Leeward Community College
Senate Agenda
Wednesday, December 10, 2003
3:00 – 5:30 pm
AM 209

I Approval of Minutes

II Reports
A. Standing Committee Chairs:
   1. Budget and Planning—Joe Chernisky, Frank Sherry
   2. Faculty (also Ctte on Cttes)—Linda Currivan
   3. Elections—Stephanie Palombo
   4. Academic/Institutional Support—Cindy Martin, Carleen Yokotake
   5. Legislative Relations—Joe Chernisky, Frank Sherry
   6. Student Committee (also ODE Coordinator)—Ron Flegal
   7. Program Review—Kathy Hill
   8. Curriculum—Paul Lococo

B. Ad Hoc Committee
   1. Senate Service Committee—Mimi Nakano

C. Chair’s Report

III New Business
A. DMED Program move from Vocational & Technical Division to Arts & Humanities.

IV Adjournment
*Spring 2004 Senate Meetings: January 28, February 18, March 10, March 31, April 21, May 5.
LEEWARD COMMUNITY COLLEGE
2003 – 2004 Faculty Senate

APPROVED Minutes of the December 10, 2003 Meeting

James Goodman, Chair
Nancy Buchanan, Vice Chair
Candace Hochstein, Secretary


SENATORS EXCUSED: N. Buchanan, R. Flegal, K. Hill, M. Nakano, F. Sherry

GUESTS: Judy Kappenberg, Priscilla Millen, Jack Pond, Jim West.

CALL TO ORDER: The meeting was called to order at 3:20 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the November 26, 2003 meeting were read and approved with minor corrections:
- under guests, move Lily Grace to be placed under Senators Present.
- Budget and Planning first bullet should read – the UH system will be assessed approximately seven million dollars a year for the Banner computer system, Risk Management issues, and UH Foundation.
- change carried to carries in the first line on page 5. It should read – accompany any letter that carries EIF monies to the campuses.

COMMITTEE REPORTS:

BUDGET AND PLANNING – No report at this time.

FACULTY COMMITTEE – Senator Currivan reported that the entire committee for the Chief Academic Officer/Vice Chancellor will have its first meeting on December 11, 2003.

ELECTIONS COMMITTEE - Senator Palombo reported that the 2004-2006 Senate elections were completed and that the results were published in the bulletin. She thanked her committee for all of their hard work and help.

The newly elected senators are: Linda Currivan, Karen Fujishima-Lee, Christian Ganne, Barbara Hotta, A. Karim Kahn, Roy Kamida, Raymund Liongson, Susan Lum, Donna Matsumoto, Kakkala Mohanan, and Aulii Silva.

ACADEMIC/INSITUTIONAL SUPPORT – No report at this time.
LEGISLATIVE RELATIONS – No report at this time.

STUDENT COMMITTEE – No report at this time.

PROGRAM REVIEW COMMITTEE – Senator Levy reported that the Program Review committee did meet and that they were researching the SLO’s (Student Learning Outcomes) that exists for the different divisions, departments, certificates and degrees which would be reviewed.

CURRICULUM COMMITTEE – Senator Lococo recommended that the Curriculum Committee’s report to the Senate be presented in the following four sub-categories:

Proposal to Modify the Information and Computer Science Program – The program modification proposal maintains the same 21 credits of core requirements and the same 24 credits of general education requirements. The proposed modification would be to include a third possible specialization (Webmaster) to the existing two specialization options (Network Support Specialist and Database Support Specialist). The proposed Webmaster specialization would include the following courses: ICS 187, ICS 290, DMED 120, DMED 121, and DMED 221.

Motion 03-44: To accept the program modification for the Information and Computer Science AS degree to include a third possible specialization for this major. The third specialization would be a Webmaster Specialization which would consist of the current 21 credits of core requirements, 24 credits of general education requirements, and the following Webmaster courses: ICS 187, ICS 290, DMED 120, DMED 121, DMED 221.

PASSED - Unanimously

Horticulture 110 – New course proposal. This course has been successfully offered under HORT 198. It has since been proposed to and reviewed by the Curriculum Committee, and is currently being recommended to the Senate under a permanent alpha and number. This course “Provides hands-on learning in Leeward’s shade house and gardens in propagation, cultivation, and uses of native, Hawaiian traditional and other cultural plants found in Hawaii. Proper nutritional principles are applied to plant uses including food preparation.”

The Senate included that this is a class and lab proposal, and that the phrase “Lab included” should be reflected in course descriptions.

Motion 03-45: To accept the new course of Horticulture 110 with the clarification that it is a new course which includes a lab.

PASSED - Unanimously
Horticulture 110 to be added to the Natural Science 1 (Biological Science) list for LCC’s NS1 AA requirements.

The Senate included that the proposal should state that Horticulture 110 should be added to LCC’s NS1 and NS1 lab requirements as Horticulture 110 includes a lab.

**Motion 03-46: To accept Horticulture 110 to fulfill the NS1 and NS1L requirements for LCC’s AA degree.**

PASSSED - Unanimously

Academic Subject Certificate in Education Assistance in Special Education – ASC program proposal. The ASC in Education Assistance in Special Education will be comprised of six ED courses, four of which will be considered the core courses to be met by all students (12 credits) and two additional selected studies courses (6 credits) that may be chosen from an array of courses. The total credit hours to earn the certificate will be 18 credits. The 12 credits which will be taken at LCC are: ED 285, ED 286, ED 287 and ED 288. The 6 credits which will be taken to fulfill the selected studies courses are being developed at Kapiolani and Honolulu Community Colleges. Examples of such courses are: Autism, American Sign Language, Behavior Management, Medically Fragile, Literacy, and Early childhood Education (eg. DEAF 101, DEAF 201, DEAF 202, DEAF 203, ED 131, ED 140, ED 275).

**Motion 03-47: To accept the proposed Academic Subject Certificate in Education Assistance in Special Education.**

PASSSED – Y=13; N=0; Ab=2

The Curriculum Committee proposed a general set of guidelines which would be used when faculty wished to do Program Modifications in Curriculum Central. At the present time, there are no set guidelines or instructions regarding what questions should be addressed when proposing modifications of already approved programs. The Curriculum Committee proposed 6 questions that need to be addressed when a program modification is proposed. The questions are based on the guidelines for Course Modification proposals (CCCM 6100).

The proposed guidelines with the Senate’s changes to numbers 2 and 4 are as follows:

1. What changes is proposed in the program? (Provide specific information on both the new and old program.)

2. What is the rationale for the change? (If this is a substantive change, state how it aligns with the Division goals, college Strategic Plan, College Mission Statement, or other relevant documents.)
3. Is the change substantive enough to require a change in program title? If so, explain in detail.

4. Is the program currently articulated with any certificate or degree program? If so, give details, dates of agreement(s) and explain any impact the proposed change may have upon articulation.

5. Will the change require additional staff, equipment, facilities or other resources? If so, provide details and indicate whether they are available.

6. Will the change increase or decrease the number of required hours for attainment of the certificate or degree? If so, provide details and justification.

Motion 03-48: To accept the proposed Program Modification Guidelines with the Senate’s changes to items 2 and 4.

PASSED - Unanimously

CHAIR’S REPORT:

The Educational Improvement Fund (EIF) money is much lower than it has been in the past. The total amount for the Community Colleges was $64,950. Of this amount, LCC was allotted $13,910. A letter from the Vice President for Academic Affairs (VPAA), David McClain, did include a statement to the Chancellors’ that the All Campus Council of Faculty Senate Chairs (ACCFSC) has encouraged the involvement of the faculty governance body on each campus in the process of setting campus criteria and disseminating of funds.

As the money must be used by June 30, 2004, the application forms for the EIF money will be placed on the WEB.

Senator Martin recommended that the Senate begin setting a calendar with projected deadline and application process for EIF applications for the future.

NEW BUSINESS:

The digital Media Faculty requested a transfer from the Vocational Technology Division to the arts and Humanities Division. The primary reasons for the request are:

1. Facilitate student transfer to Bachelor’s programs at UH Manoa.
2. Facilitate Articulation between Kapiolani Community College’s New Media Arts Program and Leeward Community College’s Digital Media Program.
3. Recognize that DMED fits better with an academic division than with vocational education. The AS degree in Digital Media was designed more as an academic program than a vocational program.

