calendar days from the first day of instruction for the academic term or semester, or the fourth day of a summer session, inform the Admissions and Records Office which of the above items are not to be disclosed without the prior consent of that student.

5. A parent or spouse of a student is advised that information contained in educational records, except as may be determined to be directory information, will not be disclosed to him/her without the prior written consent of the son,

EMERGENCY PHONE NUMBERS

Campus Security On-Campus..... x355
From Off-Campus..... 235-7355
Emergency..... 911

ADMINISTRATORS

Director of Administrative Services..... 235-7405
Chancellor..... 235-7401
Director of Vocational and Continuing Education..... 235-7361
Dean of Student Services..... 235-7466
Dean of Instruction..... 235-7443
Honolulu Police..... 911
Ambulance..... 911
Fire..... 911
Poison Center..... 941-4411

ASSISTANCE PROGRAMS

Sex Abuse Treatment Center..... 973-8337 (day)
524-7273 (night)
Drug & Alcohol Crisis Line..... 596-0400
Suicide & Crisis Line..... 521-4555
Narcotics Anonymous..... 734-4357
Child Protective Services..... 832-5300

Campus Security

235-7355

or

x-355

Available 24 hours