

Kaho'iwai Center for Adult Teaching and Learning Catalog

2024-2026



Empowering post-secondary students through hybrid educational experiences grounded in Hawaiian knowledges and values

Contact Information

Kaho'iwai Center for Adult Teaching and Learning is located at:
64-1043 Hi'iaka Street, Hālau Ho'olako, Kamuela, Hawaii 96743

Mailing Address: PO Box 6511. Kamuela, HI 96743

Phone 808-890-2509 Fax: 808-887-0030

e-mail: info@kahoiwai.org

website: <https://kahoiwai.org>

Effective Dates: April 1, 2024- December 31st, 2026

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History and Background to Kahoʻiwai

Kahoʻiwai is a Native Hawaiian higher education organization that operates as a division of Kanu O Ka ʻĀina Learning ʻOhana. Kahoʻiwai serves the needs of Native Hawaiians through education and training. Beginning in 2002, Kahoʻiwai has focused predominantly on teacher education certifying program completers for a license in the State of Hawaiʻi.

Kahoʻiwai literally means the return of the water. Metaphorically, it refers to the use of traditional approaches that provide the foundation for the organization's philosophy. It also refers to the use of ancestral knowledge and practices in the development of approaches to teaching and learning. Physically, Kahoʻiwai is a place in Mānoa Valley. Today, this teacher education program is community-based and is designed to produce graduates who can teach effectively in Native Hawaiian-focused charter schools and other sites with a number of Native Hawaiian children.

Kahoʻiwai has participants from seven of the populated islands in the State of Hawaiʻi. Applicants are employed or connected to charter schools, conversion charters, DOE schools, private schools, and bilingual, and language immersion schools.

The location of Kahoʻiwai is in the town of Waimea on the Island of Hawaiʻi.

Mission Statement

Empowering post-secondary students through hybrid educational experiences grounded in Hawaiian knowledge and values.

Institutional Goals

Kahoʻiwai seeks to achieve its mission through the following goals:

- Enhance the faculty experience
- Maintain a quality student experience
- Students graduating on time
- Adequate resources to support program delivery
- High-quality hybrid education for rural/remote students

Institutional Objectives

- An increase in students graduating on time
- Providing education programs targeting employment opportunities in communities
- Prepare graduates for ongoing employment in Native Hawaiian education settings
- Diversify and increase revenue streams

State Licensure

Kahoʻiwai is an Education Program Provider (EPP) as authorized by the Hawaiʻi Teacher Standards Board. State Approval expires on December 31, 2028, as stated [here](#).

Accreditation Statement and Legal Status

Kahoʻiwai Post-Baccalaureate Teacher Certification Program is designed to graduate candidates who seek to work in Hawaiian-focused charter schools; candidates who demonstrate the knowledge skills and values to meet the needs of Native Hawaiian children in education.



Kaho'iwai has successfully completed a WINHEC Accreditation Review in accordance with the WINHEC Accreditation Authority Standards. The audit was carried out by an international review team on June 7-9, 2018 as authorized by the WINHEC Board. The accreditation approval is valid for ten years from 8.21.2018 to 8.21.2028.



Accredited by the Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, DC 20036, (202) 234-5100, <https://www.deac.org/> DEAC Accreditation is up for renewal in June 2025. The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation.

Hours of Operation

Monday-Friday, between the hours of 10 am-4 pm, Kaho'iwai Center for Adult Teaching and Learning can be reached at 808-890-2509. General inquiries can be directed to info@kahoiwai.org

- To contact the Chief Academic Officers and Academic Dean please e-mail noekr@kalo.org
- To contact the Teacher Program Manager please contact sunnya@kalo.org
- Student academic services appointments are available by emailing the academic dean to express an interest in the service.
- Instructors are available by email. Instructors do not maintain regular office hours due to the online nature of the program. Office and contact details are posted in the syllabi.

Administrator Details

Ms. Taffi Wise (M.Ed)	Chief Executive Officer	Mr. Ikaika Jenks-Puaa	Administrative Support
Ms. Noe Kirby (M.Ed)	Chief Academic Officer	Ms. Katie Benioni	Chief Finance Officer
Ms. Noe Kirby (M.Ed)	Academic Dean	Ms. Nancy Levenson	Chief Information Office
Ms. Sunny Aiona (M.Ed)	Program Manager		

Legal Control/ Board of Directors

Kaho'iwai Center for Adult Teaching and Learning is a division of Kanu o Ka 'Āina Learning 'Ohana (KALO) a 501(c)(3) non-profit organization as defined by the Internal Revenue Service (IRS).

Board of Directors

- Judy Olivera, Ph.D. (President)
- Joe Fraser, Ph.D. (Vice President & Secretary)
- William Hancock, (Treasurer)

Advisory Board

- Kuahiwi Moniz-Tran, Advisor, Educator, and Hawaiian Cultural Practitioner
- Vicky Holt-Takamine, Advisor, Hawaiian Cultural Practitioner, Master Teacher
- Thomas Anuhealii, Advisor, 'Āina Based Educator, Director of Palehua
- Beth Ann Burgess, Advisor, Retired Teacher
- Kristie Gatewood, Advisor, Educator, HIDOE
- Dr. Manuwai Peters, Advisor, Educator, and Hawaii Community Advocate
- Mike Sarmiento, Advisor, Vice President of Educational Design Purple Mai'a

Faculty and Instructors

Faculty	Subject Matter Expertise
Dr. Kerri-Ann Hewett, ED University of Hawaii at Manoa, Licensed Teacher	K-6 Education, Reading and Language Arts, Teacher Education, Curriculum and Instruction
Noe Kirby, M.Ed, Licensed Teacher University of Hawaii at Manoa	6-12 Education, Hawaiian Studies, Special Education, Teaching Pedagogies, 'Āina-Based Education, Educational Leadership, Instructional Coaching, Online Teaching
Sunny Aiona, M.Ed, Licensed Teacher University of Phoenix, Kaho'iwai	6-12 Education, Reading, ELA, Psychology, Child Development, and Educational Leadership
Azure Kawelo, M.Ed Licensed Teacher University of Phoenix, Kaho'iwai	6-12 Education, Reading, ELA, Psychology, Teaching Pedagogies, Curriculum and Instruction Methods
Casual Instructors	
Abraham Nahulu, M.Ed Chaminade University of Honolulu, University of Hawaii at Manoa	School Administration, Curriculum Studies, K-12 Education, Special Education K-12 and Mathematics
Keala Watson, M.Ed Chaminade University of Honolulu, University of Hawaii at Manoa	School Administration, 6-12 Education (Science, Social Studies) K-12 Education in Physical Education
Laura Kelson, M.Ed Concordia University, University of Hawaii at Hilo	Curriculum and Instruction, STEAM, 6-12 Education (English, Mathematics, History)
Chablis Mathai, M.Ed Chaminade University of Honolulu, University of Phoenix	School Administration, 6-12 Education (Social Studies)
Lucianne Pūkahi-Viernes, M.Ed Chaminade University of Honolulu, University of Hawai'i	School Administration, 6-12 Education (Social Studies, English, ELL, TESOL, K-12 Special Education)
Uilani Morita, M.Ed Chaminade University of Honolulu	6-12 Education (English, Special Education, Social Studies, Psychology)
Koran Munafo, M.Ed University of Hawai'i at Manoa	6-12 Education (English, Social Studies, Special Education), Learning Design and Technology, Online Learning and Teaching, Social Studies

Academic Calendar

Kaho'iwai Center for Adult Teaching and Learning reserves the right to make changes to this calendar at any time. Grades may be published earlier. Students are advised to check for updates.

