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

PSY: 100: Survey of Psychology

Fall 2026

August 24-December 18

3 Credits | CRN 62305

* This syllabus and/or our Course Schedule is subject to change at any time. I will notify you of any changes via course announcement. 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 kākou! My name is Dr. Park and I am excited to be your instructor. I was born and raised on Hawaiʻi Island and have been on Oʻahu since 2009. I have almost 20 years of experience as an educator and am also a licensed mental health counselor with counseling experience in the public and private sectors.

How to Contact Your Instructor

Dr. Christine Park, Ph.D., LMHC, NCC, REAT
Mental Health Technician: windward.hawaii.edu/programs-of-study/mental-health-technician/
Office: Naʻauao 107

Office Hours: Email for appointment
Email: cmpark@hawaii.edu
ZOOM: https://us02web.zoom.us/j/3121390616

Asking Course Questions

Please use the Q&A forum in the Lamakū Discussions for all general course questions about content, activities, due dates, etc. For specific grading questions and/or personal matters, please email me directly. Per FERPA, to keep your information protected, it is best to use the Lamakū email.

I will do my best to respond to you within 48 hours weekdays (M-F), however, if I do not, please send me a follow-up email. Please note that on weekends and holidays, my response time may be slower. Also, if using the messaging feature in Lamakū, my response time may be slower as I do not check the instant messaging feature as frequently.

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 is a fully online asynchronous course. This course is offered in a 16-week format. Please note that this is not a self-paced course. Students are required to engage and participate weekly. Each week will consist of chapter readings from the text, additional learning resources, and weekly assignments posted in Lamakū. Students are expected to review all learning resources for each module.

Course content will be released at the start of each week and will remain open for the duration of the course to give you access to material throughout the term. Content is delivered through:

- Online readings, videos, and activities
- Online discussions (written and video posts)
- Projects and papers
- Reflections

Regular Substantive Interaction

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 the term.

- ***Announcements*** will be posted at the start of each week (typically by Monday 8am).

- ***Modules & Content*** for the course are available throughout the term. However, students are encouraged NOT to jump too far ahead as additional resources and minor changes may be made leading into each week/module.
- ***Assignments*** will be graded using Lamakū rubrics. Grading feedback will also be provided through comments in Lamakū. Grading times will vary depending on the scope and depth of the assignment.
- ***Chapter readings and checkpoints***, in the form of comments, questions, reflections, and mini-quizzes, will take place during the weekly readings in Perusall.
- ***Discussion****s* will take place in each module/week. I will check and monitor the weekly discussion forum several days each week. I may not respond to each student each week, but will monitor responses, answer questions, provide general feedback, offer additional resources, and provide additional guidance and insight. Discussions will be graded using the Lamakū discussion rubric.
- ***Q&A Forum*** in Lamakū discussions is a forum for you to ask general questions. I will check the Q&A periodically and respond accordingly. For urgent or personal matters, please reach out to me directly ("How to contact your instructor" above).
- ***Student Check-Ins***: I will send out surveys at different times during the term to check in. I may also host an optional Zoom session as well.

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 may vary depending on the depth of the assignment. Modes of feedback and evaluation are stated in our course grades.

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

An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

- Recognize the study of psychology as a science.
- Discuss the biological and environmental basis of human behavior.

- Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

Course Materials & Technology

Required Materials

1. OER OpenStax. (2020). Psychology 2e by OpenStax. (n.p.): Innovative Eggz LLC.
   ** **Text accessed through Perusall; see bookstore or Perusall to purchase access**

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.

