



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

PSY 100 Survey of Psychology

Online, Asynchronous 26 August – 20 December 2024
3 Credits, CRN: 64018

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

Mom's friend: So what are you studying?
Me: Psychology.
Them: Oh so what am I thinking?
Me:...



Instructor Information

Instructor: Lisamarie Bensman, Ph.D.

Office: Na'auao 114

Email: bensman@hawaii.edu

Office Hours: By email and appointment via Zoom video chat. Email is an excellent way to get a hold of me; email anytime. I will respond within 24 hours, except on Saturdays (when I don't check my email at all).

Effective Date: Fall 2024

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 in Alaka'i 121 or via phone, (808) 235-7422.

Course Information

When you hear the word psychology, what comes to mind? While psychology is a popular subject, most people are not aware of the many elements contained within this scientific study of behavior and mental processes. Through this course however, you will be, as we'll survey a wide variety of the topics and approaches within psychology, providing you an idea of the breadth and diversity of the discipline. Our course is intended to increase your understanding of the relevance of psychological concepts to everyday living and to provide a basic foundation for subsequent coursework in psychology.

Catalog Description

Psych 100 is an introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, group processes, problem solving and thinking, and methods of inquiry. (3 hours lecture.)

Activities Required at Scheduled Times Other than Class Time

This is an online asynchronous course, so all assignments will be completed at times of students' choosing, provided they are submitted by assignment deadlines. There are also two required synchronous meetings with the instructor. These meetings will take place via Zoom with sign-up sheets posted on Lulima. The first meeting is in the first two weeks of the semester and the second meeting is mid-semester.

Psychologist of Note:

Mamie Phipps Clark (1917-1983)



She and her husband, Kenneth Clark, studied racial preferences and identity in Black children in integrated schools compared to segregated schools. In the famous Doll Studies, children were presented with four dolls, two black and two white. They were asked which doll they liked best. More than 65% of the kids chose a white doll. These findings were used in the Brown v. Board of Education Supreme Court case that dismantled school segregation.

Image source: feministvoices.com

Student Learning Outcomes

Upon completion of the course, you will be able to:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

Required Materials

Our required materials for the course:

Spielman, R. M., Jenkins, W., & Lovett, M. (2020). *Psychology, 2nd Edition*. OpenStax CNX. April 22, 2020 <https://openstax.org/details/books/psychology-2e>.

We are using an OER (Open Education Resource) for this class, which means that our textbook is free! A .pdf copy of the text is available on Lualima under 'Resources' (if you'd like to print it, I recommend going to TRiO). If you'd like to read the text online, you can use the following link:

<https://openstax.org/books/psychology-2e/pages/1-introduction> **Each chapter covers multiple pages, so as you read each chapter, be sure to keep hitting the 'Next' button until you reach the next chapter.**

If you'd prefer a hard, bound copy of the textbook, it is available for PURCHASE on Amazon.com (**or again, print it for FREE** in TRiO [one chapter at a time is probably best if printing on campus]).

Along with our textbook, our posted lectures and additional course materials are available on Lualima.



Course Format

This is a 16-week, asynchronous distance learning class conducted via the internet using Lualima, the University of Hawai'i's web-based course management system. A web-based course such as this one requires that you have computer literacy skills. **Our course also requires an electronic device**, such as a laptop or desktop, **that can open Microsoft Office (Word and PowerPoint)**. **The course cannot be completed using a smartphone or tablet** (some, but not all of our materials may open on these devices and Lualima can have problems registering assignments submitted via these types of devices. Save yourself a lot of aggravation by doing your work on a laptop or desktop).

Lualima will be unavailable daily from 3:00 am-4:00 am HST for server backup and maintenance. Lualima 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 Lualima, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

This course space is being shared by students in CRN 64018 and 64412. If you do not wish to be in a shared course space, please drop this section and register for another section or alternate course.

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: [RSI Definition-WCC](#).

Participant Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.



Course Tasks & Grading

Because this course is conducted via the internet, our class communication, assignments, and textbook are all online and available via Lulima (<https://lulima.hawaii.edu/portal>). Lulima is WCC's online course management system (you might already be familiar with it from previous classes). On Lulima, you will find our syllabus, class announcements, gradebook, and weekly folders that include links to our assignments as well as our class lectures/PowerPoints. Access to Lulima requires your regular UH school username and password. **Throughout the semester, I recommend checking Lulima and your UH email once a day.**

You are responsible for keeping up in this class: logging in regularly to Lulima and engaging with our content in a timely fashion is essential to your success. **No late work is accepted** (excepting cases of qualified, documented emergencies or usage of 'late passes'—please see our late work policy in the 'Late Work' section of this syllabus).

