



# HIST 151: World History to 1500 Syllabus Summer 2022 (1st 6-Week Session)

3 Credits / CRN #62115

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*Waipi'o Valley - The Valley of the Kings - on Hawai'i Island*

## Instructor Information

**Name:** Malia Lau Kong

**Email:** [maliakon@hawaii.edu](mailto:maliakon@hawaii.edu) ; email is the fastest way to reach me; I will usually respond to emails sent Sundays through Thursdays within 24 hours, and on Mondays if the email is sent on Fridays or Saturdays.

**Zoom Virtual Office:** By appointment only (email me to schedule)

**Phone number:** (808) 236-9132 (If I do not answer, you may leave a message but I recommend that you still **email** me your questions)

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## WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

**‘O keia ka wā kūpono e ho’onui ai ka ‘ike me ka ho’omaopopo i kō Hawai’i mau ho’oilina waiwai. Aia nō ho’i ma ke Kulanui Kaiāulu o ke Ko’olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no’eau. Me ke kuleana ko’iko’i e ho’ohiki ke Kulanui e kāko’o a e ho’okumu i ala e hiki kē kōkua i ka ho’onui ‘ike a nā kānaka maoli. Na mākou nō e ho’olako, kāko’o a paipai i nā Ko’olau a kō O’ahu a’e me nā hana no’eau ākea, ka ho’ona’auao ‘oihana a me ka ho’onui ‘ike ma ke kaiāulu — hō’a’ano a e ho’oulu i nā haumāna i ka po’okela.**

*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.*

### Course Information

#### **HIST 151 Catalog Course Description**

A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. (3 hours lecture) WCC: FG

#### **Foundations Requirement and Hallmarks**

HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor’s degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania.)
3. Offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

#### **HIST 151 Student Learning Outcomes (SLOs)**

The student learning outcomes (SLOs) for the course are (i.e., this is what you should be able to do by the end of this course):

1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Arrange, in chronological order, significant events in world history.

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3. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
  4. Explain cause and effect relationships in history.
  5. Compare and contrast historical experiences across cultures and time.
  6. Relate historical events to contemporary issues and events.

### **Course Content**

Primary topics covered in this course include:

- The development of complex societies in various regions of the world
- The spread of the world's peoples and religions
- The effects of geography and ecological forces on complex societies
- Cross-cultural encounters and conflict between complex societies
- The art of rulership and the main functions of government in complex society
- The rise and fall of great empires

### **Course Communication**

Course communication takes place through Lulima. All course announcements will be posted using the Announcements tool in Lulima and sent to your Google@UH account (i.e., this is your @hawaii.edu email account). I will post Announcements at least twice a week, on Mondays and Thursdays. I will return grades for your quizzes, projects, and other assignments in 3-5 days after the due date's 24 hour grace period. Other communication will be through the Google@UH account (i.e, your @hawaii.edu email account). If you have questions regarding:

- Lulima, please contact [help@hawaii.edu](mailto:help@hawaii.edu)
- This course in general, please contact [maliakon@hawaii.edu](mailto:maliakon@hawaii.edu)

### **Course Expectations**

As your instructor in this world history class, my role is to facilitate & guide your learning, cultivate course materials that are free and open, and invite feedback for improvement. I will hold myself to the following expectations:

1. Creation of a sense of community in a safe and respectful learning environment
2. Clear communication and response to emails within 24 hours if sent Sundays - Thursdays
3. Provide access to all course materials in a timely manner, open course assignments according to the schedule, maintain due dates, provide constant support throughout the course

As the student, your role is to engage with the content, learn as much as you can, and to participate actively and collaboratively in our class community. I will hold you to the following expectations:

1. Uphold and contribute to our safe and respectful learning environment and sense of community
2. Check your UH email (your @hawaii.edu email account) and log into our Lulima class site regularly and consistently, respond to emails, stay logged into your @hawaii.edu email account when in our Lulima class site
3. Actively participate in our class by staying engaged with the learning modules and keeping up with assignments

