UNIVERSITY of HAWAIʻI
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

HDFS 231, Infancy & Early Childhood

Fall 2026

3 Credits | CRN 62222

* This syllabus and/or our Course Schedule is subject to change at any time. I will notify you of any changes via Lamaku Announcements. Mahalo!

About Windward Community College

Mission Statement

ʻO keia ka wā kūpono e hoʻonui ai ka ʻike me ka hoʻomaopopo i kō Hawaiʻi mau hoʻoilina waiwai. Aia nō hoʻi ma ke Kulanui Kaiāulu o ke Koʻolau nā papahana hou o nā ʻike ʻake akamai a me nā hana noʻeau. Me ke kuleana koʻikoʻi e hoʻohiki ke Kulanui e kākoʻo a e hoʻokumu i ala e hiki kē kōkua i ka hoʻonui ʻike a nā kānaka maoli. Na mākou nō e hoʻolako, kākoʻo a paipai i nā Koʻolau a kō Oʻahu aʻe me nā hana noʻeau ākea, ka hoʻonaʻauao ʻoihana a me ka hoʻonui ʻike ma ke kaiāulu— hōʻaʻano a e hoʻoulu i nā haumāna i ka poʻokela.

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

ʻĀina

Windward Community College is located in the ahupuaʻa of Kāneʻohe and Heʻeʻia in the moku of Koʻolaupoko on the island of Oʻahu. Both ahupuaʻa are directly connected to the moʻo ʻōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the puʻu of Keahiakahoe, which is also connected to many moʻo ʻōlelo of this ʻāina. Because wind names and rain names are associated with specific ʻāina, the rain name of Kāneʻohe is known as the ʻĀpuakea and the rain name of Heʻeʻia is the Ulumano.

Instructor Information

About Your Instructor

Aloha! I'm **Dr. Kat O'Dell**, and I'm excited to be your instructor for HDFS 231: Infancy and Early Childhood. My **one hānau**, or place of birth, is England, and I was raised in Ohio; my life journey has also taken me to Japan and ultimately to Hawaiʻi, which I have called home for many years. My **moʻokūʻauhau**, or family story, is an important part of who I am—I am a wife and mother of two adult children and 3 cats, and my experiences across different places, cultures, and communities have shaped both my personal and professional perspectives. My career has centered on early

childhood education, human development, and partnering with families, schools, and communities. My teaching philosophy is grounded in the belief that learning should be meaningful, culturally responsive, and connected to real life. I believe each student brings valuable experiences, cultural knowledge, and perspectives to our learning community, and I hope this course helps you not only understand how infants and young children develop, but also appreciate the powerful roles that families, relationships, culture, and community play in that development.

How to Contact Your Instructor

Dr. Kat O'Dell, Instructor

Kumuola Pathway

- Virtual Office: ZOOM: https://hawaii.zoom.us/j/9174010179 Passcode: GOHDFS
- Office Hours (by appointment): Online as available or Mondays 2-4pm
    - Office: Naʻauao rm. 122
    - On-campus meetings: Mondays 2pm to 4pm by appointment
- Email: katodell@hawaii.edu

Response time: I generally respond to email and Q&A M-F 8am - 4pm

Asking Course Questions

Please use course Q&A in Lamakū Discussions for all general course questions about content, activities, due dates, how work will be graded, etc. I will check Q&A M-F and provide follow-up information there.

Email specific grading questions and/or personal matters, per FERPA, to keep your information protected. Please use Lamakū Email instead of UH Gmail or other email.

[* While Lamakū has an Instant Message feature, I prefer email. Please feel free to use Instant Message to communicate with your HDFS 231 classmates if you like.]

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: Alakaʻi 121
- Phone: (808) 235-7422

Contingency Plan

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course. Mahalo in advance for your understanding and I hope you will do the same.

Course Format & Structure

This course is offered in a 16 week time frame. Please note that this is not a self-paced course; our course schedule is provided in this syllabus.

This course is 16 weeks asynchronous and uses an Open Educational Resources (OER), so there is no cost for a textbook. The entire course content is available on Lamaku, with the exception of the final exam which will be provided at the beginning of finals week. You may work ahead, but all assignments do have due dates.

