

# COM/JOUR 460: Media Ethics

Fall 2020

**Weekly Zoom sessions on Mondays, 1:30 – 3 p.m. and as needed**

University of Hawai'i School of Communications

Online: Course site: Lulima: <https://lulima.hawaii.edu/portal>

## INSTRUCTOR INFORMATION

**Instructor:** Professor Ann Auman

**Office:** Crawford Hall Room 314 (not in office during COVID)

**Office Hours:** On Zoom and by appointment (see Zoom calendar for meeting times)

**E-mail:** auman@hawaii.edu

**Phone:** 808-956-3786

Prerequisite: Any 300-level course in COM or JOUR and junior standing or consent.

## Syllabus change policy

Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Updates to the syllabus will be communicated through Lulima.

## About this course

This course has a Contemporary Ethical Issues (E) and Writing Intensive (WI) focus designations. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% (actually 100%) of course content. Most of our online class/forum & Zoom time will be spent discussing ethical issues. Through the use of short lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

In this course you will learn to apply an ethical decision-making process to critically analyze ethics in media, and in particular, news media, as well as your own personal ethics. It includes an examination of the ethical dilemmas faced by practitioners primarily in journalism, online/digital/mobile media, public relations and advertising, and provides a basis for critical analysis in finding solutions. Readings and case studies will serve as tools to help students tackle these issues.

Writing Intensive requirement: Students will develop basic competency in recognizing and critically analyzing media ethics issues through FORUM writing assignments and a case analysis in which they responsibly deliberate on ethical issues and make ethically determined judgments.

## STUDENT LEARNING OUTCOMES

1. Demonstrate ethical conduct personally and professionally. Misinformation and verification. **FORUM case write-ups & in-depth case analysis**; Verification assignment.
2. Demonstrate knowledge of the basic philosophical principles that are the foundation of ethical standards used by journalists and other communicators: **FORUM, case analysis; quizzes**.
3. Demonstrate application of ethics guidelines and principles in journalism, public relations and advertising through analysis, critiques, argumentation and testing out ethical guidelines and principles. Be able to recall ethics scholars' theories and apply specific ethical principles and guidelines in the SPJ and PRSSA codes of ethics and show how they are different. **FORUM, case analysis; quizzes**;
4. Develop analytic reasoning through application of the intellectual steps involved in moral reasoning in analyzing case studies: **FORUM, case analysis**;
5. Develop an awareness of common ethical dilemmas faced by practitioners every day through readings and discussions on the **FORUM**;
6. Apply professional codes of ethics and analytical tools in your FORUM write-ups & particularly your final **case study analysis**.
7. Demonstrate application of ethics guidelines and principles to legal and ethical conflicts in privacy case studies. Differentiate professional duty from humanitarian considerations in publishing private information.
8. Be able to recall the role of journalism in our democracy; list The First Amendment rights and critique Free Speech issues in case analyses.
9. Demonstrate understanding of the impact of political and institutional structures and culture on journalism ethics worldwide. **Global media assignment**.

**TEXTBOOK:** Purchase this immediately online: Amazon, or rent it or get the ebook so you can start right away.

**Media Ethics: Issues and Cases, 9th edition** (2018), by Philip Patterson, Lee Wilkins and Chad Painter. Available for purchase online or at textbook store.