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## Course Format and Pacing

This course is an online, 6-week asynchronous course that is offered in a compressed time frame, which requires you to dedicate minimally 12 to 15 hours per week to course work. Please pay close attention to due dates as they may differ from week to week. Flipgrid posts are mostly due on Fridays by 11:55pm (HST), unless otherwise indicated. Flipgrid replies and other assignments (i.e., Reflective Writings, Padlets, Quizzes, Projects, Introductory & Review Activities) are mostly due on Sundays by 11:55pm (HST), unless otherwise indicated. During the last week of the term, due dates change since class ends on a Friday. Please note that the class schedule is strictly followed and this is not a self-paced course. The goal is that at the end of the course, which ends on a Friday, you will have completed all course requirements and assignments that will demonstrate your learning of the material and ability to meet the course SLOs so that you pass the course with a good grade!

## Required Materials

There are no required textbooks to purchase for this course. Readings and other resources are available for reviewing and downloading in the Lulima learning management system. While this course does make lengthy use of an OER (Open Educational Resource) history textbook, *World History: Cultures, States, and Societies to 1500*, this free resource is built into the **Weekly** lesson modules that you will engage and interact with in our Lulima class site. In order to succeed in completing your quizzes and projects, you need to complete the readings and other activities contained in the **Weekly** lesson modules. Because the documents for reading are embedded into our Lulima class site, this course is best viewed on a laptop or desktop monitor as these embedded documents may not be easy to navigate on a mobile device such as a smartphone. You may print out any of the documents embedded into our Lulima class site as it may be easier to read these documents in hard copy format. ***Lastly, because many of our readings that are embedded in our Lulima class site are housed in Google Drive, you need to be logged into your Google@UH email account (i.e., this is your @hawaii.edu email account) in order to access these readings.***

## Grades

### Grading Breakdown

- 5 Quizzes (90 points total; 30% of final grade)
- Project #1: Hypothetical Scenario Report (60 points total; 20% of final grade)
- Project #2: Hypothetical Twitter Feud Project (60 points total; 20% of final grade)
- 6 Flipgrid Posts and Replies (4 points each; 8% of final grade)
- 6 Reflective Writings (4 points each; 8% of final grade)
- 2 Padlet Activities (6 points each; 4% of final grade)
- Introductory & Review Activities (30 points total; 10% of final grade)

### Grading Point Scale

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To earn the following grade in this class, you will need to accumulate the following amount of points:

A = 270 points and above

B = 240 points and above

C = 210 points and above

D = 180 points and above

F = 179 points and below

### **Late Work Policy**

Due to the accelerated nature of this course, late assignments are generally not accepted unless you have extenuating circumstances and contacted me in a timely manner. You have an automatic 24-hour grace period in which to submit your assignments. No assignments will be accepted beyond this 24-hour grace period unless you have extenuating circumstances and contacted me in a timely manner. If you have extenuating circumstances that are affecting your ability to succeed in this course, please contact me ASAP so that we can discuss your situation. If a valid emergency occurs and you are unable to complete an assignment, please contact me ASAP to discuss. If you find that you are typically unable to complete the assigned work by the due date, you should drop the course and take the course during the regular sixteen-week semester.

### **Withdrawals, Incompletes, and the “N” grade**

- If you find that you are unable to complete the assigned work by the due date, you should withdraw from this course. The last date to withdraw from this course is **Monday, 6/16/2022**.
- If an extenuating circumstance occurs and you are unable to finish the course, you need to contact me before the last day of the course so that we can discuss receiving an incomplete for the course.
- The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The “N” grade is **not** given in circumstances in which you have not made consistent progress in the class and/or attended class regularly.