- Adobe Reader is used to read course files (accessibility statement, privacy policy)
- Canva is a presentation, graphic design software, and more (accessibility statement, privacy policy)
- Google Drive is UH-provided cloud storage (accessibility statement, privacy policy)
- Google Docs is used to create documents (accessibility statement, privacy policy)
- Google Sheets is used to create assignment and reference worksheets (accessibility statement, privacy policy)
- Google Slides is a presentation authoring software provided by UH (accessibility statement, privacy policy)
- H5P is used for creating review activities (accessibility, privacy policy)
- Perusall is used to read and review the course text (accessibility, privacy policy)
- YouTube is used for delivering some of the course content (accessibility statement, privacy policy)

- Zoom is used for the Synchronous Sessions and virtual office (accessibility statement, privacy policy)

.

Course Activities & Grading Policy

Assessment Tasks and Grading:

Assignment or Activity	Due Date	Point Value	Percent of Grade
Chapter readings and check points	Friday of each week	160	50%
Discussion Forum Posts	Weeks 4, 8, 10, 14 Weekly Main Post due Wednesday Peer Response due Friday	40	12.5%
Reflections	Weeks 2, 6, 12, 16 Due Sunday	40	12.5%
TED Talk Review	Week 6 due Sunday	25	8%
Cognitive Improvement Plan	Week 8 due Sunday	30	9%
Psychology in Careers Interview	Week 14 due Sunday	25	8%
		Total Points: 320	

Grading Scale:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 59% and below

Grading Feedback

Grading feedback will be provided through Lamakū. You will receive grading based on the Lamakū rubrics and also comments. Text annotations may also be made through Lamakū in the document view. Please allow at least 1 week for discussion, reflections and chapter readings/checkpoints, and at least 2 weeks for key assignment feedback and grading.

Course Schedule

Module	Week	Topic	Readings Learning Resources	Assignments Due
1	1 & 2 8/24-9/6	Intro to Psychology Psychological research	Chapters 1 & 2 Lamakū Resources	**Week 1** **Important First Tasks** **Review Syllabus_due Wednesday** **Access Perusall- due Wednesday** **Post Introduction -due Wednesday** *this is your participation verification assignment.

Module	Week	Topic	Readings Learning Resources	Assignments Due
				Week 2 **APA resources** **Chapter Reading & Check Points-** Due Sunday **Reflection #1**-due Sunday
2	3 & 4 9/7-9/20	Biopsychology States of Consciousness	Chapters 3 & 4 Lamakū Resources	**Week 3** **Chapter Reading & Check Points-** Due Sunday **9/9 @ 12PM Library Presentation**
				Week 4 **Discussion #1**- Main Post due Wednesday; Peer Responses due Saturday
3	5 & 6 9/21-10/4	Sensations & Perceptions Learning	Chapters 5 & 6 Lamakū Resources	**Week 5** **Chapter Reading & Check Points-** Due Sunday
				Week 6 **Reflection #2** due Sunday **TED Talk Review** - due Sunday
4	7 & 8 10/5-10/18	Thinking & Intelligence Memory	Chapters 7 & 8 Lamakū Resources	**Week 7** **Chapter Reading & Check Points-** Due Sunday
				Week 8 **Discussion #2** - Main Post due Wednesday; Peer Responses due Saturday **Cognitive Improvement Plan** due Sunday
5	9 &10 10/19-11/1	Lifespan Development Emotions & Motivation	Chapter 9 & 10 Lamakū Resources	**Week 9** **Chapter Reading & Check Points-** Due Sunday
				Week 10 **Discussion #3** – Main Post due Wednesday; Peer Responses due Saturday
6	11 & 12 11/2-11/15	Personality Social Psychology	Chapters 11 & 12 Lamakū Resources	**Week 11** **Chapter Reading & Check Points-** Due Friday

Module	Week	Topic	Readings Learning Resources	Assignments Due
				Week 12 **Reflection #3**-due Sunday
7	13 & 14 11/16-11/29	Industrial-Organizational Psychology Stress, Lifestyle & Health	Chapters 13 & 14 Lamakū Resources	**Week 13** **Chapter Reading & Check Points-** Due Sunday **Week 14** **Discussion #4** – Main Post due Wednesday; Peer Responses due Saturday **Psychology in Careers Interview**–due Sunday
8	15 &16 11/30-12/13	Psychological Disorders Therapy & Treatment	Chapters 15 & 16 Lamakū Resources	**Week 15** **Chapter Reading & Check Points-** Due Sunday **Week 16** **Reflection #4**-due Sunday

Course Tasks

- **Chapter Readings and Checkpoints (10 points per chapter- 160 points total)**

  We will use Perusall to access the course textbook. Instructions to create an account and gain access to the course material are made available through Lamakū.