## YOUR RESPONSIBILITIES

<b>ASSIGNMENT</b>	<b>DUE DATES 11:55 p.m. Hawaii Standard Time</b>	<b>POINTS</b>
<b>FORUMS 1-5: 400 points total (40%)</b> <b>Submit 8 posts in the 5 topics,</b> <b>due Wednesdays &amp; Sundays</b>		
For each forum: Submit a POST on <u>different topics</u> within each of the Forums (50 pts. each post). Each post can either be an original post (you are the first to post) or a response to a classmate's original post.		
1. Forums 1a & 1b: Journalism & Truth-telling. Chps. 1 & 2	9/4 & 9/13	<b>50 + 50</b>
2. Forums 2a & 2b: Strategic Com. & loyalty. Chps. 3 & 4	9/27 & 9/30	<b>50 + 50</b>
3. Forum 3: Privacy Chp. 5	Wed. Oct. 7	<b>50</b>
4. Forums 4a & 4b: Mass media; democracy; social justice Chps. 6, 7 & 9.	10/14 & 10/28	<b>50 + 50</b>
5. Forum 5: Photo & video journalism; entertainment Chps. 8 & 10	Wed. Nov. 11	<b>50</b>
Total	=	<b>400</b>
<b>QUIZZES 1-5</b> <b>250 points total (25%)</b>	<b>Due date 11:55 p.m. HST</b>	
<b>Quiz 1:</b> Chp. 1 & 2: Truth-telling & Journalism (10 Q)	Sun. Sept. 6	<b>50</b>
<b>Quiz 2:</b> Chps. 3 & 4: Strategic Communication	Sun. Oct. 4	<b>50</b>
<b>Quiz 3:</b> Chps. 5: Privacy; Social Justice.	Sun. Oct. 11	<b>50</b>
<b>Quiz 4:</b> Chp. 6, 7 & 9: Democracy; economics & social justice. Chp 9: pp 293-298.	Sun. Oct. 25	<b>50</b>
<b>Quiz 5:</b> Chp. 8: Photo & video journalism	Sun. Nov. 8	<b>50</b>
Case analysis. See Lulima>Assignments folder>Case analysis for cases, instructions and other details. 1,000 -1,200 words -- 20 % of your grade	Tues. Dec. 8 11:55 p.m. HST	<b>200 (20%)</b>
Quizlet on codes of ethics	Wed. Sept. 9	<b>50 (5%)</b>
Verification assignment (see Assignments folder) (5%)	Sun. Sept. 20	<b>50 (5%)</b>
Global media comparison assignment (5%)	Wed. Nov. 25	<b>50 (5%)</b>
Zoom extra credit points		Up to 20 pts
<b>Total points</b>		<b>1,000</b>

## **GETTING STARTED: The main things you need to do are:**

1. Go to **Laulima>SYLLABUS**. READ IT.

**Working ONLINE:** You work at your own pace but you must meet the posted deadlines for the Forums, Quizzes and Case Analysis. See due dates on the Weekly Weekly Calendar and in this syllabus (Your Responsibilities)

2. **Zoom meetings:** Zoom meetings are optional but helpful. I review main points for each topic and we will have discussions on ethical cases in the news. I will also go over how to navigate the class and explain assignments. I will send out the Zoom meeting links and a Zoom meeting schedule (also included here).

So, for each topic:

1. **Read** the textbook chapters– see the **WEEKLY CALENDAR**
2. **Resources folder>Topics:** Go to each topic folder and view the videos. Links are provided from the calendar.
3. Do each **Quiz** for the chapters indicated.
4. Do the **Forum** topics for that week's topics (there may be more than 1 topic). Attend Zoom session on the topic. The sessions and slides are recorded and posted in the Resources folder>Topics.

## **DETAILS:**

**WEEKLY CALENDAR:** Check online for a reminder of what's due each week. Everything is also in the table above.

1. **FORUM:** Participate in the Forum almost every day! Due dates listed –11:55 p.m. Hawai'i Standard Time. *Points deducted for late work.*
2. **READINGS:** Read the chapters for the week and view the summary PowerPoints in the **RESOURCES>TOPICS** folders in Laulima. Also view relevant videos.
3. **QUIZZES:** Do the quizzes on the assigned chapters. See calendar for due dates.
4. **CASE ANALYSIS:** See the ASSIGNMENTS folder for an explanation. Post your case study there too. See schedule for due date.

**FORUM** — Grade criteria for earning points for posts. 50 points each.

### **DO THIS:**

35/50 Your comments must offer some new insights, a new perspective or new information to earn points.

### **DON'T DO THIS:**

If your comments offer no depth of thought — such as “I agree with her comment” — or you don’t offer any new ideas, they won’t count for points. Think of this like a Twitter or Facebook post that says more than “Like.” Add something meaningful.

**DO THIS:**

15/50 points: Your comments must make an attempt to refer to information in the chapters, such as these analytical tools, philosophers and codes of ethics (SPJ, NPPA, RTDNA, PRSSA, Advertising code, Online News Association etc.).

