



UNIVERSITY of HAWAII  
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Koʻolau

[HWST 110, Huaka`i Wa`a]

[Spring 2026]

[3] Credits | CRN [63403]

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

## About Windward Community College

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### Mission Statement

*‘O keia ka wā kūpono e hoʻonui ai ka ‘ike me ka hoʻomaopopo i kō Hawai‘i mau hoʻoilina waiwai. Aia nō hoʻi ma ke Kulanui Kaiāulu o ke Koʻolau nā papahana hou o nā ‘ike ‘ake 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 ‘ike 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 ‘ike 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 Hawai‘i 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.

### ‘Āina

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

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### About Your Instructor

Aloha..I was born and raised on O`ahu, in Kalihi near Lanakila Park. At 13 years old, my family moved to Mililani and still resides there today. I attended Punahou School from Kindergarten and graduated in 1985. I lived in L.A. and San Francisco up until 1990, and returned home. In 1991, my father and I, participated in the Ho`okuikahi Ceremony at Pu`ukohola Heiau and became a Na Koa O Pu`ukohola/ Na Ao Koa O Pu`ukohola, committing 7 Generations of our

`Ohana to the perpetuation of Hawaiian Culture. In 1993 my father and I were invited to help build a canoe with Mau Pialug and the “Cowboy Crew” of Hokule`a, creating a child of the sea, “Mauloa”, from a child of the forest. After building Mauloa with traditional tools and traditional materials, this group was named “ Na Kalai Wa`a Moku o Keawe “ and my father and I were asked to become a part of them. In 1994, we built the voyaging canoe Makali`i , and in 1995 I was selected as a crew member on her Maiden Voyage to Tahiti. In 1999, Makali`i embarked on the “E Mau” voyage, sailing Papa Mau back to his home in Satawal. I was selected as a Watch Captain on this voyage which took us through the Marshall Islands, the Federated States of Micronesia, and the Northern Marianas Islands. In 2007 NKW led the way in building the voyaging canoe Alingano Maisu, and gifted it to Papa Mau and the people of Micronesia. In 2014 I was a Watch Captain on Hokule`a for Leg #2 of the World Wide Voyage which took us from Tautira, throughout the Tuamotu`s and then down to Rarotonga, and finally back up to Samoa. Presently, I will be a Watch Captain from Rarotonga to Samoa for Leg #15 of the Moananuiakea Voyage for the Earth. Looking forward to sharing my experiences, lessons and values learned on Kanaloa, with all of you this semester.

## How to Contact Your Instructor

Mike Manu, Lecturer, Hawaiian Studies

[Hawaiian Studies](#)

[Hawai`iloa](#)

- Virtual Office: ZOOM: Zoom URL
- Office Hours (by appointment): Days/times students may email me for appt.
  - Office: Asynchronous
  - On-campus meetings: N/A
- Email: [manu@hawaii.edu](mailto:manu@hawaii.edu)
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Response time: I generally respond to email and Q&A on weekday, between 5-8 pm.

## 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 [how often: per day and time ranges] 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 HWST 110 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: Alaka`i 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

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This course is offered in a 8 Week time frame. Please note that this is not a self-paced course; our course schedule is provided in this syllabus.

This is an Asynchronous 8 Week Course :

- Weekly Zooms will be scheduled as part of our learning, but will not be mandatory.
- Content release: Modules will be released weekly, Available Monday's and all assignments and tests will be due on Sunday's.
- Asynchronous : Students may email instructor, for any online meeting or questions.
- Course Benefits: This course will be using Open Educational Resources (OER), there is no textbook.

### ● 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 8-week course:

- *Announcements*: Indicate day/time of week student can expect Announcements with regularity.
- *Assignments*: Activities will be graded in Lamaku, feedback will be sent upon completion of assignment.
- *Q&A*: Please email me any questions or concerns.
- *Quizzes and Exams*: *Customized* post-assessment support for quiz and exam questions, as well as answers will be released after completion and correct answers will be provided along with feedback on written assignments.
- *Student Check-Ins*: Pulse check throughout the course will be provide in weekly Zoom opportunities.

