

Date: 7/14/2017

REQUESTOR CONTACT INFORMATION

Name Bobbie Martel Campus Leeward CC
 Title Associate Professor/Coordinator Teacher Ed. Email rmartel@hawaii.edu
 Office/Dept Social Sciences Phone 808-455-0632

NEW PROGRAM CODE TO CREATE

Institution LEE - Leeward CC Campus LEE - Leeward CC
 Level UG - Undergraduate Effective Term Fall, 2017

| | Code (Max. Characters) | Description | Check if requesting new code: |
|--------------------|---------------------------|------------------------------------|--|
| College | (2) <u>IN</u> | <u>Instructional</u> | <input type="checkbox"/> See Banner form STV COLL |
| Department | (4) <u>SSCI</u> | <u>Social Science</u> | <input type="checkbox"/> See Banner form STV DEPT |
| Degree/Certificate | (6) <u>CO</u> | <u>Certificate of Competence</u> | <input type="checkbox"/> See Banner form STV DEGC |
| Major | (4) <u>TTE</u> | <u>Technical Teacher Education</u> | <input checked="" type="checkbox"/> See Banner form STV MAJR |
| Concentration | (4) <u>ACTE</u> | <u>Alt Cert for CTE Licensure</u> | <input type="checkbox"/> See Banner form STV MAJR |
| Minor | (4) _____ | _____ | <input type="checkbox"/> See Banner form STV MAJR |

Track II

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code:

New major code is being requested because the CIP appropriate for this program does not exist in Banner.

CIP 13.1319 :

Is this major/concentration code being used the same way at the other UH campuses? Yes No
 Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No

Is this program/major/certificate financial aid eligible? Yes No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No

See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

Program Length

(In academic years; decimals are acceptable) The length of the program should match what is published by the campus in any online and/or written publication.

1.5Y

Special Program Designations

See *Special Program Designations Code Definitions on IRAO Program Code Request webpage*

A B N P T U

Required Terms of Enrollment Fall Spring Summer Extended

IRAO USE ONLY: DATE RECEIVED

REPLACE PROGRAM CODE

EXISTING PROGRAM CODE TO REPLACE

| | | | |
|--------------|----------------------|---------------------|-----------------------------------|
| Program Code | <u>CO-TCH-ACTE</u> | Program Description | <u>Alt Cert for CTE Licensure</u> |
| Institution | <u>Leeward CC</u> | Campus | <u>Leeward CC</u> |
| College | <u>Instructional</u> | Department | <u>Liberal Arts</u> |
| Level | <u>Undergraduate</u> | | |

Are current students "grandfathered" under the program code? Yes No
 Should the old program code be available for use in Banner? Yes No

Effective Fall 2017, old program code will no longer be available to admit or recruit students.
Term (ie. Fall 2014)

This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.

Effective Fall 2017, old program code will no longer be available to award degree to students.
Term (ie. Fall 2014)

This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.

ADDITIONAL COMMENTS

ATTACHMENTS

BOR Approved: Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents OR Memo with President's Approval, with cc to Vice President for Academic Planning and Policy.
- Curriculum

Chancellor Approved: Certificates (eg. Certificate of Achievements, Certificates of Competence, Subject Certificates, Academic Subject Certificates) & Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to Vice President for Academic Planning and Policy regarding program action.
- Curriculum

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

Registrar
(Print Name)

Financial Aid Officer
(Print Name)

For Community Colleges,
verification of consultation with
OVPC Academic Affairs:
Suzette Robinson

Sheryl Hironaka
Signature
7/17/17
Date

Gregg Yoshimura
Signature
7/17/2017
Date

Suzette Robinson
Signature
9/6/17
Date



UNIVERSITY of HAWAII
LEEWARD
COMMUNITY COLLEGE

August 22, 2017

MEMORANDUM

TO: John Morton
Vice President for Community Colleges

FROM: Manuel J. Cabral
Chancellor

A handwritten signature in cursive script that reads "Manuel J. Cabral".

SUBJECT: Stand-Alone CO-TCH-ACTE

I am approving the removal of the CO-TCH-ACTE from under the AAT program. The CO-TCH-ACTE will transition to a stand-alone certificate.

