

UNIVERSITY OF HAWAII  
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: 10/09/14	Effective term of request (Semester-Year): Spring, 2015
Name: Roberta Martel "Bobbie"	Title: Coordinator/Associate Professor
Campus: Leeward Community College	Office/Department: Social Science
Phone: 455-0632	Email: rmartel@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRLE, SOACURR, STVMAJR
Institution: Leeward CC (LEE)	College: IN Instructional	Department: LBRT
<input checked="" type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:		
Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:		
Degree:	Certificate: CO Certificate of Competence	
If requesting an existing Major code and/or Concentration code in Banner:		
Existing Major:    TCH	Existing Concentration:	
<small>Code</small>	<small>Description</small>	<small>Code</small>
		<small>Description</small>
If requesting a new <input type="checkbox"/> Major code or <input checked="" type="checkbox"/> Concentration code that does not exist in Banner:		
New Code [4 char/space limit]:    SPED	Description [30 char/space limit]:    Special Education	
If a similar major/concentration code exists in Banner, please list the code:    N/A		
Is this major/concentration code being used the same way at other UH campuses?    No		
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>		
Is this program/major/certificate financial aid eligible? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>		
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>		

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**Replacing or eliminating an existing program code:**

If replacing an existing program code, are current students "grandfathered" under the old code?  Yes  No

Should the old program code be available for use in Banner?  Yes  No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
Online Application		<input type="checkbox"/>	<input type="checkbox"/>	_____
Recruitment		<input type="checkbox"/>	<input type="checkbox"/>	_____
Admissions		<input type="checkbox"/>	<input type="checkbox"/>	_____
General Student		<input type="checkbox"/>	<input type="checkbox"/>	_____
Academic History		<input type="checkbox"/>	<input type="checkbox"/>	_____

**2. CERTIFICATES ONLY:**

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?  Yes  No  
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is: Associate in Arts in Teaching

**3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE**

Banner forms: STVCAMP, STV\_COLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

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<b>4. NEW COURSE SUBJECT CODE (Subject Alpha)</b>		Banner form: STVSUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

<b>5. NEW MINOR (Minor codes are listed on the Major code table)</b>		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

The Special Education code will designate the 16 credit SPED/Inclusive Certificate which will provide ease with registration and tracking of these students.

**SUPPORTING DOCUMENTATION**

Please see the **Code Request Guide** for the required supporting documents to be submitted. Documents submitted with this form:

- Board of Regents meeting minutes and supporting documents provided to the BOR
- Memo from UH President
- Memo from Chancellor
- Curriculum (required for requests for new programs/majors/minors/certificates)
- Gainful Employment Program notification to the US Department of Education
- Other: \_\_\_\_\_

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<b>CAMPUS VERIFICATION</b>		
Requestor Signature <u><i>Adriana Marsdel</i></u>	Date <u>10/9/14</u>	
<b>Registrar</b> (If different from Requestor)		
<u><i>Grant Helgeson</i></u> Print name	<u><i>[Signature]</i></u> Signature	<u>10/14/14</u> Date
Email/memo in lieu of Registrar's signature may be attached		
<b>Financial Aid Officer</b> (Financial Aid Officer consultation required for all new program codes)		
<u><i>Aileen Lum-Akana</i></u> Print name	<u><i>Aileen Lum-Akana</i></u> Signature	<u>10-14-14</u> Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
<b>For Community Colleges, verification of consultation with OVPCC Academic Affairs:</b>		
<u><i>Suzelle Robinson</i></u> Print name	<u><i>[Signature]</i></u> Signature	<u>5/25/15</u> Date
Email/memo in lieu of signature may be attached		

**Send completed form and supporting documentation to:**

Institutional Research and Analysis Office (IRAIO)  
 1633 Bachman Place                      Email: iro-mail@lists.hawaii.edu  
 Sinclair Annex 2, Room 4              Fax: 808-956-9870  
 Honolulu, HI 96822                      Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

<b>FOR INTERNAL USE ONLY</b>	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:



UNIVERSITY of HAWAII  
**LEEWARD**  
COMMUNITY COLLEGE

Office of the Chancellor

July 18, 2014

MEMORANDUM

TO: Joanne Itano  
Office of the Executive Vice President for Academic Affairs/Provost

