

## **Curriculum Committee Report to the Faculty Senate December 7, 2016**

The Curriculum Committee approved the following curriculum requests and course proposals and asks the Faculty Senate to accept the committee's recommendations.

### **Courses**

#### **New Courses**

##### **HWST 105L – Mea Kanu Hawai'i: Hawaiian Ethnobotany Laboratory (1 Credit)**

###### **Proposal Rationale:**

This is a new course.

###### **Catalog Description:**

Companion laboratory to HWST 105: Mea Kanu Hawai'i: Hawaiian Ethnobotany. The laboratory and field activities in HWST 105L provide students with an understanding of ethnobotany through plant classification, cultivation/gathering, preparation and use in food, medicine, ritual/ceremonies, cosmetics dyeing, construction, tools, clothing, social life and/or health care.

###### **Prerequisites:**

ENG 22 or ENG 24 with a minimum grade of C or placement in ENG 100 or concurrently enrolled in HWST 105 with a minimum grade of C or instructor's approval.

###### **Learning Outcomes:**

- 1) Evaluate or describe basic plant classification (both Western and indigenous terminology), anatomy and physiology.
- 2) Evaluate some of the ways in which plants and/or uses of plants have shaped the culture and history in Hawai'i and the Pacific.
- 3) Examine the connections between plants and the personal, or social, or cultural, or ethical, or political dimensions of human society using basic botanical sciences terminology and/or conventions of cultural analysis.
- 4) Explain changes in Hawaiian plant ecology from the ancient to the modern world.
- 5) Explain the economic importance of both cultivated and wild plants to Oceanic peoples.
- 6) Practice a Hawaiian cultural use of plants through research and laboratory experiments.

**Action: 18 approved, 0 disapprove, 0 abstain**

## **SCI 295EN – STEM Research Experience in Engineering (Variable 1 to 3 credits)**

### **Proposal Rationale:**

This is a new course. The Hawai`i Pre-engineering Education Collaborative(PEEC) is a three-year NSF consortium grant to prepare Native Hawaiian engineers with pathways to the University of Hawai`i at Manoa college of engineering from the UH community colleges. SCI 295EN offers research experience in engineering and is part of PEEC's focus on increasing access to quality pre-engineering education and building capacity at native Hawaiian-serving institutions to prepare a growing number of underrepresented ethnic minority students for STEM degree completion, seamless transfer, and entry into the STEM workforce.

### **Catalog Description:**

SCI 295EN offers research experience in science, technology, engineering and/or mathematics, emphasizing the application of the engineering design process to a specific project.

### **Prerequisites:**

Instructor approval

### **Recommended Course Preparation:**

PHYS 170, PHYS 170L

### **Learning Outcomes:**

- 1) Design and conduct engineering research experiments.
- 2) Collect, process, and analyze data from engineering research experiments.
- 3) Demonstrate the ability to communicate technical information effectively, both orally and in writing.

**Action: 18 approved, 0 disapprove, 0 abstain**

## **Course Modifications**

## **ECON 130 – Principles of Microeconomics (3 Credits)**

### **Proposal Rationale:**

This is a 5-year review.

### **Existing Catalog Description:**

Stresses microeconomics, i.e., analysis of the price system through which a country allocates its resources among alternative uses and distributes the national income among its people.

### **Proposed Catalog Description:**

This course examines the decision-making process of households and firms. This course analyzes the functioning of market systems, using supply and demand models. This analysis includes both input and output markets including perfect competition, monopolistic competition, oligopoly, and monopoly.

Additional topics include game theory, market failure, income inequality, and the role of government in a market system, and the effects of competitive strategy on the economy.

**Prerequisites:**

None

**Proposed Recommended Preparation:**

None

**Existing Recommended Preparation:**

ENG 22 with a grade of C or better or equivalent; 2 years high school algebra.

**Existing Learning Outcomes:**

- 1) Define economic resources, scarcity, and opportunity cost.
- 2) Calculate and analyze demand, supply, and market equilibrium and their implications in real world markets.
- 3) Determine various production costs and output.
- 4) Distinguish various market structures.

**Proposed Learning Outcomes:**

- 1) Define economic resources, scarcity, and opportunity cost.
- 2) Calculate and analyze demand, supply, and market equilibrium and their implications in real world markets.
- 3) Determine various production costs and output and the applications of various market structures.