Once approved the following code changes will be requested:

- CO-TCH-ACTE will change to CO-TTE-ACTE and CO-TTE-CTE1, with the latter being Financial Aid eligible.
- c: Don Straney, Vice President for Academic Planning and Policy
Peter Quigley, Associate Vice President for Academic Affairs
Suzette Robinson, Director of Academic Programs for Community Colleges

CO-TCH- ACTE | Alternative Certification in Teaching Certificate of Competence

Current | Fall 2017 – Indefinite

CODE

Program Code
CO-TCH-ACTE

1) GENERAL INFORMATION

1.1) Program Title

Alternative Certification in Teaching Certificate of Competence

1.2) Degree Type

Certificate of Competence (CO)

1.3) Description

The Alternative Certification in Teaching Certificate equips candidates who have content knowledge in career and technical education with the pedagogy necessary to become effective secondary teachers in CTE classrooms. This alternative post-baccalaureate like program applies to the following license fields to teach CTE in middle school and high schools:

Arts and Communications (6-12), Business (6-12), Health Services (6-12), Industrial and Engineering Technology (6-12), Natural Resources (6-12), and Public and Human Services (6-12)

1.4) Department

Social Sciences

2) PROGRAM LEARNING OUTCOMES

2.1) Outcomes

2.1) Outcomes is mandatory

3) BOR INFORMATION

3.1) Program Justification

Leeward Community College is prepared to address a critical need in the State of Hawai'i by providing an alternative route to licensure by Hawai'i Teacher Standards Board (HTSB) for Career and Technical Education candidates (CTE). Candidates entering the licensure route will follow one of two tracks based on academic degree attainment (the minimum of an Associate degree is required for admittance). Track I candidates entering with a baccalaureate degree or higher will complete coursework leading to a provisional license in a CTE content field. Track II candidates who enter with an Associate degree and a minimum of three years of industry experience will complete coursework leading to a provisional restricted license in CTE. Both tracks will prepare candidates who seek licensure for employment in the HI Department of Education (DOE). Presently, no public or private college in the State is providing an alternative licensure program for Career and Technical (CTE) teachers who are employed or wish to be employed by the HIDOE. In response to the request by the Hawai'i State Department of Education, an accelerated program has been created by the Teacher E program at Leeward Community College that will accommodate the work schedule of full-time employees and allow candidates to complete the requirements for licensure in the shortest time possible through a program of

study that will provide a sound foundation of educational pedagogy necessary to become effective practitioners in classrooms at the secondary level. Candidates who complete the course of study will obtain the Alternative Certification in Teaching Certificate of Competence.

. The Mission of the Alternative Certification for CTE course of study aligns with the Mission of Leeward Community College:

Alternative Certification for CTE Licensure:

Diversity and Access:

To improve access to teaching for non-traditional and underrepresented candidates from local communities.

To improve access to candidates in the state of Hawai'i, by offering all education courses via on-line delivery.

Leeward CC: Access: We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.

Alternative Certification for CTE Licensure:

Learning and Teaching:

To prepare and support candidates with the knowledge, skills and dispositions as a prerequisite for professional teaching aligned with HTSB standards.

Leeward CC: Integrity

We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

Alternative Certification for CTE Licensure:

Community and Workforce Development

To promote teaching as a means to address the critical teacher shortage in Hawai'i.

Provide a course of study for HTSB teaching licensure in the CTE field.

Create responsive community partnerships and to partner with local schools to provide field experience.

Leeward CC: Community Development: We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution.

Alternative Certification for CTE Licensure:

Personal Development

To provide opportunities for personal enrichment, occupational upgrading, and career mobility through rigorous, supportive and standards based coursework.

To develop self-efficacy and self-directed learning in our student population.

Leeward CC: Personal Development: Integrity

We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

3.2) Program Mission and Objectives

COMPETENT:

The teacher candidate analyzes how learners grow and develop, recognizing that patterns of learning and development vary

The teacher candidate analyzes how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

The teacher candidate analyzes the central concepts, tools of inquiry, and structures of the discipline(s). He or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

The teacher candidate describes and demonstrates how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

The teacher candidate develops and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner's progress, and to guide the teacher's and learner's decision making.