2023 and 2024 Cohorts

2024	Term 1	Term 2	Term 3	Term 4
Term Dates	01 April 2024	01 July 2024	01 Oct 2024	01 January 2025
First Day of Instruction	01 April 2024	01 July 2024	07 Oct 2024	06 January 2025
Last day of Instruction	30 June	30 September	31 December	31 March
Residential Dates 2023 Cohort	March 8-10	June 1	September 28	N/A
Residential Dates 2024 Cohort	March 22-24	June 14-16	September 13-15	January 10-12
Last day to withdraw	End of Week 6	End of Week 6	End of Week 6	End of Week 6
Drop Course	End of Week 4	End of Week 4	End of Week 4	End of Week 4
Grades Published	July 15	October 15	January 15	April 15

2024 and 2025 Cohorts

2025	Term 1	Term 2	Term 3	Term 4
Term Dates	01 April 2025	01 July 2025	01 October 2025	01 January 2026
First Day of Instruction	07 April 2025	07 July 2025	06 October 2025	05 January 2026
Last day of Instruction	30 June	30 September	31 December	31 March
Residential Dates 2024 Cohort	March 14-16	June 7	September 27	N/A
2024 Cohort Hō'iike	July 26th 2025			
Residential Dates 2025 Cohort	March 28-30	June 20-22	September 12-14	January 9-11
Last day to withdraw	End of Week 6	End of Week 6	End of Week 6	End of Week 6
Drop Course	End of Week 4	End of Week 4	End of Week 4	End of Week 4
Grades Published	July 15	October 15	January 15	April 15

2025 Cohort cont.

2026	Term 1	Term 2	Term 3
Term Dates	01 Apr 2026	01 July 2026	01 Oct 2026
First Day of Instruction	06 Apr 2026	06 July 2026	05 Oct 2026
Last day of Instruction	30 June	30 Sep	31 Dec
Residential Dates 2025 Cohort	March 13-15	June 6	Sep 26
2025 Cohort Hō'iike	July 25th 2026		
Last day to withdraw	End of Week 6	End of Week 6	End of Week 6
Drop Course	End of Week 4	End of Week 4	End of Week 4
Grades Published	July 15	October 15	January 15

Residentials/Holidays

2024 Cohort Residential Dates <ul style="list-style-type: none"> Residential 1: March 22-24 2024 Residential 2: June 14-16 2024 Residential 3: Sep 13-15 2024 Residential 4: Jan 10-12 2025 	2025 Cohort Residential Dates <ul style="list-style-type: none"> Residential 1: March 28-30 2025 Residential 2: June 20-22 2025 Residential 3: Sep 12-14 2025 Residential 4: Jan 9-11 2026
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<ul style="list-style-type: none"> ● Residential 5: Mar 14-16 2025 ● Check-in: June 7 2025 ● Teacher Conference: July 27 2024 ● Check-in: September 27 2025 	<ul style="list-style-type: none"> ● Residential 5: March 13-15 2026 ● Check-in: June 6 2026 ● Teacher Conference: July 26 2025 ● Check-in: September 26 2026
<p>2024 State and Federal Holidays</p> <p>Mon, Jan 1 New Year's Day</p> <p>Mon, Jan 15 Martin Luther King Jr. Birthday</p> <p>Mon, Feb 19 President's Day</p> <p>Tue, Mar 26 Prince Kūhiō Kalanianaʻole Day</p> <p>Fri, Mar 29 Good Friday</p> <p>Mon, May 27 Memorial Day</p> <p>Tue, Jun 11 King Kamehameha I Day</p> <p>Wed, Jun 19 Juneteenth</p> <p>Thu, Jul 4 Independence Day</p> <p>Fri, Aug 16 Hawaii Admission Day</p> <p>Mon, Sep 2 Labor Day</p> <p>Mon, Nov 11 Veterans Day</p> <p>Thu, Nov 28 Thanksgiving Day</p> <p>Wed, Dec 25 Christmas Day</p>	<p>2025 State and Federal Holidays</p> <p>Wed, Jan 1 New Year's Day</p> <p>Mon, Jan 20 Martin Luther King Jr. Birthday</p> <p>Mon, Feb 17 President's Day</p> <p>Wed, Mar 26 Prince Kūhiō Kalanianaʻole Day</p> <p>Fri, April 18 Good Friday</p> <p>Mon, May 26 Memorial Day</p> <p>Wed, Jun 11 King Kamehameha I Day</p> <p>Thu, Jun 19 Juneteenth</p> <p>Fri, Jul 4 Independence Day</p> <p>Fri, Aug 15 Hawaii Admission Day</p> <p>Mon, Sep 1 Labor Day</p> <p>Tue, Nov 11 Veterans Day</p> <p>Thu, Nov 27 Thanksgiving Day</p> <p>Thu, Dec 25 Christmas Day</p>
<p>2026 State and Federal Holidays</p> <p>Thu, Jan 1 New Year's Day</p> <p>Mon, Jan 19 Martin Luther King Jr. Birthday</p> <p>Mon, Feb 16 President's Day</p> <p>Thu, Mar 26 Prince Kūhiō Kalanianaʻole Day</p> <p>Fri, Apr 3 Good Friday</p> <p>Mon, May 25 Memorial Day</p> <p>Thu, Jun 11 King Kamehameha I Day</p> <p>Fri, Jun 19 Juneteenth</p> <p>Fri, Jul 3 Independence Day</p> <p>Fri, Aug 21 Hawaii Admission Day</p> <p>Mon, Sep 7 Labor Day</p> <p>Tue, Nov 3 Election Day</p> <p>Wed, Nov 11 Veterans Day</p> <p>Thu, Nov 26 Thanksgiving Day</p> <p>Fri, Dec 25 Christmas Day</p>	

Definition of an Academic Year

The academic year for post-baccalaureate courses consists of four terms of 13 weeks. Courses are scheduled within this term timeframe. A normal academic year that aligns with grants is from October 1 to September 30. Each year students can expect the following:

- Term 1 (Winter Ho'oilō): January 1 to March 31
- Term 2 (Spring Kupulau): April 1 to June 30
- Term 3 (Summer Kauwela): July 1 to September 30
- Term 4 (Fall Hā'ulelāu): October 1 to December 31

**Cohorts begin on April 1 of the calendar year

Secondary Scope and Sequence (Example)

Term 1	Term 2	Term 3	Term 4	Term 5
Child Development	ELL	Assessment	Multiculturalism	Student Teaching
Intro to Teaching	Methods	Educational Technology	Special Education	Student Teaching Seminar
Practicum	Practicum	Practicum	Practicum	Practicum
Prac Seminar	Prac Seminar	Prac Seminar	Prac Seminar	Prac Seminar

Elementary Scope and Sequence (Example)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7
Child Development	ELL	Assessment	Multiculturalism	Instructional Strategies	Reading Diagnosis	Student Teaching
Intro to Teaching	Math Methods	Educational Technology	Special Education	Health/PE Methods	Art/Music Methods	
	ELA Methods	Science Methods	Social studies Methods			
Practicum		Practicum		Practicum		

Technology Requirements

Equipment Requirements for Digital Instruction

All students enrolled in Kaho'iwai Center for Adult Teaching and Learning programs require access to the internet to complete coursework. The required software includes Microsoft Office Suite (including MS Word, Excel, and PowerPoint), Populi, and Google Suites for Education. Students are required to provide their own laptop and computer.

Requirements for Online Instruction

- Populi Management System (provided by Kaho'iwai)
- G Suite for Education (provided by Kaho'iwai)
- Microsoft Office Suite (provided by the student)
- Google Chrome browser or similar (provided by student)

Specific System Requirements

The following minimum hardware and software requirements are necessary for participation in Kaho'iwai.

	Minimum	Recommended
Operating System	Windows 10 Mac OSX 10.8 or higher	Windows 10 macOS High Sierra
Processor	1 GHz processor	Intel Core i5 or better
Memory	8 GB min	16 GB or better

Monitor Resolution	Intel HD 5000 or better	Intel HD 6000 or better
Free Hard Disk Space	500 GB Hard Drive or 256 GB SSD	T TB Hard Drive or higher
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps.	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser**	Google Chrome, Firefox, Edge	Google Chrome, Firefox, Edge

Operating System for G Suite for Educators:

Please review the following link to meet the minimum requirements for Google Drive on your computer, phone, or tablet: <https://support.google.com/drive/answer/2375082?hl=en&co=GENIE.Platform%3DDesktop>

Additional Considerations for the Student Online Platform

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time sensitive tasks in the online platform, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to the online platform.

Additional Considerations for Populi

Populi runs on up-to-date releases of popular web browsers. Most web browsers have some sort of auto-update function, so you may never even need to think about this part. And using an up-to-date web browser won't just benefit your Populi use—it's one of the best things you can do for your overall internet security! For more information or to review these requirements on the Populi website go to <https://support.populiweb.com/hc/en-us/articles/223791927-Welcome-to-Populi->

Student Confidentiality and Privacy Policy

Kaho'iwai complies with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), which is designed to protect the confidentiality of the records that educational institutes maintain on students and to give students access to their records to assure the accuracy of their contents. A student is any person who attends or who has attended the college. An educational record is a record maintained by the program that is directly related to a student, with the following exceptions:

- Records made by Kaho'iwai employees which are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- Employment records unless the employment is contingent on the fact that the employee is a student;

- Records maintained solely for law enforcement purposes;
- Alumni and development records contain information about individuals after they are no longer students at the college.