Immanuel Kant, Sissela Bok, John Stuart Mill, the Greater Good, or other ethicists or schools of thought.

TOOLS: Veil of Ignorance; Potter Box; TARES test, Breakfast test; Golden rule; or codes of ethics in order to earn points.

- **RESOURCES** folder contains links to codes of ethics. A list is at the bottom of this document too.

**WRITING REQUIREMENT: QUALITY COUNTS!**

This is a writing-intensive class, so if your post is full of grammatical errors and typos you will lose points.

Part of ethics is being involved in the discussions; show how you are thinking through an ethical dilemma using the guidelines I provide, which are the same as the rubric for the final case. Read the assigned chapters and cases, and be prepared to discuss the assigned cases.

- Click on the topic;
- Then click on “post a new thread” to respond.

REMINDER: You will be graded based on the quality and depth of your written contributions. They must be **new ideas or a different perspective**, and not simply a repetition of previous thoughts from other student participants. You can provide a thoughtful response to another student, as in “On the other hand...etc.,” which should be a different viewpoint. If you can’t think of anything significant to add, then contribute to another topic in another forum. You will have plenty of chances, but don’t wait! Get online right away at the beginning of the week when the topics are posted! If you wait, your idea might be expressed by someone else already!

I will moderate and grade the forum but not necessarily respond to every comment so that the students have the first opportunity to comment. Sometimes I enter the discussion to guide it or affirm an insightful comment.

**CASE ANALYSIS (20% or 200 points). Due Tuesday Dec. 8. 1,000 to 1,200 words**

Write one in-depth essay analyzing a case in the textbook. Use the rubric in the “Assignments” folder as your guide. In “Assignments” you can read about the various cases you can choose from with instructions on how to do this. These will demonstrate your ability to apply guidelines learned for ethical decision-making.

- See the “**assignments**” folder for a description of the assignment — how to write up a case analysis, and grading criteria. Attached with the assignment instructions is an EXAMPLE or MODEL of a case analysis to give you guidance.

- Length: minimum 1,000 words; **DOUBLE-SPACED** please so I can read it. Put **case number** on top of your writeup. Grading criteria. (An ethics grading rubric and a MODEL CASE will be provided with the assignment. See it in the assignments folder.)

1. **FIRST:** Clearly explain the ethical dilemma; show that you understand the problem and which **media person** has to make the decision (e.g. journalist, PR practitioner, advertising executive etc.). Do some research about the case; list your sources. That’s worth extra points.
2. **SECOND:** Depth of analysis. Be organized. Identify the stakeholders involved (anyone who might be affected by the situation or have a stake in it) and their perspectives. What would you do and why? Provide evidence to back up your argument. Refer to points made in the related chapter. You must apply ethical principles and/or codes of ethics in the analysis of the case, especially from the book chapters. In order to earn maximum points (400) you **MUST** refer to outside sources and references beyond those listed in the case. You must do some research.
3. **THIRD:** Quality of writing: Concise, clear and accurate. Grammar, punctuation and spelling count.

### EXTRA CREDIT

If you want to suggest a discussion topic that’s in the news for discussion, post in at the beginning of the Forum: Extra Credit: Ethical Issues: What’s in the news.

**NO incompletes given in this class.**

The grading scale for the class is (minimum):