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.

## 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

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**This course introduces students to modern Hawaiian canoe voyaging , by gaining an understanding of the Hawaiian Archeapelago and the Island groups of Oceania, by beginning an examination of the science and narratives of ancient voyaging, by learning the history of the modern revival of voyaging canoes and voyaging, and by being introduced to the navigator's star compass and the observations of nature that are used to be successful in the art of Wayfinding.**

DH,SF [63403](#) HWST 110 0 S-Huaka`i Wa`a: 3 M W TBA ONLINE 01/12/26 -03/06/26  
Hawn VoyagIng Manu

**THIS IS A 8-WEEK COURSE THAT BEGINS ON 01/12/26 AND ENDS ON 03/06/26.**

At Windward, this course is part of the Hawai'i Loa Program where students may achieve an A.A. in Hawaiian Studies.

### Student Learning Outcomes

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

- 1. Show knowledge of the location of the Hawaiian Islands and island groups of Oceania.**
- 2. Explain the various aboriginal narratives and academic theories relating to the migration and settlement of Oceania.**
- 3. Discuss the historical and cultural events leading to the revival and re-establishment of Hawaiian voyaging.**
- 4. Demonstrate knowledge of the star compass and navigational tools which contemporary navigators use for open-ocean voyaging.**

## Course Materials

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### Required

- [Regular access to a computer with internet (desktop or laptop).
  - Windward has computers, WiFi hotspots, software, and discounts available to students; 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.
- All materials will be available on Lamaku.
- Additional required HWST 110 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>)

- [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.

- [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](#))
- [Kahoot!](#) is used for review activities ([accessibility statement](#), [privacy policy](#))
- [Loom](#) is used for screen recording (accessibility statement not provided, [privacy policy](#))
- [Mentimeter](#) is used for interactive presentations and activities ([accessibility statement](#), [privacy policy](#))
- [Miro](#) is used for graphically organization information ([accessibility statement](#), [privacy policy](#))
- [Nearpod](#) is used for interactive presentations ([accessibility statement](#), [privacy policy](#))
- [Padlet](#) is used for some of the discussion activities ([Padlet Accessibility Statement](#), [Padlet privacy policy](#))
- [PearDeck](#) is used for interactive presentations (accessibility statement not provided, [privacy policy](#))
- [ScreenPal](#) is used for video and screencapture ([accessibility statement](#), [privacy policy](#))
- [Quizlet](#) is used for interaction (accessibility statement not provided, [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](#))

## Grading Policy

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### ASSESSMENT TASKS AND GRADING

#### Method of Evaluation ( Subject to Change )

**Evaluation of the successful completion of the Student Learning Outcomes for this course will be based on attendance, projects, classroom activities, and assessments (quizzes & exams) administered throughout the course. Points are assigned as follows:**

- 1. Semester Assignments / Quizzes 130 points - 40%**
- 2. Moananuiakea Projects (2x50 pts each) 100 points - 30%**
- 4. Mid Term & Final Exam (2x50 pts each) 100 points - 30%**
- 3.Total: 330 Points**

## Grading System

Each letter grade with its respective level of achievement is as follows:

### Letter Grade Definition \_\_\_\_\_

**A 90% - 100% of cumulative points possible**

**B 80% - 89% of cumulative points possible**

**C 70% - 79% of cumulative points possible**

**D 60% - 69% of cumulative points possible**

**F below 60% of cumulative points possible**

## Course Schedule

Students may check the Windward [Student Notifications](#) page on the website for canceled classes and/or school closures.

