

University of Hawai'i Code Request Form

I. REQUESTOR CONTACT INFORMATION	
Name: <u>Louise Pagotto</u> Title: <u>Vice-Chancellor for Academic Affairs</u> Phone Number: <u>734-9517</u> Email Address: <u>pagotto@hawaii.edu</u> Campus/Office/Department/Address: <u>Instructional Services Office,</u> <u>4303 Diamond Head Road</u> <u>Honolulu, HI 96816</u>	Action Requested: <input checked="" type="checkbox"/> NEW Program Code (new major/concentration, etc.) <input type="checkbox"/> NEW Subject Code <input type="checkbox"/> Change of existing code Type (subject, program, etc): _____ Old: _____ New: _____ <input type="checkbox"/> OTHER: _____
II. CODE REQUEST	
Academic program code preferences for consideration:	
<input checked="" type="checkbox"/> NEW Program Code Effective Term (semester/year): <u>200810</u>	
Major: <u>CC-EDPA-SPED</u> Major Description: <u>Educational Paraprofessional</u> Is this major financial aid eligible? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Is the major code being used the same way at other UH campuses? <input type="checkbox"/> YES <input type="checkbox"/> NO Comment: _____	
Does the same or similar major code exist in Banner? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, please list code: <u>AS-EDPA-SPED</u>	
Concentration (if applicable): <u>Special Education</u> Concentration Description: _____	
Is the concentration code being used the same way at other UH campuses? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Does the same or similar concentration code exist in Banner? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, please list code: _____	
Attach concentration to program code? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Other: _____	
Degree/Certificate: <u>Certificate of Completion, Educational Paraprofessional - Special Education</u>	
College: Kapi'olani Community College AR Department: <u>Language, Linguistics, and Literature</u> AR	
If requesting a program name change, will current students be grandfathered in under the old program name? <input type="checkbox"/> YES <input type="checkbox"/> NO	
If requesting a program name change, will the old code be available for:	
Recruitment? <input type="checkbox"/> YES <input type="checkbox"/> NO List the end term of old code: _____	
Admissions? <input type="checkbox"/> YES <input type="checkbox"/> NO List the end term of old code: _____	
General Student? <input type="checkbox"/> YES <input type="checkbox"/> NO List the end term of old code: _____	
Academic History? <input type="checkbox"/> YES <input type="checkbox"/> NO List the end term of old code: _____	
<input type="checkbox"/> NEW Subject Alpha/Code Effective Term (semester/year): _____	
Code: _____ Description: _____	
College: _____ Department: _____	
Does the same or similar subject code exist in Banner? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, please list code: _____	
Is the subject code being used the same way at other UH campuses? <input type="checkbox"/> YES <input type="checkbox"/> NO	

**University of Hawai'i
Code Request Form**

OTHER: _____

Please briefly describe your request and explain why you are requesting the codes: _____

III. SUPPORTING DOCUMENTATION

Please attach the required supporting documentation. See *Guide to Academic Program Actions and Approval* at:
http://www.hawaii.edu/vpaa/cms/guide_to_acad_prog_121006.pdf

- BOR minutes from _____ (date) meeting with supporting documentation provided to BOR
- Memo from campus Chancellor
- Signed memo from UH President
- None required according to the Guide to Academic Program Actions and Approval

IV. CAMPUS VERIFICATION

The appropriate parties (faculty, administrators, registrar) have been consulted.

Louise Pagotto, Vice-Chancellor for Academic Affairs

Signature

Louise Pagotto 12/19/05

Date

Send completed form with supporting documentation to:

Institutional Research Office (Attn: Lynn Inoshita or Christine Shaw) • 1633 Bachman Place • Sinclair Annex 2, Room 4 • Honolulu, HI 96822
Fax: 808-956-9870 Phone: 808-956-7532

For Internal Use Only

Appropriate Documentation Received: YES NO

Approval Status: _____ NOTES

Major code: YES NO

Concentr. code: YES NO

Program code: YES NO

Subject code: YES NO

Entered into SMAPRLE/SOACURR: _____

Code processing completion date: _____

Entered into STVMAIR: _____

Copies sent to: _____

Entered into STVSUBJ: _____

Subject RE: Kapiolani Code Request: CC-EDPA-SPED
From Melissa Tome <mtome@hawaii.edu>
Date Wednesday, January 20, 2010 9:33 am
To 'Lynn T Inoshita' <inoshita@hawaii.edu> , "S. Pope" <808pope@gmail.com>
Cc 'Christine A Shaw' <cshaw@hawaii.edu>