<table>
<thead>
<tr>
<th>Motion 03-49: (Currivan/Chernisky) To approve the transfer of the Digital Media Program from the Vocational Technical Division to the Arts and Humanities Division.</th>
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<tbody>
<tr>
<td>PASSED - Unanimously</td>
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**ADJOURNMENT:** The meeting was adjourned at 5:25 PM.

**RESPECTFULLY SUBMITTED:** Candace Hochstein, Secretary
December 10, 2003

To: Faculty Senate members
From: Christian Ganne, Digital Media Coordinator

Re: Approval to transfer the Digital Media Program from the Vocational Technical Division to the Arts and Humanities Division

The Digital Media Faculty is requesting a transfer from Vocational Technology to the Arts and Humanities Division.

The primary reason for the transfer is to:

1. Facilitate student transfer to B.A. programs at UH Manoa.
2. Facilitate Articulation between KCC New Media Arts Program and LCC Digital Media Program.
3. Recognize that DMED fits better with an academic division than with vocational education. The AS degree in Digital Media was designed more as an academic program than vocational program.

The Vocational Technology Division unanimously approved the transfer at a meeting 11-7-2003.

The Arts and Humanities Division unanimously approved the transfer at a Division meeting on 11-13-2003.

The Deans of the Arts and Sciences and Career and Technical Planning support the change.

The transfer will not require a change in the DMED alpha. Digital Media will be it’s own discipline in Arts and Humanities.
Program Modification Proposal Guidelines

1. What changes is proposed in the program? (Provide specific information on both the new and old program.)

2. What is the rationale for the change? (If this is a substantive change, state how it aligns with the Division goals, College Strategic Plan, College Mission Statement, or other relevant documents.)

3. Is the change substantive enough to require a change in program title? If so, explain in detail.

4. Is the program currently articulated with any certificate or degree program? If so, give details, dates of agreement(s) and explain any impact the proposed change may have upon articulation.

5. Will the change require additional staff, equipment, facilities or other resources? If so, provide details and indicate whether they are available.

6. Will the change increase or decrease the number of required hours for attainment of the certificate or degree? If so, provide details and justification.

Let me know if I missed anything.

Candy-
University of Hawaii
Leeward Community College

Proposal to Modify the
Information and Computer Science Program

Date proposal submitted
10/17/2003

Proposed date first offering:
08/2004

Date Received:
10/20/2003

Division:
Math & Science

Type of Modification (Circle those that apply)
A. in credits
B. in title
C. in number
D. in alpha
E. in prerequisites
F. Other-addition to the AS degree of a Webmaster specialty

This program modification will require no change to the number of credits for the AS degree in Information and Computer Science. It will require no new ICS courses but will require three existing courses from the Digital Media program.

The objective of this program specialty is to provide students with a well-rounded exposure to courses which will fulfill those needs required to support, incorporate and/or produce web specialists. The program is to train technical Webmasters and/or prepare the student for specific jobs requiring knowledge of programming, graphics, web design, operating systems and networking fundamentals. (See attached job announcement from the Honolulu Advertiser Sunday Edition dated 10/19/2003 for sample job requirements.)

Upon completion of an AS degree with this specialty, the student is eligible to take NACSE (National Association of Communication Systems Engineers) national certification tests in two areas:

- NWT – NACSE Web Technician
- NCW – NACSE Certified Webmaster

Because this specialty is closely linked to our existing NetPrep agreement with WestNet Inc. and 3 Com Corporation, all textbooks will be subsidized at 50% of the actual cost. An agreement was reached with 3Com in the summer of 2002 to subsidize ICS textbooks as well as the required Digital Media textbooks. We are, however, under no obligation to purchase these books.
These skills are needed in many areas including those identified in the Digital Media discipline and the Information and Computer Science discipline.

Authorizing Signatures

Barbara A. Hotta 10/19/2003

Proposer (Date)

Division Chair (Date)

Divisional Vote on Proposal

Attach any minority comments

Chair, Curriculum Comm. (Date)

Chair, Faculty Senate (Date)

Vice Chancellor/CEO (Date)

Chancellor (Date)
A. State relationship of proposed program to current Strategic Plan, Division Goals, or other system wide planning document.

This revision takes into consideration recommendations from the ICS Program Advisory Committee which were received in August 2003. In addition, faculty from the program agreed upon these changes as well as several current and past ICS program students/graduates.

This specialty addresses the following needs of the community as based on Leeward Community College’s Strategic Plan:

"Leeward Community College provides access to higher education and plays an important role in workforce development in Leeward and Central Oahu. The College focuses on students, teaching, and learning, and its responsiveness to community needs and expectations are values closely guarded by its faculty, staff, and administrators."

University of Hawaii System

The Strategic Plan for the University of Hawaii adopted by the University of Hawaii Board of Regents dated June, 2002 states on page 5 under Commitments and Core Values:

"The University recognizes the profound implications of the digital age for knowledge-based institutions and is committed to being a leader in the application of information technology in ways that transform the global enterprise of higher education."

Under GOAL 2: A Learning, Research, and Service Network

Objective 2: To support Hawai’i’s economy, workforce development, and improved access...

Action Strategies

"Expand training and workforce development programs in coordination with state and industry economic initiatives."

University of Hawaii Community College System—Strategic Plan 2002-2010

PHILOSOPHY

"The University of Hawai’i Community Colleges as a unit has a philosophy and set of core values which influence and guide the fundamental decisions, attitudes, and behavior of its members. These core values are to be communicated throughout all sectors of the Community Colleges, practiced daily by faculty, staff, and administrators, and fulfilled without compromise in their application. These core values will continue to provide the cohesion, consistency, and inspiration for Community College educators to serve our students and communities: Focus on Workforce and Economic Development - We are active partners with industry, secondary and elementary education, and community agencies in
developing a well-trained, effective workforce for the state and promoting economic development.”

Included in the Mission Statement of the same document:

“Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.”

DP/ICS Program Coordinating Council

Specific course competencies for all existing A.S. Degree programs were identified. Those pertaining to a degree in ICS were as follows:

"The PCC recommends that the degree requirements for an AS degree in Information and Computer Science satisfy the following minimum competencies. Upon successful completion of the program the student should be able to:

1. Solve problems, develop algorithms and write computer programs in a manner consistent with the ACM CS I recommendations.
2. Program in at least three high level languages those programs specified as part of the system analysis process
3. Demonstrate computing literacy.
4. Demonstrate familiarity with the mathematics used in computing science.
5. Demonstrate familiarity with the Internet and broad-scale communication of data, graphics, video and sound.
6. Effectively communicate in written and oral form, a system solution, its documentation, and its implementation. “

The document also recommends that course numbering be at the 100 or above level.

Advisory Committee

Communication with the entire group was held in the summer of 2002 and with part of the group in the summer of 2003. Committee members feel that the program needs to be fine tuned on a continual basis to reflect the directions of industry at this time. In
addition, it was felt that the program should be closely aligned with the needs of industry in Hawaii.

Student Perspective

A group of interested students were gathered and the proposed curriculum was discussed. The students voiced support in combining courses from the Digital Media discipline and the ICS discipline in the core of the program. Their bottom line was to be prepared for employment. In addition, some were interested in pursuing advanced coursework in the areas of gaming which is offered at the University of Hawaii/Manoa.

Proposed program.

The Information and Computer Science Program would like to propose the following changes to the A.S. Degree in ICS effective Fall 2004:

Add the specialty of Webmaster to the AS degree.
Reason: Current job market trends stress the need to know not only web page design and graphics but networking fundamentals as well. Critical in today’s workforce is the ability to design and implement security on a variety of networks.*

(* based on advisory committee recommendations, survey results and newspaper job ads.)

See attachments for specific program requirements (1), curricular materials (2), and certifications (3).

B. Justify the level of proposed program (see CCCM 6100, Exhibit I and Attachment III. Revised 11-1-88)

This proposed program does not exist at other community colleges. The level and course content has been scrutinized and approved by members of the Program Coordinating Council. All courses are identified by PCC definitions and standards and exist at the 100 level or higher.

