UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko'olau

PSY 250 Social Psychology, WI

3 Credits, CRN: 61023
Online, Asynchronous
Summer Session I, 26 May – 2 July 2026

Windward Community College Mission Statement

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

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

> I have been primarily interested in how and why ordinary people do unusual things, things that seem alien to their natures. Why do good people sometimes act evil? Why do smart people sometimes do dumb or irrational things?
>
> Philip Zimbardo

Instructor Information

Instructor: Lisamarie Bensman, Ph.D.
Email: bensman@hawaii.edu

Office Hours: By email and appointment via Google video chat. Email is an excellent way to get a hold of me; email anytime. I will respond within 24 hours.

Effective Date: Summer 2026

Alternate Contact Information: If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office in Alakaʻi 121 or via phone, (808) 235-7422.

Course Information

We exist within a social world. Rarely does a day go by that we fail to interact with at least one other person, and never, according to social psychologists, does a day go by that our thoughts and actions fail to be influenced by others. Social psychology is a discipline that uses scientific methods to understand and explain how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of other human beings. In this course, we will critically examine a wide range of social topics, including group behavior, nonverbal behavior, conformity, interpersonal relationships, aggression, and prejudice, looking not only at social influences but also social perception and social interaction. Through lecture, discussion, and many in-class activities and exercises, we will investigate a number of questions central to social psychology, including: How does our thinking – both conscious and unconscious – drive our behavior?; What leads people sometimes to hurt and sometimes to help one another?; What kindles social conflict?; and How can we transform closed fists into helping hands.

Catalog Description

This course will provide students with an understanding of the relationship of social roles on human behaviors and how interpersonal relationships, attribution theories, attitudes, group behaviors, and stereotypes affect human behaviors. (3 hours lecture)

Required Preparation: PSY 100.

Activities Required at Scheduled Times Other than Class Time

This is an online asynchronous course, so all assignments will be completed at times of students' choosing, provided they are submitted by assignment deadlines. This is a SOCIAL psychology class, so assignments will involve going out to interact with the world. This is also a WI course, which requires one Zoom meeting to discuss writing assignments.

Student Learning Outcomes

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

1. Recognize the study of psychology as a science.
2. Integrate the basic perspectives, concepts, principles, and general information

comprising the field of social psychology.

3. Utilize the various social psychology models and concepts in explaining human behavior.

Writing Intensive Course Hallmarks

1. This course uses writing to promote the learning of course materials.
We will use formal and informal writing, both in class and out, to increase understanding of course material as well as to improve writing skills.

2. This course provides interaction between teacher and students while students do assigned writing. In effect, I will act as an expert and you will act as an apprentice in a community of writers. Types of interaction will vary but all will focus on helping you improve in your writing. *At least one student-teacher conference on a writing assignment is required in writing intensive courses.*

3. Writing contributes significantly to each student's course grade. Writing assignments must make up at least 40% of each student's course grade.

4. This course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages. This may include informal writing. In-class drafts are not counted toward the 4000-word minimum.

5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

PEANUTS: drawings by Charles Schulz: 1989 United Features Syndicate, Inc. Reprinted by permission of UFS, Inc.

*Come 30 June, you'll be able to explain why Lucy thinks like this, hello FAE

Required Materials

Our required materials for the course:
We are using an OER (Open Education Resource) for this class, which means that our textbook is free!
Biswas-Denier, R., & Diener, E. (Eds.). (2016). *Together: The Science of Social Psychology.* Retrieved from https://nobaproject.com/textbooks/together-the-science-of-social-psychology

Individual chapters of the text will be linked in Lamakū in the widgets for each unit (if you'd like to print it, I recommend going to TRiO). If you'd like to read the text online without going to Lamakū,

you can use the following link.

If you'd prefer a hard, bound copy of the textbook, it is available for PURCHASE from Noba (or again, print it for FREE in TRiO).