**Action: 20 approved, 0 disapproved, 0 abstain**

**ECON 131 - Principles of Macroeconomics (3 Credits)**

**Proposal Rationale:**

This is a 5-year review.

**Catalog Description:**

Stresses macroeconomics with emphasis on modern theory of income determination, production, employment and price levels fluctuate; the structure of the banking system and its role in the economy; and public policy questions arising from Changes in these aggregates.

Proposed Catalog Description:

This course examines the economy at the aggregate level. The focus is on modern theory of income determination, production, employment and price level fluctuate; the structure of the financial markets; and current domestic and global macroeconomics issues and challenges that are facing the American economy.

**Prerequisites:**

None

**Proposed Recommended Preparation:**

None

**Existing Recommended Preparation:**

ENG 22 with a grade of C or better or equivalent; 2 years high school algebra.

**Existing Learning Outcomes:**

- 1) Define economic resources, scarcity, and opportunity cost.
- 2) Calculate and analyze demand, supply, and market equilibrium and their implications in real world markets.
- 3) Determine changes in national income.
- 4) Apply macroeconomic policy analysis to problems of unemployment and inflation.

**Proposed Learning Outcomes:**

- 1) Define economic resources, scarcity, and opportunity cost.
- 2) Calculate and analyze demand, supply, and market equilibrium and their implications in real world markets.
- 3) Determine changes in national income and apply macroeconomic policy analysis to current domestic and global issues.

**Action: 20 approved, 0 disapproved, 0 abstain**

**HWST 105 – Mea Kanu Hawai`i: Hawaiian Ethnobotany**

**(3 Credits)**

**Proposal Rationale:**

This is a course review and update.

**Existing Catalog Description:**

An introductory course studying the role of ethnobotany in cultures across the Pacific with special emphasis placed upon uses of Hawaiian plants.

**Proposed Catalog Description:**

This class is an introductory survey course of Hawaiian ethnobotany. Students will learn about basic plant classification, cultivation/gathering, preparation and use in food, medicine, ritual/ceremonies, cosmetics, dyeing, construction, tools, clothing, social-life and/or health care.

**Existing Prerequisites:**

ENG 22, or ENG 24, or ESL 21 and 22 with a grade of C or better or instructor approval.

**Proposed Prerequisites:**

ENG 22 or ENG 24 with a minimum grade of C or placement in ENG 100 or instructor approval.

**Existing Learning Outcomes:**

- 1) Evaluate or describe basic plant classification.
- 2) Evaluate some of the ways in which plants and/or uses of plants have shaped past cultural and historical developments in Hawai`I and the larger Pacific regions.

- 3) Make connections between plants and the personal, or social, or cultural, or ethical, or political dimensions of human experience/society using the basic elements of botanical sciences terminology and/or conventions of cultural analysis.
- 4) Demonstrate knowledge of the ecology of plants and their environment in the modern world.
- 5) Identify selected plants by their common and Hawaiian names.
- 6) Explain how native Hawaiian culture/society intersects with other Pacific island cultures/societies.

**Proposed Learning Outcomes:**

- 1) Evaluate or describe plant classification (both Western and indigenous terminology, anatomy and physiology).
- 2) Evaluate some of the ways in which plants and/or uses of plants have shaped the culture and history in Hawai`I and the Pacific.
- 3) Examine the connections between plants and the personal, or social, or cultural, or ethical, or political dimensions of human society using basic botanical sciences terminology and/or conventions of cultural analysis.
- 4) Explain the changes in Hawaiian plant ecology from the ancient to the modern world.

**Action: 18 approved, 0 disapprove, 0 abstain**

**HWST 107 – Hawai`I: Center of the Pacific (3 Credits)**

**Proposal Rationale:**

Complete missing fields in KSCM

**Existing Catalog Description:**

An introduction to the unique aspects of the native point of view in Hawai`I and the larger Pacific with regards to origins, language, religion, land, art, history and modern issues.

**Proposed Catalog Description:**

An introduction to the unique aspects of the native point of view in Hawai`I and the larger Pacific with regards to origins, language, religion land, art, history and modern issues.