C. List similar programs offered in the U.H. system or elsewhere. (Consult Master Course List in Dean of Instruction office or Curriculum Committee chair)

None found specifically but work is in progress to offer a similar degree under the BA at UH Manoa. ICS and Digital Media faculty are included in the planning process.

D. Has the proposed program been rejected by a previous Curriculum Committee?
E. Explain the availability of classroom/lab facilities, and the availability of any special equipment needs (computers, etc.) by consultation with your division chair.

Classroom/lab facilities exist at this time. No additional needs exist to deliver this part of the ICS AS degree program.

F. Will the proposed course require additional funds? If yes, explain source of funds, and total costs of proposal. If no, explain how existing budget will be reallocated, or which sections of courses must be deleted.

Yes  X  No

No additional funds are required if the number of courses in the program remain at the current number. Should the number be increased due to heavier demand, the number of fulltime faculty will have to be reassessed. However the program requires that no fewer than the current fulltime positions be maintained.

G. Attachments:

1. The Proposed Associate in Science Degree
2. Breakdown of learning foundations as identified by the A. S Degree Task Force on a course-by-course evaluation.
3. Sample WestNet curriculum. (Available as pdf documents and must be opened separately if viewing this electronically.)
4. NACSE certification guidelines. (Available as pdf documents and must be opened separately if viewing this electronically.)
Associate in Science Degree—specialty in Webmaster (60 Credits)

All required ICS and DMED courses must be passed with a grade of “C” or better in order to be applied to the degree.

**Core Requirements (21 Credits)**

**Requirements Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ICS 113</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ICS 130</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>ICS 111</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>ICS 184</td>
<td>NetPrep Network Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ICS 240</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ICS 270</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ICS 293D</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 21

**General Education (24 Credits)**

**Requirements Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ICS 100</td>
<td>Computing Literacy &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 130</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or ECON 131 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 225</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SP 151</td>
<td>Personal and Public Speech</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Intro to Phil: Morals &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or PHIL 110 Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Pre-Calculus: Elem. Functions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or QM 121 Mathematics for Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 24

**Specialization: WebMaster (15 Credits):**

**Requirements Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 187</td>
<td>NetPrep Networking Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ICS 290</td>
<td>NetPrep Internet Technologies</td>
<td>3</td>
</tr>
<tr>
<td>DMED 120</td>
<td>NetPrep Web Development</td>
<td>3</td>
</tr>
<tr>
<td>DMED 121</td>
<td>NetPrep Web Page Design</td>
<td>3</td>
</tr>
<tr>
<td>DMED 221</td>
<td>NetPrep Dynamic Web Publishing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 15

Total Credits for A.S. Degree: 60

(N.B. For this specialty, there are no elective credits.)

See [http://emedia.hawaii.edu/central](http://emedia.hawaii.edu/central) for specific core outlines for the above courses.
"A MODEL FOR THE TECHNICAL/OCCUPATIONAL/PROFESSIONAL ASSOCIATE DEGREE"

Degree Requirements (60 Credits)

A. Technical/Occupational/Professional (30 Credits, minimum)

This component of the program requirements describes the competencies to be mastered in specific technical/occupational/professional program courses. These competencies are derived from (1) the work of the respective Program Coordinating Councils of each vocational program and (2) the SCANS' Five Competencies document. The competencies of this latter document include:

- resources (identifying, organizing, planning, and allocating resources)
- interpersonal (working with others)
- information (acquiring and using information)
- systems (understanding complex relationships)
- technology (working with a variety of technologies)

B. General Skills (6 credits, minimum)

Competency in communication, thinking, reasoning, and mathematics comprises this component of the program requirements. Students would need to master these skills on a level higher than that of the Learning Foundation competencies.

C. General Education (9 credits)

The competencies of this component of the program requirements would be tailored to meet the needs of the Associate in Science degree students and not be a liberal arts program per se. These competencies would be included in technical/occupational/professional courses as well as course work dealing with the social, natural and cultural environment.

The purpose of the technical/occupational/professional degree is to prepare students for gainful employment. A second purpose of some of the technical/occupational/professional associate degree programs is to prepare students for continuing educations.

Degree Competencies:
A graduate of the Hawaii Community College who completes the Technical/Occupational/Professional Associate Degree should be able to:

1. Employ skills and understanding in language and mathematics essential to fulfill program requirements.
2. Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
3. Recognize effects of technology and science on the natural and human environments.
4. Understand contemporary issues and problems and respond to the impact of current conditions.
5. Demonstrate abilities of conceptual, analytic and critical modes of thinking.
6. Develop insights into human experience and apply them to personal, occupational, and social relationships.
8. Demonstrate competencies in selected program/plan of study.
NWT

NACSE Certified Web Technician

Responsibility Level:
Serve as a junior member of a corporate Web Team.

Certificates/Training (Non-degree) Track:
May have some Web Development Training

Academic (Degree) Track:
May be part of an AAS Degree

Candidates possessing this certificate -
- Will understand the four distinct roles performed by Webmasters
- Will have a basic understanding of the purpose and function of a web server.
- Will be able to author basic HTML web pages, incorporating hyperlinks, graphical images, tables, and frames.
- Will have an understanding of the various types of multimedia available and be able to incorporate basic multimedia elements into web page development.
- Will be familiar with the various generations of web authoring tools available.
- Will have a general understand of the purpose and use of client and server side scripting languages (such as JavaScript and Perl) and Java applets.
- Will have a basic familiarity with Hypertext Transfer Protocol (HTTP) and Common Gateway Interface (CGI) concepts.
- Will have an awareness of the importance of security in administering a Website.
- Will have general understanding of the functionality, advantages and limits of a WebSite
- and how it fits into a business environment.
WEBMASTER DUTIES & RESPONSIBILITIES INCLUDE BUT NOT LIMITED TO: Designs, develops, programs and maintains company’s portal-websites and e-commerce strategic initiatives to maximize the corporate e-revenue generated from the websites and other Internet related booking engines. Directs and develops strategies to increase website traffic including search engine positioning, e-mail marketing, business to business affiliate programs and online customer loyalty programs. QUALIFICATIONS: Three yrs. exp. with web development and deployment. Two yrs. exp. with Internet project management/operation. A college degree with extensive courses in computer science and/or related business fields. Professional certification including but not limited to Microsoft certified software developer and/or other proven skills of developing dynamic and content rich websites. Post-graduated degree in Internet related field, desirable. Candidate must have excellent verbal and written communication skills, multi-task oriented, solutions-oriented, a motivator, an organized and creative person with a positive and proactive attitude. A team player!

Please send resume with salary history to: Advertising Box #957 c/o The Honolulu Advertiser P.O. Box 3350 Honolulu, HI 96801-3350 An Equal Opportunity Employer As Seen on K5 careerbuilder TV

Source - Honolulu Advertiser - Honolulu, HI

CareerBuilder Related Terms: Programmer
Dear LCC Faculty and Staff,

The Faculty Senate Elections Committee met yesterday to tally the votes for the 11 seats for the 2004-2006 term.

The newly elected Faculty Senators are:

Linda Currivan
Karen Fujishima-Lee
Christian Ganne
Barbara Hotta
A. Karim Kahn
Roy Kamida
Raymund Liongson
Susan Lum
Donna Matsumoto
Kakkala Mohanan
Aulii Silva

On behalf of the Faculty Senate Elections Committee, I would like to express our appreciation and thanks to all of the nominees.

Stephanie Palombo
UH-LCC Faculty Senate
Elections Committee Chair
The following course and program proposals were tabled at the November 26 meeting of the Faculty Senate to allow senators more time to study these proposals. The Curriculum Committee had passed these proposals unanimously at its meeting on November 20. We ask that the Faculty Senate—now more informed—accept our recommendations:

**HORT 110  Hawaiian Horticulture and Nutrition (4 Credits) New**

"Provides hands-on learning in Leeward’s shade house and gardens in propagation, cultivation, and uses of native, Hawaiian traditional and other cultural plants found in Hawaii. Proper nutritional principles are applied to plant uses including food preparation. Internet applications for marketing, developing micro-propagation skills, field trips, guest speakers and student projects provide additional active learning opportunities."