Regular Substantive Interaction (RSI)

Online courses at Windward Community College follow the college's RSI Definition for ensuring quality instruction. You can expect me to communicate with you frequently (and in a timely fashion) about our coursework in the following ways during our 16-week asynchronous course.

Announcements: Weekly announcements will be posted every Monday by 8am. Additional announcements will be posted as needed.

- *Assignments:* All grades will be posted on Lamaku. All projects will have rubrics in the descriptions/instructions as well as in the grading feedback.
    - *Reflection questions will be graded with feedback weekly*
- *Discussions:* I will monitor Discussions weekly *during* the post/response phases.
- *Q&A:* I will check and provide answers to student posts on the course Q&A weekly in Lamakū Discussions.
- *Quizzes and Exams: Quizzes and the Final Exam are graded and grades released within Lamaku immediately. Quizzes can be retaken multiple times to achieve a higher score. The final exam can only be taken once.*
- *Student Check-Ins:* I offer online office hours weekly on Mondays 2-4pm or otherwise by appointment. I will reach out to you via Lamaku messaging and feedback if I have any concerns about your assignments.
- *Study Sessions*: Offer to host optional pre-assessment or post-assessment review sessions with students in Zoom or on campus. Indicate meeting details and if you'll record the session for future review, as well as how students can access the recording.

All course activity due dates are listed in Lamakū on the Calendar. Please check your UH email often and set your Lamakū Notifications (both email and D2L Brightspace Pulse App) to receive course notices, such as grading updates, announcements, and activity reminders. I will keep our Lamakū course Grades as current as possible; grading turnaround times and modes of feedback and evaluation are stated in our course Grades, as well as on each activity.

Participation 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). Effective Fall 2021, 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 Information

Catalog Description

Growth and development from the prenatal period to age 5. Historical and current issues and research based on ecological, cross-cultural perspectives. Focus on optimal development. Pre: HDFS 230 completed with a C or above or consent.

Student Learning Outcomes

Students can expect to attain the following outcomes as a result of taking this course:

1. Discuss the major milestones of children from conception through age 5 in the main domains of physical, cognitive, and socio-emotional development.
2. Discuss the major theories of child development.
3. Discuss the interplay between the children and their environmental system (physical settings, family, peers, childcare, neighborhood, economics, social policy, and culture).
4. Plan a study demonstrating basic research skills.

Course Materials & Technology

Required

- Regular access to a computer with internet (desktop or laptop).
    - Windward offers free laptop and WiFi hotspot check-out to students (first-come, first-served), as well as software and other tech discounts; see Ka Piko Student Tech Support for information.
    - UH Online provides an online learning Readiness Activity and an Orientation to Online Learning that Windward CC students may take to see if online learning is a good fit.
- There is a link to the pdf of the textbook on Lamaku. It is an Open Education Resource (OER) and you will not pay for it. We will be reading chapters 1-9.
    - Child Growth and Development: An Open Educational Resources Publication by College of the Canyons Authored and compiled by Jennifer Paris, Antoinette Ricardo, & Dawn Rymond

      Editor: Alexa Johnson Cover & Graphics: Ian Joslin Version 1.2 2019
- Additional required HDFS 231 materials will be posted in Lamakū Content.

Recommended

- D2L Brightspace Pulse App (free download from app stores)

Lamakū Learning Management System (https://lamaku.hawaii.edu/d2l/home)

Learn about the Hawaiian meaning of the word “lamakū”: Lamakū Pronunciation, Meaning, and Importance.

- UHCC Lamakū Student Resources (how-to videos)
    - Contact UH ITS for 24/7 Lamakū assistance.

- Keeping Accessibility and UDL in Mind
    - If you find any course content that needs remediation and/or updating, please kindly share and I will immediately work to make the content accessible.
- Lamakū courses will appear 5 days before the first day for the academic term and will become inactive (no longer be available to access) 3 weeks after the end of the term. Be sure to save any coursework you may need from Lamakū *during* the term.
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, 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 Technology

D2L Brightspace, the parent company of Lamakū, recommends users choose the latest versions of Google Chrome, Mozilla Firefox, Microsoft Edge, or Apple Safari as their internet browser.