### **Assignment Descriptions**

1. **Quizzes:** Each week, you will take one quiz in our Lualaba course site based on what you learn in the **Weekly** lesson module for that week. Quizzes are timed and will only be open from Thursday through Sunday of each week (except for the last week of the course when it will be open from Tuesday through Friday). Quizzes are found and

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accessed in the **Weekly** lesson module under the **Assignments** section. Or, you can also access Quizzes in the “Quizzes” tab in the left menu bar. There are a total of five quizzes that you will have taken by the end of the course. Quizzes will consist of multiple choice (will need to select all correct answers) and true/false+rationale questions, and may also include written answer questions such as assessment questions, application questions, relevancy questions, hypothetical questions. While you complete the quiz, you may access the Weekly lesson module to help you with the quiz as the quizzes do emphasize resourcefulness. However, you also need to be mindful of your time as all quizzes will be timed, and the length of time provided for each quiz will depend on the length of the quiz. Some quizzes will contain more questions than others, and how many points each quiz is worth will vary depending on question type and length. Collectively, the quizzes will be 30% of your final grade.

2. **Projects:** Each project will be worth up to 60 points total and specific guidelines are found in the “Project Guidelines” tab in Laulima.
  - a. **Hypothetical Scenario Report:** For this project, pretend that you have been commissioned by KickA\*\* Industries to determine which historical ruler should become C.E.O. of KickA\*\* Industries, a multinational corporation intent on global domination. The rulers Tiglath-Pileser III, Ashurbanipal, Ashoka from Week 1’s Lesson Module; the rulers Qin Shihuangdi and Kamehameha I from Week 2’s Lesson Module; and the rulers Cyrus II and Trajan from Week 3’s Lesson Module are the final seven candidates for this position and you will be picking 1 ruler from the candidate list for each of the Weeks 1 - 3 Lesson Modules. You must then prepare a final 2-3 page report in Google Docs that analyzes the strengths and weaknesses of the 3 rulers you have chosen, and make a determination who should be hired based on how well the person meets Kautilya’s standards for a good ruler and David Malo’s standards for a good ruler. For specific requirements, see the guidelines in the “Project Guidelines” tab in Laulima or [select this Project Guidelines for Hypothetical Scenario Report link](#). **This project is due on Sunday, 6/19 by 11:55pm (HST).**
  - b. **Hypothetical Twitter Feud Project:** Pretending that Twitter existed in the Pre-Modern World, you will create a fictional Twitter Feud between two historical rulers from Pre-Modern World History in Google Slides. By doing so, you will demonstrate your ability to identify and empathize with individuals who lived long ago while also explaining cause and effect relationships in history (namely those relationships dealing with the rise and fall of complex societies and how well your chosen individuals fulfilled the three main functions of government in complex society), and comparing and contrasting historical experiences across cultures and time. For specific requirements, see the guidelines in the “Project Guidelines” tab in Laulima or [select this Project Guidelines for Hypothetical Twitter Feud Project link](#). **This project is due on Thursday, 6/30 by 11:55pm (HST).**

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3. **6 Flipgrid Posts and Replies:** These activities help you to share with your classmates what you have learned regarding specified topics. Each Flipgrid post is worth up to 2 points total and the required reply is worth up to 2 points total. This assignment is completed in Flipgrid which is linked in the **Weekly** lesson modules under the **Assignments** section. When creating your video posts and replies, be sure to always be **mindful** that you are **respectful** of what your classmates have to say. Negative comments will NOT be tolerated. Please note that one of WCC's core values is *Ho'ihi* (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Discussion forums will NOT be used to discriminate against or put down your fellow students or other cultures and religions. If you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which means removal of your video from Flipgrid and could mean removal from class). Although you may disagree with what I or your fellow classmates have to say, I expect you to always be **respectful** in your disagreement.
  
  4. **6 Reflective Writings:** These are written assignments that ask you to reflect upon specified topics and questions. They help you use what you've learned by applying your learning in specific ways. Some reflective writing assignments may help to prepare you for the projects. Each reflective writing assignment is worth up to 4 points total. These assignments are found and accessed in the **Weekly** lesson module under the **Assignments** section.
  