**Existing Prerequisites:**

None

**Proposed Prerequisites:**

ENG 22 or ENG 24 with a minimum grade of C or placement in ENG 100 or instructor consent.

**Existing Learning Outcomes:**

Missing in transfer to KSCM

**Proposed Learning Outcomes:**

- 1) Demonstrate knowledge of the origins, migration and settlement patterns of Oceania.

- 2) Show knowledge of similarities between native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources.
- 3) Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty.

**Actions: 18 approved, 0 disapprove, 0 abstain**

### **HWST 291 – Contemporary Hawaiian Issues (3 Credits)**

**Proposal Rationale:**

Complete missing fields in KSCM

**Catalog Description:**

This course is a critical study and interdisciplinary introduction to contemporary, domestic and international Hawaiian issues within their historical, social, cultural and political contexts.

**Existing Prerequisites:**

ENG 100 with a grade of C or better or equivalent and HWST 107 with a grade of C or better.

**Proposed Prerequisites:**

ENG 100 with a grade of C or better and HWST 107 with a grade of C or better.

**Existing Learning Outcomes:**

Missing in transfer from KSCM

**Proposed Learning Outcomes:**

- 1) Evaluate contemporary Hawaiian issues.
- 2) Analyze the historical roots of these issues and how they evolved into their current state.
- 3) Examine the social, cultural, political and economic implications of these issues.
- 4) Compare Hawaiian issues with global events and developments.
- 5) Formulate research-based positions on contemporary Hawaiian issues.

**Action: 18 approved, 0 disapprove, 0 abstain**

### **ICS 141 – Discrete Mathematics for Computer Science I**

**(3 credits)**

**Proposal Rationale:**

Modifying prerequisites to match other UH system Community Colleges which teach this course.

**Catalog Description:**

This course includes logic, sets, functions, matrices, algorithmic concepts, mathematical reasoning, recursion, counting, techniques, and probability theory.

**Existing Prerequisites:**

C or better (or CR) in MATH 82, or equivalent, or consent of instructor.

**Proposed Prerequisites:**

Placement in MATH 135- Pre-calculus: Elementary Functions or instructor consent

**Learning Outcomes:**

- 1) Analyze issues and apply mathematical problem solving skills to plan courses of actions in decision-making situations.
- 2) Solve problems by using basic mathematical formal logic, proofs, recursion, analysis of algorithms, sets, combinatorics, relations, functions, matrices and probability.

**Actions: 20 approved. 0 disapproved, 0 abstain**

**ICS 270 – Systems analysis (3 Credits)**

**Proposal Rationale:**

Updating prerequisite from ICS 113: Database Fundamentals to ICS 129: Introduction to Databases because of ICS-IT System-wide Articulation Agreement of September 9, 2016.

**Existing Catalog Description:**

Use of tools to analyze, design, develop, test, document and implement a system. \*(45 lecture hours)

**Proposed Catalog Description:**

Use of tools to analyze, design, develop, test, document and implement a system.

**Existing Prerequisites:**

ICS 111 and ICS 113 each with a grade of “C” or better, or instructor consent.

**Proposed Prerequisites:**

ICS 111 and ICS 129 with a minimum grade of C or instructor consent.

**Learning Outcomes:**

- 1) Explain tasks in the analysis, design, development, testing, documenting and implementation of a system.
- 2) Design and implement forms, inputs, outputs and controls.
- 3) Design a relational database in the third normal form.
- 4) Produce diagrams necessary to manage a project and design a system.
- 5) Present information in oral and written forms.
- 6) Perform fact-finding and a feasibility analysis for a system.

**Action: 18 approved, 0 disapprove, 0 abstain**

**PHYS 170 – General Physics I (3 credits)**

**Proposal Rationale:**

Modifying prerequisites to align with UH Manoa, updating SLOs, filling in blank fields.

**Existing Catalog Description:**

A rigorous introductory course in classical mechanics and thermodynamics for physical science and engineering majors, emphasizing the mathematical techniques used in the explanation of physical phenomena.

**Proposed Catalog Description:**

Mechanics of particles and rigid bodies, wave motion, thermodynamics and kinetic theory.

**Existing Prerequisites:**

MATH 205 and PHYS 100 or high school physics.