Done

Melissa

From: Lynn T Inoshita [mailto:inoshita@hawaii.edu]
Sent: Tuesday, January 19, 2010 11:28 AM
To: S. Pope; Melissa M Tome
Cc: Christine A Shaw
Subject: Re: Kapiolani Code Request: CC-EDPA-SPED

Thanks Susan.

Melissa: please create new program code in smaprl/soacurr. Thanks!

Lynn

----- Original Message -----

From: "S. Pope" <808pope@gmail.com>
Date: Tuesday, January 19, 2010 10:12 am
Subject: Re: Kapiolani Code Request: CC-EDPA-SPED
To: Lynn T Inoshita <inoshita@hawaii.edu>
Cc: Melissa M Tome <mtome@hawaii.edu>, Christine A Shaw <cshaw@hawaii.edu>

> Hi Lynn,
>
> Thank you! Yes, the Banner college is AR and the effective term is 200810. Okay to proceed.
>
> On Mon, Jan 18, 2010 at 2:13 PM, Lynn T Inoshita <inoshita@hawaii.edu> wrote:
> Thanks for the clarification Susan. The banner college and department code for the AS-EDPA-SPED code is AR (Arts & Sciences) so we should use the same codes for the CC-EDPA-SPED code. I made the changes in red on the attached code request form. The effective term for the new CC-EDPA-SPED code is fall 2007 (200810).
>
> Please review the changes on the attachment and let me know if OK to proceed. Thanks.
>
> Lynn
>
> ----- Original Message -----
> From: "S. Pope" <spope@hawaii.edu>
> Date: Monday, January 11, 2010 11:22 am
> Subject: Re: Fwd: Ed ParaPro CC and CA
> To: Lynn T Inoshita <inoshita@hawaii.edu>
> Cc: Melissa M Tome <mtome@hawaii.edu>, Christine A Shaw <cshaw@hawaii.edu>
>
>> Hi,

>>
>> Instead of being listed in separate documents the supporting documentation was for the BOR and therefore included the three certificates along with the AS. Page 1 has the Certificate of Competence, page 2 has the Certificate of Completion. It is a bit confusing because the Action Request Memo states the AS and the certificates but the Program Action request only mentions the AS. The seven question BOR document has three certificates and the AS.

>>
>> Yes, we do need CC-EDPA with SPED specialization. Thank you!

>>
>> On Sat, Jan 9, 2010 at 1:25 PM, Lynn T Inoshita <inoshita@hawaii.edu> wrote:
>> Susan,

>>
>> Seeking clarification on this request. The code request is for the CC-EDPA with SPED specialization, but the supporting documentation is for the AS-EDPA with SPED and that code already exists. Please clarify.

Thanks.

>>
>> Lynn

>>
>> ----- Original Message -----
>> From: "S. Pope" <spope@hawaii.edu>
>> Date: Friday, December 11, 2009 1:28 pm
>> Subject: Fwd: Ed ParaPro CC and CA
>> To: Lynn T Inoshita <inoshita@hawaii.edu>

>>
>>> Hi Lynn, in case you need ecopies of the Ed Parapro information. Hardcopies were sent in campus mail.

>>>
>>> ----- Forwarded message -----
>>> From: **S. Pope** <spope@hawaii.edu>
>>> Date: Wed, Dec 9, 2009 at 5:33 PM
>>> Subject: Fwd: Ed ParaPro CC and CA
>>> To: Louise Pagotto <pagotto@hawaii.edu>

>>>
>>>
>>> Not sure if you signed and if ISO sent in the paperwork in August or September 2009.

>>>
>>> ----- Forwarded message -----
>>> From: **S. Pope** <spope@hawaii.edu>
>>> Date: Wed, Aug 19, 2009 at 3:40 PM
>>> Subject: Ed ParaPro CC and CA
>>> To: Louise Pagotto <pagotto@hawaii.edu>

>>>
>>>
>>> Hi Louise,
>>>
>>> System didn't receive the paperwork for the certificate code request. Please resign and send via campus mail with the hardcopies of the .pdf and .doc for Ed Paraprofessional Special Ed. Thanks!