  5. **2 Padlet Activities:** These activities help you to make connections between what you are learning in class and the "Real World". There are two Padlet Activities to complete - the first related to the theme of "Law & Order in the Ancient World" that connects the Lesson Modules for Weeks 1 - 3; and the second related to the theme of "Gods, War, & Peace in the Medieval World" that connects the Lesson Modules for Weeks 4 - 5. With each Padlet Activity, you will be making a connection between something you learn in the Weekly Lesson Modules for the specific theme and something that exists in our present-day society, whether it be a song, book, TV show or film, or a current news article from a credible site **and** explaining this connection in 3+ complete sentences **while also providing** a link to the song (i.e., link to the song's lyrics or music video), book (link to the author's website for the book), TV show or film (i.e., link to the TV show or film's trailer or clip on YouTube), or current news article (i.e., link to the news article). Each Padlet Activity is worth up to 6 points total. This assignment is completed in Padlet which is linked in the **Weekly** lesson modules under the **Assignments** section.
  
  6. **Introductory & Review Activities:** Your **Mo'olelo Google Slide** (5 points) creation is a way to introduce yourself to the class by sharing your story (i.e., what you would like to share with myself and your fellow classmates). It also helps to introduce you to using Google Slides. Kahoot! Games, Hypothetical Scenario Polls and other polls, Drag & Drops, multiple choice questions, short answer questions, and other activities help to

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engage you with and apply what you're learning. These are found in the **Weekly** lesson modules and are collectively worth 10% of your grade. **As long as you participate in these review activities, you receive full credit** (i.e., even if you may respond with an incorrect answer, you will receive full credit for the activity as the purpose of review activities is for you to engage with what you are learning and to practice what your understanding of it)! **Note that Kahoot! Games will only be open from Wednesday of the week in which assigned for.** Additionally, note that several specific review activities (such as Hypothetical Scenario Polls (1 point each) and Drag & Drop Activities (1 point each)) will be graded for participation and will appear in **Laulima's Gradebook as individual items.** Although "Introductory & Review Activities" are technically assignments, most of these will appear in the "Learning Materials and Activities" section of the Weekly Lesson Module, either embedded in different content sections (i.e., "subpages" or "folders"), or, as in the case of Drag & Drop Activities and Hypothetical Scenario Polls, appearing as its own section (i.e., "subpage" or "folder") rather than the "Assignments" section. The due dates for review activities correspond to the last day of the Weekly Lesson Module in which assigned for (usually a Sunday, except for the last week of class).

## Course Calendar

### ***Week 1, Monday, 5/23 - Sunday, 5/29: Law and Order in the Ancient World, Part I***

#### Topics:

- Early Human Migrations and The Transition to Complex Society
- The Beginning of Complex Society in Ancient Mesopotamia
- The Assyrian Empire and Other Mesopotamian Empires
- The Beginning of Complex Society in Ancient Egypt
- The Beginning of Complex Society in Ancient India
- The Mauryan Empire

#### Assignments:

- Flipgrid #1 Post and Reply (due Friday, 5/27 for Post and Sunday, 5/29 for Reply)
- Your Mo'olelo Google Slide (due Sunday, 5/29)
- Flipgrid #2 Post and Reply (due Friday, 5/27 for Post and Sunday, 5/29 for Reply)
- Drag & Drop Activity #1: Understanding Kautilya's Advice (due Sunday, 5/29)
- Hypothetical Scenario Poll #1 (due Sunday, 5/29)
- Reflective Writing #1 (due Sunday, 5/29)
- Quiz #1 (due Sunday, 5/29)

### ***Week 2, Monday, 5/30 - Sunday, 6/5: Law and Order in the Ancient World, Part II***

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Topics:

- The Beginning of Complex Society in Ancient China
- The Warring States Period
- The Qin Empire and Its Aftermath
- Mesoamerica and The Maya
- Oceania and Hawai'i