The act affords students certain rights with respect to their education records. These rights include:

- **ACCESS TO EDUCATION RECORDS**
Provided that they have not previously waived the right of access and after enrollment at Kaho'iwai, students have the right to inspect and review their education records within 45 days of the day Kaho'iwai receives a written request for access. Students should submit their written request, identifying as precisely as possible the record(s) they wish to review, to the teacher manager. If the record(s) requested is not maintained by that official, he or she will advise the student of the correct official to whom the request should be addressed. Otherwise, the official will make arrangements for students to review the education record(s). A minimum charge of \$.10 per page will be made for copies of records whether authorized by student consent or otherwise allowed by the Act.
- **RECORDS NOT OPEN TO STUDENT REVIEW**
In accordance with federal regulations, students do not have the right to review the following records: The financial records of the student's parents. Records connected with an application to attend programs if that application was denied or if the applicant did not enroll. Education records contain information about more than one student, in which case the program will permit access only to that part of the record that pertains to the inquiring student. Those records are excluded from the definition of education records.
- **RIGHT OF THE COLLEGE TO REFUSE TO PROVIDE COPIES**
Kaho'iwai reserves the right to deny copies if the transcripts or other records are not required to be made available under FERPA if the student has an overdue financial obligation to the program, or if there is an unresolved disciplinary action against the student.

Custodians of Education Records:

All student records are kept by Kaho'iwai and can be accessed by requesting access to specific documents from the teacher program manager.

- **REQUEST FOR AMENDMENT OF EDUCATION RECORDS**
Students have the right to request amendments to their education records if they believe the records are inaccurate or misleading. Students should write the teacher program manager for the specific record clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading. The teacher program manager will reach a decision and inform the student in a reasonable amount of time after receiving the request. If the request to amend the record is denied, the official will advise the student of his or her right to a hearing on the requested amendment and provide information on hearing procedures. The student may appeal by submitting a copy of the challenge and record as per the appeals policy. Students will be afforded a full and fair opportunity to present evidence relevant to the issue raised. The process will determine the validity of the challenge and make it a part of the student record.
- **DESTRUCTION OF RECORDS**
Nothing in this policy requires the continued maintenance of any student record for any particular length of time. However, if under the terms of this policy, a student has requested access to his or her

education record, the record will not be destroyed before the custodian has granted access to the student.

- **DISCLOSURE OF EDUCATION RECORDS**

Students have the right to consent to disclosures of personally identifiable information in their education records, except to the extent that FERPA or any superseding law authorizes disclosure without consent. Consent for the disclosure of a student's education records must be in writing, signed and dated by the student, specifying the records to be released, the reasons for such release, and to whom the records are to be disclosed. Records of students classified as dependents of their parents by the IRS code can be revealed to parents of such dependents at the discretion of the program.

- **DIRECTORY INFORMATION**

Kaho'iwai designates the following categories of personally identifiable student information as public or "Directory Information." Kaho'iwai may disclose such information at its discretion. Currently enrolled students may withhold disclosure of directory information by submitting written notification on an annual basis (usually prior to the beginning of Term 3) to the teacher program manager. Directory information will then be withheld until the student releases the hold on disclosure. Students should understand that, by withholding directory information, some information considered important to students may not reach them.

Student's full name, Current enrollment status, Program email and cell phone contact details, Dates of attendance, Class standing (e.g. sophomore), Previous educational institution(s) attended, Major and minor field(s) of study, Awards and honors, Degree(s) conferred (including dates of conferral), Full-time or part-time status

Examples of disclosures of personally identifiable information that do not require the consent of the student include the following:

- To University officials who have a legitimate educational interest in the records.
- To officials of schools, school systems, or institutions of higher education in which the student seeks or intends to enroll, or to officials of another institution of higher education in which the student has enrolled.
- To authorized officials of the following entities, in connection with federal- or state-supported education programs: the U.S. Department of Education; the U.S. Comptroller General; the U.S. Attorney General; or state and local educational authorities.
- In connection with a student's request for or receipt of financial aid, including determining the eligibility, amount, or conditions of the financial aid or enforcing the terms and conditions of the aid.
- If required by a state law requiring disclosure that was adopted before November 19, 1974.
- To state and local authorities to whom such information is specifically allowed to be reported or disclosed under state law in connection with the juvenile justice system.
- To organizations conducting certain studies for educational purposes for or on behalf of the University.
- To accrediting organizations, including individuals on visiting committees, to carry out their functions.
- To parents who claim the student as a dependent for income tax purposes. Education record information will be released only with the student's consent or upon receipt of a federal income tax return indicating the student's dependency status unless otherwise authorized by law.
- To comply with a judicial order or a lawfully issued subpoena, provided Kaho'iwai makes a reasonable attempt to notify the student in advance of compliance (except in certain cases involving grand jury

subpoenas) or, when Kaho'iwai is involved in a legal action with a parent or student, where disclosure is to the court, without a court order or subpoena, and is relevant for Kaho'iwai to proceed as plaintiff or to defend itself.

- To any person, including a parent, whose knowledge of the situation is necessary to protect the health or safety of the student or any other individuals when considering the totality of the circumstances, Kaho'iwai has determined that there is an articulable and significant threat to the health or safety of a student or any individual.
- To comply with a court order obtained under the USA PATRIOT Act of 2001 for education records considered relevant to a terrorism investigation or prosecution, without advance notice to the student.
- To disclose to a student's parent information regarding any violation of law or of College rule or policy as to alcohol or controlled substances use or possession, if the student is under age 21 at the time of the disclosure and Kaho'iwai determines that such alcohol/drug use or possession constitutes a disciplinary violation.
- To disclose information provided to Kaho'iwai under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section.
- To the U.S. Citizenship and Immigration Services (USCIS) /Department of Homeland Security (DHS) concerning an F, J, or M nonimmigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA PATRIOT Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h).
- Consent is not necessary for the program to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.

Compliance

Students are encouraged to contact the teacher program manager if they have questions about this policy. Under FERPA, students have the right to contact the Family Policy Compliance Office, U.S. Department of Education, Washington, DC, with a complaint about the College's compliance with FERPA. Directory Information Public Notice Program information is available from any staff or faculty member. Information is also available at www.kahoiwai.org.

Academic Programs

Post Baccalaureate Certificate of Teaching (PBCT) Program Description

The Kaho`iwai program graduates candidates who seek to work in Hawaiian-focused charter schools; and candidates who demonstrate the knowledge, skills, and values to meet the needs of Native Hawaiian children in education. Students can elect the secondary (6-12) or elementary (K-6) concentrations.

Program Outcomes

The PBCT seeks to produce:

- Knowledgeable teachers skilled in the use of technology for learning
- Knowledgeable in Hawaiian values and epistemology, responsive to multicultural student needs
- Reflective learning and ethical behavior
- Student-focused, pedagogically sound teachers, are able to implement a range of teaching, learning, and assessment strategies in order to improve student outcomes.
- Effective communicators who build relationships.

Secondary Emphasis

Kaho`iwai delivers a 31.5 credit point Secondary (6-12) program – a Post Baccalaureate Certificate in Teaching. This program aims to graduate secondary (6-12) teachers including include Mathematics, Science, Social Studies, English, and Hawaiian Studies. As a state-approved teacher education program, graduates can apply for licensing upon program completion.

Elementary Emphasis

The two-year 32-credit point Elementary Program (including 15 credits of fieldwork and clinical experience) aims to graduate elementary (K-6) teachers. As a state-approved teacher education program, graduates can apply for licensing upon program completion.

Program Format

The Post-Baccalaureate Certificate of Teaching is a hybrid program featuring in-residence, online, and field-based components. Students are required to work with Native Hawaiian `Āina-Based community programs throughout the program. Students meet for an in-residence period and then complete requirements using an online learning system. Students who have not earned a degree in teaching are also required to complete an on-ground Praxis requirement.