We recommend that students update their internet browser at the start of each term, search how to allow pop-up windows, adjust their cookies, and clear device history. Also, fully restart your computer and/or device from time-to-time to optimize performance.

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- Google Drive is UH-provided cloud storage (Google accessibility statement, Google privacy policy)
- Google Docs is used to create documents (Google accessibility statement, Google privacy policy)
- Google Slides is a presentation authoring software provided by UH (Google accessibility statement, Google privacy policy)
- Padlet is used for some of the discussion activities (Padlet accessibility statement, Padlet privacy policy)
- YouTube is used for delivering some of the course content (YouTube accessibility statement, YouTube privacy policy)
- Zoom is used for the Synchronous Sessions and virtual office (Zoom accessibility statement, Zoom privacy policy)

Course Activities & Grading Policy

This course is an asynchronous learning course presented using the Learning Management System called Lamaku. Course content is delivered using readings, Google Slides presentations, videos, writing prompts, and interactive activities. Embedded within the Lamaku course site, there are several technological tools I use in this course:

- Videos accessible when you login using your UH username and password.

The expectation is that you visit the course site weekly, read any announcements or messages on the Lamaku course site then proceed to the Weekly Assignments. **All assignments listed for the week should be completed by that Sunday at 11:59 pm.**

ASSIGNMENTS (requirements and expectations)

Weekly Class Preparations
Weekly readings and assignments are presented in Lamaku. These assignments are to help you understand and apply the course content. You should complete the assigned eText or assigned readings, chapter quizzes, reflection questions and any other assigned activities prior to Sunday by 11:59 pm.

The following should be completed for each assigned chapter before each Sunday by 11:59 pm:

- Chapter reading
- Other readings when assigned
- Viewing of assigned videos
- Reflection Questions or Discussion Posts
- Chapter quizzes

Weekly Assignments [Lamaku]
The weekly assignments refer to the weekly readings, videos, reflections, discussion posts, etc. published in Lamaku. Look for the tab on the Lamaku>HDFS 231> Content > Week 1, etc. These learning activities earn points and all help you to learn the course content and integrate the course materials whether it is from the eText or from other provided resources.

Project 1: Growing Together - A Parent/Caregiver Developmental Activity One-Pager
Students will create a digital one-page resource for parents/caregivers focused on one age range between birth and 24 months. The one-pager will include developmentally appropriate activities supporting physical, cognitive, and social-emotional development, with connections to developmental milestones and practical tips for families. Students will also include information about individual differences in development and credible child-development resources. The project is designed to demonstrate students' ability to apply their knowledge of infant and toddler development in a practical, family-friendly format.

Project 2: Approaches to Early Childhood Education Project

Students will compare Waldorf, Montessori, Reggio Emilia, and HighScope/Social Constructivist approaches to early childhood education using a graphic organizer. They will examine each approach's philosophy, the roles of teachers and children, learning environments and experiences, and how each supports physical, cognitive, and social-emotional development in preschool children. Students will also consider the strengths and potential limitations of each approach. Following the comparison, students will post a reflection to the Discussion Board identifying which approach they would choose for their own child and why, and respond thoughtfully to two classmates' perspectives.

Project 3: Culture, Inclusion & Meaningful Learning Project

This culminating project brings together students' learning about child development, culturally relevant practice, developmentally appropriate teaching, inclusion, and professional standards. Students will participate in an approved Native Hawaiian cultural or community experience and reflect on the knowledge, values, language, practices, and connections to place they gained from the experience. They will then use this learning to design an inclusive, culturally connected learning experience for preschool children ages 3–5 that supports physical, cognitive, and social-emotional development and includes

adaptations for children with differing abilities and needs. Finally, students will examine one connection between the ECE and EI/ECSE professional standards, apply the standards to their lesson plan, and reflect on how culture, inclusion, and professional practice can support meaningful learning for all young children.

Final Exam [Lamaku]
There is a final exam that will assess your understanding and knowledge of the course content. This will be an online exam. The final exam will be published by the Monday of exam week.

For future UH Manoa HDFS Majors: It is strongly recommended that you save all completed and corrected assignments, which may be used in their final HDFS's capstone course.