**Proposed Prerequisites:**

Earn a minimum grade of C or concurrently enrolled in MATH 206- Calculus II.

**Existing Learning Outcomes:**

- 1) Being able to identify what is “asked for” and what is “given” in a problem statement.
- 2) Being able to select the appropriate physical relationship(s) to solve a given problem.
- 3) Correctly identifying and expressing any assumptions required in the solution of a given problem.

**Proposed Learning Outcomes:**

- 1) Draw a free body diagram and correctly identify the forces acting on an object.
- 2) Identify what physical principle(s) or characteristic(s) are being asked for in a problem.
- 3) Identify what physical principle(s) or characteristic(s) are given in a problem.
- 4) Express the appropriate physical relationship(s) to solve a problem.
- 5) Identify and express the appropriate assumption(s) required in the solution of a problem.

**Action: 20 approved, 0 disapproved, 0 abstain**

**PHYS 170L – General Physics I laboratory (1 credit)**

**Proposal Rationale:**

Updating SLOs, filling in blank fields.

**Catalog Description:**

Experimental analysis in mechanics emphasizing error analysis, measurement techniques, and report writing.

**Existing Prerequisites:**

Credit or concurrent registration in PHYS 170

**Proposed Prerequisites:**

Earned a minimum grade of C or concurrently enrolled in PHYS 170

**Existing Learning Outcomes:**

- 1) Clearly state the objectives of a proposed laboratory experiment.
- 2) Correctly identifying the theoretical basis for making a measurement.
- 3) Clearly and correctly expressing the assumptions made in the measurement.

**Proposed Learning Outcomes:**

- 1) Clearly state the objective of a proposed laboratory experiment.
- 2) Correctly identify the theoretical basis for making a measurement.
- 3) Clearly and correctly express the assumptions made in a measurement.
- 4) Use statistics to determine the uncertainty in a repeated measurement.

**Action: 20 approved, 0 disapproved, 0 abstain**

**PHYS 272 \_ General Physics II (3 Credits)****Proposal Rationale:**

Modifying prerequisites to align with UH Manoa, SLOs, filling in blank fields.

**Existing Catalog Description:**

The second course in introductory general physics covering electromagnetism and optics for physical science and engineering majors. Class meets for 3 hours of lecture per week.

**Proposed Catalog Description:**

Electricity, magnetism, and geometric optics.

**Existing Prerequisites:**

MATH 206 and PHYS 170

**Proposed Prerequisites:**

Earned a minimum grade of C in PHYS 170 and MATH 206

**Existing Learning Outcomes:**

- 1) Being able to identify what is asked for and what is given in a problem statement.
- 2) Being able to select the appropriate physical relationships needed to solve a given problem.
- 3) Correctly identifying and expressing any assumptions required in the solution of a given problem.
- 4) Being able to express the physical qualities employed in the solution of a problem in the appropriate units of measure.

**Proposed Learning Outcomes:**

- 1) Identify what physical principle(s) or characteristic(s) are being asked for in a problem.
- 2) Identify what physical principle(s) or characteristic(s) are given in a problem.
- 3) Express the appropriate physical relationship(s) to solve a problem.
- 4) Identify and express the appropriate assumption(s) required in the solution of a problem.
- 5) Express the physical quantities employed in the solution of a problem in the appropriate units of measure.

**Action: 20 approved, 0 disapproved, 0 abstain**

**PHYS 272L – General Physics II Laboratory (1 Credit)**

**Proposal Rationale:**

Updating SLOs, filling in blank fields.

**Catalog Description:**

Experimental analysis in electricity, magnetism and optics.

**Existing Prerequisites:**

Credit or concurrent registration in PHYS 272

**Proposed Prerequisites:**

Earned a minimum grade of C or concurrently enrolled in PHYS 272

**Existing Learning Outcomes:**

- 1) Clearly stating the objective of a proposed laboratory experiment.
- 2) Correctly identifying the theoretical basis for making a measurement.
- 3) Clearly and correctly expressing the assumptions made in the measurement.

**Proposed Learning Outcomes:**

Clearly state the objective of a proposed laboratory experiment.

Correctly identify the theoretical basis for making a measurement.

Clearly and correctly express the assumptions made in a measurement.

Use error propagation to determine the uncertainties in a value computed from measurements.