Course Descriptions

EDU401 Introduction to Teaching (1 credit)	The course introduces participants to teaching contextualized by the HTSB Teacher Professional standards, the use of dispositions and Kauhale principles, the curriculum, and the Hawaiian-Focused Charter School environment. It provides an opportunity for candidates to build their philosophical approach to teaching.
EDU402 Teaching Methods 6-12 (1 credit)	This course is a study of strategies, techniques, materials, technology, and current research used in transitioning (field of teaching) concepts to high school students in the areas of (select one area): A. Math; B. English; C. Social Studies; D. Science; and E. Hawaiian Studies, as applies to the Candidates field of study.
EDU403 Practicum (2.5 credits)	The Practicum is the application of teaching theory to practice in the classroom. Practicum supports the integration of theory to practice and participants reflect on the process and content of teaching. It also provides mentoring throughout the experience. <i>This course is taken 5 times in the secondary emphasis. This course is taken 3 times in the elementary emphasis.</i>
EDU407 Assessment (1 credit)	This course focuses on fundamental concepts of educational assessment for classroom teachers including the relationship of assessment to educational aims, quality of assessment, principles of item construction, evaluation of student responses, interpretation of results, and improvement of techniques.
EDU408 Education Technology (1 credit)	This course provides candidates with the experience of developing teaching and learning activities using technological tools. This course supplements the objectives outlined in other courses within the program by teaching major education technology tools available to educators.
EDU409 Special Education (1 credit)	Students develop knowledge relating to the nature and causes, psychological/behavioral characteristics, and educational approaches concerning persons with disabilities. This includes legal issues, behavior management plans, and the impact of disabilities on individuals, families, and communities.
EDU412 Student Teaching Seminar (0.25 credit)	The seminar scaffolds the assessment requirements for all candidates undertaking student teaching. Candidates develop the requirement of student teaching, support tools, and expectations throughout the student teaching placement
EDU413 Practicum seminar (0.25 credit)	Candidates demonstrate knowledge of the practicum and scaffold teaching, learning, and other requirements under development. <i>This course is taken 5 times in the secondary emphasis.</i>
EDU414 Student Teaching (7.5 credits)	Student Teaching provides the practical application of teaching in education environments. Completed in conjunction with the seminar, the course provides a 10-week placement in the Candidate field of teaching area.
EDU415 Child Development, Teaching, and Learning (2 credit)	This course provides candidates with the knowledge, skills, and disposition to become informed, reflective, and pedagogically proficient teachers. This course allows candidates to demonstrate their commitment to the profession, recognize the role of teachers in developing a positive environment for teaching and learning;

	communicate effectively with students, colleagues, and members of the wider school community; and, evaluate the factors that promote and hinder effective learning and apply this knowledge to develop effective and creative assessment, teaching, and learning practices.
EDU416 Instructional Strategies (1 credit)	This course focuses on integrating instructional strategies and concepts within the context of planning and implementing a student-centered curriculum through the research, identification, and application of appropriate instructional strategies, methods, concepts, and techniques. Instructional strategies are directly linked to the curriculum, desired student outcomes, and classroom assessments, and reflect learner needs and interests.
EDU417 Teaching K-6 Methods Language Arts/Reading (1 credit)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school language arts and reading instruction.
EDU418 Teaching in Multicultural Environments (2 credit)	Hawai'i is a complex, multi-racial, and isolated environment which can appear contradictory. This course provides candidates with an understanding of the cultural, environmental, leadership, educational, and historical context of working in Hawai'i. Activities will allow participants to develop an understanding of multicultural issues in society and implement effective teaching and learning activities to support all learners.
EDU419 Teaching K-6 Methods Health/PE (1 credit)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school health and physical education.
EDU420 Teaching K-6 Methods Social Studies (1 credit)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary social studies instruction.
EDU421 ELL Learners & Exceptional Learners (1 credit)	This course introduces the concept of and methods for instructing elementary-age students with diverse needs. It includes the study of how a learner-centered approach to teaching can provide English Language Learners and Exceptional Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter. Coursework includes an overview of differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations; English language acquisition approaches appropriate for diverse cultures; and research-based instructional activities and lesson planning with implementation models.
EDU422	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school science instruction.

Teaching K-6 Methods Science (1 credit)	
EDU423 Teaching K-6 Methods Math (1 credit)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school math instruction.
EDU424 Diagnosis & Remediation of Reading Difficulties (1 credit)	This course focuses on the use of reading assessments in determining classroom instruction and intervention strategies. It provides foundational information on reading acquisition stages, factors that impact reading success and failure, and strategies to address reading difficulties.
EDU425 Teaching K-6 Methods Fine Arts-Music (1 credit)	This course is a study of methods, techniques, materials, technology, state standards, and current research related to elementary school fine arts and music instruction.

Admission Policy

Admissions to Kaho'iwai are for applicants who meet the minimum requirements for the program, are assessed as suitable against criteria by the committee, and who will benefit from the program. The benefit includes professional and personal aspirations. Applicants must demonstrate a desire for a license as a teacher in the state of Hawai'i.

Admission Criteria

1. Minimum of a bachelor's degree from a US-accredited institution recognized by CHEA (or an international degree evaluated as comparable by a member of the (NACES) or the Association of International Credentials Evaluators (AICE). Members of evaluation services can be found at:
 - a. NACES Members: <https://www.naces.org/members>
 - b. NACES Professional Standards: <https://www.naces.org/standards>
 - c. AICE Members: <http://aice-eval.org/members/>
 - d. AICE Standards: <http://aice-eval.org/standards/>
2. If not a graduate of a US High School or college, an IELTS score of 6.5 is required.
3. Completion of State Praxis requirements (as required)
4. Successful completion of interview and writing activities
5. Min 2.5 GPA (Bachelor's Degree)
6. Must be over 18 years of age and verify ID
7. Must have access to a computer and internet and can operate technology as outlined in the Kaho'iwai technology requirements
8. Must be able to attend in-residence programs each term

Admissions Criteria for English Language Proficiency

- A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet-Based Test (iBT)
- 6.0 on the International English Language Test (IELTS)
- 44 on the Pearson Test of English Academic Score Report

- 95 on the Duolingo English Test
- 53 on the 4-skill Michigan English Test (MET)
- 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE) or the Michigan Examination for the Certificate of Proficiency in English (ECPE)
- A minimum score on the College Board Accuplacer ESL Exam Series is as follows:
 - ESL Language Use: Score of 85
 - ESL Listening: Score of 80
 - ESL Reading: Score of 85
 - ESL Sentence Meaning: Score of 90

Preference is given to applicants who are currently employed in Hawaiian-focused Charter schools, schools with a high population of Native Hawaiian students, or institutions that partner with Kaho'iwai.

- A. Applicants who have completed the process and are unlicensed and currently working in a school
- B. Applicants who have completed the application process and who meet admissions requirements and express vocational aspirations for teaching. Must be assessed as able to meet the program requirements.
- C. The admissions and progressions committee discusses any questions about an applicant's suitability for a recommendation.

Admissions criteria are determined by:

1. The Hawaii State Teacher Professional Standards requirements as directed by HTSB
2. Hawaii State policy for teachers including administrative rules and HRS
3. Kaho'iwai Mission
4. Program Values
5. Program educational philosophy

Students admitted to the program may withdraw at any time by notifying the teacher program manager in writing.

Class Size

Programs are cohort-based. Students move through the programs in cohorts. Where possible, Kaho'iwai sets the size of programs to provide peer support and provide opportunities for learning in a social context. Students are often divided into working groups for academic activities.

Application Process

- Applicants will receive a packet with the admission process and program requirements
- Receipt of all documents
 - Application form complete
 - Original transcripts
 - Two-page essay
 - Employment contract and annual salary details
 - Reference Letter
- On receipt of all documents by Kaho'iwai, an interview will be held. The interview will be conducted by the academic dean or teacher program manager.
- Once interviewed, applicants are assessed as suitable (or not) and are ranked for entry into the program. Students who are assessed as suitable but do not meet the entry number cutoff (usually 40) for this cohort may reapply for the next cohort

- The list of applicants is ratified by the Admissions and Progression Committee and any issues are clarified.
- Students are notified by e-mail if they have been selected for the program
- Students selected for the program must attend an orientation seminar that provides all the information related to the program.
- This includes ID verification, financial commitments, policies, procedures, rules, responsibilities, and program academic requirements such as workload and standards of achievement. At orientation students are given the program catalog, institutional information, website, and other information details
- If students accept the position, they are to sign the enrolment agreement and acknowledgments. The enrolment is agreement is kept on the student file and a copy given to the student within ten days of signature
- The institution admits students regardless of race, color, national origin, disability, sex, or age. Institutions reasonably accommodate applicants and students with disabilities to the extent required by applicable laws. Graduates must be able to meet the HTSB TPS, ethical and legal requirements for teaching. They must also be able to fulfil the Hawaiian cultural and linguistic requirements of the program.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the policy Kaho'iwai uses to measure student progress toward program completion. The two components of SAP are Grade Point Average and Course Completion Rate. If, at any time, a student is not meeting the minimum requirements for SAP, the student receives an email notification. However, it is ultimately the student's responsibility to know SAP requirements, and failure to receive notification does not nullify the SAP status.