Assignments:

- Flipgrid #3 Post and Reply (due Friday, 6/3 for Post and Sunday, 6/5 for Reply)
- Drag & Drop Activity #2: Correlating the 3 Main Functions of Government in Complex Society to The First Emperor Qin's Actions (due Sunday, 6/5)
- Drag & Drop Activity #3: Understanding David Malo's Advice (due Sunday, 6/5)
- Hypothetical Scenario Poll #2 (due Sunday, 6/5)
- Reflective Writing #2 (due Sunday, 6/5)
- Quiz #2 (due Sunday, 6/5)

***Week 3, Monday, 6/6 - Sunday, 6/12: Law and Order in the Ancient World, Part III***

Topics:

- The Persian (Achaemenid) Empire
- The Greek City-States
- The Greco-Persian Wars
- The Peloponnesian War
- The Roman Republic
- The Roman Empire

Assignments:

- Flipgrid #4 Post and Reply (due Friday, 6/10 for Post and Sunday, 6/12 for Reply)
- Drag & Drop Activity #4: Ancient Sparta & Athens Primary Source Evidence (due Sunday, 6/12)
- Hypothetical Scenario Poll #3 (due Sunday, 6/12)
- Reflective Writing #3 (due Sunday, 6/12)
- Reflective Writing #4 (due Sunday, 6/12)
- Padlet Activity #1 (due Sunday, 6/12)
- Quiz #3 (due Sunday, 6/12)

***Week 4, Monday, 6/13 - Sunday, 6/19: Gods, War, and Peace in the Medieval World, Part I***

Topics:

- Medieval Europe
- The Rise and Expansion of Islam

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- Africa and The Western Sudanic States

Assignments:

- Flipgrid #5 Post and Reply (due Friday, 6/17 for Post and Sunday, 6/19 for Reply)
- Hypothetical Scenario Poll #4 (due Sunday, 6/19)
- Reflective Writing #5 (due Sunday, 6/19)
- Quiz #4 (due Sunday, 6/19)
- Drag & Drop Activity #5: Practice Correlating The First Emperor Qin Shihuangdi's Actions for the Hypothetical Scenario Report (due Sunday, 6/19)
- Hypothetical Scenario Report (due Sunday, 6/19)

### ***Week 5, Monday, 6/20 - Sunday, 6/26: Gods, War, and Peace in the Medieval World, Part II***

Topics:

- China: The Middle Kingdom
- The Rise of Japan
- The Mongol Empire

Assignments:

- Flipgrid #6 Post and Reply (due Friday, 6/24 for Post and Sunday, 6/26 for Reply)
- Hypothetical Scenario Poll #5 (due Sunday, 6/26)
- Reflective Writing #6 (due Sunday, 6/26)
- Padlet Activity #2 (due Sunday 6/26)
- Quiz #5 (due Sunday, 6/26)

### ***Week 6, Monday, 6/27 - Friday, 7/1: Capstone Week***

Topics:

- Thinking Back on What You Learned
- Creating Your Hypothetical Twitter Feud Project

Assignments:

- Extra Credit Flipgrid Post and Reply (due Wednesday, 6/29 for Post and Thursday, 6/30 for Reply)
- Extra Credit Reflective Writing (due Thursday, 6/30)
- Hypothetical Twitter Feud Project (due Thursday, 6/30)

## **Course Policies and Resources**

- Welcome to the wonderful world of pre-modern history where we will make the past come to life! I believe that if you can have fun while learning about history, you will have a much easier time engaging with the course materials, activities, and assignments. Your course materials, which includes primary and secondary source readings and videos, will teach you about key topics and course activities will help you practice what you've

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learned so that you are prepared to take the quizzes and complete the projects. This course was constructed using backward-design. The fundamental principle of backward design is determining what you should know how to do by the end of the course, and then constructing the course around what it is that you should learn in order to know how to do this. From this point onward, the course becomes assignment-centered in which the focus of the course will be on you, the student, learning what you need to learn in order to do well on the quizzes and projects.