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

The teacher candidate develops and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

CARING:

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

COLLABORATIVE:

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

3.3) Program Curriculum Plan

The alternative route to licensure will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. To validate a candidate's content knowledge in preparation for licensure the following criteria will be used:

Praxis in the content area, if one exists; Or,

Current valid National Industry Certification in content area; Or,

Current valid license in industry in content area; Or

30 hours of coursework in the license field; Or

If none of the previous options exist, documentation of 5 years of successful industry experience related to the content area. This documentation may include a letter from an employer written on company letterhead or a Resume including contact information

for employers.

Upon completion of the Alternative Certification for CTE Licensure program, candidates will be recommended for a license in the following fields:

CTE Arts and Communications (6-12)
 CTE Business (6-12)
 CTE Industrial and Engineering Technology (6-12)
 CTE Natural Resources (6-12)
 CTE Public and Human Services (6-12)
 CTE Health Services (6-12)

Program Design:

The design of our teacher preparation programs began with the Vision, Mission and Philosophy statements, which align with the College and sets the foundation for program and curriculum design. The progression of the development of the Unit is as follows:

The Mission, Vision and Philosophy

Value statements (What we believe)

Outcomes for candidates

Candidate proficiencies

Assessment of candidates and program

The following charts define the two tracks for licensure candidates. All courses will be offered as online delivery to accommodate candidates who are employed and will provide access to candidates state-wide. The program can be completed within one year with the supervised practicum extending through the full course of study. ED 313A (formerly ED 295A) Practicum I (Observation & Participation) will be completed during the first semester of study. ED 314B (formerly ED 295B) Practicum II (Student Teaching) will be completed during the second semester. Following the clinical approach, assessments in each education course demonstrate the practical application of content knowledge driven by Course Learning Outcomes (CLOs). Through projects, standards-based lesson plans, standards-based unit plan, case studies and the Practicum course portfolio development, candidates will demonstrate successful completion which will lead to gaining licensure as career and technical teacher educators at the secondary level.

Track I: Baccalaureate Degree: 9 credits coursework; 2 credits Practicum

Alpha/No.: ED 284 or ED 284A or ED 311A

Course Title: Foundations of Inclusion in Teaching or Foundations of Inclusion in Teaching for CTE Teacher Candidates

Credits: 3

Alpha/No.: ED 285 or ED 285A or ED 310A

Course Title: Classroom Management within the Instructional Process or Classroom Management within the Instructional Process for CTE Teacher Candidates

Credits: 3

Alpha/No.: ED 289 or ED 289A or ED 312A

Course Title: Educational Psychology or Educational Psychology for CTE Teacher Candidates

Credits: 3

Alpha/No.: ED 305 or ED 305A or ED 313A

Alpha/No.: ED 295 or ED 295A or ED 313A

Course Title: Practicum I Alternative Certification for CTE Teacher Licensure

Credits: 1

Alpha/No.: ED 295 or ED 295B or ED 314B

Course Title: Practicum II Alternative Certification for CTE Teacher Licensure

Credits: 1

Track II: Associate Degree with 3 years industry experience: 15 credits of coursework; 2 credits Practicum leading to a license restricted to the CTE field.

Alpha/No.: ED 284 or ED 284A or ED 311A

Course Title: Foundations of Inclusion in Teaching or Foundations of Inclusion in Teaching for CTE Teacher Candidates

Credits: 3

Alpha/No.: ED 285 or ED 285A or ED 310A

Course Title: Classroom Management within the Instructional Process or Classroom Management within the Instructional Process for CTE Teacher Candidates

Credits: 3

Alpha/No.: ED 289 or ED 289A or ED 312A

Course Title: Educational Psychology or Educational Psychology for CTE Teacher Candidates

Credits: 3

Alpha/No.: ED 291

Course Title: Developing Language and Literacy I

Credits: 3

Alpha/No.: ED 294

Course Title: Introduction to Multicultural Education

Credits: 3

Alpha/No.: ED 295 or ED 295A or ED 313A

Course Title: Practicum I Alternative Certification for CTE Teacher Licensure

Credits: 1

Alpha/No.: ED 295 or ED 295B or ED 314B

Course Title: Practicum II Alternative Certification for CTE Teacher Licensure

Credits: 1

Admission

Track I:

Alternative Certification for CTE Licensure Program/Alternative Certification in Teaching Certificate of Competence:

Candidates entering with a Baccalaureate degree or higher preparing for an alternative route to CTE Licensure will complete an application for admittance to Leeward Community College, an application to the program and complete an intake form for the Teacher Education counselor and provide all required documentation.