>>>
>>> When did the BOR approve the CA? I've been looking through the BOR minutes but haven't spotted it. That documentation will be needed in order to apply for the CA code in Banner.

>>>
>>>
>>>
>>>
>>>
>>>

KAPI'OLANI COMMUNITY COLLEGE

Instructional Services Office

Memorandum

May 23, 2007

TO: Leon Richards
Interim Chancellor

FROM: Louise Pagotto *LOU PA*
Acting Vice Chancellor

SUBJECT: AY2006 – 2007 Curricular Proposals

Enclosed are the following curricular documents for your review:

DOCUMENT NO.	ACTION	PROGRAM
06FCC-001	Modification	The AS degree for Educational Paraprofessional with a specialization in Deaf and Hard of Hearing
06FCC-003	Modification	The AS degree for Educational Paraprofessional with an emphasis in Special Education
06FCC-006	Addition	ED 100 – Explorations in Education
06FCC-005	Addition	ED 125 - Family, School & Community Partnerships
06FCC-004	Addition	ED 170 - Computer Applications in the Classroom

copy - LP
Approved for
CO/CC but
send to CA
for next year
when we
go to
committee
1/2
5/27
can form
needs to be
signed

All approved except
for (CA) in Ed Parapro SPED
Needs to go to BOR

LP:lt

Attachments

c: Specialist Susan Pope

CrsProp 052307-2

06 FCC - 063

KAPI'OLANI COMMUNITY COLLEGE
University of Hawai'i
PROGRAM ACTION REQUEST (Form: 2/22/02)

(Attach an Action Request Memorandum Stating the Justification for This Request;
Submit One Request for Each Proposal)

1a. Type of Program Action **Modification**

1b. If modification of an existing program, what kind of modification? Modifying list of required courses in the curriculum. deleting required program courses, adding new courses to the program

1c. If new program, attach a program proposal for the Board of Regents, attach a copy of the "permission to plan" documents.

2. Program Type: A.S.

3. Program Name and Program Description:

The AS degree for Educational Paraprofessional with an emphasis in Special Education will prepare students as paraprofessionals for the State of Hawai'i Department of Education to work with students with disabilities in K-12 classroom settings. The program is intended to serve educational assistants presently working in the field to update and refine their skills and individuals preparing for work in special education.

4. Effective Term (semester/year): **Fall 2007**

5. Revise pages 358-359 in the 2006-2007 version of the KCC General Catalog.:

6. Is this program offered at another UH Campus? NO.

If YES, specify campus, and program name. If NO, why is this program offered at KCC:

We are in a unique situation to offer this program based on the qualifications of current faculty. Program faculty have expertise in Special Education and Deaf and Hard-of-Hearing. Under this program, students are required to take several courses focusing on the Deaf and Hard-of-Hearing population. These courses are only offered by faculty at KCC.

7. Justification (see Action Request Memorandum).

Requested by:	<u>Veronica F. Ogata</u> (Name)	<u>Social Science</u> (Department)	<u>11/22/2006</u> (Date)
	<u>Barbara Ross</u> (Department Chairperson)	<u>08/30/2006</u> (Date of Department Vote)	
Approved by:	<u>Mary Beard</u> (Curriculum Chairperson)		<u>11/22/2006</u> (Date)
	<u>Wang B. Dinitz</u> (Faculty Senate Chairperson)		<u>12/8/06</u> (Date)
	<u>Wonne Kocott</u> (Dean of Curriculum Management)		<u>1/20/07</u> (Date)
	<u>Richard S/27/07</u> (Chancellor)		<u>(Date)</u>

University of Hawai'i
KAPI'OLANI COMMUNITY COLLEGE
Action Request Memorandum
March 23, 2007

TO: Leon Richards, Interim Chancellor, Kapi'olani Community College

FROM: Barbara Ross, Department Chair, Social Science, Kapi'olani Community College

SUBJECT: Request to offer more options for general education requirements, to add program competencies and courses, to Delete program competencies and courses, to modify existing program competencies, and to provide certificate programs for the Associate in Science (A.S.) Degree for Educational Paraprofessionals - Special Education (SPED) Emphasis at Kapi'olani Community College.