- The time commitment for this course is substantial. Each week the time commitment is minimally 12 - 15 hours for completing the **Weekly** lesson modules, and substantially more when there is a project due.
- The **Weekly** lesson modules in Lulima contain all your course materials and activities (either housed internally in Lulima or linked to an external site). Most assignments are completed in Lulima and are linked in the **Weekly** lesson modules. Your two projects are completed in Google Docs and Google Slides respectively and shared with me via email (see project guidelines for specific information)..
- It is very easy to fall behind in this class and very hard to catch back up. Please don't let this happen to you! If you think you will be unable to keep up with the **Weekly** course materials, activities, and assignments each week, please drop the class.
- In general, I will grade & input your grades for assignments into Lulima's Gradebook by 3-5 days after the due date's 24 hour grace period.
- Always remember that communication is one of the keys to success in this class so please let me know if you have extenuating circumstances that are preventing you from participating fully in this class so that we can create a plan of action.

## Course Technology

As you know, this course is delivered in Lulima as a Learning Management system ([Lulima \(Sakai\) Accessibility](#)).

Please also be aware that Lulima:

- will be unavailable on a daily basis from 3:00am-4:00am HST for server backup and maintenance.
- automatically logs you out *if it does not detect activity for two hours*. A warning message will appear notifying you of the lack of activity. Activity is defined as clicking a button in Lulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other technological tools are used in this course. Remember to review privacy/security policies before using technologies for online learning. Contact me if you would like to discuss the use of alternate options or technologies:

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- [Google Docs](#) is used to deliver some course content and assignments. ([Google Docs Accessibility Statement](#), [Google Privacy Policy](#))
  - [Google Slides](#) is used to deliver some course content and for some assignments. ([Google Slides Accessibility Statement](#), [Google Privacy Policy](#))
  - [Google Drive](#) is used to deliver some course content. ([Google Drive Accessibility Statement](#), [Google Privacy Policy](#))
  - [H5P](#) is used to deliver some course content and review activities ([Accessibility Statement](#), [Privacy Policy](#))
  - [Kahoot!](#) is used for review activities ([Accessibility Statement](#), [Privacy Policy](#))
  - [Flipgrid](#) is used for Discussion Forum activities ([Flipgrid Accessibility Statement](#), [Flipgrid Privacy Policy](#))
  - [YouTube](#) is used to deliver some course content ([Accessibility Statement](#), [Privacy Policy](#))
  - [Padlet](#) is used for some course assignments ([Padlet Accessibility Statement](#), [Padlet Privacy Policy](#))

## Required Hardware and Software

It is recommended that you:

- Use a more recent model desktop or laptop (2014 or later model), either Windows or Mac.
- Have access to reliable high-speed (Cable or DSL) Internet connection
- The preferred browser for this program and Lulima in general is Firefox. Depending on your browser settings, files may automatically download to your Downloads folder or open in a new window or tab. Install a recent version of [Firefox Browser](#)([Firefox Accessibility Statement](#)) ([Firefox Privacy Policy](#)) if you haven't done so.
- Have [Adobe \(Acrobat\) Reader](#)([Adobe Acrobat Reader Accessibility Statement](#)) ([Adobe Privacy Policy](#)) installed to your desktop or laptop. Download is free.
- Make sure you have [Google Consumer Apps](#) enabled. This allows you to access various Google Apps through your Google@UH account such as YouTube.

## Minimum Technical Skill Requirements

In this course you would be required to utilize the Lulima learning management system to navigate and access course content. You will need to be proficient with basic computer skills such as word processing, navigating Internet browsers, downloading/uploading files, etc.