Students must make satisfactory academic progress toward program completion by meeting the following criteria:

- Earning at least a 3.0 final grade point average (GPA) in each course, yielding a cumulative program GPA (GPA) of 3.0 or better on a 4.0 scale.
- Course Completion Rate: Maintaining a minimum course completion pace of 75% for the program. Course Completion Rate is calculated by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted. All courses count as attempted, except for drops and withdrawals for Military Leave of Absence.

Students are evaluated against these criteria at the conclusion of each quarter. Students who fall below these minimums are subject to academic discipline according to the criteria below.

Transfer credits accepted from other institutions do not count toward students' cumulative GPA but do count toward cumulative credits attempted and earned.

Students who are members of the U.S. Armed Services: Course withdrawal due to military service requirements does not impact satisfactory academic progress and arrangements are made to assist students in continuing their program at a later date.

Academic Discipline

If students fail to maintain satisfactory progress, they will receive a notice of planned corrective action including academic probation or suspension, depending on the circumstances described below.

Academic Probation

If students earn a final course GPA between 2.0 and 2.99 or fall below the required course completion pace for the first time, they receive additional coursework or assessments for grade improvement. The additional coursework or assessments may be completed between academic quarters or may extend into the next quarter. Students are required to maintain full-time enrollment while completing the additional assigned coursework or assessments. Students may not appeal academic probation status.

If students improve their course GPA to at least 3.0 and maintain a course completion pace of at least 75%, they are considered to be in good academic standing. If students fail to re-establish satisfactory academic progress, they are subject to academic suspension.

Academic Suspension

If students earn a final course GPA below 2.0, fall below the required course completion pace for more than one quarter, or fail to re-establish good academic standing after being on academic probation, they are subject to academic suspension. Students subject to academic suspension cannot enroll in Kaho'iwai courses for one year and are required to re-apply at that time.

Academic Suspension Appeal

Students may appeal their academic suspension if they feel that extraordinary circumstances interfered with their ability to meet satisfactory academic progress standards. Students must appeal their academic suspension in writing within ten days of receiving notice of their suspension. Extraordinary circumstances may include but are not limited to:

- Illness, accident, or injury experienced by students or a significant person in their life. Documentation required may include a physician's statement, police report, or other documentation from a third-party professional including a hospital billing statement.
- Death of a family member or significant person in students' lives. Documentation required may include a copy of the obituary or death certificate.
- Divorce is experienced by students or their parents. Documentation required may include an attorney's letter on the law firm's letterhead or a copy of the divorce decree.
- Personal problems or issues with students' spouses, family, roommates, or other significant persons. Documentation required may include a written statement from a medical doctor, counselor, attorney, or professional adviser.

Students are notified of Kaho'iwai's decision within fifteen business days after a written appeal is received. If the appeal is accepted, students are reinstated into the program and provided with a plan to re-establish good academic standing. If the appeal is denied, students are notified in writing that the suspension decision stands.

Transfer Credit Policy

There are no credit transfer opportunities established with other Higher Education Institutions at present. **The award of transfer credit is at the discretion of the receiving institution.** Students who have completed coursework at other accredited institutions may apply to the Academic Dean for credit transfer. Kaho'iwai does not provide credit for prior learning outside of formal accredited courses.

Students may request credit transfer for study that is recent and relevant to the Kaho'iwai program. Students requesting credit transfer are responsible for completing the application process and providing evidence.

The following applies:

- Credit earned must be within the past ten years.
- Transcripts, syllabi, course catalogs, and other documents from the granting institution must be provided.

- The course comparison table must be completed.
- Credit transfer applies only to coursework and not field experiences.
- The maximum credit that can be transferred is 50%

Kaho'iwai will follow the Council for Adult and Experiential Learning Principles for Assessing Learning

- 1) Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
- 2) Assessment is integral to learning because it leads to and enables future learning.
- 3) Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
- 4) The determination of credit awards and competence levels is made by appropriate subject matter and credentialing experts.
- 5) Assessment advances the broader purpose of equity and access for diverse individuals and groups.
- 6) Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
- 7) Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
- 8) Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
- 9) All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
- 10) Assessment programs are regularly monitored, evaluated, and revised to respond to institutional and learner needs.

Process

1. The applicant completes the request form and comparison table and provides evidence.
2. The application is reviewed by the Academic Advisor.
3. The evidence of alignment is provided with the application.
4. The approval of credit transfer is ratified by the Admissions and Progressions Committee and approved by the Academic Committee.
5. The credit transfer application and outcome are noted on the student file by the Academic Dean
6. The credit transfer is noted on the student's transcript by the Academic Dean and the course of study is adjusted.
7. The student is notified.
8. Students can appeal the decision if required using the Kaho'iwai appeals process.

Grading Policy

Student performance is measured using published grading policies that include prompt return of accurately, fairly, and consistently graded assessments that are created by a qualified instructor or faculty member. The institution publishes its assignment marking system, and information on issuance and completion of incomplete grades and applies them with fairness and consistency. Students are informed of their academic progress and standing in the program at regular intervals throughout their enrollment.

Grade Point Average

We use Grade Point Averages (GPAs), a tool for measuring the proficiency of our students in coursework and supporting our claims about our program. At Kaho'iwai students receive grades in each course to denote mastery of the subject. Grades are ordered conventionally such that the top grade a student may receive is an "A" and the bottom grade is an "F". Each letter grade corresponds to a numerical grade or points (see chart below). Program courses also have corresponding hours such that successful completion of a course earns a student a set number of hours.

The student's academic standing is indicated by a grade point average, determined by dividing the total number of grade points earned by the total number of credit hours the student has attempted. Courses taken on a Credit/No Credit basis are not included in the grade point average computation. If a course is repeated to improve a grade, the highest grade is used in calculating the grade point average.

Grading / GPA scale

Letter Grade	Numerical Grade	%
A	4	90-100
B	3	80-89
C	2	70-79
D	1	60-69
F	0	0-59
I	Incomplete	The issuance of an "I" grade is not automatic. At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.
W	Withdrawn	Withdrawal before the published deadline
P/F	Pass/Fail	
CT	Credit Transfer	

Students are required to maintain a minimum GPA of 3.0 to complete postgraduate programs. Incomplete grades are available to students who request assistance with a valid reason.

Grading

Instructors are responsible for grading student work. Any authorized grade changes must be submitted to the Academic Dean. Students are required to maintain a program GPA of at least 3.0. Students whose GPA falls below 3.0 are placed on academic probation, and they have two terms to bring up their GPA or they may face dismissal from the program.

Grade Report

Grades will be made available online on the Populi database by the 10th day following the end of term. Students have access to transcripts. Questions about a particular grade should be addressed to the instructor. Any suspected error in the grade should be reported to the Academic Dean as soon as possible. The time limit for any grade change is six months from the end of the semester. Feedback on submitted work Students are to be provided with timely feedback on the quality of work submitted. Feedback should be in narrative form and can include rubrics, or verbal comments. Student feedback on assessment items is to be completed in the week following submission. For large assessments, feedback is to be provided within two weeks of submission.

Quarter Credit Hour Policy

Kaho'iwai offers programs on a quarter credit hour basis. Quarter credit hours are written into program documents for each program and course offered.

1. Quarter credit hours are to be based on a formula of 30 hours of work per 1 credit hour in a semester. This includes 10 hours of instructor contact and 20 hours of associated work related to the course.
2. Credit can be allocated for work that is:
 - a. instructor delivered;

- b. online;
 - c. student based;
 - d. research-based;
 - e. classroom-based;
 - f. lab-based;
 - g. or any combination of activities including practicum and internships.
3. Hours are to be rounded down in 0.25-hour increments. For example, 1.35 credit hours of work is to be recorded as 1.25 credit hours. Hours are not to be rounded up.
 4. The credit hours procedure is based on Hawai'i state education community practice for student equity purposes and for consistency within the organization.

Student Code of Conduct

It is expected that students will display program values at all times. Behavior that is unacceptable is shown below.

1. **Acts of dishonesty**, including but not limited to the following:
 - Cheating, plagiarism, or other forms of academic dishonesty.
 - Furnishing false information to any official, faculty member, or office.
 - Forgery, alteration, or misuse of any document, record, or form of identification.