SPECIFIC ACTION REQUESTED:

Request approval for an increase in the options for general education requirements, support and elective courses, to add program competencies, delete program competencies and courses, modify existing program competencies, and to include certificate programs for the A.S. Degree for Educational Paraprofessionals - Special Education (SPED) Emphasis at Kapi'olani Community College.

RECOMMENDED EFFECTIVE DATE:

Fall 2007

BACKGROUND AND CONSEQUENCES:

The Educational Paraprofessional Associates in Science degree was approved in February 2004 and became effective Fall semester 2004. During the past two years, we have been meeting with the Hawaii Department of Education, and collaborating with the system-wide P-20 initiative. Based on the results of these meetings, as well as the development of new partnerships with City University and others and a new learning community, which will be effective Spring 2007, general education, support, and elective courses have been added to expand options, ED 250 and 251 have been deleted, and ED 125 and ED 170 have been developed specifically designed for educators; hence, there is a need to update the curriculum to reflect these proposed changes which would be highly beneficial to the graduates. (See attached grids showing the differences between the current program and the proposed program.)

ACTION RECOMMENDED:

Approval of (a) additional options for general education requirements; (b) addition of support, elective, and program competencies and courses; (c) deletion of program courses, and (d) **certificate programs for the A.S. Degree for Educational Paraprofessionals - Special Education (SPED) Emphasis commencing Fall 2007.**

Courses to be added for general education, support, elective, and program courses:

General Education

Any AS/NS Biological Science Course w/ Lab (BIO 101, 103, 130, BOT 101, 130, MICR 140, PHYL 160, ZOO 141, 142, 200)

Support Courses

MATH 112- Mathematics for Elementary Teachers II

ENG 102-College Reading Skills

SP 181- Interpersonal Communication

Electives

Any AS/NS Physical Science Course (ASTRO 110, 280, CHEM 100, 151, 161, GG 103, GEOG 101, OCN 201, PHYS 100, 122, 151)

Any AS Global Multicultural Perspectives Course

SOC 214 - Introduction to Race & Ethnic Relations

SOC 218 - Introduction to Social Problems

SOC 231 - Introduction to Juvenile Delinquency

Program Courses

ED 125 - Family, School and Community Collaboration

ED 170 - Computer Applications in the Classroom

Program courses to be deleted:

ED 250-Autism & Related Special Needs I

ED 251-Autism & Related Special Needs II

Certificates to be included: See attached sheet and grid.

Program Competencies to be added:

- Identify and use appropriate assistive technologies with Deaf and Hard of Hearing students and students with disabilities to support and enhance their learning in the classroom.
- Develop family, school, and community partnerships to support and enhance the learning of Deaf and Hard of Hearing student and students with disabilities in the classroom.

Program competencies to be deleted:

- *Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with autism.* (Current Catalog, pg. 359)
- **CHANGE TO:** Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities.

Existing Program Competencies to be modified:

- *Demonstrate understanding of the laws and legislation governing the rights of students with special needs.* (Current Catalog: pgs. 357, 358)
- **CHANGE TO:** Demonstrate understanding of the laws and legislation governing the rights of students with disabilities.
- *Identify and apply appropriate ways to create and establish a well-managed and positive learning environment for students with special needs.* (Current Catalog, pg. 357, 359)
- **CHANGE TO:** Identify and apply appropriate ways to create and establish a well-managed and positive learning environment for students with disabilities.
- *Demonstrate knowledge of appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard of hearing students and students with autism.* (Current Catalog, pg. 357)
- **CHANGE TO:** Demonstrate knowledge of appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard of hearing students.
- *Demonstrate knowledge of education issues, ethical and legal issues in relation to working with deaf and hard of hearing students and students with autism.* (Current Catalog, pg. 359)
- **CHANGE TO:** Demonstrate knowledge of education issues, ethical and legal issues in relation to working with deaf and hard of hearing students.
- *Exercise effectiveness, professional judgment, and discretion in written and oral communication when working with students, their families, school administrators, teachers, staff, and other related personnel.* (Current Catalog, pgs. 357, 359, 360)
- **CHANGE TO:** Exercise effectiveness, professional judgment, and discretion in written, oral, and non-verbal communication when working with students, their families, school administrators, teachers, staff, other related personnel, and community members.