Track II:

Alternative Certification for CTE Licensure Program/Alternative Certification in Teaching Certificate of Competence:

Candidates entering with an Associate degree preparing for an alternate route to CTE Restricted Licensure will complete an application for admittance to Leeward Community College, complete an application to the program and complete an intake form for the Teacher Education counselor and provide documentation of a passing score on the Praxis CORE exam, documentation of industry experience (a minimum of 3 years) and/or CTE content coursework.

The Teacher Education counselor and program coordinator ensure that all documentation is provided prior to admittance to the program. Per the direction of Leeward CC Admission and Records, the candidates will submit all of the information listed above to the Teacher Education office for review. Once all required documentation and applications have been screened by the counselor and program coordinator, the file is submitted to Admissions and Records for processing.

Once admitted, the Teacher Education counselor works with the candidate to determine the individual plan for successful completion (length of time, number of courses per semester). The program coordinator acts as the field director state-wide ensuring placement for the two semesters of practicum. Candidates who are hired by the HIDOE will complete these requirements in their own CTE middle or secondary classroom with the on-site mentoring completed by the CTE teacher or CTE department chair or other faculty mentor.

During the practicum experience, ED 313A (formerly ED 295A) and ED 314B (formerly ED 295B), a program College Supervisor will meet with the candidate and on-site supervisor a minimum of 5 times each semester. The first semester is a mentorship (ED 313A formerly ED 295A) and the second semester is the formal student teaching experience (ED 314B formerly ED 295B) where formal observations will be completed. The College Supervisor will work with the candidate to complete the exit portfolio in preparation for recommendation for licensure.

3.4) Program Rules

No Rules

3.5) Program Target Group

November, 2012, Leeward Community College was approved as a SATEP (State Approved Teacher Education Program) for the Alternative Certification for CTE Licensure. This program provides an alternative pathway to obtaining a CTE content license issued by the Hawaii Teacher Standards Board (HTSB) for candidates with industry experience or 30 credit hours of course work in the CTE content who wish to be employed by the HIDOE to teach at the middle or secondary level. The program is delivered via distance learning in order to provide access to candidates state-wide and to accommodate working schedules.

State-wide, the conversation by CTE department chairs, CTE district resource teachers and CTE in-service teachers solidifies the importance for this program. With a shortage of qualified CTE teachers, many middle and high school CTE programs may have to shut down. Once this happens the programs may not be offered again. The initial projection was for five (5) candidates per semester, ten (10) per year. Ten (10) candidates enrolled for the fall, 2013 semester. Spring, 2014, six (6) additional candidates began. A formal state-wide marketing campaign was launched fall, 2013. The projected enrollment expected for the first five years is as follows:

2013-2014: 15 per year

2014-2015: 20 per year

2015-2016: 25 per year

2016-2017: 30 per year

2017-2018: 35 per year

Based on phone calls and emails sent daily, student interest is great. It is anticipated that with a marketing campaign in place, information regarding the program will be sent to the HIDOE and other industry specific organizations for recruitment.

As of fall, 2016, 32 candidates have completed the program, been recommended for teaching licenses in Career and Technical Education fields issued by Hawai'i Teacher Standards Board and all hired by the HIDOE state-wide (Oahu, Kaua'i, Maui and Hawai'i Island).

Fall, 2016: 36 candidates are enrolled, 21 of whom are new candidates.

3.6) Program Resources

Initially, no additional resources were required for program implementation. The Alternative Certification candidates were enrolled in existing AAT education courses taught by full-time faculty and lecturers. Lecturers were hired to provide supervision for the Practicum I and II semesters. No additional equipment or facilities were required for program implementation.