- A+ 100 = 4.0
- A 95 = 4.0
- A- 90 = 3.7
- B+ 87 = 3.3
- B 83 = 3.0
- B- 80 = 2.7
- C+ 77 = 2.3

C 73	= 2.0
C- 70	= 1.7
D+ 67	= 1.3
D 63	= 1.0
D- 60	= 0.7
F 0	= 0.0

*Additional suggested readings and resources:*

1. [Society of Professional Journalists Code of ethics: http://spj.org/ethicscode.asp](http://spj.org/ethicscode.asp)
2. [Public Relations Society of America Code of Ethics  
http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/](http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/)
3. [National Press Photographers Association Code of Ethics  
\(http://www.nppa.org/professional\\_development/business\\_practices/ethics.html](http://www.nppa.org/professional_development/business_practices/ethics.html)
4. [American Advertising Federation Code of Ethics  
http://www.ehow.com/facts\\_6832547\\_american-advertising-federation-code-ethics.html](http://www.ehow.com/facts_6832547_american-advertising-federation-code-ethics.html)
5. [Radio Television Digital News Association Code of Ethics  
http://www.rtdna.org/content/rtdna\\_code\\_of\\_ethics#.VLHUNyebSSU](http://www.rtdna.org/content/rtdna_code_of_ethics#.VLHUNyebSSU)
6. Poynter Institute for Media Studies: <http://www.poynter.org:ethics>
7. [Online News Association https://journalists.org/](https://journalists.org/)

**COURSE POLICIES**

1. Students will be expected to complete all reading assignments as indicated on the course schedule. Any work submitted as your own in Lualaba forum postings, exams, class presentations and assignments must include proper crediting of all sources used. Do not “cut and paste” from text on posts, assignments, or exams without proper citations.

2. FOR FACE-TO-FACE CLASSES only: Do not email, text, participate in social media, watch movies, play video games, or “surf the net” during class sessions, class discussions, presentations or activities. Use your laptop or the desktop computers only for in-class activities. When your classmates are presenting or during a lecture, please close your laptops and put away your cellphones.

3. Computers and the Internet are a course requirement. However, it is likely that you could possibly have technology-related issues as the semester progresses. However, technology problems will not excuse unfinished work; tech problems do occur, but you might lose some points. All assignments and postings are due on the dates indicated on the course guide.

4. In a highly collaborative and technical environment, it may be necessary for students to purchase their own connectors in order to project their work. In addition, students should be aware of any personal information on their desktop when connecting their computers to monitors. One way to prevent sharing your personal desktop is to configure separate user accounts on your computer for academic or personal use.

Source: <http://blog.hawaii.edu/iteachmanoa/design/syllabus-suggestions/>

Journalism Program Student Learning Outcomes (SLOs) – meets #3 and #4

*1. SLO #1: Gather, analyze and organize information, and to communicate it clearly, effectively and responsibly using multiple media platforms.*

*2. SLO #2: Demonstrate an understanding of the social, cultural and historical contexts of reporting on social institutions as well as on individuals and groups.*

*3. SLO #3: Demonstrate an understanding of the importance of a free, vigorous and responsible press to the maintenance of an informed citizenry to exercise the rights of self-governance in a democracy.*

*4. SLO #4: Contribute to lifelong learning through reports that enlighten and enliven audiences, whether in print, broadcast, online or other new media format.*

### **UH-Mānoa Institutional Learning Objectives for Undergraduate Students**

Institutional Learning Objectives (ILOs) encompass the UH Manoa undergraduate experience as a whole—academic and co-curricular. It is through the combined efforts of faculty, students, staff, and administrators that students achieve the ILOs.

1 Know—Breadth and Depth of Knowledge

2 General education knowledge (arts and humanities, biological sciences, languages, physical sciences, social sciences, technology);

3 b. Specialized study in an academic field; and

4 c. Understanding of Hawaiian culture and history.

5 Intellectual and Practical Skills

6 Do: Students improve their abilities to Think critically and creatively;

7 e. Conduct research; and

8 f. Communicate and report.

9 Value—Personal and Social Responsibility.

10 Students demonstrate excellence, integrity, and engagement.

11 Continuous learning and personal growth;

12 h. Respect for people and cultures, in particular Hawaiian culture;

13 i. Stewardship of the natural environment; and

14 j. Civic participation in their communities.

Please review the following institutional policies on the Web:

[Student Responsibilities - Campus Policies Website](#)

- Effort and Time
- Proctored (or ID Verification) Activity
- Netiquette
- Online Safety
- Academic Honesty
- Student Conduct Code

[College Policies](#)

[Disabilities Accommodations Statement](#)



The KOKUA Program (Kahi O Ka Ulu 'Ana - "The Place of Growing") is UH Mānoa's primary campus unit responsible for providing disability access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence & Diversity within the Division of Student Affairs.