**Action: 20 approved, 0 disapproved, 0 abstain**

**ICS 293D – Cooperative Education (3 Credits)****Proposal Rationale:**

To update the course for the 5-year review and fill empty fields within KSCM

**Existing Catalog Description:**

Provides practical work experiences in the computer area to apply classroom knowledge and to develop job skills. May be part-time work in the private sectors of the business, government or industrial communities or may be directed study in a particular computer area. The student will meet with the instructor at least once a month and prepare written reports as directed. Acceptance into the courses is by permission of the instructor. A student may take both courses for a total of six credits.

**Proposed Catalog Description:**

Provides practical work experiences in the computer area to apply classroom knowledge and to develop job skills. May be part-time work in the private sectors of the business, government or industrial communities or may be directed study in a particular computer area. The student will meet with the instructor at least once a month and prepare written reports as directed. Acceptance into the courses is by permission of the instructor.

**Existing Prerequisites:**

Completion of or concurrent enrollment in ENG 100 or ENG 21 or ENG 22 or ENG 24 or equivalent with a grade of C or better or equivalent and approval of the instructor. Additional requirements by the ICS Department: (1) completion of 12 or more credits in ICS courses, (2) declared ICS major, (3) full or part-time

student enrolled at LCC, (4) a student in good academic standing with a minimum cumulative grade point average of 2.0 and (5) eligible for employment, a U.S. citizen or have the legal right to work in the U.S.

**Proposed Prerequisites:**

Completed at least this many credits: 12 from these courses

ICS 101 – Digital Tools for the Information World

ICS 141 – Discrete mathematics for Computer Science I

ICS 170 – Ethics for the Digital World

ICS 171 – Introduction to Computer Security

ICS 172 – Network Design and Administration

ICS 184 – Introduction to Networking

ICS 111 – Introduction to Computer Science I

ICS 110M – Introduction to Programming

ICS 211 – Introduction to Computer Science II

ICS 212 – Program Structure

ICS 251 – Advanced Database programming

ICS 215 – Introduction to Scripting

ICS 270 – Systems Analysis

ICS 283 – Advanced Network Routing and Optimization

ICS 282 – Computer Forensics

ICS 281 – Ethical hacking

ICS 136 – Introduction to Mobile Device Application Development

ICS 236 – Mobile Device Management and Programming

ICS 151 – Structured Database Programming

ICS 125 – Personal Computer Maintenance and Repair

ICS 240 – Operating Systems

ICS 241 – Discrete Mathematics for Computer Science II

ICS 100 – Computing Literacy & Applications

ICS 129 – Introduction to Databases

And Placement in this Program: AS-ICS

And earned a minimum cumulative GPA of: 2.0

And if the student obtains a paid coop, the student must be eligible for employment.

**Existing Learning Outcomes:**

- 1) Perform activities in a cooperative work environment involving such areas as routine tasks, problem or crisis situations, creative suggestions or initiatives, personal development, work attitudes, and other competencies as determined by the instructor and
- 2) Demonstrate the understanding of overall competencies, such as analyzing or describing the job assignment in relationship to principles, concepts or procedures covered in the field of study to demonstrate practical work place experience and relate that ex
- 3) 3) Demonstrate workplace ethics, behavior, teamwork and interpersonal relations that meet industry standards for the students chosen course of study.

- 4) Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

**Proposed Learning Outcomes:**

- 1) Perform activities in a cooperative work environment involving such areas as routine tasks, problem or crisis situations, creative suggestions or initiatives, personal development, work attitudes, and other competencies as determined by the instructor and the employer.
- 2) Demonstrate the understanding of overall competencies, such as analyzing or describing the job assignment in relationship to principles, concepts or procedures covered in the field of study to demonstrate practical work place experience and relate that experience to the course of study.
- 3) 3) Demonstrate workplace ethics, behavior, teamwork and interpersonal relations that meet industry standards for the students chosen course of study.
- 4) Identify the personal qualities, work habits, and attitudes that lead to professionalism in the work place.