APPROVED / NOT APPROVED

 5/27/07

Leon Richards
Interim Chancellor,
Kapi'olani Community College

Date

Student Learning Objectives:

Upon completion of the *Certificate of Competence* for Educational Paraprofessionals, Emphasis: Special Education, the student should be able to:

- Demonstrate knowledge of special education issues ethical and legal issues in relation to classroom management, and effective teaching strategies in working with students with disabilities in preK-12 settings. ✓
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities in preK-12 settings.
- Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
- Describe the historical background of the Individuals with Disabilities Act (IDEA), and the characteristics, prevalence, and etiology of students with disabilities and the implications of working with this population.

Certificate of Completion (21 credits):

Course	Title	Credits
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
Certificate of Competence		
DEAF 101	Deaf Studies	3
ED 125	Family, School, & Community Partnerships	3
ED 260	Positive Behavior Interventions & Supports for All Students	3
ED 170	Computer Applications in the Classroom	3
CERTIFICATE OF COMPLETION		21

- Describe physical, emotional, cognitive, and psychosocial progression at each lifespan development stage.
- Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Demonstrate knowledge in the scientific process, its characteristics, its limitations, and its place in society.
- Demonstrate basic techniques in symbolic logic to draw deductive conclusions in simple situations.
- Demonstrate professional characteristics, best practices, legal and ethical roles and responsibilities expected of an educational paraprofessional when instructing and servicing students with disabilities.
- Use American Sign Language at a basic level of proficiency.

2. Are the program objectives 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.)

This program complements the efforts of the University and the campus mission as outlined in the Kapi'olani Community College Strategic Plan Goals 2003-2010, October 2002.

Goal 2: To Build A Learning, Partnering, and Service Network for Student Success

Objective 1: Strengthen intercampus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in true partnerships of equals.

Action Strategies:

- Participate in a State Department of Education/University of Hawaii summit to foster and maintain a working partnership that focuses on public education (P-20); the preparation of educational assistants in two year degree programs; teacher preparation; Hawaiian language and culture education; student preparation for college work; and lifelong learning.

According to Dale Asami, Department of Education Personnel Specialist, there are 3,600 Educational Assistants currently working in K-12 classrooms across the state. Of those currently employed, 85% are underqualified and will need to receive further education, according to the No Child Left Behind Act, in order to maintain employment. Aside from this need for further education, DOE hires 150-500 EAs every year due to turnover, new positions and vacant positions. Approximately 150-250 positions are vacant annually. Representatives from the DOE Personnel Development Branch (PDB), a professional development program within the personnel department, approached Kapi'olani Community College in Fall 2001 to request assistance in providing additional training and developing programs for educational assistants to complement their Career Advancement Program. In July 2006, the DOE Personnel Development Branch requested that the A.S. for Educational Paraprofessionals-Special Education Emphasis include certificate programs as an incentive and "stepping stones" for new and seasoned in-service educational assistants to work toward the A.S. degree.

... demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery of methods when working with deaf and hard of hearing students.

Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery of methods when working with deaf and hard of hearing students.

Students will be recruited from traditionally underrepresented populations, individuals from culturally diverse backgrounds and students with disabilities. We will also be recruiting from the current pool of working EAs, many of whom have never been in a post-secondary educational setting and graduated from high school several years ago. Given the history of serving students who have experienced barriers to education, the faculty understand that there may be a need to enroll students in remedial English courses, which will not require additional resources since Holomua is established on campus. These developmental courses will be prerequisites to the courses needed for the certificates.

All students enrolled in the program will be supported by individualized academic advising and counseling that match students' educational goals and individual needs. This advising and counseling will not require any additional resources.

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 program is intended to serve currently working Educational Assistants and individuals preparing to work with students with disabilities in the Department of Education. There are currently 3,000 underqualified working EAs within the Department of Education. With the passage of the No Child Left Behind Act, they will need to return to college to further their education to be *highly qualified* to work with students with disabilities.