This is a combined lecture/lab course, and is presently being successfully taught as experimental course.

**Proposal to add HORT 110 to the NS 1 A.A. Core**

See handout for Math & Science Division proposal. This course includes a Lab credit.

The following program proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee meeting on December 4, 2003. We ask that the Faculty Senate accept our recommendations for the following:

**Proposal to add an Academic Subject Certificate in “Educational Assistance in Special Education”**

Designed to address a need by Educational Assistants (EA) in DOE for credit educational opportunities as a result of federal and state requirements. See handout for specifics of Social Science Division proposal.

**Proposal to add a specialty of Webmaster to ICS A.S. degree program**

This will require no new courses or change the number of credits needed for students to complete the degree. To the three existing specialties, adds a choice of “Webmaster.” See handout for specifics of the Math & Science Division proposal.
The following passed unanimously at the full Curriculum Committee meeting on December 4, 2003. We ask that the Faculty Senate accept our recommendations for the following:

"Program Modification Proposal Guidelines"

To be added to Curriculum Central for Program Modifications. As the attached handout notes, there are at present no set guidelines for program modifications. Questions are based on CCCM #6100 guidelines for Course Modifications, as modified by the Curriculum Committee.
Program Modification Proposal Guidelines

Items for Program Modification in Curriculum Central. At present, there are no set guidelines or instructions regarding what questions should be addressed when proposing modifications of already approved programs. Below are suggested questions based on the guidelines for Course Modification proposals (CCCM #6100).

The Curriculum Committee has voted unanimously to use these questions as guidelines for Program Modifications proposed through Curriculum Central. The Committee is asking the Faculty Senate to vote its approval.

1. What change is proposed in the program? (provide specific information on both the new and old program)

2. What is the rationale for the change? (if necessary, state how this change meets the ADP, Strategic Plan, college’s Mission Statement)

3. Is the change substantive enough to require a change in program title? If so, explain in detail.

4. Is the program currently articulated with any four-year program? If so, give details, dates of agreement(s) and explain any impact the proposed change may have upon articulation.

5. Will the change require additional staff, equipment, facilities or other resources? If so, provide details and indicate whether they are available.

6. Will the change increase or decrease the number of required hours for attainment of the certificate or degree? If so, provide details and justification.
I. Introduction

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The Department of Education (DOE) has been required by the Felix Consent Decree to provide additional services to high-risk youth and the necessary training for personnel who work with them. With the recent passage of the Federal, No Child Left Behind Act, this has placed additional demands on those who are or will be employed with the DOE. Educational assistants (EA) must meet one of the conditions listed below to remain employed. The Federal Legislation for Paraprofessionals in Education (No Child Left Behind Act) requires that employees such as EAs complete one of the previously mentioned educational requirements by January 2006. The five ways one may fulfill these requirements are:

1. Complete 48 credits toward fulfilling an A.A. degree (courses higher than 100) and pass a national assessment test in reading and writing. (To be determined.)
2. Earn an A.A. or an A.S. degree (in any area).
3. Complete the 2-year non-credit DOE training for EAs.
4. Complete the EA core courses (12 credits), plus one of the options below.
5. Score at a specified level on a statewide assessment of reading, writing, and math.

Options to demonstrate mastery in English and math:

a. Completion of developmental courses offered by Adult Community Schools in reading, writing, and math.
b. Completion of 9 credits (at the 100 or higher level) in English and math.
c. Score at a specified level on the statewide assessment of reading, writing, and math.

The DOE’s long-range goal is to encourage many of their current paraprofessionals to enroll in college, complete their A.A. degree, and transfer on to obtain their bachelor's degree in Education.

Since January 2001, the DOE has been discussing with the different community college representatives the need to develop curriculum in special education and create an Academic Subject Certificate entitled Educational Assistance in Special Education. In Fall 2002, LCC was assigned to be the lead campus in this venture and in partnership with the DOE create a curriculum template that could be adopted by the other campuses who would also eventually be offering courses to respond to the increased demands for educating EAs.

II. Objectives and Need

LCC, and in particular, the Social Science Division, propose this ASC as a means to respond to the immediate need to provide "for credit" educational opportunities for a large contingency of DOE employees who will soon be disenfranchised and lose their jobs if they have not completed one of the previously mentioned options by 2006. By creating an ASC in Educational Assistance in Special Education, it provides a much needed area specialization in Special Education that the students could complete to fulfill their elective requirements while working toward the completion of an
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ED 287 Working with Populations with Special Needs II (3 credits)
(being proposed from the current ED 297M)
ED 288 The Practice Seminar: Working in the Learning Environment (3 credits)

Selected Studies Courses:

Various courses are being developed at KCC (campus lead) and sanctioned by the DOE to be considered as selected studies courses. Examples of the courses that would fulfill the 6 credit requirement are: Autism, American Sign Language (ASL), Behavior Management, Medically Fragile, Literacy, and Early Childhood Education. These courses may be taken fall and/or spring semesters during the first year along with the core courses. The entire ASC may be completed within 1-1/2 years.

B. Description of Courses and Competencies

The four core course descriptions and the competencies for each course and some examples of KCC selected studies courses, and the HCC selected studies courses in Early Childhood are included below. Please note that the DOE has approved three courses in the Early Childhood programs offered on all CC campuses in the system.

The Four Core Courses

ED 285 Introduction to Classroom Management (3 credits)
An introductory course which offers the student exposure to the legal and ethical issues of classroom management in the field of Special Education. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will also be addressed.

Course Objectives/Competencies:

Upon successful completion, the student will be able to:

1. Identify the legal and ethical issues regarding classroom management.
2. Define the behavioral theories that impact positive classroom management strategies.
3. Demonstrate various behavioral strategies through role-plays that are used for intervention in the classroom.
4. Know the behavioral assessment procedures utilized in the classroom.
5. Identify non-violent intervention procedures and other conflict resolution strategies used in the classroom.
6. Know the learning theories that explain how students learn.
7. Describe different learning styles that affect student learning.
8. Delineate the components of the instructional planning process.
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9. Identify the various phases of instructional delivery.
10. Know and compare the formal and informal assessment procedures used in assessing student learning.
c. Determine the unique transition services needed for the moderate to severe learner, as well as the community resources available for these disabilities.

d. Demonstrate the skill of a task analysis, and structure instruction that will be effective with students contending with one of the disabilities.

e. Identify the various assistive technology devices that are available for these students as supplementary services for learners with disabilities.

f. Describe successful inclusion practices to incorporate with the moderate to severely disabled learner.

g. Identify the ways that parent involvement and effective communication strategies can be utilized to promote successful home-school partnerships.

ED 288 The Practice Seminar: Working in the Learning Environment (3 credits)
This will be a Practice Seminar wherein the students will have the opportunity to further integrate the theoretical knowledge gained and practice skills obtained over the previous semester. This may occur through enactment of various role-plays that offer rehearsal for possible scenarios that could occur with teachers or students, reports on observations in the classroom, and discussions about best practices for assisting the teacher and students in the classroom.

Course Objectives/Competencies:

Upon successful completion of this course, the student will be able to:

1. Identify how to assist the teacher in incorporating essential academic learning requirements into instruction.

2. Develop appropriate learning opportunities for all students with the teacher.

3. Identify how to assist in implementing effective instructional strategies related to critical thinking and problem-solving skills.

4. Use general strategies for developing skills based upon the needs of the students.

5. Define best practices for assisting in managing the classroom to support student learning.

6. Describe how to attend to and assist students with self-help and health/safety needs.

7. Identify ways to relate positively to students by demonstrating interest, respect, fairness, caring, and establishing an overall rapport.

8. Describe communication strategies used to create supportive interactions in the learning environment and practice this in the classroom.