The term "*cheating*" includes but is not limited to (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the faculty, staff or student; and (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion. The term "*plagiarism*" includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
2. **Disruption or obstruction** of teaching, research, administration, disciplinary proceedings, other activities, including its public service functions on or off campus, or of other authorized activities when the conduct occurs on campus. This includes creating noise or other disturbances on campus or in student life areas sufficient to disrupt the normal functioning of campus activities including classroom instruction.
3. Any **conduct or behavior which threatens or endangers the health or safety of any person** including but not limited to physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and stalking.
4. **Sexual advances**, requests for sexual favors, or other behavior of a sexual nature that is unwelcome and sufficiently severe or pervasive that it interferes with a person's academic or professional performance or creates an intimidating, hostile, or offensive educational or employment environment. The behavior can be verbal, non-verbal, or physical. Examples include sexual innuendo, spreading sexual rumors, sexual put-downs, and jokes, remarks of a sexual nature about a person's clothing or body, offensive written notes or emails, sexual propositions, insults or threats, leering, whistling, suggestive or insulting sounds and gestures, and touching someone's body when unwelcome.
5. **Discrimination** of any person protected by law.
6. Attempted or actual **theft of and/or damage to property of property of a member of the Kaho'iwai community or other personal or public property, on or off campus.**

7. **Hazing**, is defined as an act that endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for the continued membership in a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is not a neutral act; both are violations of this rule.
8. **Failure to comply with any directions of officials or law enforcement officers** acting in the performance of their duties and/or failure to provide identification to these persons when requested to do so.
9. **Unauthorized possession, duplication, or use of keys, keycards, or other security mechanisms** to any premises or unauthorized entry to or use of premises.
10. **Violation of any policy, rule, regulation, contract, or agreement.**
11. **Violation of any federal, state, or local law.**
12. **Use, possession, manufacture, or distribution of marijuana, heroin, narcotics, or other controlled substances** except as expressly permitted by law. Note: State law does not permit the use of medical marijuana on school grounds.
13. **Use, possession, manufacture, or distribution of alcoholic beverages by any person at Kaho`iwai activities.**
14. **Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals** on-premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
15. **Participating in an on-campus or off-campus demonstration, riot, or activity** that disrupts the normal operations of Kaho`iwai and/or infringes on the rights of other members of the community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
16. **Obstruction of the free flow of pedestrian or vehicular traffic** on-premises or at Kaho'iwai-sponsored or supervised functions.
17. **Conduct that is disorderly, lewd, or indecent**; breach of peace; or aiding, abetting, or procuring another person to breach the peace on-premises or at functions sponsored by, or participated in by, the organization or members of the academic community. Disorderly conduct includes but is not limited to any unauthorized use of electronic or other devices to make an audio or video record of any person while on premises without his/her prior knowledge or without his/her consent when such a recording is likely to cause injury or distress. This includes but is not limited to surreptitiously taking pictures of another person in a gym, locker room, or restroom.
18. **Theft or other abuse of computer and other electronic facilities and resources**, including but not limited to:
 - Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
 - Unauthorized transfer of a file.
 - Use of another individual's identification and/or password.
 - Use of computing facilities and resources to interfere with the work of another student, or faculty member of UH official.
 - Use of computing facilities and resources to send obscene or abusive messages.
 - Online harassment of members of the community.
 - Use of computing facilities and resources to interfere with the normal operation of the computing system.
 - Use of computer facilities and resources in violation of copyright laws.
 - Any violation of any computer use policy.

Student Responsibilities

Students accepted into an academic program at the institution have certain rights and responsibilities that help to establish a student code of professional conduct. Foremost to this code is student access to a learning environment free from harmful interference.

- 1) Students have the right to an objective evaluation of their academic performance.
 - a) Students shall receive the course syllabus outlining the objectives, coursework, and methods of assessment that determine final grades by the start of the course.
- 2) Students are responsible for actively participating in and completing program requirements.
 - a) Students have a right to quality education. This right includes access to and the inclusion of appropriate instructional strategies and methodologies, adequate materials, quality instructors, and a learning environment that stimulates creativity and personal growth.
 - b) Students will be treated in a respectful manner conducive to maintaining self-worth, values, and dignity. Students shall be free from verbal, emotional, and physical intimidation, insult, harassment, and aggression.
- 3) Students have the responsibility to conduct themselves in a professional manner throughout the program and to abide by the institution's policies.
- 4) Students are responsible to practice, uphold, and perpetuate the values representing the institution and programs.
 - a) Students will be notified of infractions and have the right to respond to disciplinary sanctions.
- 5) Students have the right and responsibility to seek and engage in opportunities that promote personal development.
- 6) Students have the right to form and uphold personal perspectives of data or views covered in the course, but they are responsible for learning the academic content presented.
- 7) Students have a right and the responsibility to participate in the evaluation of courses and instructors. Students are expected to provide constructive criticism of institution services received.

Non-Academic Dismissal

If students fail to meet any of the following non-academic criteria (criteria without an associated grade), they may be subject to corrective action up to and including suspension or dismissal as determined by the Admissions and Progression Committee:

- Participation in all in-residence activities unless students' absence was excused and made up through the completion of an approved alternate activity.
- Completion of at least 12 community service activities with community nonprofit organizations or programs approved by Kaho'iwai.
- Exhibit program values as assessed by the Kauhale Values Rubric.
- Failure to meet the requirements for taking or completing praxis each term.
- Failure to find a school placement within the first term of study.

Kaho'iwai Complaints Policy

Academic materials and processes are excluded from this policy. Grade disputes, admissions decisions, graduation appeals, and similar academic decisions are not issues for grievance unless they are complaints of a civil rights nature, including complaints related to age, sex, race, religion, color, ethnic/national origin, disability, sexual orientation, or veteran status. Student allegations of discrimination are grounds for initiating a grievance.

Complaints Procedure

The complaints procedure is applicable to all students, administration, and instructional personnel at Kaho'iwai. Kaho'iwai encourages its students and instructional personnel to resolve any disagreements,

complaints, misunderstandings, and grievances by informal means, where possible, before filing a formal complaint.

Complainants may choose a path for resolving their issues. Starting with more informal mechanisms does not preclude the individual's decision later to pursue more formal ones.

- *Informal Resolution*

The complainant is first encouraged to communicate with the individual most directly responsible for the problem, and this often resolves the matter. In instances where no resolution is reached or if contacting or writing the person directly would be a source of discomfort, then the complainant may choose another route to achieving a resolution.

Complainants may seek to resolve the matter through mediation. Complainants wishing to have a third party informally resolve the issue consult with the Academic Dean who will attempt to facilitate a resolution. Both parties must consent to participate in the confidential, voluntary process. The Academic Dean does not decide who is right or wrong but rather mediates a conversation between the parties. Because it is a voluntary process, disciplinary action cannot be taken against the respondent and, once an agreement has been reached, it is final and cannot be appealed. If, after 30 days, the Academic Dean deems it impossible to achieve a satisfactory resolution between the parties, the complainant can choose to close the matter or file a formal complaint.

- *Formal Resolution*

Although students have the option of filing a complaint with an outside agency, Kaho'iwai strongly encourages students to file a formal complaint with the organization before resorting to an outside agency. Students with an issue or concern about their experience with Kaho'iwai who wish to file a formal complaint should contact the Academic Dean.

The Procedure: Submission of a Complaint

1. Formal complaints are submitted to the Academic Dean
2. The complaint must include:
 - a. A full description of the problem,
 - b. The identity and status of the individual against whom the complaint is being lodged,
 - c. A description of what may have been done to try to resolve the matter informally,
 - d. A suggested action requested or recommended to resolve the matter, and
 - e. Any supporting documents.
3. Once the complaint is received, the Academic Dean reviews it for appropriateness for the complaints procedure and emails the complainant acknowledging receipt of the complaint.
4. If the complaint is not appropriate for the procedure, the complainant is informed and may be referred elsewhere as appropriate.
5. The Academic Dean will dismiss the application if the formal procedure for complaints is not followed.

The Procedure: The Investigation

1. In all instances, the respondent/s is/are notified of the complaint immediately and receives/a copy of it. The respondent/s is/are given 15 calendar days within which to submit a written response.
2. Non-participation is not presumed to indicate guilt, but the investigation will continue without a response, and a finding will be issued.
3. The Academic Dean will initiate an investigation of the complaint 15 days after the respondent/s is/are notified of the complaint, with or without a response from the respondent/s.

4. In undertaking the investigation, the Office will have complete discretion to gather any and all relevant information about the incident. All the information gathered in the process of the investigation will be considered confidential and shared only with those with a need to know.
5. The finding will be issued within 45 calendar days of receipt of the formal complaint and will be communicated to both the grieving party and the respondent/s. Any disciplinary action against the respondent will be promptly put into effect.