  Each week, you will be assigned chapter readings. Using Perusall, you will read each chapter, highlight, and comment on the text in order to engage with the material, classmates and instructor. Throughout the chapters, there will be checkpoints in which you will need to comment or respond to a question.

  You will be evaluated based on:
  - Engagement with concepts
  - Responding to classmates' questions and comments.
  - Making connections between the reading, course concepts, personal experiences, or current events.
  - Completion of chapter checkpoints

- **Discussions : (4 @ 10 points each- 40 points total)**

  Optimal learning will require preparation through reading and processing, and then sharing the work product or information in the online class forums. It is important that every student contributes to the interactive learning that is an important part of every course.

Written Discussions: to receive credit for participation, each student will need to participate on time and respond to at least 1 peer. Main posts should be a minimum of 250 words and include 1 question for the class. Peer responses should be made in the form of a VIDEO and include a response to the question a peer posed. More details on discussion requirements are posted in Lamakū. **Students must use APA 7th Edition format and include citations and references.**

I will be monitoring the discussion and will periodically pop in to reply to students, answer questions, post additional questions to stimulate the conversation, add resources, or highlight key ideas and themes.

Your assignment will be evaluated based on:

- Critical Analysis- 3 points
- Applied Analysis- 3 points
- Writing and Grammar- 2 points
- Peer Response- 2 points

- **Weekly Reflection (4 @ 10 points each -40 points)**

You will submit reflections that demonstrate thoughtful engagement with the concepts and materials covered during the module. Reflections should integrate ideas from the assigned readings, lectures, videos, and other course resources, using specific examples to illustrate understanding. Rather than simply summarizing the material, you should critically examine what they learned, make connections to real-world experiences or prior knowledge, and discuss how the concepts relate to one another. Each reflection should also include at least one meaningful question, insight, or "a-ha" moment that emerged while engaging with the week's content.

Your assignment will be evaluated based on:

- Applied analysis with specific examples- 4 points
- Integration of the learning resources- 3 points
- Insights and questions – 3 points

- **TED Talk Review (25 points)**

For this assignment, you will locate a TED Talk on one of the topics covered in this course. TED Talks are videos for experts and leaders from a variety of fields who share their knowledge in a mini-lecture/presentation. Submissions should be made in Word or Google Docs format.

Your tasks:

- Take a look at the table of contents for your text and use it as a guide for selecting topics. Once you have a topic in mind go to https://www.ted.com/talks (<--click link) to find a TED Talk you are interested in. Your TED Talk should be at least 10 minutes in length and no more than 60 minutes.
- After watching the talk, write a 2–3-page summary of the talk, including a reflection, a connection to psychology concepts in the course, and an application to your life. Your paper should be in APA format, double-spaced, 12-point font.

- Your paper should cover the following
    - What was the title of the talk? Who was the speaker? What was their topic? Be sure to include the URL (web address) where your talk can be found.
    - What are the main points covered?
    - What were your big takeaways?
    - How do the concepts covered in the video relate to the topics covered in this course?
    - How does this contribute to your overall understanding of psychology? What aspects apply/could apply to your life?