We have much to learn this semester and you'll demonstrate the knowledge and skills you've acquired using a variety of different formats. As you will see, you will be submitting more work for this class than you likely do for most of your face-to-face courses. Since this is an asynchronous online course, I need to be able to measure how well you are keeping up with the materials; these assignments allow me to gauge your understanding of the course material.

Reading Checks:	12 x 5 points = 60 points
Chapter Activities:	12 x 20 points = 240 points
Quizzes:	12 x 25 points = 300 points
Meetings with Professor	2 x 15 points (extra credit but required)
TOTAL:	600 points

Our assignments follow a uniform structure. We spend one week on each chapter of our textbook. On Wednesday evening, the first assignment (the reading check) is due. This assignment helps “get your feet wet” regarding the chapter content. On Friday evening, the second assignment (the chapter activity) is due. This assignment deepens your understanding of core chapter concepts. On Sunday evening, the final assignment (the chapter quiz) is due. This assignment gauges your mastery of the chapter material. All assignments may be submitted early, but no assignments are accepted late (excepting cases of qualified, documented emergencies or usage of ‘late passes’—please see our late work policy in the ‘Late Work’ section of this syllabus).

Psychologist of Note:



Stanley Sue, PhD, is recognized nationally as an active contributor on issues related to minority populations and mental health. He is one of the most prominent leaders in multicultural studies (Rockwell, 2001). Sue was born in Portland, Ore., and was the third of six children born to first and second generation Chinese immigrants. He received a Bachelor’s degree from the University of Oregon followed by a PhD from the University of California Los Angeles in Psychology.

[Click to learn more about the Sue brothers](#)

Our class works on a mastery system. This means that it’s more important that you get concepts eventually than to get them right away (although, it’s awesome if you do get them right away). To this end, our class assignments and policies are all set up for you to succeed, provided you continue to put in the work. Success is obtainable even if you struggle initially or experience difficulties throughout the semester. Each week is set up with assignments of increasing difficulty and credit, so that the first assignment—when you’re likely the most unsure on our content—is the least complex and worth the least amount of credit. As your knowledge grows throughout the week, so too does the complexity of and credit for our assignments. The final, and therefore most complex, assignment can be revised and resubmitted as many times as you’d like, provided you do so by the assignment deadline. As a final feature of our mastery system, we will cover 14 chapters over the semester but only your highest 12 scores in each assignment category count. This means you don’t have to worry if an assignment or two doesn’t go your way as you can replace that score with another score from that category. Counting only the 12 highest scores also means that when life inevitably gets in the way and makes it difficult

for you to complete your work, you can simply make that an assignment you don't submit (in other words, you can miss two assignments in each assignment category with no penalty).

Reading Checks (5 points each, highest 12 scores count, 60 points total)

To encourage you to keep up with our assigned readings, for each chapter that we cover, you'll WRITE two quiz questions. One question should come from the textbook and the other question should come from the supplemental PP (a.k.a. our class lecture, which is available on Lualima in the weekly chapter folder). Question format is up to you (multiple choice and true/false are great go-to options). Provide the question, the answer options, the correct answer, and indicate where you found this information. For example:

1. Who is considered the founding father of psychology?
 - a. Sigmund Freud
 - b. John Watson
 - c. B.F. Skinner
 - d. Wilhelm Wundt

*the correct answer is D; answer can be found on slide 6 of the supplemental PP

The questions that you write will go into a question bank for next semester's students to answer, so please be thoughtful and clear. Also, feel free to write in your own voice (i.e. formal/stiff/academic writing isn't necessary, unless you'd like to use it). 'Own voice' includes the option to write in Pidgin (please note somewhere in your submission that you're writing in Pidgin). If you choose this option, you'll be allowing future semesters of students the chance to answer quiz questions in Standard English or Hawaiian Pidgin, per their choosing.

Questions are submitted to the 'Reading Checks' tab on Lualima. Together these two questions are worth 5 points (please see assignment on Lualima for grading rubric), with partial credit available.