The Procedure: Appealing the Finding

1. Both the complainant and the respondent/s have the right to appeal the final decision. The appeal must be submitted to the Academic Dean within 10 calendar days of issuance of the formal finding. The Academic Dean will then communicate the appeal to the Appeals Committee.
2. Appeals will only be considered in instances where:
 - a. the appealing party has new information that was not available at the time of the investigation;
 - b. the appealing party has identified procedural irregularities of a magnitude that would change or affect the finding; or,
 - c. the appealing party believes the finding and/or disciplinary action to have been inconsistent with the facts of the situation.
3. The Appeals Committee will then exercise its discretion to determine:
 - a. If the process of the Formal Complaint had been fair;
 - b. If the decision was reasonable based on the facts; and,
 - c. If the sanction was a reasonable one
4. The Appeals Committee will not conduct a new investigation and will make its decision within 20 calendar days of the receipt of the appeal from the Academic Dean. The decision of the Appeals Committee is final
5. The final decision will be sent to the Appellant via email and to the Academic Dean and a detailed log of each complaint will be kept on file
6. Access to this data is limited to the Chief Academic Officer and authorized personnel.

Complaints about Kaho'iwai

Persons with a complaint relating to Kaho'iwai as a State Education Preparation Provider (EPP) should be directed to the Hawaii Teacher Standards Board at <https://hawaiiteacherstandardsboard.org/>. Complaints can also be directed to the program accreditor at the World Indigenous Nations Higher Education Consortium-<http://winhec.org/>

The Chief Academic Officer is responsible for implementing, reviewing and promulgating this policy to all relevant staff and students.

Student Identification Verification

Student identity verification is initiated during the admissions process to confirm that the admitted student who participates in and completes coursework and assessments is the same student who is awarded credit. Persons applying to KALO programs will provide identification documents to validate their identity. These documents can include:

- State Driver's License
- US Passport
- Green Card
- Birth Certificate

Once verified confirmation of student identity is recorded on the student file.

The Student Identity Verification Policy applies to all courses or programs offered by KALO. Students are formally identified during the application process and verified at orientation. The process continues through graduation, transfer, or withdrawal from the institution.

- All interactions with students are verified by using a variety of methods including but not limited to:
- Physical verification on admission to the program
- A secure login and authentication process for electronic communication and teaching and learning interactions;
- Other technologies and practices that are effective in verifying student identification.

To ensure appropriate and secure access to online learning platforms and the Student Information System, enrolled students are responsible for providing complete information about themselves in any identity verification process. Confidentiality is important in this process and all efforts are made to abide by the Family Education Rights and Privacy Act (FERPA) and any other applicable laws or regulations.

All users of the Learning Management System and Self-Information System are responsible for maintaining the security of usernames, passwords, and any other assigned access credentials, and are responsible for changing passwords periodically to maintain security.

The Chief Academic Officer is responsible for ensuring university-wide compliance with the provisions of this policy.

Non-Discrimination Policy

Kaho'iwai complies with all applicable State and Federal laws as they apply to students, staff, and faculty. Kaho'iwai does not discriminate based on race; sex, including gender identity and gender expression; age; religion; color; ancestry; sexual orientation; citizenship; national origin; military/veteran status; disability; marital/civil union status; arrest and court record (unless the record would prevent the person from receiving educational licensure in the State of Hawaii); genetic information; credit history; domestic or sexual violence victim status.

Graduation Requirements

Graduation requirements for the Post-Baccalaureate Certificate of Teaching (PBCT) include:

- Successfully complete all program coursework requirements
- Successfully complete practicum placement and associated requirements
- Successfully complete student teaching and associated requirements
- Successful completion of a professional portfolio
- Successful completion of community journal
- Successful assessment of the Kauhale values
- Evidence of content in the teaching field (Academic transcripts or Praxis II)
- Min overall GPA of 3.0

Academic Policies and Procedures

Incomplete Work

The following details the approach towards incomplete work. Kaho'iwai values of Kūlia i ka nu'u and mālama i kou kuleana apply to this discussion.

Kaho'iwai attempts to build students' sense of kuleana throughout the program. Managing coursework is an important skill to be developed. As such, students should be the driver of communication and achievement in the academic environment.

With faculty contracted for a specific period of time, students need to be cognizant of deadlines for submission of work and completion of all activities. Grades are required to be posted by the instructor no later than the 10th day following the end of the term. As such all student work needs to be completed on time. Unfortunately, life events cause delays to timelines. The following details the process for incomplete grades.

- Incomplete grades can only be submitted for students with a passing grade at the time of application
- Students are to contact instructors as soon as they experience difficulty meeting timelines
- An incomplete grade can only be granted until the 10th day following the completion of the term
- Incomplete grades can only be submitted and resolved by the course instructor
- Failure to meet the "I" deadline will result in a Fail "F" grade
- Students experiencing difficulty can drop a course or withdraw by published dates

A central concern of the program is that students maintain effective communication with instructors and program faculty throughout the process while attending to program values.

Late Submission of Work

Mālama i kou kuleana (Take care of your responsibilities). We understand that life brings many challenges that impact students' lives. Should you have a genuine requirement to extend a timeline for submission of work you are to contact your instructor before the deadline to renegotiate a new schedule. Reasons for delay of timelines may include family or personal health situations, injury, etc. Usually, work or other regular restrictions are not considered valid reasons unless they are significantly large. The aim is to prioritize workload and manage your schedule effectively to account for any unforeseen circumstances. You know the assessment requirement at the start of the term and this will form the priority list.

Should you not contact the instructor regarding delays in submission of work, the following will occur: You will lose 10% of the assessment marks each day (for each late task) for three days (total of 30%). After day three the assignment will close and no submissions will be accepted. For example, a 10-point task will yield the following maximum scores:

10 pt Assignment	Day 1 Late	Day 2 Late	Day 3 Late	After Day 3
Max Points	9	8	7	0

Code of Ethics

In conjunction with program values, Kaho'iwai has adopted the National Association of State Directors of Teacher Education and Certification (NASDTEC) Model Code of Ethics for Educators(MCEE) to support and prepare candidates in ethical understanding and to guide behaviors in decision-making.

Plagiarism and Academic Misconduct

Ua Mau Ka Ea O Ka 'Āina I Ka Pono as a Hawaiian value encompasses the notions of academic integrity in Kaho'iwai. Academic integrity covers actions such as plagiarism and misconduct as it relates to the academic environment. Students are expected to act with honesty and transparency in the development and delivery of their work in the program. Students are required to ensure that all submissions are their own original work following the guidelines presented by instructors.

Tools available to support students include the use of online programs such as Grammarly, the APA manual and resources available online, and support from program faculty. Plagiarism refers to the use of another's work without providing credit in the text. As a general rule, all work submitted in Kaho'iwai should follow the conventions outlined in the American Psychological Association's writing guide (most recent edition). Academic misconduct refers to attempts to obtain an unfair academic advantage. This could include, buying test answers or assignments, colluding with others in the production of work, sharing others' work or providing others with work when not collaborating, resubmitting previously assessed work, or fabricating results. Other examples may also demonstrate academic misconduct. If you are unsure of what might constitute plagiarism or misconduct, ask a faculty member.

Faculty are required to check student work against databases for plagiarism and all incidences of suspected plagiarism and misconduct are to be reported. The following provides guidance for issues relating to student integrity.

Breach	Corrective Action
First Incidence of plagiarism or misconduct	Counseling and training/support provided to the student. Students may be required to retake the assessment task.
Second incidence of Plagiarism or misconduct	Students will fail and be required to re-take the course
Third incidence of plagiarism or misconduct	The student will be suspended from the program and required to competitively reapply if seeking re-entry.

Students may appeal decisions using the Kaho'iwai appeals process.

Leave of Absence

A leave of absence is an approved withdrawal from your studies. A leave of absence is granted for one semester at a time and is not automatically renewed. You may not be away from your studies for longer than two consecutive semesters. If you need more time, you should withdraw from Kaho'iwai and request reinstatement when you are ready to resume your program of studies.

Caution: Leaves of absence may have serious implications.

If you received a Kaho'iwai scholarship it may not be available on your return to study. As the program is grant-funded, a return to study may not be in alignment with funding.

Eligibility: You must have completed at least one semester of studies in your degree program in order to request a leave of absence. In addition, you must provide and document acceptable reasons for the requested absence from your studies.

Purpose: Leaves of absence are generally granted for reasons of financial or personal hardship, medical or family leave, medical disability, and military service. Under certain conditions, such as for military service or academic research, a period longer than one semester may be approved.

Conditions & Provisions: Students approved for a leave of absence are entitled to the following. You are exempt from paying tuition or fees during the semester of your leave.

Leaves of Absence do not automatically increase the amount of time allowed to complete outstanding work for an Incomplete grade, though a student may request additional time to complete work by request. While on an approved leave of absence, students may not take qualifying exams, audit courses, or work with faculty members towards the completion of requirements.