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

Course Format

This is a 6-week, asynchronous distance learning class conducted via the internet using Lamakū, the University of Hawai'i's web-based course management system. A web-based course such as this one requires that you have computer literacy skills. **Our course also requires an electronic device,** such as a laptop or desktop, **that can open Microsoft Office (Word and PowerPoint). The course cannot be completed using a smartphone or tablet** (some, but not all of our materials may open on these devices and Lamakū can have problems registering assignments submitted via these types of devices. Save yourself a lot of aggravation by doing your work on a laptop or desktop).

Regular Substantive Interaction
Online courses at Windward Community College follow the college's RSI Definition for ensuring quality instruction.

There are several ways to communicate in this course:

- **Email:** Email anytime. I will respond within 24 hours.
- **Zoom Meetings:** I will meet with each student individually over Zoom once throughout the semester to discuss writing. I am available for additional meetings throughout the semester. Email anytime to request one.

I will also reach out to you regularly with course updates:

- **Announcements:** You can expect Announcements at the start of each unit with a reminder about our schedule for the upcoming unit. I will also send assignment reminders the morning that an assignment is due. I will also send out a notice when assignment feedback is available for any manually graded work (i.e. our CAQs and Unit Activities). Please allow notifications so that you receive them.

- **Course Content:** All of our class content is already available on Lamakū. You make work ahead, if you would like to do so.
- **Grades:** All feedback and grading will be given on Lamakū. Assignment rubrics are included in assignment instructions and in final grading feedback. I will grade work according to the provided rubrics and provide customized post-assessment feedback for project work within a week of completion. A notice will be sent out when feedback is available.
- **PowerPoints**: For each unit, I provide PowerPoints & notes/audio for each course topic. These can be found in each unit widget as the "Supplemental PP/Class lecture" for the unit.

All course activity due dates are listed in Lamakū. 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.

Local Social Psychologist of Note: Kristin Pauker, Ph.D., UHM

Background

Originally born and raised in Hawai'i, I became fascinated with exploring how a person's immediate environment and culturally-shaped theories about race impact basic social perception, social interactions, and stereotyping in childhood and throughout development. I love discovering new ideas through designing novel research studies with my students and thinking about how to apply insights from our research towards creating interventions to mitigate stereotyping, interpersonal frictions, or persistently biased social perception.

Dr. Pauker's Intergroup Social Perception Lab

Participant Verification

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

Course Tasks & Grading

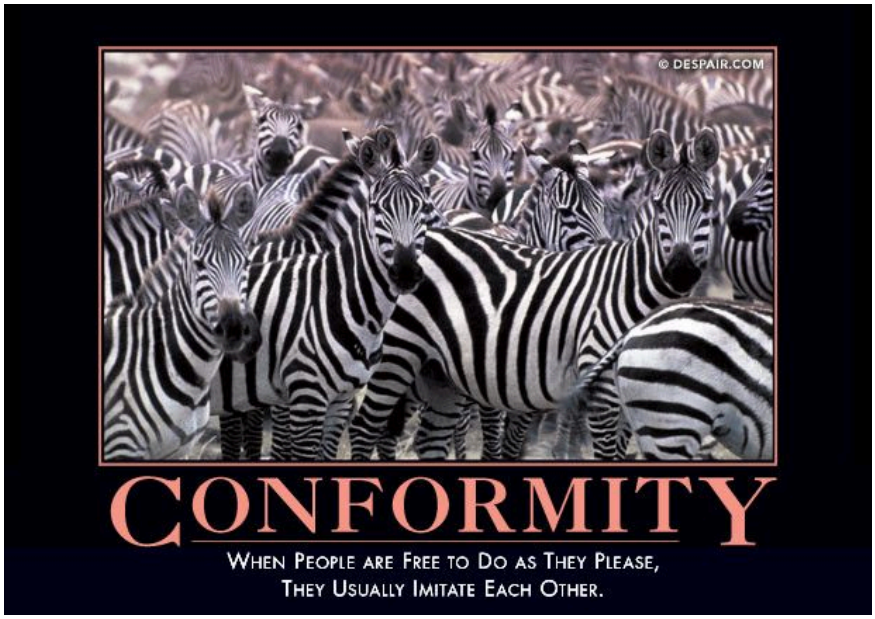
Because this course is conducted via the internet, our class communication, assignments, and textbook are all online and available via Lamakū (https://lamaku.hawaii.edu/d2l/login). Lamakū is WCC's online course management system (you might already be familiar with it from previous classes). On Lamakū, you will find our syllabus, class announcements, gradebook, and

unit widgets that include links to our assignments as well as our class lectures/PowerPoints. Access to Lamakū requires your regular UH school username and password. **Throughout the semester, I recommend checking Lamakū and your UH email once a day.**