There are 14 reading checks throughout the semester and your highest 12 scores count, so you can skip two checks without any negative impact on your final grade. No need to tell me which reading checks you're skipping; just don't do them. Reading checks are due on Wednesdays. They may be submitted early (if the chapter is available under the 'Reading Checks' tab on Lualima, go for it), but not late. Late reading checks are not accepted (excepting cases of qualified, documented emergencies or usage of 'late passes'—please see our late work policy in the 'Late Work' section of this syllabus).

Psychologist of Note:

Reiko True



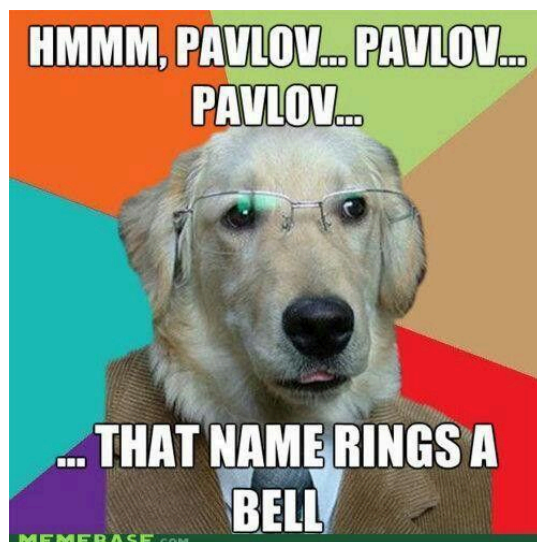
Born in Japan, she attended university in Tokyo, one of only 3 women in a class of 80. She remains passionate about equal access to mental health care and lobbied to create the first mental health center in California to serve Asian Americans. She then led the center, ensuring staff were trained in Asian languages and culture.

Image source: apa.org

Chapter Activities (20 points each, highest 12 scores count, 240 points total)

For each chapter, you will complete an activity related to that topic. Activities vary chapter to chapter; for example, one week you might complete a short experiment, another week watch and review a film, and yet another week you might contribute a discussion post to our class discussion board, but all activities will draw on the posted supplemental PP (i.e. our class lecture) content for that chapter. Additionally, all activities are submitted through Laulima. Details on each individual activity (complete with grading rubrics and examples from previous students) are available on our Laulima in the weekly folders. Regardless of the specific activity, your submission should make use of the information from the textbook, supplemental PP, and any additional posted materials, be thoughtful and thorough, and when responding to a discussion post, build on the responses of fellow students.

There are 14 chapter activities throughout the semester and your highest 12 scores count, so you can skip two activities without any negative impact on your final grade. No need to tell me which activities you're skipping; just don't do them. Activities are due on Fridays. They may be submitted early, but not late. Late activities are not accepted (excepting cases of qualified, documented emergencies or usage of 'late passes'—please see our late work policy in the 'Late Work' section of this syllabus).



Quizzes (25 points each, highest 12 scores count, 300 points total)

For each chapter, you will complete a quiz through Laulima. The quizzes are open-book, open-notes but should be entirely your own work. **The quizzes work on the mastery system, so you can take them as many times as you would like until the assignment deadline.** The computer will record your highest score, so there's no harm in trying a quiz multiple times (your score can't get lower but can improve). Each quiz is worth 25 points. There are 14 quizzes throughout the semester and your highest 12 scores count, so you can skip two quizzes without any negative impact on your final grade. No need to tell me which quizzes you're skipping; just don't do them. Quizzes are due on Sundays. They may be submitted early (if the chapter is available on Laulima under the 'quizzes' tab, go for it), but not late. Late quizzes are not accepted (excepting cases of qualified, documented emergencies or usage of 'late passes'—please see our late work policy in the 'Late Work' section of this syllabus).

Meetings with Professor (Required to pass the course)

To ensure that this is a successful semester for you, we will meet individually twice throughout the semester. Each meeting is 15 minutes long. There will be a link on Laulima for you to sign-up for a day and time that works for you.

The first meeting, a Meet & Greet, will take place between 27 August – 8 September (required to pass the course but also worth 10 points of extra credit).

The second meeting, the Mid-Semester Check-In will take place between 21 – 27 October (required to pass the course but also worth 15 points of extra credit).