9. Articulate goals and objectives for student learning.

10. Use a variety of strategies to reflect on the effectiveness of instruction and identify modifications when needed.

11. Identify and describe a variety of methods used to regularly gather and record information on student progress.

12. Describe best practices which involve collaboration with the teacher to improve student learning.

13. Identify how to plan and establish healthy learning environments for student learning.

14. Create a Professional Growth Plan (Portfolio).
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Examples of KCC's Selected Studies Courses

DEAF 101  Deaf Studies (3 credits)
DEAF 101 focuses on the values, culture, beliefs, norms, and traditions commonly shared by American Deaf Culture members. Among the topics explored are rules for social interaction, how identity and relations are defined, and the role of language and cultural icons. The course provides an overview of history, language, education and social issues relevant to the Deaf Community of Hawai‘i, and of the U.S. mainland through an in-depth study of Deaf heritage as well as notable Deaf persons and their contributions.

Course Objectives/Competencies:

Upon successful completion of DEAF 101, the student should be able to:

- Define criteria for membership in the Deaf Community.
- Discuss challenges faced by parents raising deaf children.
- Differentiate various communication approaches and languages used by deaf people.
- Identify features of Deaf Culture and diversity within the culture.
- Determine the impact of technology on the lives of deaf people.
- Investigate the range of deaf people's employment and social experiences.
- Compare pathological and cultural perspectives of deaf people.
- Distinguish the educational options available to deaf students.
- Locate major deaf-related national and local resources.
- Compare and contrast minority experiences for deaf and hearing people.
- Evaluate career opportunities working with deaf people.

DEAF 201  Educational Principles and Practices (3 credits)
DEAF 201 will provide an overview of historical and current deaf education issues and practices, various educational philosophies, relevant research, legislation and rights, administration, and public school organization. We will discuss roles and responsibilities of educational personnel in K-12 settings, ethical considerations, language and background knowledge requirements, communication strategies, professionalism, age and cultural considerations.

Course Objectives/Competencies:

Upon successful completion of DEAF 201, the student should be able to:

- Define terminology used in the field of Deaf Education.
- Trace the history of education of deaf children in the context of educational principles and practices, including Deaf Education in Hawai‘i.
- Identify causes of deafness and incidence of related disabilities.
• Distinguish between the medical/pathological and the cultural view of deaf people and discuss the foundations for those views.
• Describe parental reactions and the impact of deafness on the family.
• Investigate the influence of hearing status on the language, cognitive, and social-emotional development of deaf and hearing children.
• Differentiate between various communication methods and educational philosophies used in the education of deaf children.
• Explain the importance of language and literacy development for deaf children and strategies used in educational settings.
• Compare and contrast educational options available to deaf students and the legal basis for placement and services.
• Debate legislative issues regarding appropriate education and least restrictive environment for deaf children.
• Evaluate career opportunities working with deaf children.

DEAF 202  Effective Teaching Strategies  (3 credits)
DEAF 202 will provide an overview of issues related to developing literacy and other academic skills in children who are deaf or hard of hearing. Differing schools of thought and approaches will be examined. The course will provide opportunities to practice reading and writing strategies as well as an introduction to typical instructional methods and materials used in K-12 classrooms. Course participants will discuss models of teaching, learning styles, curriculum areas and scope of subjects, classroom procedures, core course learning outcomes, and statewide standards for education.

Course Objectives/Competencies:

Upon successful completion of DEAF 202, the student should be able to:

• Compare and contrast the various instructional methodologies in working with deaf and hard of hearing children.
• Demonstrate instructional strategies and delivery methods for teaching deaf and hard of hearing students in various content areas.
• Identify appropriate teaching materials for various content areas.
• Apply instructional strategies and materials to meet the statewide standards.
• Demonstrate various strategies for teaching culturally diverse students.
• Demonstrate the application and use of ASL and printed English in the classroom.
• Identify resources of information for "best practices" in teaching deaf children.
• Demonstrate awareness of a variety of learning styles and apply this knowledge to instructional materials design and teaching strategies.
• Adapt instructional strategies to meet a variety of academic levels.
DEAF 203 Practicum (3 credits)
DEAF 203 will provide each student with an overview of the education of Deaf students in academic settings and provide an opportunity to work directly with those students. The Practicum students will be encouraged to participate in as much "hands-on" experience as is appropriate to the particular situation. After initial observation, the students will assist the teacher in a variety of activities: working with deaf students individually or in small groups, helping to prepare instructional materials, etc.

Course Objectives/Competencies:

Upon successful completion of DEAF 203, the student should be able to:

- Assist in instructional activities including tutoring with individual students or small groups, with teacher direction and supervision.
- Accept teacher guidance and feedback during practicum assignment.
- Apply principles of learning and effective teaching strategies when assisting students.
- Use appropriate teaching materials for various content areas.
- Communicate clearly in ASL and English, appropriate to classroom activities.
- Interact effectively with students, staff, and parents (when appropriate).
- Apply problem-solving techniques and skills.
- Demonstrate professional and ethical behaviors appropriate to the environment.
- Document practicum assignments, summarize and analyze experiences in Practicum Notebook.
Examples of HCC's Selected Studies Courses

ED 131 Early Childhood Development: Theory into Practice (3 credits)
Principles of development from conception through early childhood. Focus on the interrelation of physical, cognitive, emotional and social aspects of the individual during this period and how this information about development affects one's expectations and relationship to the individual child. May be taken on a CR/N basis.

Course Competencies:

Upon successful completion of ED 131, the student should be able to:

- Explain the importance and methods of child development study.
- Identify the major child development theorists and describe their major contributions to the understanding of child growth and development.
- Outline how the theorist and their theories have influenced practice in group education and care settings.
- Identify major factors influencing prenatal development.
- Describe major developmental characteristics and developmental tasks of each stage of development.
- Make reasonable interpretations of child behavior based on observations.
- Explain the significance of major developmental tasks and issues in early childhood — vulnerability, caring, bonding, trust, attachment, separation, temperament, autonomy, classification, initiative, industry, conservation and so on — and the consequences of adult ignorance, insensitivity or inappropriate response to each of these developmental tasks or issues.
- Describe adult behaviors that facilitate development in a positive, integrated way at each stage of development with an emphasis on the role of play.

ED 140 Guiding Young Children in Group Settings (3 crs)
Basic course addressing positive ways to support children's social-emotional development from birth to age eight. Focus on adult-child and child-child interactions and relationships. May be taken on a CR/N basis.

Course Competencies:

Upon successful completion of ED 140, the student should be able to:

- Demonstrate respect for each child as an individual.
- Build a positive relationship with each child.
- Support children's individual strengths and interests.
• Respond in a nurturing, accepting manner to individual differences.
• Accept differences in behavior as influenced by age and stage of development, family background, culture, ability and temperament.
• Affirm each child’s cultural, linguistic, developmental and individual identify.
• Maintain a nurturing emotional climate that provides security for children and families.
• Work with families to enhance understanding of children's needs and appropriate guidance practices.
• Use respectful and positive guidance practices with sensitivity to children.
• Select guidance practices which support children in building:
  - appropriate trust and independence
  - inner controls and self-motivation
  - positive self-concept
  - prosocial behavior
  - positive relationships and interactions with others
• Listen to and communicate positively and respectfully with children and their families.
• Respond sensitively to differences in individual children’s communication styles.
• Speak to children positively, frequently and individually.
• Communicate respect for the values, ideas and expectations of families including differences in interaction styles and guidance practices.
• Work cooperatively with family members to support and address individual children's behavior.

ED 275 Including Children with Special Needs (3 crs)
This is an introductory course which gives an overview of the awareness, knowledge and skills needed to work with young children with special needs in full inclusion settings.

Course Competencies:

Upon successful completion of ED 275, the student should be able to:

• Discuss and answer questions having to do with the history of services for young children with special needs and the benefits and barriers to inclusion.
• Describe inclusion models and the general goals of inclusion.
• Describe the legal basis for family-centered services and advocate for partnerships with families of children with special needs early education/childcare settings.
• Demonstrate effective collaborative skills.
• Identify the different purposes of assessment and assessment and planning strategies for infants, and young children with special needs.
• Implement procedures to adapt and modify the learning environment to influence the nature and effects of child-environment interactions.
• Implement procedures to encourage development of social, speech/language/communication, cognitive/conceptual, self-care and motor skills for infants and young children with special needs.
• Implement procedures to manage challenging behaviors of young children with special needs.
• Describe and apply procedures to facilitate successful transition.
Proposal for the Academic Subject Certificate in Educational Assistance in Special Education

DIVISION VOTE: 14 YES 0 NO 1 ABSTAIN

Approval

Division Chair

OCT 14 2003

Date

Education Coordinator

Judith K. Kappenstein

10/14/03

Date

Curriculum Committee Chair

Date

Faculty Senate Chair

Date

Chief Academic Officer/Vice Chancellor

Date

Chancellor

Date
Proposal

Academic Subject Certificate

Educational Assistance in Special Education

Submitted by
Gwen Williams
Associate Professor of Human Services

Social Science Division
Leeward Community College

October 14, 2003
I. Introduction

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A.A. or A.S. degree. Once they completed the ASC and their DOE-mandated on-the-job assessment, they would qualify for salary increases.