## HWST 110 Spring 2026 Syllabus

### Huaka'i Wa'a: An Introduction to Hawaiian Voyaging

(Subject to Change)

*Links will be available in Weekly Modules*

### Unit 1: Course Introduction

<b>Week 1</b>	<b>Identify the expectations and goals of this course</b>	<b>Course Overview</b>
	<b>Familiarize yourself with our learning community</b>	<b>Start Here and Orientation</b>
	<b>Ka Pae 'Āina 'o Hawai'i</b>	<b>Materials</b>
	<b>Identify islands in the Hawaiian Archipelago</b>	<b><a href="#">Papahānaumokuākea Virtual Visit</a></b> <b><a href="#">Map with Hawaiian Names PMNM</a></b>
<b>Week 2</b>	<b>Overview of Oceania</b>	<b>Materials</b>

**Identify islands and island groups in Oceania**

[\*\*A Sea of Islands\*\*](#)

Cultural Areas of the Pacific (Map)

[\*\*Pacific Maps \(Ka'iwakiloumoku\)\*\*](#)

**Mo'olelo**

**Materials**

**Explain why Pele voyaged to Hawai'i**

[\*\*Video: Pele Searches for a Home\*\*](#)

[\*\*Introduction \(Voyaging Chiefs of Hawai'i\)\*\*](#)

**Kumulipo Ko'olaupoko review.pdf**

## Unit 2: Voyaging & Migration

**Week  
3**

**Voyaging Narratives**

**Materials**

**Describe one mo'olelo about a voyaging hero**

[\*\*Students choose one mo'olelo from Polynesian M and Voyaging StoriesS, edited by Dennis Kawah example: Mō'ikeha\)\*\*](#)

**Migration Theories (Unit 3)**

**Materials**

**Identify languages similarities in Polynesia**

[\*\*The Discovery and Settlement of Polynesia\*\*](#)

**Identify plants carried by Polynesians to Hawai'i**

**Identify animals carried by Polynesians to Hawai'i**

**Week  
4**

**Archaeology**

**Materials**

**Explain what evidence uncovered by 3 archaeologists suggests about Polynesian migration**

[\*\*Video: Navigators Pathfinders of the Pacific\*\*](#)

[\*\*Children of the Long Canoe\*\*](#)

**Hō'ike**

**Materials**

**Study Guide**

## Unit 3: Birth of Modern Voyaging

**Week  
5**

**Hawaiian Renaissance (Unit 4)**

**Explain why the Polynesian Voyaging Society was founded**

**Describe Papa Mau's role in the revival of voyaging in Hawai'i**

**Materials**

[Founding the Polynesian Voyaging Society](#)

[Video: Papa Mau The Wayfinder](#)

[Voyaging and the Revival of Culture and Heritage](#)

**Contemporary Wa'a**

**Describe the growth of the family of voyaging canoes**

**Materials**

[Evolution of the Hawaiian Canoe](#)

[Launching Hōkūle'a](#)

[Sacred Forests: Hawai'i Iloa](#)

[Gathering of Eight Voyaging Canoes](#)

**Week  
6**

**Contemporary Voyages**

**Explain how voyages of Hōkūle'a's have reawakened voyaging throughout Polynesia**

**Materials**

[Voyages of Awakening](#)

[Gift of the Wind \(Rapa Nui 1999\)](#)

[Kū Holo Mau: 2007 Voyage for Mau](#)

[Mālama Honua WWV](#)

**Nā Māhele o ka Wa'a (Unit 5)**

**Identify parts of the wa'a**

**Materials**

[In Search of the Ancient Polynesian Voyaging Canoe](#)

[Parts of the Hawaiian Canoe](#)

[Hōkūle'a Image Gallery](#)

**Unit 4**

**Kukuluokalani**

**Week  
7**

**Identify components of Kūkuoluokalani**

**Celestial Navigation - Kalepa Babayan**

**Materials**

[Video: The Star Compass](#)

[He Kani Ko Luna](#)

**Kilo Lani**

**Explain how a wayfinder uses celestial clues to navigate**

**Materials**

[Star Navigation](#)

[Predicting Weather: Reading Clouds & Sea State](#)

**Week 8** Kilo Moana

Explain how a wayfinder uses the swells to navigate

**Materials**

[Non-Instrument Weather Forecasting](#)