VIA: Michael Pecsok *M Pecsok*  
Vice Chancellor for Academic Affairs

FROM: Manuel J. Cabral *Manuel J. Cabral*  
Chancellor

SUBJECT: Curriculum Approval

I have approved the new Certificate of Competence – Special/Inclusive Education on 7/18/14 effective Fall 2014. The approval can be found at: <http://curriculumcentral.ils.hawaii.edu:8080/central/core.cas.jsp>

c Division Chairs  
James Goodman  
Ron Umehira  
Della Anderson  
Alicia Brown  
Candy Hochstein  
Blake Hunrick  
William Albritton  
Pearl Imada-Iboshi

96-045 Ala 'Ike  
Pearl City, Hawaii 96782-3393  
Telephone: (808) 455-0215  
Fax: (808) 455-0641

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## Leeward Community College

<b>Degree:</b>	Certificate of Competence
<b>Division:</b>	Leeward Community College
<b>Title:</b>	Special /Inclusive Education Certificate
<b>Description:</b>	The proposed 16 credit certificate will expand AAT programming in special education to better prepare para educators (educational assistants) to meet the demands of today's diverse classrooms. The certificate will also appeal to current teachers who may desire to enhance their skill set and to students intending to transfer into the dual prep (special and general education) degree offering at UH Manoa.
<b>Effective Date:</b>	Fall 2014 (New)

**1. Are the program outcomes appropriate functions of the college and University? (Relationship to University and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.)**

The Leeward Community College Mission Statement, (catalogue, 2013) recognizes the need to help students attain their goals through high-quality liberal arts and career and technical education. The core values of Leeward Community College include a commitment to open pathways to student success, offering a diversity of courses, degree and certificate programs, and training opportunities through an open access approach. The proposed new Certificate of Competence in Special/Inclusive Education in the AAT program is in keeping with these central tenets.

The College has also recognized the difficulty that public schools in its Leeward and Central service area have experienced with the recruitment and retention of teachers, as well as skilled para educators. Leeward Community College has addressed this need by supporting the AAT degree as part of its commitment to address that challenge (Associated Press, 2013). Now, through a 2.5 million dollar grant awarded in 2012 through the Trade Adjustment Assistance Community College and Career Training (TAACCT) Grant Program, Leeward Community College is poised to embark on an enhancement of the AAT program to meet the critical needs for highly skilled workforce in the Hawaii Department of Education (HIDOE) school communities, including the offering of expanded and accelerated programs, such as the proposed SPED/Inclusive Education Certificate of Competence.

The Special/Inclusive Education Certificate is anticipated to attract a large number of existing professionals within the HIDOE system. For para educators, completion of the certificate may result in an increase in salary rank within the HIDOE system. For current teachers, their participation in coursework may result in an increase in salary rank through reclassification or PD credits. In addition, we anticipate that recruitment to high school students participating in the Running Start or Jump Start program, who come to the campus having earned college credits in general education and education courses as well as the Teacher Cadet programs, currently established in high schools, will provide recruits whose co-curricular experiences may qualify them for advanced standing in the AAT program, making it easier for them to exit with both the AAT degree and the Certificate of Competence. The College's long standing collaboration with the Hawaii Department of Education in a Special Education Educational Assistant training program resulted in the development of professional training courses that have been integrated into the offerings of the AAT program. This has opened the door for Educational Assistants to go beyond meeting the Felix Consent Decree and No Child Left Behind requirements to maintain employment and continue toward an eventual degree in teaching. Finally, the Special and Inclusive Education Certificate will provide a priority transfer for these students wishing to progress toward a BEd in the UH Manoa dual prep program.

**2. What are the outcomes of the program? (outcomes should be stated in terms of meeting student, community or State needs. Also includes Program Learning Outcomes.)**

The Certificate of Competence in Special /Inclusive Education will provide students with opportunities to pursue positions as para educators or enhance skills as already certified teachers. The certificate can also be completed for an additional 7 credits beyond the AAT program allowing students to transfer into dual prep teaching programs with advanced status (yet to be arranged through a formal articulation agreement).

Upon completion of the certificate, the student will be able to:

- Describe characteristics of children with disabilities and developmental milestones for typically developing children
- Plan and deliver instruction appropriate to including children with disabilities within the general curriculum.
- Communicate with parents/guardians using culturally and linguistically diverse strategies to meet students' instructional goals and create individualized education plans (IEP).