In a system-wide meeting in Fall 2002, the DOE representative noted that there were 3,500 EAs in the DOE with the majority of them on Oahu. Ninety percent of them are employed in the area of special education. Even after the initial demand (by 2006 deadline) is met, all future DOE employees will be required to enter the job market with the required additional education in order to be hired. As well, substitute teachers approximately 500-1,000 will also be required to complete an A.A. degree before they can return to teaching. This ASC may attract this cadre as well.

The duration for offering the ASC will be at least through December 2005. Thereafter, we will have to assess the demand for such courses.

Both Windward Community College (WCC) and LCC have been working with an initial cohort of EA students who completed one of the four core courses in Fall 2002, the second course in Spring 2003, and the last two courses in Fall 2003. The two courses were entirely filled at LCC and WCC and, even with the typical attrition rate, enrollment has remained higher than most other social science courses.

It is expected that there will be a high demand for another round of these courses, with a new cohort and with the courses offered statewide beginning Fall 2003 (as determined by the DOE and student inquiries). Current EAs employed throughout DOE will be referred to LCC and WCC’s programs.

Currently, there are no other ASC programs in the UH system such as the one being proposed. Other campuses may utilize LCC’s curriculum (courses) to eventually develop their own ASC. WCC is one of these campuses, as is KCC who is developing an A.S. for Educational Paraprofessionals with 2 emphases: 1) special education and 2) deaf and hard-of-hearing. Both are 61 credits. Due to the high demand for educational opportunities to meet the immediate needs of the EAs, LCC, as the designated lead campus in education, has coordinated the UHCC effort to offer as many of the 4 core courses proposed in this ASC as is possible.

III. Description of Course or Course Sequence

A. Course Sequence

The ASC will be comprised of six ED courses, four of which will be considered the core courses to be met by all students (12 credits) and two additional selected studies courses (6 credits) that may be chosen from an array of courses. The total credit hours to earn the certificate will be 18 credits.

Core Courses:

Fall Semesters

ED 285 Introduction to Classroom Management (3 credits)
   (being proposed from the current ED 197E)
   Selected Studies I

Spring Semesters

ED 286 Working with Populations with Special Needs I (3 credits)
   (being proposed from the current ED 297L)
   Selected Studies II

Fall Semesters
ED 287 Working with Populations with Special Needs II (3 credits)  
(being proposed from the current ED 297M)  

ED 288 The Practice Seminar: Working in the Learning Environment (3 credits)  

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7. Describe different learning styles that affect student learning.  
8. Delineate the components of the instructional planning process.  
9. Identify the various phases of instructional delivery.  
10. Know and compare the formal and informal assessment procedures used in assessing student learning.
ED 286 Working with Populations with Special Needs I (3 credits)
This course addresses the issues confronted by people who currently work, or plan to work, with special needs populations in primary and secondary education. It will cover characteristics of selected disabilities and the particular needs experienced by students with mild to moderate disabilities. Identification of the challenges that confront the disabled student, the educational assistant (EA), and the teacher within the classroom setting will be described. An examination of strategies used to work with each area of disability will be explored. There will also be an emphasis on information needed to help prepare students with disabilities to transition into adulthood.

Course Objectives/Competencies:
Upon successful completion, the student will be able to:

a. Identify the eligibility categories that allow students to receive special education services as designated under IDEA and Chapter 56.
b. Describe the stages of normal childhood development.
c. Identify the characteristics and teaching implications for the mild to moderate eligibility categories.
d. Identify the transition process, the laws, and the process for providing these services, and the community resources available for the special needs student.
e. Describe social skills instruction available for mild to moderate special needs students, and the available services in the community which provide this training.
f. Convert student needs into realistic goals and objectives for IEPs.
g. Describe the relationship that exists between specific disabilities/needs and the services that students require in order to benefit from an education in the public school system.

ED 287 Working with Populations with Special Needs II (3 credits)
This course addresses the issues confronted by people who currently work, or plan to work, with special needs populations in primary and secondary education. It will cover characteristics of moderate to severe disabilities and the particular needs experienced by students with these disabilities. Information regarding other populations needing support (Multicultural and ESL learners) will also be covered. Identification of the challenges that confront the disabled student, educational assistant (EA), and teacher within the classroom setting will be described. An examination of strategies used to work with each area of disability will be explored. There will also be an emphasis on the use of Assistive Technology as part of related and supplementary services to help students succeed. As well, the course will address the most effective inclusion and transition practices for the moderate to severe special needs population. Identifying community resources and increase parent involvement will also be a focus of this course.

Course Objectives/Competencies:
Upon successful completion of this course, the student will be able to:

a. Identify the moderate to severe eligibility diagnostic categories that allow disabled students to receive special education services, as designated under IDEA and Chapter 56.
b. Identify the characteristics attributed to seven disabilities and the implications for EAs and teachers working with students who may have one of these disabilities.
c. Determine the unique transition services needed for the moderate to severe learner, as well as the community resources available for these disabilities.

d. Demonstrate the skill of a task analysis, and structure instruction that will be effective with students contending with one of the disabilities.

e. Identify the various assistive technology devices that are available for these students as supplementary services for learners with disabilities.

f. Describe successful inclusion practices to incorporate with the moderate to severely disabled learner.

g. Identify the ways that parent involvement and effective communication strategies can be utilized to promote successful home-school partnerships.

ED 288 The Practice Seminar: Working in the Learning Environment (3 credits)

This will be a Practice Seminar wherein the students will have the opportunity to further integrate the theoretical knowledge gained and practice skills obtained over the previous semester. This may occur through enactment of various role-plays that offer rehearsal for possible scenarios that could occur with teachers or students, reports on observations in the classroom, and discussions about best practices for assisting the teacher and students in the classroom.

Course Objectives/Competencies:

Upon successful completion of this course, the student will be able to:

1. Identify how to assist the teacher in incorporating essential academic learning requirements into instruction.

2. Develop appropriate learning opportunities for all students with the teacher.

3. Identify how to assist in implementing effective instructional strategies related to critical thinking and problem-solving skills.

4. Use general strategies for developing skills based upon the needs of the students.

5. Define best practices for assisting in managing the classroom to support student learning.

6. Describe how to attend to and assist students with self-help and health/safety needs.

7. Identify ways to relate positively to students by demonstrating interest, respect, fairness, caring, and establishing an overall rapport.

8. Describe communication strategies used to create supportive interactions in the learning environment and practice this in the classroom.

9. Articulate goals and objectives for student learning.

10. Use a variety of strategies to reflect on the effectiveness of instruction and identify modifications when needed.

11. Identify and describe a variety of methods used to regularly gather and record information on student progress.

12. Describe best practices which involve collaboration with the teacher to improve student learning.

13. Identify how to plan and establish healthy learning environments for student learning.

14. Create a Professional Growth Plan (Portfolio).
Examples of KCC’s Selected Studies Courses

DEAF 101  Deaf Studies  (3 credits)
DEAF 101 focuses on the values, culture, beliefs, norms, and traditions commonly shared by American Deaf Culture members. Among the topics explored are rules for social interaction, how identity and relations are defined, and the role of language and cultural icons. The course provides an overview of history, language, education and social issues relevant to the Deaf Community of Hawai‘i, and of the U.S. mainland through an in-depth study of Deaf heritage as well as notable Deaf persons and their contributions.