**Action: 19 approve, 0 disapprove, 0 abstain, 1 no mark**

**SP 151 – Personal and Public Speech (3 Credits)**

**Proposal Rationale:**

- 1) Modifying catalog description and student learning outcomes due to articulation meeting with Speech and Communicology representatives from the UH system on September 30, 2016.
- 2) Updating fields to match modification of catalog description and student learning outcomes.
- 3) Completing blank fields.

**Existing Catalog Description:**

Introduction to major elements of speech. Activities for students to acquire competence in two-person, small group, and public situations. Designed primarily for non-majors.

**Proposed Catalog Description:**

Develop communication skills necessary to function effectively in today's society. Enhance communication skills in interpersonal, small group, and public speaking situations.

**Prerequisites:**

ENG 22 or ENG 24 with a grade of C or better or approval by the division chair.

**Existing Learning Outcomes:**

- 1) Demonstrate an understanding of the concepts, theories, and principles of effective human communication.
- 2) Construct an outline for personal and public communication in order to demonstrate communication competence.

- 3) Deliver an informative speech using appropriate verbal/nonverbal communication.
- 4) Deliver a persuasive speech using appropriate verbal/nonverbal communication.
- 5) Communicate effectively in a group.

**Proposed Learning Outcomes:**

- 1) Describe concepts, theories, and principles of effective human communication.
- 2) Apply principles of effective and appropriate verbal and nonverbal communication in interpersonal situations.
- 3) Apply principles of effective and appropriate verbal and nonverbal communication in small group situations.
- 4) Apply principles of effective and appropriate verbal and nonverbal communication in public speaking situations.

**Action: 20 approved, 0 disapproved, 0 abstain**

**ED 310A – Classroom Management within the Instructional Process for CTE Teacher Candidates (3 Credits)  
(formerly ED 285A)**

**Proposal Rationale:**

The minimum requirement for admission to the Alternative Certification for CTE licensure program is an Associate degree plus 3 years of industry experience. This course is one of the required courses for the program.

**Catalog Description:**

An introductory course for CTE Teacher Candidates which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of value-oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning and delivery will be explored. (Formerly ED 285 and ED 285A)

**Existing Prerequisites:**

ENG 22 or ENG 24 with a grade of C or better or equivalent; or placement in ENG 100; or consent of the instructor. Acceptance into the Alternative Certification for CTE Teacher Licensure program.

**Proposed Prerequisites:**

ENG 100 with a C or equivalent; or consent of instructor. Acceptance into the Alternative Certification for CTE Teacher Licensure program

**Learning Outcomes:**

- 1) Describe your learners' needs and interests.
- 2) Develop a classroom management plan that includes a floor plan, discipline plan, and safety contract.
- 3) Identify classroom management challenges and describe appropriate strategies to ensure learner success.
- 4) Develop a standards-based, meaningful unit plan with lesson(s) that provides learning opportunities that are inclusive and adaptive for diverse learners.
- 5) Develop classroom management strategies to maintain learner interest and a safe and positive learning environment.
- 6) Evaluate teaching and learning practices as a basis for making professional decisions and growth.
- 7) Demonstrate the professional practice, behavior, and ethics of a teacher.

**Action: 20 approved, 0 disapprove, 0 abstain**

**ED 311A – Foundations of Inclusion in Teaching for CTE Teacher Candidates (3 Credits) (formerly ED 284A)**

**Proposal Rationale:**

The minimum requirement for admission to the Alternative Certification for CTE Licensure Program is an Associate Degree plus 3 years of industry experience. ED 311A is a required course in this program.

**Existing Catalog Description:**

Foundations of Inclusion in Teaching for Career and Technical Education Teacher Candidates explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from poverty and low-

income communities, and all students with Individualized Education Programs and special needs.

**Proposed Catalog Description:**

Foundations of Inclusion in Teaching for Career and Technical Education Teacher Candidates explores historical and contemporary educational contexts, laws, policies and practices that support special student populations. Curriculum is focused on the demonstration and application of supportive and age-appropriate instructional goals, experiences and assessments. Special populations in need of an inclusive setting include all students, but this course is specifically focused on Native Hawaiians, students from poverty and low-income communities, and all students with Individualized Education Programs and special needs. (Formerly ED 284 or ED 284A)

**Existing Prerequisites:**

ENG 22 or ENG 24 or equivalent with a C or better; or placement in ENG 100; or consent of instructor. Acceptance into the Alternative Certification for CTE Teacher Licensure program.