**Review**

**Materials: Study Guide**

## Moananuiakea Voyage Projects

Hōkūle‘a was the first voyaging canoe made in Hawai‘i during the modern era. She represents not only the pride of our Lāhui, but also the beginning of a voyaging resurgence across Oceania. This resurgence had everything to do with the continuing voyaging practices of the Micronesian people, in particular, Papa Mau Piailug from the island of Satawal, who the Polynesian Voyaging Society recruited to teach navigation as it had been practiced for millennia. Many more Pacific Nations have joined this voyaging renaissance, building and sailing their own canoes with Hōkūle‘a, and on their own. Hawai‘i now has several, including Hawai‘i Loa, Makali`i, and now the modern escort wa‘a for Hōkūle‘a, Hikianalia. and joined us in the 1985 voyage with their waka, including Te Tai o Hae from the Marquesas, then Takitumu and Te Au o Tonga from Rarotonga. Two decades later, Te Aurere and Ngahiraka Mai Tawhiti from Aotearoa joined in, adding to the fleet of oceanic voyagers. These canoes have voyaged all the ancient routes of Oceania, and now, the whole world. Hiki nō!

### Project #1: Moananuiakea

Choose a destination abroad that Hōkūle‘a visited, and share with the class about the geographic, socio-political, and cultural factors of that place. How similar or different are the cultural traditions of this island nation? Describe an environmental challenge that this nation faces today. What is being done to address this challenge locally? What can we do to help?

## Project #2: Voyaging Canoes & Cultures of Oceania

Choose a waka, any waka—voyaging or sailing or surfing or racing canoe~~you choose. Describe the dimensions, hull design, building materials and techniques, and share with the class about the geographic, socio-political, and cultural factors of the Pacific Island Nation from which the waka emanated, or if it is your local canoe for your paddling club or otherwise, talk about the area of the island of which you speak and its people. What was the motivation for joining in the voyage, or if a local club, what is the mission statement and goals of the organization? How similar or different are the cultural traditions of this island nation or canoe club with what you have learnt? Describe an environmental challenge that this nation or area faces today... or even the local club, since every club is facing a crisis of one sort or another relating to either the social or environmental challenges. ... What is being done to address this challenge locally? What can we do to help?

**Mahalo!**

## Academic Integrity

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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](#)

[Include an AI Statement (is it ok in your class? if so, when/how?) Here are some [UH AI Recommendations](#) and [AI Icons & Sample Statements](#). Instructors should refrain from sharing or inputting student work into online AI tools, including AI detection tools, without obtaining student consent. Uploading student work has potential FERPA implications as well as potential copyright concerns. Additionally, the uploaded content could be used as data for AI training without the student's consent.]

## Student Kuleana

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- Please review our [Hawai'i-Style Netiquette](#), which blends the values of ALOHA with approaches to how we treat each other online.
- [Course-specific expectations]
- Additional classroom policies (e.g., cell phones in the classroom, etc.)
- [Any additional information you feel the student needs to know.]
- [Early College students: your Success Coach at (high school name) is [insert Success Coach name]. They will be enrolled in our course to help support your academic progress.]
- 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

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### Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
  - [We are lucky to have our very own Windward CC Librarian embedded in our course to help you! Meet [insert WCC Librarian name/link + link to subject matter Lib Guide from the [Library Staff Directory](#) page]
- [Library Research Units \(LRUs\)](#)
- [Ka Piko Writing Lab](#)
- [Ka Piko Speech Lab](#)
- [Ka Piko Math Lab](#)
- [Online Learning at Windward Community College](#)
- [STAR Balance](#)

### Technical Support

- [UH ITS Help Desk](#): email [help@hawaii.edu](mailto: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](mailto: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.
- 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

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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](mailto:wccdsso@hawaii.edu), or stop by the office (Hale Kako'o 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](mailto: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](mailto: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](mailto:advocate@hawaii.edu)  
 Office: Hale Kāko'o 101

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

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

Karen Cho, Deputy Title IX Coordinator  
 Phone: (808) 235-7404  
 Email: [kcho@hawaii.edu](mailto: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, 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.