The option of certificate programs is being offered in conjunction with the AS Degree for Educational Paraprofessionals: Special Education Emphasis. All, but two courses (i.e., ED 170 and ED 125) for the certificate programs are already included as part of the A.S. Degree for Educational Paraprofessionals. Approximately 20-25 students are enrolled in the courses each semester.

These certificate programs will be part of the Associates of Science (A.S.) for Educational Paraprofessionals and may be of interest to the other 300 pre-education majors at the college.

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.)

Current KCC faculty, the Teacher Preparation Coordinator, the Pre-Education Counselor, and the Acting Vice Chancellor of Academic Affairs will be responsible for the implementation of the proposed certificate programs. The Education instructor and other instructors will teach the ED, DEAF, and ASL and courses for the certificate programs.

The inclusion of the certificate programs will not increase in funding. Faculty are already hired to implement the A.S. Degree courses. All but two (i.e., ED 170 and ED 125) of the certificate courses are

CERTIFICATE PROGRAMS

Certificate of Competence, Certificate of Completion, and Certificate of Achievement

A.S. Degree for Educational Paraprofessionals-Special Education Emphasis

1. What are the objectives of the program? (Objectives should be stated in terms of meeting student, community or State needs. Also includes student learning objectives.)

The Educational Paraprofessionals Certificate of Competence, Certificate of Completion, and Certificate of Achievement - Emphasis: Special Education (SPED) at Kapi'olani Community College will prepare students as paraprofessionals for the State of Hawai'i Department of Education to work with individuals with disabilities in preK-12 classroom settings. The certificate programs are intended to serve educational assistants presently working in the field to update and refine their skills and pre-service students who plan to work with students with disabilities.

The State of Hawai'i Department of Education has been functioning under the onus of the Felix Consent Decree since May 1994 when the district federal court found that the State failed to provide necessary services to students with disabilities who were entitled to such services but not adequately served under the Individuals with Disabilities Education Act (IDEA). In November 1998, the State of Hawai'i was directed to develop an Action Plan to bring the DOE into compliance with the Felix Consent Decree and all other statutory requirements. The Action Plan describes a Comprehensive Student Support System (CSSS) in accordance with IDEA to "facilitate systematic change to raise performance expectations for all children, ensure access, strengthen parental participation, coordinate the provision of services based upon the strengths and needs of each child, support professional development, and strengthen pre-referral activities." Representatives from the DOE Personnel Development Branch (PDB), a professional development program within the personnel department, approached Kapi'olani Community College in Fall 2001 to request assistance in providing additional training and developing programs to complement their Career Advancement Program. In July 2006, the DOE Personnel Development Branch requested that the A.S. for Educational Paraprofessionals-SPED Emphasis include certificate programs as an incentive and "stepping stones" for new and seasoned in-service educational assistants to work toward the A.S. degree.

Certificate of Competence (9 credits):

Course	Title	Credits
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
	CERTIFICATE OF COMPETENCE	9

Student Learning Objectives:

Upon completion of the *Certificate of Competence* for Educational Paraprofessionals, Emphasis: Special Education, the student should be able to:

- Demonstrate knowledge of special education issues ethical and legal issues in relation to classroom management, and effective teaching strategies in working with students with disabilities in preK-12 settings.
- Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities in preK-12 settings.
- Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
- Describe the historical background of the Individuals with Disabilities Act (IDEA), and the characteristics, prevalence, and etiology of students with disabilities and the implications of working with this population.

Certificate of Completion (21 credits):

Course	Title	Credits
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
Certificate of Completion		
DEAF 101	Deaf Studies	3
ED 125	Family, School, & Community Partnerships	3
ED 170	Computer Applications in the Classroom	3
ED 260	Positive Behavior Interventions & Supports for All Students	3
Certificate of Completion		
		21

Student Learning Objectives:

Upon completion of the *Certificate of Completion* for Educational Paraprofessionals, Emphasis: Special Education, the student should be able to (in addition to the student learning objectives listed under Certificate of Competence):

- Describe educational theories supporting the use of computers, and the appropriate uses of computers in educational settings.
- Describe ways technology can be used as productivity and classroom management tools for educators.
- Describe assistive technologies both hardware and software that are commonly used by students with disabilities.
- Respond to family diversity in a respectful, professional, ethical, and culturally responsive way.
- Distinguish between facts and inferences when examining social, political, legal, and educational issues in the context of family-school interactions.
- Advocate for families within the school setting using community resources.
- Demonstrate effective and ethical communication practices with families, school personnel, and the community.
- Employ best practices in building collaborative partnerships with families, schools, and communities.
- Apply behavioral assessments, strategies, and nonviolent interventions with students.
- Provide positive behavior supports and interventions to students with disabilities.
- Demonstrate knowledge of deaf education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with deaf and hard of hearing students.
- Describe the historical background, characteristics, prevalence, and etiology of deaf and hard of hearing students, and the implications of working with this population.