Psychologist of Note:

Jennifer Eberhardt



Her research shows how subliminal images activate racial stereotypes, changing what and how people see. She investigates the largely unconscious yet deeply ingrained ways that individuals racially code and categorize people, with a particular focus on associations between race and crime. She uses these findings to raise awareness about stereotypes in the criminal justice system and in education. In 2014, she received a MacArthur Foundation award for her groundbreaking work.

Image source: www.macfound.org

Late Work/Assignment Policies

Late assignments are not accepted, except in cases of serious documented emergencies with written verification of the extenuating medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by me; please contact me as soon as you anticipate or experience a problem.

There are two exceptions to this policy: Late passes and Mulligans (do-overs).

1. **Late passes:** Each student gets three late passes to turn in an assignment late. Each late pass buys an extra week (seven days) after its due date to submit the assignment. To use a late pass on a reading check or activity, simply email me your assignment by the late pass deadline. To use a late pass on a quiz, email me to say you'd like to use a late pass on the quiz and I'll reopen the quiz for you on Laulima.
2. **Mulligans (do-overs):** Each student gets three Mulligans (do-overs). A Mulligan (do-over) allows a student to revise and resubmit a previously submitted assignment. For example, if you miss the mark on a chapter activity, you could revise your work and resubmit. Mulligans can be used within one week (seven days) of the graded assignment being returned. To use a Mulligan, email me to say you'd like to use it and I'll let you know how to resubmit the work.

Extra Credit

At this point, in addition to the mandatory two meetings with me, 3 extra credit opportunities are anticipated for the semester. Most are available now and due in the first week of the course:

1. Syllabus quiz. Taken on Laulima. Worth up to 5 points. Due 1 September.

2. Introduce yourself to the class using Laulima’s discussion board. Worth up to 2.5 points. Due 1 September.
3. Mid-semester survey. Worth 2 points. Complete between 21 – 27 October.

Psychologist of Note:



Richard Suinn, PhD, obtained a bachelor’s degree from the Ohio State University and his doctorate in counseling psychology from Stanford University. He was the third ethnic minority and the first Asian-American president of the American Psychological Association when elected in 1999. Previous to serving in this leadership role, Dr. Suinn was very involved in APA governance. He was one of the first members of the [Committee on Ethnic Minority Affairs](#) in 1979.

Suinn has conducted extensive research in the areas of sport psychology, behaviors and ethnic minority issues. Much of his career was spent at Colorado State University as a professor and department chair. During his time there, he established a program that served to recruit and retain ethnic minority students. He was involved in the early establishment of the Asian American Psychological Association and in 1972, became the first psychologist to serve on a U.S. Olympic sports medicine team. Additionally, he has served as city councilperson and mayor of the city of Fort Collins, Colo.

IMPORTANT NOTE:

Please do NOT wait until the last day to do your work because all kinds of problems (especially technological ones) can happen. This is a reality of online courses. If you experience problems near the deadline and miss submitting the work, your grade will be recorded as a zero (if you have a late pass remaining, you could then choose to still submit the work, but if you are out of late passes, you’d be out of luck).

Thank you for reading the syllabus so carefully. If you email me a picture of an otter anytime through Sunday, 8 September, you’ll earn 5 points of extra credit.

Course Content/Schedule (tentative & subject to change)

Week	Dates	Topic	Assignment Due
1	26 Aug – 1 Sept.	Orientation	Familiarize yourself with our course and Laulima; download textbook; do extra credit
2	2 – 8 Sept.	Introduction to Psychology	W, 4 Sept.: Reading Check
			F, 6 Sept.: Activity
			Su, 8 Sept.: Quiz
3	9 – 15 Sept.	Psychological Research	W, 11 Sept.: Reading Check
			F, 13 Sept.: Activity
			Su, 15 Sept.: Quiz
4	16 – 22 Sept.	Biopsychology	W, 18 Sept.: Reading Check
			F, 20 Sept.: Activity
			Su, 22 Sept.: Quiz
5	23 – 29 Sept.	Sensation & Perception	W, 25 Sept.: Reading Check
			F, 27 Sept.: Activity
			Su, 29 Sept.: Quiz