**Proposed Prerequisites:**

ENG 100 with a C or better or equivalent; or consent of instructor. Acceptance into the Alternative Certification for CTE Teacher Licensure program.

**Learning Outcomes:**

- 1) Describe and communicate learners' interests and development that demonstrates respect and support for learner's cultural background and experiences.
- 2) Design a standards-based lesson that is relevant to a community of learners.
- 3) Communicate learning environment expectations to families using a culturally responsive approach and encourage their involvement.
- 4) Identify learners with special needs, interpret prior performance, and collaborate with professionals to implement accommodations.
- 5) Develop collaborative and accommodation strategies to help learners research and solve a community problem.
- 6) Identify appropriate formative assessments to track learners' progress and make accommodations to both instruction and assessments.

7) Evaluate teaching and learning practices as a basis for making professional decisions and growth.

8) Demonstrate the professional practice, behavior, and ethics of a teacher.

**Action: 20 approved, 0 disapprove, 0 abstain**

### **ED 312A – Educational Psychology for CTE Teacher Candidates (3 Credits) (formerly ED 289A)**

#### **Proposal Rationale:**

The minimum requirement for admission to the Alternative Certification for CTE Licensure program is an Associate Degree plus 3 years of industry experience. ED 312A is a required course for this program.

#### **Existing Catalog Description:**

This course introduces CTE Teacher Candidates to major concepts and principles in the field of educational psychology that form the foundations of learning and instruction. Candidates will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs

#### **Proposed Catalog Description:**

This course introduces CTE Teacher Candidates to major concepts and principles in the field of educational psychology that form the foundations of learning and instruction. Candidates will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. (Formerly ED 289 and ED 289A)

#### **Existing Prerequisites:**

PSY 100 with a grade of C or better and completion of ENG 22 or ENG 24 with a grade of C or better or placement in ENG 100 or equivalent.

Acceptance into the Alternative Certification for CTE Teacher Licensure Program.

#### **Proposed Prerequisites:**

PSY 100 with a grade of C or better and completion of ENG 100 with a C or equivalent. Acceptance into the Alternative Certification for CTE Teacher Licensure Program.

**Learning Outcomes:**

- 1) Describe learners' interests and demonstrate research-based teaching strategies to support that development.
- 2) Design, demonstrate, and defend a research-based unit/lesson to provide learning opportunities that are inclusive and adaptive for diverse learners.
- 3) Assess learners and adjust instruction to improve learning.
- 4) Evaluate teaching and learning practices as a basis for making professional decisions and growth.
- 5) Demonstrate the professional practice, behavior, and ethics of a teacher

**Actions: 20 approved, 0 disapprove, 0 abstain**

**ED 313A – Practicum I: alternative Certification for CTE Teacher Licensure (1 Credit) (formerly ED 295 and ED 295A)**

**Proposal Rationale:**

The minimum requirement for admission to the Alternative Certification for CTE Licensure Program is an Associate Degree plus 3 years of industry experience. This practicum course is a requirement for the program and for preparation for meeting teaching licensing requirements by HTSB (Hawaii Teacher Standards Board).

**Existing Catalog Description:**

The Alternative Certification for Career and Technical Education (CTE) teacher licensure program will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. A critical component of the program is the supervised practicum where knowledge of content and strategies for best teaching practice will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, CTE teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum I will provide mentoring for the CTE candidate as they intern in their own CTE high school classroom.

**Proposed Catalog Description:**

The Alternative Certification for Career and Technical Education (CTE) teacher licensure program will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. A critical component of the program is the supervised practicum where knowledge of content and strategies for best teaching practice will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, CTE teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum I will provide mentoring for the CTE candidate as they intern in their own CTE high school classroom. Prerequisite: Acceptance into the Alternative Certification for CTE Teacher Licensure Program (Formerly ED 295 and ED 295A)

**Existing Prerequisites:**

Acceptance into the Alternative Certification for CTE Teacher Licensure program. Requirements for admission: Praxis I with a passing score Minimum of an Associate Degree Minimum of 3 years industry experience.