You are responsible for keeping up in this class: your diligence in logging in regularly to Lamakū and engaging with our content in a timely fashion is essential to your success. **Except when using a late pass, no late work is accepted in this class without written verification of extenuating medical or legal circumstances** (please see our late work policy in the 'Additional Information' section of this syllabus).

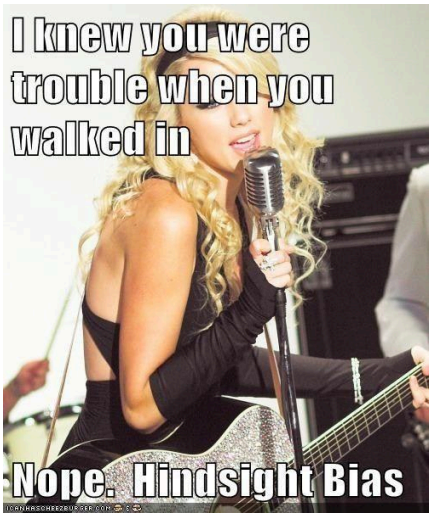
We have much to learn this semester and you'll demonstrate the knowledge and skills you've acquired using a variety of different formats. As you will see, you will be submitting more work for this class than you likely do for most of your face-to-face courses. Since this is an asynchronous online course,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

Quizzes (Reading Checks):	6 x 10 points = 60 points
Content Application Questions:	6 x 20 points = 120 points
Unit Activities:	6 x 30 points = 180 points
TOTAL:	**360 points**



Our assignments follow a uniform structure. We spend roughly 5 days on each unit. Midway through the unit, both the quiz (really a reading check) and content application question assignment are due. I recommend completing the quiz (really a reading check) first, as this assignment helps "get your feet wet" regarding the unit content. Then write your content application questions to deepen your understanding of core unit concepts. At the end of the unit, the final assignment (the unit activity) is due. This assignment gauges your mastery of the unit material. All assignments may be submitted early, but no assignments are accepted late (excepting the use of late passes and in cases of qualified, documented emergencies—please see our late work policy in the 'Additional Information' section of this syllabus).

Our class works on a mastery system. This means that it's more important that you get concepts eventually than to get them right away (although, it's still awesome if you do get them right away). To this end, our class assignments and policies are all set up for you to succeed, provided you continue to put in the work. Success is obtainable even if you struggle initially or experience difficulties throughout the semester. Each unit is set up with assignments of increasing difficulty and credit, so that the first assignment—when you're likely the most unsure on our content—is the least complex and worth the least amount of credit. As your knowledge grows throughout the unit, so too does the complexity of and credit for our assignments. As a final feature of our mastery system, we will cover 7 units over the semester but only your highest 6 scores in each assignment category count. This means you don't have to worry if an assignment doesn't go your way as you can replace that score with another score from that category. Counting only the 6 highest scores also means that when life inevitably gets in the way and makes it difficult for you to complete your work, you can simply make that an assignment that you don't submit (in other words, you can miss one assignment in each assignment category with no penalty).



Quizzes (10 points each, highest 6 scores count, 60 points total)
For each chapter, you will complete a brief quiz to check that you read our unit materials. For these quizzes (really reading checks), you'll answer 10 questions about the assigned chapter(s) and supplemental unit PPs (a.k.a. our class lecture, which is available on Lamakū in the unit widget). The quizzes (reading checks) are through Lamakū and are open-book, open -notes but should be entirely your own work. **These quizzes (reading checks) work on the mastery system, so you can take them as many times as you would like until the assignment deadline.** The computer will record your highest score, so there's no harm in trying a quiz multiple times. Question format includes multiple choice and true/false questions. Feel free to have the quiz (reading check) open as you are reading the chapters/PP. Fill in your answers as you move through the content.