- Apply evidence based practices (EBPs) to assess student learning, use appropriate instructional strategies for tiered levels of intervention, and monitor and report on progress
- Establish and maintain a safe learning environment
- Describe the appropriate responsibilities related to each member of the multidisciplinary support team and execute ethical practices as a professional.

**3. How is the program organized to meet its outcomes? (Description of curriculum organization, requirements, admission policies, advising and counseling, and other aspects of the program, with reference to its outcomes.)**

The Special /Inclusive Education Certificate of Competence contains 5 courses for a total of 16 credits.

These five classes are taught at Leeward Community College at least once a year and will be offered online and face to face. They also form a part of the AAT program requirements. This certificate will use the same admission, advising, and counseling resources as the AAT programs.

Core Content includes:

ED 284 Foundation of Inclusion in Teaching (3 credits). This course provides essential knowledge of special education history, law and policies that teachers and para educators must comply with in their everyday practice.

ED 282 Collaboration and Working in the Multidisciplinary Team (3 credits + 1 credit lab) focuses on understanding roles and responsibilities in working with special education and related service professionals, which is an essential component in today's inclusive classrooms and a requirement to collaborate with multiple members of the interdisciplinary team for a student's Individual Educational Plan (IEP).

ED 283 Partnership with Culturally and Linguistically Diverse Families (3 credits) focuses on the skills necessary for working effectively with families of students with disabilities and transition planning.

ED 285 Classroom Management (3 credits) will build skills for effectively managing behaviors within the general classroom setting.

ED 289 Educational Psychology (3 credits) focuses on developmentally appropriate instructional design and delivery.

All five courses in the core content combine both skills and application so that the candidates for the certificate can be well equipped to meet the new demands of today's classroom environment.

**4. Who will enroll in the program? (Special target groups, if any; number of majors expected by year for first five years; expected service to non-majors; evidence of student interest.)**

The introduction of the Special/Inclusive Education Certificate is in direct response to longitudinal data for the State of Hawai'i indicating a history of teacher shortages in Special Education (U.S. Department of Education, 2012). Target groups for enrollment are identified from three primary areas:

Group 1: Enrollees in the AAT program intending to transfer into dual-prep General education/Special Education teacher preparation programs.

Through current articulation agreements with the 4-year dual prep program at UH Manoa the proposed Special/Inclusive Education courses are intended to seamlessly transfer to the dual degree in teaching and special education, thus strengthening the pipeline for highly skilled and effective teachers to work in inclusive classroom settings, which is the federal mandate.

Group 2: Current Para educators (Educational Assistants) in DOE schools.

There are approximately 3000 para educators or support personnel hired annually by HIDOE. Currently only 43% of the DOE's new hires into para educator positions are considered "highly qualified" under the federal No Child Left Behind act. The state legislature has approved Educational Assistants (para educators) to obtain a salary rank increase for completion of educational coursework. This remains an unfunded approved mandate. However, the Special/Inclusive Education Certificate is poised to provide the necessary coursework to make para educators eligible for such a rank

increase as well as provide them with the necessary skills to effectively work with students with disabilities in their classroom settings.

Group 3: Current Teachers in High Need HIDEOE schools.

Current teachers in high needs schools may choose to pursue reclassification or Professional Development credit for completing the Special /Inclusive Education Certificate, which could result in a salary rank increase.

- 5. What resources are required for program implementation and first five-year cycle operation? (Number, source, and cost of faculty; library requirements; support personnel; estimated cost of supplies, equipment and CIP; facilities to be utilized; total funds required for program implementation and operation; expected source of funds, including sources of reallocated funds.)**

Through the recent 2.5 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant awarded Fall 2012, no additional resources are required for the program implementation and first five year cycle of operation.

It is anticipated that 1 additional instructor position will be necessary for the continuation of the program, pending enrollment. The anticipated funding necessary for one FTE instructor is estimated between (\$60,000-\$70,000).

- 6. How efficient will the program be? (Compare anticipated cost per SSH, cost per major, SSH/faculty, average class size or other quantitative measures with other programs in the college and similar programs on other UH campuses.)**

The Certificate of Competence in Special/Inclusive Education will provide an additional incentive for students to complete their AA degree and gain job skills at the same time.