Your assignment will be evaluated based on:

- Thorough review of the TED Talk – 10 points
- Depth of reflection and critical thinking- 10 points
- Organization, clarity, grammar, and APA formatting- 5 points

- **Cognitive Improvement Plan (30 Points)**

The goal of this assignment is to apply principles of cognition, memory, intelligence, and lifespan development to your own learning. Throughout this module, you have explored how people think, process information, remember experiences, solve problems, and develop cognitively across the lifespan. This assignment challenges you to evaluate your own learning habits and create an evidence-based plan to improve your cognitive performance using concepts from psychology.

Part 1: Evaluate Your Current Learning Habits
Begin by reflecting on your current approach to learning and studying. In 1–2 pages, discuss the following:

- Describe your typical study routine.
- How do you usually prepare for exams or complete assignments?
- What strategies have been most effective for you?
- What challenges do you commonly experience (e.g., procrastination, distractions, difficulty remembering information, test anxiety, multitasking, lack of motivation)?
- Which cognitive biases or memory errors discussed in the textbook might affect your learning?
- Be honest and thoughtful in your self-assessment. The purpose of this section is to identify strengths as well as areas for improvement.

Part 2: Connect Psychology to Your Learning
Using concepts from the course, explain how psychological principles help explain your learning experiences. Include and discuss at least four concepts from the course. For each concept, you will define it in your own words and explain how it relates to your life.

Examples include:

- Working memory
- Long-term memory
- Encoding and retrieval
- Forgetting
- Retrieval cues
- Spaced practice
- Chunking
- Mnemonics
- Metacognition
- Intelligence
- Creativity
- Problem-solving strategies
- Confirmation bias
- Functional fixedness

- Developmental influences on learning
- Neuroplasticity

Part 3: Develop Your Cognitive Improvement Plan
Based on research, develop a realistic plan for improving your learning over the next month. Your plan should include at least five evidence-based strategies, such as:

- Using spaced practice instead of cramming
- Practicing active retrieval through self-testing
- Creating concept maps
- Using mnemonic devices
- Reducing multitasking and distractions
- Improving sleep habits
- Practicing mindfulness or stress-management techniques
- Scheduling regular study sessions
- Teaching concepts to someone else
- Using elaborative rehearsal

For each strategy, explain:

- Why you selected it
- Which psychological concept supports its effectiveness
- How you will implement it in your daily or weekly routine
- How you will measure whether it improves your learning

Part 4: Reflection

- Conclude your paper by reflecting on the following questions:
- Which concept from this module changed the way you think about learning?
- Which improvement strategy do you believe will have the greatest impact on your academic success?
- How might understanding cognition and memory benefit you beyond the classroom—in your career, relationships, or everyday decision-making?

Assignment Requirements

- Length: 3–4 pages (not including the title and reference pages)
- Format: APA 7th edition
- Sources: Cite the course textbook and include at least one additional scholarly source to support your recommendations.
- Writing: Use clear organization, appropriate headings, and college-level writing.

Your assignment will be evaluated based on:

- Thorough evaluation of current learning habits – 5 points
- Accurate application of psychological concepts – 5 points
- Integration of evidence from the textbook and scholarly literature – 5 points
- Development of a realistic and evidence-based cognitive improvement plan – 5 points
- Depth of reflection and critical thinking – 5 points
- Organization, clarity, grammar, and APA formatting – 5 points

- **Psychology in Careers Interview (25 points)**

The goal of this assignment is to understand how psychology is used in everyday work. For this assignment, you will interview with someone who uses psychology in their work/career (teacher, mental health counselor, school counselor, psychologist, social

worker, police officer, supervisor, etc.). Check this website for possible careers. Scroll down to "More Career Options in Psychology" for a more comprehensive list

Your Tasks:

- **I**dentify a person to interview and conduct the interview. **You must record (either video or audio) and submit the recording with your assignment**. Let your interviewee know that the recording is for documentation purposes only. It will not be used outside of this assignment.

  Here are some guiding questions you can ask in your interview. Feel free to add questions as you see appropriate.

  1. What kind of work do you do?
  2. What is your educational background, and what kind of training in psychology do you have?
  3. How is psychology applied in your work/career? How do you apply psychological concepts in your work?
  4. Is there anything else you would like to share?