Each quiz (reading check) is worth 10 points. There are 7 quizzes (reading checks) throughout the semester and your highest 6 scores count, so you can skip one quiz without any negative impact on your final grade. No need to tell me which quiz you're skipping; just don't do it. Quizzes are due midway through each unit. Quizzes may be submitted early, but not late. Late quizzes are not accepted (unless using a late pass).

Content Application Questions (20 points each, highest 6 scores count, 120 points total)
To deepen your knowledge of our class content, you'll WRITE five questions for each unit. The purpose of these content application questions is to apply the content from the unit to real world scenarios. The questions should come from all of our reading material for that unit (both textbook and PowerPoints). The instructions for each assignment will note how many questions should come from each source. Question format is up to you; whichever format you choose, aim for questions that apply and/or synthesize our class content. Provide the question, the answer options, the correct answer, and indicate where you found this information. For example:

1. Donny is really excited to do a fitness challenge hosted by UFC gym. Five other people are doing the challenge. Donny wins the challenge and is asked to do another fitness challenge. This time he learns that he will be going up against 30 other people. Donny declines participating. What Donny is experiencing is referred to as:
    A. Anxiety
    B. The n-effect
    C. The frog pond effect
    D. Conformity

Answer: B (found in chapter 13 on page 221)

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

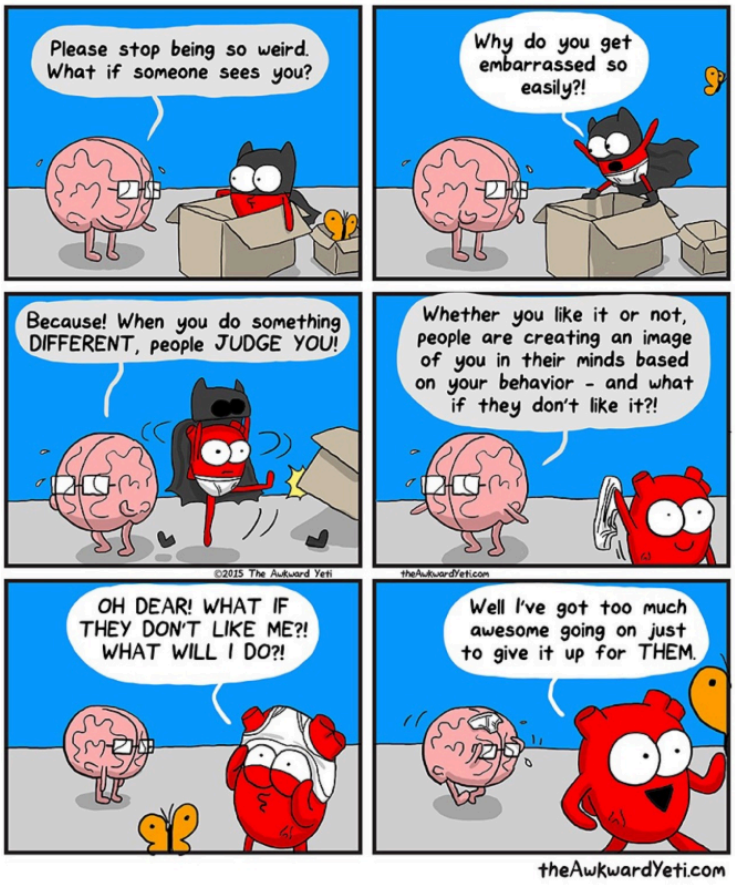
CAQs are submitted on Lamakū under the Assignments tab. Together these five questions are worth 20 points (please see the content application question rubric for a breakdown of how credit is earned), with partial credit available.

As part of our mastery system of learning, following the grading of each CAQ assignment, Supplemental Content Application Questions will be available on Lamakū. These questions have been written by previous PSY 240 students for the unit. Answering these Supplemental Content Application Questions is optional, but points from correct answers can raise your CAQ assignment score. The highest possible combined score from the original CAQ and the supplemental CAQ is 20 points (e.g. if someone earned a perfect score on the original questions, answering the supplemental CAQ won't raise their assignment score, but if someone earned 18 /20 points on the original questions and then earned two or more points on the supplemental CAQ, their revised CAQ score for that unit would now be 20/20). The number of supplemental questions will vary based on the number of high quality questions received.