## Technical Support

- [UH ITS Computer Help Desk](#) – email [help@hawaii.edu](mailto:help@hawaii.edu) or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- Lulima Assistance Form – Click on the [Request Assistance](#) link at the bottom of any Lulima Page to fill out and submit a question and get your answer via email.
- [Lulima Student Support](#)
- [Information Security for Students](#)

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## Academic Support

### University of Hawaii Community Colleges (UHCC)

- **Online Tutoring Service:** UHCC has contracted Tutor.com, an online tutoring service available 24/7 to provide additional academic support for UHCC students. For FAQs and how to access Tutor.com, review the [UHCC Students Tutor.com](#) page.

### Windward Community College

- [TRIO Student Support Services](#)
- [Ka Piko Writing Lab](#)
- [Windward Community College Library](#)
- [eBooks Collection](#)
- [Ka Piko Speech Lab](#)
- [Ka Piko Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)

## University Policies and Procedures

The University of Hawai'i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the [UH Systemwide Policies and Procedures Information System \(PPIS\)](#) site.

### ***Student Basic Needs***

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

### ***Student Conduct***

Review the [UH Systemwide Student Conduct Code](#) for more information. Review the [Online Netiquette and Privacy Tips](#) to prepare yourself when interacting online.

### ***Academic Honesty***

Acts of dishonesty, including but not limited to the following:

- Cheating, plagiarism, or other forms of academic dishonesty.

Cheating is an act of academic dishonesty and includes, but is not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

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3. the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
  4. engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is also an act of academic dishonesty and includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Furnishing false information to any UH official, faculty member, or office.

Forgery, alteration, or misuse of any UH document, record, or form of identification.

### ***UH Title IX***

- The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, 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 ([UH Title IX](#)). If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you.
- If you would like to report incidents of sex discrimination or gender based violence, contact your campus [Title IX Coordinator](#) or submit the online [reporting form](#).
- If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact your campus' [confidential resource](#).

### ***Windward Community College Sex Discrimination and Gender-Based Violence Resources (Title IX)***

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, 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.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Kaahu Alo, Student Life Counselor & Designated Confidential\* Advocate for Students

Phone: (808) 235-7354

Email: [kaahualo@hawaii.edu](mailto:kaahualo@hawaii.edu)

Office: Hale 'Ākoakoa 232

\*confidentiality is limited

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Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko'o 101

Karla K. Silva-Park, Title IX Coordinator  
Phone: (808) 235-7468  
Email: [karlas@hawaii.edu](mailto:karlas@hawaii.edu)  
Office: Hale 'Ākoakoa 220

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. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/)

### ***Accommodation Statement***

The University of Hawai'i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see "Americans with Disabilities Act" and "Rehabilitation Act of 1973 – Section 504 or Section 508".

You must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Find your disability services office contact for your home campus.

If you feel you may need an accommodation based on the impact of a disability is invited to contact the course instructor privately or your campus's disability services office.

- **Windward Community College Disabilities Accommodations**
  - If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808)

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235-7448, [royinouy@hawaii.edu](mailto:royinouy@hawaii.edu), or you may stop by Hale Kāko'o 106 for more information.

### ***Student Support***

- [Academic Advising](#)
- [Bookstore](#)
- [Career Services](#)
- [Counseling Services](#)
- [Registration](#)

### ***Financial Aid Statement***

If you do not begin attendance in a course or stop participating in a course, Title IV funds must be returned according to Federal Return of Title IV funds regulations (34 CFR 668.21(a)). This means you may be required to return some (or all) of the financial aid you have received. It is very important to remember that colleges are required to take steps necessary to ensure that students are academically engaged in order to justify the disbursement of Federal Title IV student aid funds. If at any time your plans change and you no longer plan to participate in the courses in which you enrolled, you must contact the financial aid office to minimize any possible negative financial impact.

For more information on financial assistance for your education, please contact your [home campus financial aid office](#). Financial assistance may include grants, scholarships, and other resources to help you pay for the cost of college. A financial aid adviser will be able to help you navigate this process to determine your eligibility for these funds.

### ***Alternate Contact Information***

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422