Respecting the worth, dignity and rights of students with disabilities, the KOKUA Program has, since its inception in 1966, striven:

- To promote equal educational opportunity for/with these students by providing appropriate disability access services, upon request and in accordance with legitimate need, in order to offset restriction related to their disability;
- To promote the growth and development of these students by encouraging their self reliance, resourcefulness, and responsibility; and
- To foster faculty, administrative and staff receptivity, flexibility and objectivity in their interactions with these students.

### Self-Identification

Students with disabilities meet the same admission standards as do their peers without disabilities. They are therefore considered to be "otherwise qualified" and may not be discriminated against on the basis of their disabilities lest the institution have violated their civil rights as persons with disabilities. Disability status is not factored into admission decisions. Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). To ensure prompt and effective provision of services, students should contact KOKUA as early as possible for initial intake and before the start of each term thereafter.

### Intake

Mānoa students who are pursuing disability access services are required to participate in [KOKUA's initial intake appointment](#). This intake appointment with a KOKUA Counselor will begin an interactive process with KOKUA so that we might understand the connection between your disability and related access service needs. KOKUA will learn more about your disability condition and understand how this impacts your learning. During this appointment, KOKUA will determine what services you are authorized to receive.

### Term-specific Services

Current students are requested to meet with their assigned KOKUA Counselor at least once each term to discuss current and future needs. If access services are needed for the current or upcoming term, students need to sign KOKUA's Service Agreement Form. KOKUA will never disclose your disability status or otherwise arrange for services without your express permission. KOKUA students are expected to be equal partners with KOKUA and faculty in communicating access needs and requests in a timely way, and KOKUA students are expected to follow KOKUA's respective procedures and policies.

### Disability Civil Rights Laws

Terms like IDEA (Individual with Disabilities Education Act), IEPs (Individualized Education

Plans) and Special Education are K-12 terms that do not apply to postsecondary institutions. The disability-related civil rights laws that apply in postsecondary institutions are: Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).

#### [Section 504](#)

Section 504 prohibits discrimination on the basis of disability in programs and activities that receive federal funding.

Under Section 504 regulations, postsecondary institutions are also required to provide "academic adjustments" and "auxiliary aids" to qualified students with disabilities in order to afford these students an equal opportunity to participate in the school's program(s). In order to be protected under Section 504, students must be considered "qualified" – i.e. they must be able to meet all academic and/or technical standards for admission or participation in the educational program or activity. In addition, they must have a "disability," which means that they:

1. have a physical or mental impairment that substantially limits one or more major life activities,
2. have a record of such impairment;
3. are regarded as having such an impairment.

"Major life activities" include seeing, hearing, learning, reading, concentrating, and thinking.

Americans with Disabilities Act Title II of the ADA applies to all public colleges and universities, regardless of whether they receive federal funding. Under Title II regulations, institutions are also required to take appropriate steps to ensure that communications with individuals with disabilities are as effective as communications with others.

In order to receive an academic adjustment or auxiliary aid and service – commonly referred to as accommodations – a student must self-identify that he/she has a disability. Postsecondary institutions are not required to provide an accommodation that would change essential academic requirements; would fundamentally alter the nature of a service, program or activity; or would result in an undue financial or administrative burden.

#### [Kokua Program](#)

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see "Americans with Disabilities Act" and Students must self-identify to the DSSO and complete the intake process before receiving reasonable accommodations for the first time. Students must formally request specific academic adjustments/auxiliary aids, provided as accommodations, and substantiate that request with supporting documentation. To ensure the prompt and effective provision of accommodations, students should contact the DSSO as early as possible. Visit the [Kokua Program Website](#) for more information.

#### [Title IX Disclosure](#)

Title IX is a landmark federal civil rights that prohibits sex discrimination in education. Members of the UH Mānoa community, guests and visitors have the right to be free from all forms of sex/gender harassment, discrimination and misconduct, examples of which

can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

To learn more about Title IX please visit the [UH Manoa Campus Title IX Website](#).