There are 7 content application question assignments throughout the semester and your highest 6 scores count, so you can skip one content application question assignment without any negative impact on your final grade. No need to tell me which content application question assignment you're skipping; just don't do it. Content application questions are due midway through each unit. They may be submitted early (if the unit's content application question assignment is up, go for it), but not late. Late content application questions are not accepted (unless using a late pass).

Unit Activities (30 points each, highest 6 scores count, 180 points total)
For each unit, you will complete an in-depth activity designed to showcase your understanding of the unit's key topics. Activities vary unit to unit, but all activities will draw on the textbook and supplemental PP (i.e. our class lecture) content for that unit. Additionally, as this is a SOCIAL psychology class, all activities will deal with observing social behavior, so do plan your time wisely. Details on each individual activity complete with grading rubrics are available on Lamakū in the unit widgets. Regardless of the specific activity, your submission should make use of the information from the textbook, supplemental PP, and any other posted materials, be thoughtful and thorough, and when responding to a discussion post, build on the responses of fellow students. There are 7 unit activities throughout the semester and your highest 6 scores count, so you can skip one activity without any negative impact on your final grade. No need to tell me which activity you're skipping; just don't do it. Activities are due on the final day of the unit. They may be submitted early, but not late. Late activities are not accepted (unless using a late pass).

A requirement of WI classes is that students meet individually with instructors to discuss their writing. To this end, you and I will meet individually via video chat to discuss your writing. This conference can take place anytime from our second unit of the semester through our sixth unit of the semester. When you are ready to have your conference, please email me to set up a time. During the conference, we'll go through an assignment (quiz question or unit activity) that you are in the process of completing. **This conference is required to earn a passing grade in our course.**



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

There are two exceptions to this 'no late work' policy, late passes and Mulligans (do-overs).

1. Late passes: Each student gets three late passes to turn in an assignment late. Each late pass buys an extra week (7 days) after the assignment due date to submit said assignment. To use a free pass, simply email me your work by the late pass deadline.
2. Mulligans (do-overs): Each student gets three mulligans (do-overs). A mulligan (do-over) allows a student to revise and resubmit a previously submitted assignment. For example, if you miss the mark on a unit activity, you could revise your work and resubmit. Mulligans (do-overs) can be used within one week (7 days) of the graded assignment being returned. To use a mulligan, simply email me your revised work by the Mulligan (do-over) deadline.

AI Use
AI use is NOT permitted in any way for this course. The purpose of our class is for you to learn our class content and develop skills that will help you in future courses and your career. This is the time to practice your critical thinking and writing, as well as test your understanding of our class concepts, but this can only be done by actually working with our material yourself. Our class is the time to make mistakes and engage in a productive struggle. This is a supportive environment focused on growth and progress rather than solely the end product. Skipping this opportunity for learning by using AI wastes your time and money and will leave you unprepared for future work. Plus, your thoughts are way more interesting and valuable than anything AI can come up with.

To discourage the use of AI (which, again, is not permitted in any capacity), for both the CAQs and unit activities, you will need to provide the page/slide numbers of all cited content. If these numbers don't align with our materials, no credit will be earned for the assignment. Should this not alleviate the AI usage in our course, we will switch to a system wherein screenshots of all cited materials are required.

Extra Credit

At this point, two extra credit assignments are anticipated for the semester. Both are available now and due 31 May.

1. Syllabus quiz. Taken on Lamakū. Worth up to 3 points.
2. Introduce yourself to the class using Lamakū's discussion board. Worth up to 2 points.

IMPORTANT NOTE:
Please do NOT wait until the last day to do your work because all kinds of problems can happen. This is a reality of online courses. If you experience problems near the deadline and miss course work, your grade will be recorded as a zero.

Thank you for reading the syllabus so carefully. If you email me a picture of an otter anytime through Sunday, 31 May, you'll earn 5 points of extra credit.