6	30 Sept. – 6 Oct.	Learning	W, 2 Oct.: Reading Check
			F, 4 Oct.: Activity
			Su, 6 Oct.: Quiz
7	7 – 13 Oct.	Thinking & Intelligence	W, 9 Oct.: Reading Check
			F, 11 Oct.: Activity
			Su, 13 Oct.: Quiz
8	14 – 20 Oct.	Memory	W, 16 Oct.: Reading Check
			F, 18 Oct.: Activity
			Su, 20 Oct.: Quiz
9	21 – 27 Oct.	Cognitive Processing Week	Check in with instructor regarding semester progress
10	28 Oct. – 3 Nov.	Lifespan Development	W, 30 Oct.: Reading Check
			F, 1 Nov.: Activity
			Su, 3 Nov.: Quiz
11	4 – 10 Nov.	Emotion & Motivation	W, 6 Nov.: Reading Check
			F, 8 Nov.: Activity
			Su, 10 Nov.: Quiz
12	11 – 17 Nov.	Personality	W, 13 Nov.: Reading Check
			F, 15 Nov.: Activity
			Su, 17 Nov.: Quiz
13	18 – 24 Nov.	Social Psychology	W, 20 Nov.: Reading Check
			F, 22 Nov.: Activity
			Su, 24 Nov.: Quiz
14	25 Nov. – 1 Dec.	Stress, Lifestyle, & Health	W, 27 Nov.: Reading Check
			F, 29 Nov.: Activity
			Su, 1 Dec.: Quiz
15	2 – 8 Dec.	Psychological Disorders	W, 4 Dec.: Reading Check
			F, 6 Dec.: Activity
			Su, 8 Dec.: Quiz
16	9 – 15 Dec.	Therapy & Treatment	W, 11 Dec.: Reading Check
			F, 13 Dec.: Activity
			Su, 15 Dec.: Quiz

Assigned work is due by 11.59 p.m. on the date it is listed. Beyond the late passes, late work is not accepted, excepting documented, qualified emergencies (as determined by me, see course policy below).

My therapist taught me to interrupt my anxious thinking with thoughts like:
"What if things work out" and "What if all my hard work pays off?"

So, I'm passing that onto you wherever you are, whatever you're leaving, or
whomever you're becoming.

— Sinclair P. Ceasar III (@Sinclair_Ceasar) [April 11, 2018](#)

Grade Tracker

You're spending your valuable time and money on this course, so let's make sure that you are on course for success. Using this [grade tracker sheet](#), you can always be aware of your grade in our course. Simply fill in your scores as you earn them.

Grade Tracker:

Reading Checks

- Intro to Psych = _____/5 points
- Psychological Research = _____/5 points
- Biopsychology = _____/5 points
- Sensation & Perception = _____/5 points
- Learning = _____/5 points
- Thinking & Intelligence = _____/5 points
- Memory = _____/5 points
- Lifespan Development = _____/5 points
- Emotion & Motivation = _____/5 points
- Personality = _____/5 points
- Social Psych = _____/5 points
- Stress, Lifestyle, Health = _____/5 points
- Psychological Disorders = _____/5 points
- Therapy & Treatment = _____/5 points

Highest 12 of 14 Scores = ____/60 points

Chapter Activities

- Intro to Psych = _____/20 points
- Psychological Research = _____/20 points
- Biopsychology = _____/20 points
- Sensation & Perception = _____/20 points
- Learning = _____/20 points
- Thinking & Intelligence = _____/20 points
- Memory = _____/20 points
- Lifespan Development = _____/20 points
- Emotion & Motivation = _____/20 points
- Personality = _____/20 points
- Social Psych = _____/20 points
- Stress, Lifestyle, Health = _____/20 points
- Psychological Disorders = _____/20 points
- Therapy & Treatment = _____/20 points

Highest 12 of 14 Scores = ____/240 points

Quizzes

- Intro to Psych = _____/25 points
- Psychological Research = _____/25 points
- Biopsychology = _____/25 points
- Sensation & Perception = _____/25 points
- Learning = _____/25 points
- Thinking & Intelligence = _____/25 points
- Memory = _____/25 points
- Lifespan Development = _____/25 points
- Emotion & Motivation = _____/25 points
- Personality = _____/25 points

Highest 12 of 14 Scores = ____/300 points

Social Psych = _____/25 points
Stress, Lifestyle, Health = _____/25 points
Psychological Disorders = _____/25 points
Therapy & Treatment = _____/25 points

Total Points = _____/600 points

***Add only the scores in this right, bolded column**

Extra credit earned: _____ points

Your total points + extra credit then determines the final course grade that you have earned for PSY 100:

- A = 600.0 – 540 points [percentage of 90 – 100%]
- B = 539.9 – 480 points [percentage of 80 – 89.9%]
- C = 479.9 – 420 points [percentage of 70 – 79.9%]
- D = 419.9 – 360 points [percentage of 60 – 69.9%]
- F = Below 360 points [percentage of 0 – 59.9%]

To figure out your grade at any point during the semester, total up all the points you've earned up until thus far and use this formula:

$$(\text{Points earned} \div \text{Points possible thus far}) \times 100 = \text{Current grade}$$

For example, say it's partway through the semester and you've earned 179 points thus far and there have been 200 points available. You would take $179 \div 200$, which equals .895, and then multiply .895 by 100, which equals 89.5%. Using the above grade breakdown, we'd see that a percentage of 89.5 means that your current grade would be a 'B'.



Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author. In this course, students are not permitted to use generative Artificial Intelligence (AI) applications such as ChatGPT, Bard, or Bing, in whole or in part, to generate course materials or assignments. Grammar and spell checking tools such as those integrated into MS Word may be used. If you have any questions about whether a particular tool or specific use is permitted, check with the professor.

I take academic dishonesty, plagiarism, and cheating very seriously. If I think you have committed academic dishonesty, plagiarized (intentionally or unintentionally) or cheated, you will earn a zero for that assignment, no exceptions. A second instance of either will result in failure of the course (i.e. two instances of plagiarism, two instances of cheating, or one instance of plagiarism and one instance of cheating).

All cases of academic dishonesty, plagiarism, and cheating are referred to the Vice Chancellor for Student Affairs.

[Windward CC Student Conduct Information](#)

[UH System Student Conduct Policy EO 7.208](#)



Student Responsibilities

This class is designed for you to succeed, even if you experience struggles throughout the semester, provided you stick with it and keep submitting assignments.

To encourage you to keep up with our assignments and to keep class fair for all, we have the following **Late Work Policy**: Beyond the late passes, late assignments are not accepted, except in cases of serious documented emergencies with written verification of the extenuating medical, legal, or other qualifying circumstances. The determination of a qualified emergency is made by me; please contact me as soon as you anticipate or experience a problem.

I strongly uphold the University of Hawai'i's non-discrimination policy in my class. Any discriminatory acts or language on the basis of race, religion, sex, gender, gender identity, age, national origin, ancestry, disability, or sexual orientation will NOT be tolerated. We will maintain our online classroom as a safe environment for all.

I am here to help you succeed in this course. Please don't hesitate to email me, reach out to schedule a video chat, or stop by my office if you have any questions, concerns, or problems. At any point in the semester, if you have concerns about our class that you would prefer not to discuss with me, an alternative contact for any concerns is wccaa@hawaii.edu.

How to Seek Academic or Technical Support

Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Ka Piko Writing Lab](#)
- [Ka Piko Speech Lab](#)
- [Ka Piko Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)
- [STAR Balance](#)

Technical Support

- [UH ITS Help Desk](#) – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Laulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La‘akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Laulima – Click on the [Request Assistance](#) link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.
- [Information Security for Students](#)

Psychologist of Note:



2. FRANCIS CECIL SUMNER (1895-1954)

Contributions: First African American to receive his Ph.D. in Psychology. Helped establish the psychology department at Howard University to train African American Psychologists. Sumner completed vast amount of research which counteracted racism and bias in psychological studies of African Americans. Some of his students went on to becoming leading psychologist in their own right, for example Kenneth Clark.

College Policies & Support Services

Disabilities Accommodations Statement

The Windward Community College’s Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities. If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako‘o 105) for more information. Accommodations begin AFTER the Disabilities Counselor contacts the instructor (i.e. accommodations are not retroactive).

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. 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 is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students’ life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

Psychologist of Note:

Martha Bernal (1931-2001)



The first Latina to earn a PhD in psychology in the United States, she studied ethnic identity and made clinical training more relevant for minorities. She also mentored Latino/a psychologists and founded the National Hispanic Psychology Association.

Image source: palantelatino.com/

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts website](#) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

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:

Leslie Cabingabang, UH System Confidential Advocate
Phone/Text: (808) 348-0432 or (808) 341-4952
Email: advocate@hawaii.edu
Office: Hale Kāko‘o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kāko‘o 109

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

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ‘Alaka‘i 120

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 <https://www.hawaii.edu/titleix/>