Grading Scale

Course Activity	Points/Percentage of Final Grade
Text Quizzes (9)	10 pts each
Text Reflection Questions (9)	10 pts each
Starting Small Worksheet	20 pts
Project 1	100 pts
Project 2	200 pts
Project 3	100 pts
Final Exam	100 pts

Assessment, Tasks, and Grading

Extra Credit
There will be opportunities to earn extra credit in this class in the following ways:

1. Take at least 3 of your writing assignments to the WCC Ka Piko writing lab to work on writing skills. You must submit your original writing and the final draft. Also, the tutor must email me to verify this work was done in the writing lab.
2. Utilize your WCC counselor to help you stay on track academically at WCC and/or to plan for education/career next steps once you complete your pathway at WCC. You will need to meet with your counselor in person or online at least three times. Your counselor must email me to verify the time spent with her and the outcome.
3. Volunteer at a family engagement event or in a childcare center/preschool for at least 2 hours and write a 1-2 page reflection. This MUST BE pre-approved by me

and we will work out the details together. If you need suggestions, I am happy to provide some.

You may do 2 out of the 3 and each is worth 25 extra credit points.

Late work will not be accepted

Grading Scale:
Your total point + extra credit then determines the final course grade you have earned for HDFS 230:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below)

Course Schedule

Students may check the Windward Student Notifications page on the website for canceled classes and/or school closures.

Week	Date	Module / Topic	Due Dates
1	8/24/26	*Week 1: Introductions* ● Read/Review/Watch: ○ Syllabus ● Do: ○ Syllabus Quiz ○ Introduction Padlets	***ALL assignments are due by the Sunday of the week at 11:59pm***
2	8/31/26	*Week 2:* ***Child Development Foundations*** ● Read/Review/Watch: ○ Chapter 1 ○ Assigned Videos ● Do: ○ Chapter 1 Quiz ○ Chapter 1 Reflection NOTE: 9/1/26 is the last day to register for a course, audit a course, change grading mode and variable credits, drop a course for 100% refund	(Required Participation Verification activity due by Sept 1)
3	9/7/26 (holiday)	*Week 3:* ***Genetics and Prenatal Development*** ● Read/Review/Watch: ○ Chapter 2 ○ Videos ● Do:	

Week	Date	Module / Topic	Due Dates
		○ Chapter 2 Quiz ○ Chapter 2 Reflection	
4	9/14/26	*Week 4:* ***Birth and Newborns*** ● Read/Review/Watch: ○ Chapter 3 ○ Videos ● Do: ○ Chapter 3 Quiz ○ Chapter 3 Reflection NOTE: 9/15/26 is the last day to drop course with "W" grade, drop course for 50% tuition refund, and submit tuition waivers	
5	9/21/26	*Week 5:* ***Physical Development in Infancy & Toddlerhood*** ● Read/Review/Watch: ○ Chapter 4 ○ Videos ● Do: ○ Chapter 4 Quiz ○ Chapter 4 Reflection	
6	9/28/26	*Week 6:* ***Cognitive Development in Infancy & Toddlerhood*** ● Read/Review/Watch: ○ Chapter 5 ○ Videos ● Do: ○ Chapter 5 Quiz ○ Chapter 5 Reflection	
7	10/5/26	*Week 7:* ***Social and Emotional Development on Infancy & Toddlerhood*** ● Read/Review/Watch: ○ Chapter 6 ○ Videos ● Do: ○ Chapter 6 Quiz ○ Chapter 6 Reflection ○ **Project 1**	
8	10/12/26	*Week 8:* ***Physical Development in Early Childhood*** ● Read/Review/Watch: ○ Chapter 7 ○ Videos ● Do:	