Certificate of Achievement (45 credits):

Course	Title	Credits
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
Certificate of Competence		
DEAF 101	Deaf Studies	3
ED 125	Family, School, & Community Partnerships	3
ED 170	Computer Applications in the Classroom	3
ED 260	Positive Behavior Interventions & Supports for All Students	3
Certificate of Completion		
ASL 101	Elementary American Sign Language I	4
ASL 102	Elementary American Sign Language II	4
Any AS/NS Biological Science w/Lab	Any AS/NS Biological Science course w/ Lab (BIO 101, 103, 130, BOT 101, 130, MICR 140, PHYL 160, ZOO 141, 142, 200)	4
ED 294	Practice Seminar (Special Education Emphasis)	3
ENG 100/ESL 100	Composition I/Expository Writing: A Guided Approach	3
FAMR 230	Survey of Human Development & Growth	3
MATH 111 or MATH 100 (or any other higher level mathematical course) or PHIL 110	Mathematics for Elementary Teachers I or Survey of Mathematics or Introduction to Deductive Logic	3
CERTIFICATE OF ACHIEVEMENT		45

Student Learning Objectives:

Upon completion of the *Certificate of Achievement* for Educational Paraprofessionals, Emphasis: Special Education, the student should be able to (in addition to the student learning objectives listed under Certificate of Competence and Certificate of Completion):

- Describe physical, emotional, cognitive, and psychosocial progression at each lifespan development stage.
- Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
- Demonstrate knowledge in the scientific process, its characteristics, its limitations, and its place in society.
- Demonstrate basic techniques in symbolic logic to draw deductive conclusions in simple situations.
- Demonstrate professional characteristics, best practices, legal and ethical roles and responsibilities expected of an educational paraprofessional when instructing and servicing students with disabilities.
- Use American Sign Language at a basic level of proficiency.

2. Are the program objectives 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.)

This program complements the efforts of the University and the campus mission as outlined in the Kapi`olani Community College Strategic Plan Goals 2003-2010, October 2002.

Goal 2: To Build A Learning, Partnering, and Service Network for Student Success

Objective 1: Strengthen intercampus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in true partnerships of equals.

Action Strategies:

- Participate in a State Department of Education/University of Hawaii summit to foster and maintain a working partnership that focuses on public education (P-20); the preparation of educational assistants in two year degree programs; teacher preparation; Hawaiian language and culture education; student preparation for college work; and lifelong learning.

According to Dale Asami, Department of Education Personnel Specialist, there are 3,600 Educational Assistants currently working in K-12 classrooms across the state. Of those currently employed, 85% are underqualified and will need to receive further education, according to the No Child Left Behind Act, in order to maintain employment. Aside from this need for further education, DOE hires 150-500 EAs every year due to turnover, new positions and vacant positions. Approximately 150-250 positions are vacant annually. Representatives from the DOE Personnel Development Branch (PDB), a professional development program within the personnel department, approached Kapi`olani Community College in Fall 2001 to request assistance in providing additional training and developing programs for educational assistants to complement their Career Advancement Program. In July 2006, the DOE Personnel Development Branch requested that the A.S. for Educational Paraprofessionals-Special Education Emphasis include certificate programs as an incentive and “stepping stones” for new and seasoned in-service educational assistants to work toward the A.S. degree.

3. How is the program organized to meet its objectives?

(Description of curriculum organization, requirements, admission policies, advising and counseling, and other aspects of the program, with reference to its objectives.)

These courses within the Certificate of Competence, Certificate of Completion, and the Certificate of Achievement represent the core courses for students specializing in working with students with disabilities as well as general education courses that are required to transfer to a baccalaureate teacher education program.