- After conducting the interview, **you will write a 2-3-page paper summarizing it**. In your paper, be sure to address the following.

  1. Introduction: Who did you interview? What kind of work do they do? Include any other relevant background information. Provide a brief overview of the interview (their educational degree, training, education in psychology, etc.)
  2. Application of Psychology: How does your interviewee apply psychology and concepts of psychology to their work?
  3. Reflection: What did you learn from this interview? What was surprising to you? Describe your understanding of how psychology applies to everyday work and a variety of careers?

Submissions should be made in a Word Document or Google Document format. Recordings can be a video or audio file

Your assignment will be evaluated based on:

- Summary of the interview – 5 points
- Accurate application of psychological concepts – 5 points
- Depth of reflection and critical thinking – 5 points
- Organization, clarity, grammar, and APA formatting – 5 points
- Recording submitted – 5 points

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 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.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

Artificial Intelligence (AI)

Windward CC Student Conduct Information

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.

In this course, students must be the primary and majority authors of text, code, analysis, images, graphics, and all coursework products and assignments. Students are permitted to use AI to generate ideas, polish text they have drafted, or perform tasks that are not essential to completing the learning outcomes of the course. Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment.

If AI is used in the development of assignments or discussion posts, students MUST cite the AI source through a citation and reference. Failure to cite and identify the use of AI may result in a zero.

Depending on the specific assignment, we will follow one of these three protocols:

Level	Policy	Expectation
Red Light 🔴	Full Stop	*No AI permitted.* These assignments will assess individual mastery of skills including, but not limited to solving calculations, writing lab reports, and interpreting scientific data. These assignments require human reasoning and using AI will bypass the intended cognitive process essential for this course, thus will be considered academic dishonesty.
Yellow Light 🟡	Curated Use	*Limited AI as a tutor.* You may use AI to clarify concepts, brainstorm ideas, or organize papers. You must include an "AI Disclosure" stating how the tool was used (e.g., "AI helped me organize my outline, but all solutions and calculations are mine").

Green Light 🟢	Full Integration	*AI as a collaborator.* In these cases, AI may be used as a collaborative tool to assist with searches, summarize research papers, or any other use deemed appropriate by the instructor. You must verify all AI-generated results with credible sources and provide an "AI Disclosure" stating how the tool was used.

AI models are trained using a large variety of datasets and may produce results that are inaccurate, fabricated, or obsolete. AI models are unable to share the same experiences as those that performed these experiments or verified data in-person.

Your Responsibility with AI:

- ***Verification:*** You must verify the accuracy of all submitted content. Never assume AI data is correct.
- ***Scientific Reasoning:*** Your work must reflect your own ideas and critical-thinking skills. Understanding and intention comes from working through the problems and data yourself, and avoiding this could render your methods meaningless.
- ***Ethics & Integrity:*** You must be mindful of how AI usage can coincide with scientific ethics. Do not input sensitive data or proprietary information into AI tools. Avoid using AI in a way that will generate falsified or fabricated results

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.
- 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!
- Students may check the Student Notifications page on the website for canceled classes

Drafts

Students can submit drafts of their key assignments for review and feedback. Drafts must be submitted no later than 2 weeks prior to the due date in order to receive feedback.

Late Policy

Late assignments (assignments and outlines) will be deducted 10% per day. Late assignments cannot be submitted past 7 days after the due date. There are no extensions for the final exam.

Discussions MUST be submitted within the week they are due. Main posts are due on Wednesday and Peer Responses are due on Saturday. Late posts will receive a deduction of 1 point per day. All posts (main and peer response) will not be accepted past Sunday of each week.

Academic and Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- 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 Hawai'i 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 Hawai'i 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 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, 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:

Desrae Kahale, UH System Confidential Advocate
Phone: (808) 235-7393
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 101

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 Universityʻs 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.