Course Objectives/Competencies:

Upon successful completion of DEAF 101, the student should be able to:

• Define criteria for membership in the Deaf Community.
• Discuss challenges faced by parents raising deaf children.
• Differentiate various communication approaches and languages used by deaf people.
• Identify features of Deaf Culture and diversity within the culture.
• Determine the impact of technology on the lives of deaf people.
• Investigate the range of deaf people’s employment and social experiences.
• Compare pathological and cultural perspectives of deaf people.
• Distinguish the educational options available to deaf students.
• Locate major deaf-related national and local resources.
• Compare and contrast minority experiences for deaf and hearing people.
• Evaluate career opportunities working with deaf people.

DEAF 201  Educational Principles and Practices  (3 credits)
DEAF 201 will provide an overview of historical and current deaf education issues and practices, various educational philosophies, relevant research, legislation and rights, administration, and public school organization. We will discuss roles and responsibilities of educational personnel in K-12 settings, ethical considerations, language and background knowledge requirements, communication strategies, professionalism, age and cultural considerations.

Course Objectives/Competencies:

Upon successful completion of DEAF 201, the student should be able to:

• Define terminology used in the field of Deaf Education.
• Trace the history of education of deaf children in the context of educational principles and practices, including Deaf Education in Hawai‘i.
• Identify causes of deafness and incidence of related disabilities.
• Distinguish between the medical/pathological and the cultural view of deaf people and discuss the foundations for those views.
• Describe parental reactions and the impact of deafness on the family.
• Investigate the influence of hearing status on the language, cognitive, and social-emotional development of deaf and hearing children.
• Differentiate between various communication methods and educational philosophies used in the education of deaf children.
• Explain the importance of language and literacy development for deaf children and strategies used in educational settings.
• Compare and contrast educational options available to deaf students and the legal basis for placement and services.
• Debate legislative issues regarding appropriate education and least restrictive environment for deaf children.
• Evaluate career opportunities working with deaf children.

DEAF 202 Effective Teaching Strategies (3 credits)
DEAF 202 will provide an overview of issues related to developing literacy and other academic skills in children who are deaf or hard of hearing. Differing schools of thought and approaches will be examined. The course will provide opportunities to practice reading and writing strategies as well as an introduction to typical instructional methods and materials used in K-12 classrooms. Course participants will discuss models of teaching, learning styles, curriculum areas and scope of subjects, classroom procedures, core course learning outcomes, and statewide standards for education.

Course Objectives/Competencies:
Upon successful completion of DEAF 202, the student should be able to:
• Compare and contrast the various instructional methodologies in working with deaf and hard of hearing children.
• Demonstrate instructional strategies and delivery methods for teaching deaf and hard of hearing students in various content areas.
• Identify appropriate teaching materials for various content areas.
• Apply instructional strategies and materials to meet the statewide standards.
• Demonstrate various strategies for teaching culturally diverse students.
• Demonstrate the application and use of ASL and printed English in the classroom.
• Identify resources of information for "best practices" in teaching deaf children.
• Demonstrate awareness of a variety of learning styles and apply this knowledge to instructional materials design and teaching strategies.
• Adapt instructional strategies to meet a variety of academic levels.
DEAF 203 Practicum (3 credits)
DEAF 203 will provide each student with an overview of the education of Deaf students in academic settings and provide an opportunity to work directly with those students. The Practicum students will be encouraged to participate in as much "hands-on" experience as is appropriate to the particular situation. After initial observation, the students will assist the teacher in a variety of activities: working with deaf students individually or in small groups, helping to prepare instructional materials, etc.

Course Objectives/Competencies:

Upon successful completion of DEAF 203, the student should be able to:

- Assist in instructional activities including tutoring with individual students or small groups, with teacher direction and supervision.
- Accept teacher guidance and feedback during practicum assignment.
- Apply principles of learning and effective teaching strategies when assisting students.
- Use appropriate teaching materials for various content areas.
- Communicate clearly in ASL and English, appropriate to classroom activities.
- Interact effectively with students, staff, and parents (when appropriate).
- Apply problem-solving techniques and skills.
- Demonstrate professional and ethical behaviors appropriate to the environment.
- Document practicum assignments, summarize and analyze experiences in Practicum Notebook.
Examples of HCC's Selected Studies Courses

**ED 131 Early Childhood Development: Theory into Practice (3 credits)**
Principles of development from conception through early childhood. Focus on the interrelation of physical, cognitive, emotional and social aspects of the individual during this period and how this information about development affects one's expectations and relationship to the individual child. May be taken on a CR/N basis.

Course Competencies:

Upon successful completion of ED 131, the student should be able to:

- Explain the importance and methods of child development study.
- Identify the major child development theorists and describe their major contributions to the understanding of child growth and development.
- Outline how the theorist and their theories have influenced practice in group education and care settings.
- Identify major factors influencing prenatal development.
- Describe major developmental characteristics and developmental tasks of each stage of development.
- Make reasonable interpretations of child behavior based on observations.
- Explain the significance of major developmental tasks and issues in early childhood — vulnerability, caring, bonding, trust, attachment, separation, temperament, autonomy, classification, initiative, industry, conservation and so on — and the consequences of adult ignorance, insensitivity or inappropriate response to each of these developmental tasks or issues.
- Describe adult behaviors that facilitate development in a positive, integrated way at each stage of development with an emphasis on the role of play.

**ED 140 Guiding Young Children in Group Settings (3 crs)**
Basic course addressing positive ways to support children's social-emotional development from birth to age eight. Focus on adult-child and child-child interactions and relationships. May be taken on a CR/N basis.

Course Competencies:

Upon successful completion of ED 140, the student should be able to:

- Demonstrate respect for each child as an individual.
- Build a positive relationship with each child.
- Support children's individual strengths and interests.
• Respond in a nurturing, accepting manner to individual differences.
• Accept differences in behavior as influenced by age and stage of development, family background, culture, ability and temperament.
• Affirm each child's cultural, linguistic, developmental and individual identify.
• Maintain a nurturing emotional climate that provides security for children and families.
• Work with families to enhance understanding of children's needs and appropriate guidance practices.
• Use respectful and positive guidance practices with sensitivity to children.
• Select guidance practices which support children in building:
  - appropriate trust and independence
  - inner controls and self-motivation
  - positive self-concept
  - prosocial behavior
  - positive relationships and interactions with others
• Listen to and communicate positively and respectfully with children and their families.
• Respond sensitively to differences in individual children's communication styles.
• Speak to children positively, frequently and individually.
• Communicate respect for the values, ideas and expectations of families including differences in interaction styles and guidance practices.
• Work cooperatively with family members to support and address individual children's behavior.

ED 275 Including Children with Special Needs (3 crs)
This is an introductory course which gives an overview of the awareness, knowledge and skills needed to work with young children with special needs in full inclusion settings.

Course Competencies:

Upon successful completion of ED 275, the student should be able to:

• Discuss and answer questions having to do with the history of services for young children with special needs and the benefits and barriers to inclusion.
• Describe inclusion models and the general goals of inclusion.
• Describe the legal basis for family-centered services and advocate for partnerships with families of children with special needs early education/childcare settings.
• Demonstrate effective collaborative skills.
• Identify the different purposes of assessment and assessment and planning strategies for infants, and young children with special needs.
• Implement procedures to adapt and modify the learning environment to influence the nature and effects of child-environment interactions.
• Implement procedures to encourage development of social, speech/language/communication, cognitive/conceptual, self-care and motor skills for infants and young children with special needs.
• Implement procedures to manage challenging behaviors of young children with special needs.
• Describe and apply procedures to facilitate successful transition.

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Proposal for the Academic Subject Certificate in Educational Assistance in Special Education

DIVISION VOTE: 14 YES 0 NO 1 ABSTAIN

Approval

OCT 14 2003

Division Chair

Date

Education Coordinator

10/14/03

Date

Curriculum Committee Chair

Date

Faculty Senate Chair

Date

Chief Academic Officer/Vice Chancellor

Date

Chancellor

Date
MEMORANDUM

December 9, 2003

To: Chancellor Peggy Cha
    Angela Meixell
    John Morton
    Ramsey Pedersen
    Shirley Daniel, Interim
    Clyde Sakamoto
    Mark Silliman

SUBJECT: Educational Improvement Fund Project Support for 2003-2004

As you know, Vice President David McClain made an Educational Improvement Fund allocation to the community colleges of $64,950 for the 2003-04 academic year (attached).