Course	Title	Credits
ED 285	Introduction to Classroom Management & the Instructional Process	3
ED 286	Working with Populations with Special Needs I	3
ED 287	Working with Populations with Special Needs II	3
CERTIFICATE OF COMPETENCE		9
DEAF 101	Deaf Studies	3
ED 125	Family, School, & Community Partnerships	3
ED 170	Computer Applications in the Classroom	3
ED 260	Positive Behavior Interventions & Supports for All Students	3
CERTIFICATE OF COMPLETION		24
ASL 101	Elementary American Sign Language I	4
ASL 102	Elementary American Sign Language II	4
Any AS/NS Biological Science w/Lab	Any AS/NS Biological Science course w/ Lab (BIO 101, 103, 130, BOT 101, 130, MICR 140, PHYL 160, ZOO 141, 142, 200)	4
ED 294	Practice Seminar (Special Education Emphasis)	3
ENG 100/ESL 100	Composition I/Expository Writing: A Guided Approach	3
FAMR 230	Survey of Human Development & Growth	3
MATH 111 or MATH 100 (or any other higher level mathematical course) or PHIL 110	Mathematics for Elementary Teachers I or Survey of Mathematics or Introduction to Deductive Logic	3
CERTIFICATE OF ACHIEVEMENT		45

Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery of methods when working with deaf and hard of hearing students.

Students will be recruited from traditionally underrepresented populations, individuals from culturally diverse backgrounds and students with disabilities. We will also be recruiting from the current pool of working EAs, many of whom have never been in a post-secondary educational setting and graduated from high school several years ago. Given the history of serving students who have experienced barriers to education, the faculty understand that there may be a need to enroll students in remedial English courses, which will not require additional resources since Holomua is established on campus. These developmental courses will be prerequisites to the courses needed for the certificates.

All students enrolled in the program will be supported by individualized academic advising and counseling that match students' educational goals and individual needs. This advising and counseling will not require any additional resources.

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 program is intended to serve currently working Educational Assistants and individuals preparing to work with students with disabilities in the Department of Education. There are currently 3,000 underqualified working EAs within the Department of Education. With the passage of the No Child Left Behind Act, they will need to return to college to further their education to be *highly qualified* to work with students with disabilities.

The option of certificate programs is being offered in conjunction with the A.S. degree for Educational Paraprofessionals: Special Education Emphasis. All, but two courses (i.e., ED 170 and ED 125) for the certificate programs are already included as part of the A.S. degree for Educational Paraprofessionals. Approximately 20-25 students are enrolled in the courses each semester.

These certificate programs will be part of the Associate in Science (A.S.) for Educational Paraprofessionals and may be of interest to the other 300 pre-education majors at the college.

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.)

Current KCC faculty, the Teacher Preparation Coordinator, the Pre-Education Counselor, and the Acting Vice Chancellor of Academic Affairs will be responsible for the implementation of the proposed certificate programs. The Education instructor and other instructors will teach the ED, DEAF, and ASL and courses for the certificate programs.

The inclusion of the certificate programs will not increase in funding. Faculty are already hired to implement the A.S. degree courses. All but two (i.e., ED 170 and ED 125) of the certificate courses are

included in the degree and currently being taught on campus.

Faculty in this program will assist with program promotion, interagency collaboration and student recruitment. The program will take full advantage of existing student academic planning, counseling and support services available through KCC and the support services provided by our Special Student Services Office and Deaf Center that address the needs of students with disabilities.

Courses will be offered not only through the traditional in-class delivery method but use a variety of delivery methods, including distance education, to meet the needs of neighbor island participants, working students, and students with various learning styles. Several courses (i.e., ED 285, DEAF 101) are already being offered via distance education.

No additional resources will be required for the library, equipment or facilities.

6. How efficient will the program be?

The establishment of the certificate programs will not require any increase in funding or any additional use of resources. Faculty are already hired to implement the A.S. degree courses. All but two (i.e., ED 170 and ED 125) of the certificate courses are included in the degree and currently being taught on campus. The two new courses will rotate in the offerings, so no additional physical or other resources will be used.

7. How will the effectiveness of the program be demonstrated?

The effectiveness of the program will be measured by student achievement data and program review.