Week	Date	Module / Topic	Due Dates
		○ Chapter 7 Quiz ○ Chapter 7 Reflection	
9	10/19/26	*Week 9:* ***Cognitive Development in Early Childhood*** ● Read/Review/Watch: ○ Chapter 8 ○ Videos ● Do: ○ Chapter 8 Quiz ○ Chapter 8 Reflection ○ **Project 3: Part 1 Due**	
10	10/26/26	*Week 10:* ***Social and Emotional Development in Early Childhood*** ● Read/Review/Watch: ○ Chapter 9 ○ Videos ● Do: ○ Chapter 9 Quiz ○ Chapter 9 Reflection	
11	11/2/26	*Week 11:* ***Pedagogy and Paradigms in Early Childhood Education*** ● Read/Review/Watch: ○ Assigned Readings on Lamaku ○ Videos ● Do: ○ Discussion Board Post ○ **Project 2 Due** NOTE: 11/2/26 is the last day to withdraw from a course for a "W" grade, 0% tuition refund	
12	11/9/26	*Week 12:* ***Teaching Empathy in Early Childhood*** ● Read/Review/Watch: ○ Assigned Readings on Lamaku ○ Starting Small Video ● Do: ○ Starting Small Reflection	
13	11/16/26	*Week 13:* ***Building Your Lesson*** ● Read/Review/Watch: ○ N/A ● Do: ○ **Project 3: Part 2 Due**	
14	11/23/26	*Week 14: Thanksgiving - No Assignments* ● Read/Review/Watch:	

Week	Date	Module / Topic	Due Dates
		○ N/A ● Do: ○ N/A	
15	11/30/26	***Week 15:*** ***Early Childhood Professional Standards of Practice*** ● Read/Review/Watch: ○ Standards Crosswalk ● Do: ○ Review Standards Crosswalk ○ Work on Part 3 of Project 3	
16	12/7/26	***Week 16: Complete Project*** ● Read/Review/Watch: ○ N/A ● Do: ○ Project 3: Part 3 Due	
Finals	12/14/26 - 12/18/26	Final Exam will be provided by Sunday, December 14th at 11:59 pm and due back by Sunday, December 20th by 11:59 pm. NOTE: Grades will be available in STAR GPS on 12/23/2026	Final Exam due by 12/20 by 11:59 pm

Academic Integrity

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

In general, work submitted by a student must be the student's own, original work. The work of others should be properly acknowledged, explicitly marked and cited, through the use of quotes and/or summarized reference to the original author via the appropriate citation style indicated by your instructor.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

- Students will receive a failing grade for plagiarized assignments.
- All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Artificial Intelligence (AI)

UH Executive Policy 2.220 Artificial Intelligence

The Windward CC Library AI Essentials Library Guide provides guidance and has helpful resources for both instructors and students.

AI use is not permitted in this course.

- Do Not Use 🚫
- The assignments in this course require human reasoning and using AI will bypass the intended cognitive process essential for this course, thus will be considered academic dishonesty.

Student Kuleana

- Please review our Hawai'i-Style Netiquette, which blends the values of ALOHA with approaches to how we should consider treating each other online.
- Check Lamaku and your email at least weekly.
- Complete all assignments on time.
- Windward CC has Grievance Procedures in place, but I encourage us to try to work together first to see if we can work through any troubles. Mahalo!

Academic and Technical Support

Academic Support

- Windward Community College Library
- Library eResources
    - Library Staff Directory
- Library Research Units (LRUs)
- Ka Piko Tutoring Services: Math Lab, Speech Lab, Writing Lab, ʻŌlelo Hawaiʻi Lab
- Online Learning at Windward Community College
- STAR Balance

Technical Support

- UH ITS Help Desk: email help@hawaii.edu or call (808) 956-8883 (or 1-800-558-2669) for Lamakū 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 Laʻakea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū: Click on the Lamakū Help link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- Information Security for Students

College Policies & Support Services

Your instructor may also provide additional resources in your Lamakū course.

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.

Disabilities Accommodations Statement

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 Kakoʻo 106) for more information.

Financial Aid

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

LGBTQ+

The University of Hawaiʻi system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the University of Hawaiʻi Commission on LGBTQ+ Equality. Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

Mental Health Counseling

Mental Health and Wellness at Windward Community College provides counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at WCC Mental Health & Wellness.

Student Conduct Code

Windward Community College follows the University of Hawaiʻi 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, they have placed themselves 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.

TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Information about services can be found at Windward CC TRiO.

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:

Kalaʻikū Stephenson, UH System Confidential Advocate
Phone: (808) TBD
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 103

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

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

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 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, refer to the University's Title IX resources, and the University's Policy, EP 1.204.

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 for more information.