Course Content/Schedule (tentative & subject to change)

Schedule (tentative and subject to change):

Dates	Topic	Assignment Due
26 May – 1 June	Social Psychology as a Science	Sat. 30 May: Quiz & Content Application Questions
		Mon. 1 June: Activity
2 – 7 June	Self & Others	Thurs. 4 June: Quiz & Content Application Questions
		Sun. 7 June: Activity
8 – 12 June	Groups & Group Processes	Wed. 10 June: Quiz & Content Application Questions
		Fri. 12 June: Activity
13 – 17 June	Emotions	Mon. 15 June: Quiz & Content Application Questions
		Wed. 17 June: Activity
18 – 22 June	Social Influence	Sat. 20 June: Quiz & Content Application Questions
		Mon. 22 June: Activity
23 – 27 June	Conflict	Thurs. 25 June: Quiz & Content Application Questions
		Sat. 27 June: Activity By the end of this unit, have your WI conference with me
28 June – 2 July	Positive Relationships	Tues. 30 June: Quiz & Content Application Questions
		Thurs. 2 July: Activity

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

Grade Tracker

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

Grade Tracker:
Quizzes (Reading Checks)
Social Psych as a Science = _____/10 points

Self & Others =	_____/10 points	
Groups & Group Processes =	_____/10 points	
Emotions =	_____/10 points	**Highest 6 of 7 Scores = ____/60 points**
Social Influence=	_____/10 points	
Conflict =	_____/10 points	
Positive Relationships =	_____/10 points	

Content Application Questions

Social Psych as a Science =	_____/20 points	
Self & Others =	_____/20 points	
Groups & Group Processes =	_____/20 points	
Emotions =	_____/20 points	**Highest 6 of 7 Scores = ____/120 points**
Social Influence=	_____/20 points	
Conflict =	_____/20 points	
Positive Relationships =	_____/20 points	

Unit Activities

Social Psych as a Science =	_____/30 points	
Self & Others =	_____/30 points	
Groups & Group Processes =	_____/30 points	
Emotions =	_____/30 points	**Highest 6 of 7 Scores = ____/180 points**
Social Influence=	_____/30 points	
Conflict =	_____/30 points	
Positive Relationships =	_____/30 points	

Total Points = _____/360 points

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

Extra credit earned: _____ points

Your total points + extra credit then determines the final course grade that you have earned for HDFS 230:

A = 360.0 – 324 points [percentage of 90 – 100%]
B = 323.9 – 288 points [percentage of 80 – 89.9%]
C = 287.9 – 252 points [percentage of 70 – 79.9%]
D = 251.9 – 216 points [percentage of 60 – 69.9%]
F = Below 216 points [percentage of 0 – 59.9%]

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

(Points earned ÷ Points possible thus far) x 100 = Current grade

For example, say it's mid-semester and you've earned 171 points thus far and there have been 200 points available. You would take 171 ÷ 200, which equals .855 and then multiply .855 by 100, which equals 85.5%. Using the above grade breakdown, we'd see that a percentage of 85.5 means that your current grade would be a 'B'.

Academic Integrity

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

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

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

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

Student Responsibilities

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

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

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

I am here to help you succeed in this course. Please don't hesitate to email me, reach out to schedule a video chat, or stop by my office if you have any questions, concerns, or problems. At

any point in the semester, if you have concerns about our class that you would prefer not to discuss with me, an alternative contact for any concerns is wccaa@hawaii.edu.

How to Seek Academic or Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for 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 Request Assistance link at the bottom of any Lamakū Page to fill out and submit a question and get your answer via email.
- Information Security for Students

College Policies & Support Services

Disabilities Accommodations Statement

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

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance,

persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs website.

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

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

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

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

Title IX - Sex Discrimination And Gender-Based Violence Resources
Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

> Leslie Cabingabang, UH System Confidential Advocate
> Phone/Text: (808) 348-0432 or (808) 341-4952
> Email: advocate@hawaii.edu

Office: Hale Kākoʻo 107 (Wednesdays)

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

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

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

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to https://www.hawaii.edu/titleix/