Reporting: If a student chooses to confide in a faculty member or if a faculty member observes an incident regarding an issue of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, and gender-based bullying and hazing, faculty are required by federal law to report these issues to

- Dr. Dee Uwono, UHM's Title IX Coordinator - (808) 956-2299, [t9uhm@hawaii.edu](mailto:t9uhm@hawaii.edu)

Confidentiality: If a student does not wish to formally report an incident to a faculty member, but wishes to speak to someone confidentially about any of the behaviors listed above, the student can speak to the confidential space counselors on campus:

- Counseling and Student Development Center - (808) 956-7927, [uhmcsdc@hawaii.edu](mailto:uhmcsdc@hawaii.edu)

If you have experienced or observed discrimination or harassment you may make a formal complaint by contacting the Title IX Coordinator, Dr. Dee Uwono, UHM's Title IX Coordinator - (808)

956-2299, [t9uhm@hawaii.edu](mailto:t9uhm@hawaii.edu).

#### Privacy and Confidentiality

Out of respect for your privacy, I will maintain confidentiality about comments and discussions made by students in class and I expect all students to do the same. However, if this is an online course it may be analyzed for evaluation and assessment purposes. Should this occur, college faculty and staff will have access to course materials and student discussions.

Grades will be kept confidential, and I will do my best to respect students' requests that their course materials be kept confidential. However, if bullying or inappropriate material appears, I reserve the right to share these materials with the UH Mānoa administration.

Right to Resolve Academic Grievances Any student who believes that a faculty member has acted improperly or in a manner otherwise inconsistent with the faculty member's responsibilities or the student's customary academic expectations, may initiate action to achieve a remedy. Read more about the policy in the college catalog, or on the UHM Office of Student Affairs website under [Academic Grievance Procedures](#).

#### Systemwide Student Conduct Code

To support a positive and safe learning environment, all students are required to adhere to the [student conduct code](#).

The student conduct code includes acts of academic dishonesty. Acts of dishonesty, include but are not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
2. Furnishing false information to any UH official, faculty member, or office.
3. Forgery, alteration, or misuse of any UH document, record, or form of identification.

Alleged violations of the student conduct code are taken seriously and may be reported to administration for investigation and disciplinary action.

#### Student Professionalism

Online discussions and peer feedback on written work are invaluable. However, we must observe appropriate behavior online, just as we would in a classroom. Here are a few

guidelines:

1. Do not use all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting, and this could set up an uncomfortable situation.
2. Use correct spelling, capitalization and punctuation in ALL correspondence. Do not use "texting" language.
3. At all times, be respectful to each other. Choose your words carefully. When communicating online, words can be misunderstood, so make sure to proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
7. If you ever receive an e-mail or response in discussions that is not appropriate, please contact your instructor immediately. I have a no tolerance policy to anything that appears to be harassing, impolite, insulting or which uses profanity. Situations like this may be referred to the Dean and corrective action will be taken.

If at any time you need support or assistance, seek help immediately. See below for a list links and/or phone numbers of support services available in person, by phone, or online to help you.

Academic Support Services – (If you need help with your coursework)

- Instructor: I am available to help you in person, by phone, or online. Contact me to schedule an individual meeting. (My contact info is at the beginning of this syllabus.)
- Tutoring Support
- In-Person: [Manoa Learning Assistance Center](#), [Student Success Center](#), [Sinclair Library](#)
- Online: [Online Learning Academy](#)
- [Library and Learning Resources](#) - students can find access to library collections, online resources, etc.
- [Manoa Student Success Center](#)
- [Statewide Testing Centers](#) - for taking a proctored test required by some courses.

Student Support Services – (academic advising; financial aid or personal counseling)

- Advising and Counseling: [Manoa Advising Center](#)
- Services for students with disabilities: [Manoa Disability Services](#)
- Financial Aid: [Manoa Financial Aid Services](#)

Technical Support Services

- [UH ITS Computer Help Desk](#) – email [help@hawaii.edu](mailto:help@hawaii.edu) or call 956-8883 (or toll free at 1-800-558-2669 from the neighbor islands)
- [Laulima Assistance Form](#) – Click on the link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.

To access specific student policy statements, please visit the [Campus Policies and Information](#) page.

### Disclaimer

Instructor reserves the right to make modifications to the above information throughout the semester, but if this happens he will promptly inform students of any changes.