The focus of Educational Improvement Fund for 2003-2004 is to support the first goal of the University of Hawai‘i System Strategic Plan, 2002-2010: Educational Effectiveness for Student Success. Through this fund, faculty can apply for enhancement grants to improve instruction and teaching effectiveness, enhance the quality of learning opportunities, and facilitate assessment designed to improve the quality of instruction. Priority should be given to projects judged most likely to achieve this overall purpose in efficient and effective ways.

As you know, for many years the Community College Council of Faculty Senate Chairs has lead our project selection process. However, given the late notice of the system allocation and the time it would take to initiate an appropriate CC system review process, we agreed at our meeting yesterday it is best to have each campus undertake its own review and project selection process. The following is a proportional allocation (based upon the number of General Fund faculty positions) of the dollars available that everyone present thought to be appropriate:

<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Hawai‘i CC</td>
<td>$ 7,180</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>$10,995</td>
</tr>
<tr>
<td>Kapi‘olani CC</td>
<td>$15,595</td>
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<tr>
<td>Kaua‘i CC</td>
<td>$ 5,535</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>$13,910</td>
</tr>
<tr>
<td>Maui CC</td>
<td>$ 6,620</td>
</tr>
<tr>
<td>Windward CC</td>
<td>$ 5,115</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$64,950</strong></td>
</tr>
</tbody>
</table>

2327 DOLE STREET • HONOLULU, HAWAI‘I 96822 • TEL (808) 956-7471 • FAX (808) 956-3762
AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION INSTITUTION
VP McClain’s memo contains system criteria and guidelines for the use of the funds. Attached you will find forms we have used in the past for applicants to use when they submit their proposals for consideration; you should feel free to modify as appropriate for use on your campus.

Please note that the All Campus Council of Faculty Senate Chairs (ACCFSC) has encouraged the involvement of the faculty governance body on each campus in the process of setting campus criteria and disseminating the funds.

Michael T. Rota
Associate Vice President

c: V.P. David McClain
   CC Deans of Instruction
   CC Faculty Senate Chairs
THE PRESIDENT'S EDUCATIONAL IMPROVEMENT FUND (EIF)
2003-2004

Title Page

Faculty Principal Investigator: ________________________________________________

Campus/Program: __________________________________________________________

Campus Affiliation: _______________________________________________________

Telephone: ______________________ FAX: _________________________________

Mailing Address: _________________________________________________________

Principal Investigator's E-mail Address: ______________________________________

Proposal Period: From: _____________________ To: _________________________
(NTE 6/30/04)

Approval: (Signature indicates concurrence with the resource commitments and all provisions of this proposal).

Signature: ___________________________ Chancellor ____________________________ Date __________________________

Administrative/Fiscal Officer
(responsible for establishing account and for expenditure sign-off)

_______________________________
Name

Proposal Description: Please attach a one-page description of the proposal.

Budget: Please attach a one-page budget
MEMORANDUM

TO: Chancellors

FROM: David McClain
Vice President for Academic Affairs

SUBJECT: EDUCATIONAL IMPROVEMENT FUND, 2003-04

I am pleased to announce that the University of Hawai‘i will again make available an Educational Improvement Fund (EIF). Funding is available through June 30, 2004.

The focus of the EIF funds for 2003-04 is to support the first goal of the University of Hawai‘i System Strategic Plan, 2002-2010: Educational Effectiveness and Student Success. Through this fund, the University will assist faculty through enhancement grants designed to improve instruction and maximize student learning outcomes. These funds permit faculty to purchase software, equipment, and instructional materials, travel to professional meetings, and hire student help, all directed at enhancing the quality of learning opportunities at all levels within the University but primarily at the undergraduate level.

A total of $150,000 will be made available this year and is assigned for your management as follows:

- UH Community Colleges $ 64,950
- UH Mānoa 64,950
- UH Hilo 15,900
- UH West O‘ahu 4,200

Total $150,000

Your offices are asked to manage competitive processes for your units that will ensure that these funds are used to reach a broad range and number of faculty. Associate Vice President Mike Rota will coordinate the process for the Community Colleges. Please utilize the enclosed system guidelines as the basis for your project selection. The All Campus Council of Faculty Senate Chairs (ACCFSC) has encouraged the involvement of the faculty governance body on each campus in the process of setting campus priorities and disseminating the funds. Responsibility for compliance with all guidelines and reporting requirements resides with your offices. Vice President Sloane’s office will handle allocations.

For your information, $30,000 has also been set aside this year to initiate a system-wide program in course redesign to be implemented over the next three years. Modeled after a successful national project sponsored by the Pew Charitable Trust, the purpose of this program will be to underwrite efforts to redesign some UH courses to improve student outcomes while reducing the costs of course delivery through the use of technology. There will be a system-wide workshop this spring to launch this multi-year initiative.

Enclosure

cc: President Dobelle
Senior Management Team
Council of Chief Academic Officers
OFFICE OF THE PRESIDENT
UNIVERSITY OF HAWAI'I
THE PRESIDENT'S EDUCATIONAL IMPROVEMENT FUND (EIF), 2003-04
SYSTEM GUIDELINES

FUND SOURCE

Initial Unit allocations are in the form of general funds and these funds must be expended by June 30, 2004. Should campuses use other sources of funds, projects may extend beyond June 30, 2004, but should be completed by September 1, 2004.

OVERALL PURPOSE AND CRITERIA

The first goal of the University of Hawai'i System Strategic Plan, 2002-2010, is Educational Effectiveness and Student Success: Embrace a culture of excellence and performance as the hallmarks of effective learning and student success. The overall purpose of the Educational Improvement Fund for 2003-04 is to support this strategic goal by providing a broad range and number of faculty with enhancement funds to improve instruction and teaching effectiveness, enhance the quality of learning opportunities at all levels within the University but primarily at the undergraduate level, and facilitate assessment designed to improve the quality of instruction.

Priority will be given to projects judged most likely to achieve this overall purpose in efficient and effective ways. Projects should enhance a faculty member's capacity to accomplish UH Strategic Plan action strategies to ensure that students experience a transforming education by (including, but not limited to):

- Providing access to a fully articulated, integrated, and comprehensive liberal arts foundation.
- Engaging students in active learning.
- Nurturing the educated person and helping students to rise above prejudice and parochialism.
- Using technology to support learning.
- Enhancing the quality and efficiency of student service functions.
- Assessing student outcomes, conducting research on curriculum and pedagogy, and using results to improve student learning.
- Addressing the need for remedial and developmental programs.
- Facilitating the faculty role as coach, mentor, and tutor.

(P. 10, UH Strategic Plan).

Projects should result in some demonstrable outcome/accomplishment at the end of the funding period.
GUIDELINES

1. Funding for equipment, software and instructional materials may be proposed, provided the equipment and software relate to instructional improvements.

2. Travel funds to attend professional training workshops and/or to participate on the program of a professional meeting may be requested to a maximum of $2,000 for any one faculty member, provided the travel relates to instructional improvements. Inter-island travel may be funded when necessary to carry out multi-campus projects.

3. Funding for student help may be proposed.

4. The purpose of this fund is not augmentation of faculty salaries, i.e., funding personnel overload expenses during the academic year is not an appropriate use of the fund. Funding to support lecturer replacement may be considered: (a) for faculty otherwise carrying the usual full instructional load; (b) when such assigned time does not have a detrimental impact on the program; (c) with the approval of the appropriate department head, dean, etc. Requests to support lecturer replacement require the budgeting of fringe benefits should funds from non-general fund sources be used.

5. Projects must assume one-time funding.

6. New positions may not be funded through EIF, nor should the expenditure of these monies result in demands for additional teaching or staff positions in subsequent years.

7. The faculty recipient and their unit will be responsible for monitoring the expenditure of funds. Any charges in excess of the authorized funding level will not be paid and are the responsibility of the grantee. All grantees must submit a final report on outcomes achieved to the Office of the Vice President for Academic Affairs no later than October 1, 2004.

8. The guidelines provided here apply to all grants. Units may add additional guidelines and restrictions and/or weight criteria.