Cooperating Teacher Stipends/year

All Education Program Providers (Colleges of Education) require candidates who are completing preparation programs and seeking teaching licenses to complete 450 hours of field experience. The first semester, O&P (observation and participation), the second semester is student teaching under the supervision of a cooperating teacher at the HIDOE. The stipends that are paid from the AAT account have been set to match other colleges; \$50.00 for the first semester (O&P) and \$200.00 for the student teaching. Each year fluctuates depending on how many candidates are in the field. As the enrollment increases so does the amount spent on Cooperating Teacher stipends. The following provides information regarding expenditures for stipends.

2013-2014: \$1,650.00

2014-2015: \$3,700.00

2015-2016: \$5,700.00

In addition, the program is state-wide, therefore, college supervisors travel to complete the observations on neighbor islands. The

goal is to find supervisors on each island which will decrease the amount spent for travel.

Travel expenses:

2013-2014: \$2,759.59

2014-2015: \$ 3,632.80 (Candidates on outer islands: Fall, 1 & spring, 5)

2015-2016: \$6,596.24 (Candidates on outer islands: Fall, 6 and spring, 7)

Car Rental

2013-2014: \$772.76

2014-2015: \$1,466.16

2015-2016: \$1,933.27

Gas

2013-2014: \$35.51

2014-2015: \$84.84

2015-2016: \$86.62

Mileage

2015-2016: \$1,161.21

A budget of \$25,000.00 is requested to support stipends, travel, cost of supplies. The increase in tuition with 300 level courses will positively offset the cost of the program.

3.7) Program Efficiency

When the Alternative Certification for CTE Licensure program began in 2012, candidates were enrolled in the existing AAT online education courses. With increased enrollment (numbers of candidates entering per semester) lecturers were hired to teach the required courses and oversee the Practicum experience. The assignments/course assessments are project based and content specific to ensure that the CTE candidate applies the theory with practical applications in their own classroom. As enrollment increased it was necessary to redesign the AAT education courses to be focused on CTE as methods courses. There are no other programs in the State providing an alternative pathway leading to teaching licenses in CTE pathways issued by Hawai'i Teacher Standards Board.

There is no other program such as this in the college or UH system.

3.8) Program Effectiveness

The Alternative Certification for CTE Licensure program was approved in 2012 by an accreditation team chosen by Hawaii Teacher Standards Board. The Unit Self Study and Program Self Study reports were written following the NCATE standards (National Council for Accreditation of Teacher Education), reviewed and approved by a committee consisting of the Dean of the COE UH Manoa, CTE resource teachers, the education specialist from HTSB, the field services director from Chaminade University of Honolulu and several HODOE teachers. The effectiveness of the program was demonstrated through the preparation of an Inquiry Brief Self Study. This report was assessed by a national accreditation team from CAEP (Council for the Accreditation of Educator Preparation) along with a site visit, May, 2015. The program received national accreditation through TEAC/CAEP (Teacher Education Accreditation Council/ Council for Educator Preparation) for 5 years.

During the last semester of attendance, the candidates complete an Exit Survey which provides feedback from the candidate on their perception of the program's preparation along with information regarding employment. The CTE candidate will be contacted a year later and asked to participate in a Follow-up survey. This survey essentially asks the same types of questions as the Exit Survey, but proficiency of the 10 HTSB (Hawaii Teacher Standards Board) standards is in the context of the candidate in his/her current teaching job. An additional survey will be completed by each candidate's employer, which asks questions focused on the 10 HTSB standards.

To collect information from alumni and employers about graduates professional dispositions, assessment of content knowledge and pedagogical content knowledge and skills, the program will use a graduate follow-up survey which will document candidate's perceptions of the program. Through an online survey graduates will reflect on the level of preparation and rate the program.

As of fall, 2016, 32 candidates have completed the program, received CTE teaching licenses issued by Hawai'i Teacher Standards Board and all are employed in CTE Middle and High School classrooms state-wide.

4) ATTACHMENTS

- UHCCP 5 203 - Program Credentials Degrees and Certificates.pdf