Students on approved leave are automatically reactivated for the next semester of enrollment. You are responsible for adhering to all registration and Add/Drop deadlines for your next semester of eligible enrolment.

An approved leave of absence extends your time to a degree by the duration of your leave.

Procedures & Limitations: Leaves of absence must be requested in writing. Complete the Leave of Absence Request Form and attach appropriate documentation to support the reason for your leave of absence. Please advise your program manager of your intentions prior to completing and submitting your request for a leave of absence. Courses for which you have already received a grade may not be dropped.

Medical Leave: Students requesting a medical disability leave of absence must submit documentation on letterhead from a medical provider stating that they are unable to complete coursework during the semester that the leave is being requested due to medical care/treatment. If you are requesting medical leave in a term that has already begun, the medical provider's documentation should also state when the care started and whether the condition for which you are receiving treatment was present at the beginning of the term or worsened to the point that you are unable to continue with coursework.

Approval: Requests for a leave of absence are submitted to the program manager.

Extending Your Leave: If you are currently on a leave of absence and need to extend the leave for a second semester, complete and submit a new Leave of Absence Request form. In your personal statement, indicate that you wish to extend your leave and provide your reasons. Students are limited to two consecutive semesters on leave of absence status.

Returning from Leave: Students are automatically activated to register for the semester following a leave of absence.

Involuntary Medical Leave of Absence

If any student, because of an apparent medical or psychological condition, poses a threat to the physical well-being of him/herself or any other member of the organization, or a threat to serious destruction of property, such student may be placed on an involuntary medical leave of absence. This policy applies to medical and psychological problems only, and not to matters solely of a disciplinary nature.

Course and Program Withdrawal

Students are allowed to withdraw from a seminar by the date stipulated in the academic calendar with a “W” grade. Withdrawal from registered seminars and courses. Students who withdraw from the program will be issued a W.

Repeated Courses

Only the highest grade for a repeated course is counted in the Cumulative Grade Point Average (CGPA). All attempted courses are counted toward the Course Completion Rate.

Student Services

Academic Advising

Students requiring academic advice, assistance with credits, progression, transcript analysis, and program advice can contact the Teacher Program Manager. The manager will work with you individually to answer whatever questions you may have.

Tutoring

There are a range of support options available to students including one-on-one support, online writing support, and APA support. Tutoring is available to students on request. Faculty are available on each island to provide support as required. To access support please contact the student advisor.

Career Services

The majority of students in teacher programs are employed on admission to their programs. The few who are in transition can access support with resume writing, interview coaching, and professional advice such as teacher licensing. KALO has access to school networks, workforce development support, and job fairs to support students. If you need career services, please contact the Academic Dean.

Cultural Support

As a Native Hawaiian organization, students have access to language and culture specialists on campus. Off-campus, KALO can refer students to persons and organizations with specialist cultural knowledge as required. KALO's educational philosophy is based on a Hawaiian education framework. The certificate in teaching requires students to work with community programs as service learning to develop local community values. To access cultural support please contact the Academic Dean.

Student Information and Services

Student information and services are available by contacting the teacher program manager.

Program Values

- Aloha kekahi i kekahi (Love one another) – Respect for all of our relations; value of cultivating relationships; consideration of how your actions affect everyone, including those you don't know; expansion of life-affirming traditions and ways of knowing;
- Mālama i kou kuleana (Take care of your responsibilities) – Taking care of kuleana (responsibilities) at the individual, familial, community, nation/world level; mālama 'āina, as in actively taking care of the living systems that sustain us; kuleana to transform things that are not pono (good, just, in balance, etc...) at the appropriate time in an appropriate manner;
- Kōkua aku, kōkua mai, pēlā i hola ka nohona 'ohana (Give help, receive help, that is the way of the family) – Actively looking for ways to help one another, and allowing yourself to be; the interconnectedness of all, in family, in all worlds (physical/spiritual, etc); community empowerment through collaboration;
- Mahalo i ka mea loa'a (Be thankful for what we have) – Perpetuation of life-sustaining practices and ancestral knowledge that has been passed down; cultural efficacy; incorporation of 'Ōlelo Hawai'i;
- Kūlia i ka nu'u, i ka paepae kapu o Līloa (Strive to reach the summit, the sacred platform of Līloa) – Strive to reach your highest potential; Ethic of seeking excellence; Exhibition of mastery; 'ike a'o, learning through the process of giving/receiving knowledge, and specifically for teachers, by reflecting, adapting and being flexible in the teaching context;
- Ua mau ke ea o ka 'āina i ka pono (The life of the land is perpetuated in righteousness) – Show respect and love for the Akua, 'aumākua, kūpuna, kānaka, and the 'āina. Seek to restore Hawai'i's sovereignty,

including self-determination in education, by living pono and practicing cultural traditions like asking forgiveness, following protocols, and embodying Hawaiian Program values are assessed using the Kauhale Values Rubric.

Student Interaction

Student interaction is an important component of the academic and cultural experience at the institution. The academic platforms used throughout the program are designed to encourage student interactions and maximize opportunities for social, academic, and cultural growth. Students are encouraged to participate in study or interest groups. Online coursework requires active student participation. In-residence activities require students to minimize the use of electronic equipment to the times specified and participate actively.

Personal Appearance

Personal appearance is an important aspect of the development of professional skills. Students are required to dress in an appropriate and professional manner while attending institutional events and during program assignments. Professional appearance is an important aspect of developing professional skills. Students are expected to practice good personal hygiene habits and maintain a neat professional appearance at all times. Administration and faculty are responsible for enforcing the dress code. Any student exhibiting inappropriate personal appearance will be addressed in order to rectify the unacceptable dress code infractions. All students are to dress appropriately for the environment they are in. In school settings, this means following professional dress codes. In outdoor settings, students are to wear protective clothing and footwear to prevent sunburn and other injuries. Kaho`iwai students may be expected to maintain a higher standard of dress than school or other workplace requirements.

Intellectual Property Protection and Ownership

Student intellectual and cultural property remains the property of the student. Kaho`iwai does not assume ownership of intellectual or cultural property.

Nondiscrimination/Non-Harassment Policy

In terms of discrimination and harassment, all State and Federal laws apply to students, staff, and faculty within Kaho`iwai.

Student Health Services

The institution does not provide student health services. If a medical emergency arises, a designated staff member will call 9-1-1 emergency medical services. Students who require non-medical care will be directed to the appropriate medical agencies or services. Students are responsible for incurred medical costs.

Student Housing

Kaho`iwai offers programs using a hybrid delivery method including short-term residentials and online learning. As such, the program does not offer student housing.

Crime Awareness and Campus Security

Students are to be conscious of their environment. Any situation that poses a risk to personal or material safety is to be reported to a faculty member immediately. Any knowledge of a crime is to be reported to a staff member immediately.

Drug and Alcohol Abuse Awareness and Prevention

The campus and all activities scheduled by Kaho`iwai are drug and alcohol-free. This also applies to all Kaho`iwai activities off-campus. Any exemption to this policy is to be approved by the KALO Executive Director.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. This law provides student access to their records on request and a hearing to address the records under certain circumstances. It also allows institutions to provide directory information on students, unless the student has a written request to the contrary.

Directory Information Public Notice

Program information is available from any staff or faculty member.

Financial Information

Kaho`iwai is a grant-funded institution and does not charge students tuition. All educational services, textbooks, instructional materials, and travel costs are paid through Kaho`iwai's grant funds. Admitted students are awarded a scholarship that covers all program costs for the duration of their enrollment. The program does not charge tuition. There is a \$200 admissions fee, a \$200 graduation fee, and a \$100.00 re-enrollment fee. All fees are non-refundable. All educational services, textbooks, instructional materials, access to relevant technology and library services, and travel costs are paid through Kaho`iwai's grant funds. Admitted students are awarded a scholarship covering all program costs.

Cancellation Policy

Students can withdraw from the Post Baccalaureate Certificate of Teaching (PBCT) program by notifying the Teacher Program Manager in writing (either by mail or email). If Kaho`iwai students choose to cancel their enrollment in the Post Baccalaureate Certificate of Teaching (PBCT) program within five calendar days after signing the affirmation agreement, and they have already paid their one-time \$200 application fee, Kaho`iwai processes a refund to the student for the full \$200 application fee paid. Students who cancel over five calendar days after signing the Affirmation Agreement do not receive a refund for the application fee.

Refund Policy

Students who opt out of the program may request a refund of their admission fee within five calendar days after signing the Enrollment Agreement. No other fees are refundable.