

UNIVERSITY OF HAWAII
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: 14 May 2012	Effective term of request (Semester-Year): Fall 2007 (200810)
Name: Louise Pagotto	Title: Vice-Chancellor for Academic Affairs
Campus: Kapi'olani	Office/Department: Academic Affairs
Phone: 808 734-9519	Email: pagotto@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRLE, SOACURR, STVMAJR
Institution: Kapiolani CC (KAP)	College: AR	Department: AR
<input 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: EDPA Educational Paraprofessional	Existing Concentration: SPED Special Education	
<small>Code</small>	<small>Description</small>	<small>Code</small> <small>Description</small>
If requesting a new <input type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:		
New Code [4 char/space limit]:		Description [30 char/space limit]:
If a similar major/concentration code exists in Banner, please list the code:		
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 checked="" type="checkbox"/> Yes <input 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:

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

5. NEW MINOR (Minor codes are listed on the Major code table)		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):

SUPPORTING DOCUMENTATION
<p>Please see the Code Request Guide for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR <input type="checkbox"/> Memo from UH President <input checked="" type="checkbox"/> Memo from Chancellor <input type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates) <input type="checkbox"/> Gainful Employment Program notification to the US Department of Education <input type="checkbox"/> Other: _____

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CAMPUS VERIFICATION		
Requestor Signature <u>Wanda Papp</u>		Date <u>14 May 2012</u>
Registrar (If different from Requestor)		
<u>Jeri Lorenzo</u>	<u>JLorenzo</u>	<u>14 May 2012</u>
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
<u>Jennifer Bradley</u>	<u>JBradley</u>	<u>14 May 2012</u>
Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
_____	_____	_____
Print name	Signature	Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:
 Institutional Research and Analysis Office (IRAO)
 1633 Bachman Place
 Sinclair Annex 2, Room 4
 Honolulu, HI 96822
 Email: iro-mail@lists.hawaii.edu
 Fax: 808-956-9870
 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.

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

36 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>Angie B. Smith</u> (Faculty Senate Chairperson)		<u>12/8/06</u> (Date)
	<u>Winnie Pasott</u> (Dean of Curriculum Management)		<u>1/20/07</u> (Date)
	<u>Richard S. [Signature]</u> (Chancellor)		<u>5/27/07</u> (Date)

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.

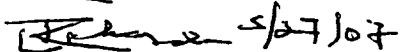
Program competencies to be deleted:

- *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



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

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 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 260	Positive Behavior Interventions & Supports for All Students	3
ED 170	Computer Applications in the Classroom	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 260	Positive Behavior Interventions & Supports for All Students	3
ED 170	Computer Applications in the Classroom	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

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.

... stages ... in ...

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