- Three of the five courses for this certificate are the same courses required for the current AAT program; it is anticipated that enrollments in these courses will increase.
- Completion of the certificate will be recognized as "priority transfer" into the dual prep program at UH Manoa.
- For the large percentage of AA students who do not transfer to four-year universities, this certificate may expand their employment opportunities to enter into the workforce as para educators at a higher salary rank.

For those enrolled who are existing teachers in the HIDEOE system, the certificate may provide them with enhanced skills and a financial incentive should they pursue reclassification or potentially take these classes for PD credit.

- 7. How will effectiveness of the program be demonstrated? (Projected number of graduates yearly; placement of graduates; special accreditation; student satisfaction; career and employer satisfaction, etc.)**

There are currently 3,000 para educators in the state of Hawaii and there is no current academic program from any college institution that prepares para educators with the knowledge and skills to work effectively within the special education and inclusive classroom. In addition, there are approximately 200 students attending Leeward CC who have indicated that education is their career goal. Given these sources of students for the AAT, it is anticipated that about 100 students will apply to LCC each year with the academic goal of working toward a degree in education. The AAT program will graduate approximately 80 students per year. Of this number, some will seek employment as educational assistants with the DOE and others will transfer to programs leading to a bachelor's degree in education. The certificate of competence will be able to be completed by current AAT students in one additional summer of coursework, making this a viable option for all students to consider. Thus, by conservative estimates, we propose that there will be approximately 10-15 certificate completers per year.

Effectiveness of the program will be assessed through multiple measures: 1) exit survey of candidates to assess increase in knowledge and skills in special and inclusive education; 2) certificate completion rates; 3) number of participants in employment supporting students in special education; 4) number of transfers into dual prep programs.



**Campus:** LEE  
**Updated By:** WALBRITT  
**Updated Date:** 11/14/2013 2:02 PM

Aileen Lum-Akana <aileenla@hawaii.edu> 

October 14, 2014 4:21 PM

To: James Goodman <goodmanj@hawaii.edu>, Ronny Umehira <umehira@hawaii.edu>

Cc: Laurie Lawrence <lauriej@hawaii.edu>

Programs Eligible for Financial Aid

2 Attachments, 46 KB

Jim and Ron

As you know, anytime an institution creates a new program and wants it to be financial aid eligible, it must meet the criteria below:

**Student Financial Aid Handbook 2014-2015, Volume 2-School eligibility and Operations 2014-2015, p. 2-15 to 2-16**  
**BASIC TYPES OF ELIGIBLE PROGRAMS**

**Eligible programs at an institution of higher education**

At a school that qualifies as a public or private nonprofit institution of higher education, the following types of programs are eligible for FSA

purposes:

- a program that leads to an associate, bachelor's, professional, or graduate degree,
- a program of at least two academic years in duration that is acceptable for full credit toward a bachelor's degree,
- a program of at least one academic year in duration that leads to a certificate or other nondegree recognized credential and prepares students for gainful employment in a recognized occupation, or
- a certificate or diploma training program that is less than one year (if the school also meets the definition of a postsecondary vocational institution).

Note that a nondegree program at a public or private nonprofit institution is subject to the rules for a "gainful employment program" (unless the program is at least a 2-year transfer program). Gainful employment programs are explained later.

**Eligible programs at a proprietary or postsecondary vocational institution**

There are three types of eligible programs at a proprietary institution or a postsecondary vocational institution. All of these programs must have a specified number of weeks of instruction and must provide training that prepares a student for gainful employment in a recognized occupation.

1. The program provides at least 600 clock hours, **16 semester** or trimester hours, or 24 quarter hours **of undergraduate instruction offered during a minimum of 15 weeks of instruction**. The program may admit as regular students persons who have not completed the equivalent of an associate degree.
2. The program provides at least 300 clock hours, 8 semester hours, or 12 quarter hours of instruction offered during a minimum of 10 weeks of instruction. The program must be a graduate or professional program or must admit as regular students only persons who have completed the equivalent of an associate degree.
3. The program is known as a short-term program, which qualifies for the Direct Loan program only. This type of program must provide at least 300 but less than 600 clock hours of instruction offered during a minimum of 10 weeks of instruction. The program must admit as regular students some persons who have not completed the