**Proposed Prerequisites:**

Acceptance into the Alternative Certification for CTE Teacher Licensure program. Requirements for admission: Praxis I with a passing score, minimum of an Associate Degree, and minimum of 3 years industry experience. Candidates entering with a Bachelor's degree or higher are not required to take the Praxis I exam.

**Learning Outcomes:**

Analyze and demonstrate effective teaching practices.

- 1) Evaluate teaching and learning practices as a basis for making professional decisions and growth.
- 2) Demonstrate the professional practice, behavior, and ethics of a teacher.
- 3) Communicate and collaborate with students, colleagues, school, and families to support learners.

**Actions: 20 Approved, 0 disapprove, 0 abstain**

**ED 314B – Practicum II: alternative Certification for CTE Teacher Licensure (1 Credit) (formerly ED 295B)**

**Proposal Rationale:**

The minimum requirement for admission to the Alternative Certification for CTE Licensure Program is an Associate Degree plus 3 years of industry experience. This practicum course is a requirement for the program and for preparation for meeting teaching licensing requirements by HTSB (Hawaii Teacher Standards Board).

**Existing Catalog Description:**

The Alternative Certification for Career and Technical Education (CTE) teacher licensure program will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. A critical component of the program is the supervised practicum where knowledge of content and strategies for best teaching practice will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, CTE teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II, the second semester of the practicum experience will provide formal supervision for the CTE candidate as they intern in their own CTE high school classroom. Five formal observations will be completed by an AAT faculty member.

**Proposed Catalog Description:**

The Alternative Certification for Career and Technical Education (CTE) teacher licensure program will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. A critical component of the program is the supervised practicum where knowledge of content and strategies for best teaching practice will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, CTE teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II, the second semester of the practicum experience will provide formal supervision for the CTE candidate as they intern in their own

CTE high school classroom. Five formal observations will be completed by an Education faculty member. Prerequisite: Acceptance into the Alternative Certification for CTE Teacher Licensure program. (Formerly ED 295B)

**Existing Prerequisites:**

Acceptance into the Alternative Certification for CTE Teacher Licensure program. Requirements for admission: Praxis I with a passing score Minimum of an Associate Degree Minimum of 3 years industry experience.

**Proposed Prerequisites:**

Acceptance into the Alternative Certification for CTE Teacher Licensure program. Requirements for admission: Praxis I with a passing score, minimum of an Associate Degree and minimum of 3 years industry experience. Candidates entering with a Bachelor's degree or higher are not required to take the Praxis I exam.

**Learning Outcomes:**

- 1) Analyze and demonstrate effective teaching practices.
- 2) Evaluate teaching and learning practices as a basis for
- 2) Demonstrate the professional practice, behavior, and ethics of a teacher.
- 3) Communicate and collaborate with students, colleagues, school, and families to support learners.

**Actions: 20 approved, 0 disapprove, 0 abstain**

**Program Modifications:**

**ASC-ICS – Information and Computer Science**

**Proposal Rationale:**

1. ICS 100 Computing Literacy & Applications is being eliminated because it no longer counts as a natural science course for completion of the AA degree. It previously served this function for students who pursued this ASC. 2. ICS

ICS 215 Introduction to Scripting is being added as an option in place of ICS 212 Program Structure because UH Manoa recently began providing this option to their baccalaureate students.

**Description:**

The Academic Subject Certificate in ICS prepares the student to transfer to either the BA or BS degree programs in Information & Computer Science at UH Mānoa, or the BS degree program in Computer Science at UH Hilo. The course sequence provides students with the opportunity to take all freshman and sophomore level required ICS courses at Leeward CC before transferring.

**Proposal Summary:**

The change being proposed reduces the number of credits from 18 to 15 by eliminating the requirement to take ICS-100. It also provides an option for the students to take ICS-215 Introduction to Scripting as an alternative to ICS-212 Program Structure. Current Program Requirements ICS 100 Computing Literacy & Applications (3) ICS 111 Introduction to Computer Science I (3) ICS 141 Discrete Mathematics for Computer Science I (3) ICS 211 Introduction to Computer Science II (3) ICS 212 Program Structure (3) ICS 241 Discrete Mathematics for Computer Science II (3) Total Credits 18 Proposed Program Requirements ICS 111 Introduction to Computer Science I (3) ICS 141 Discrete Mathematics for Computer Science I (3) ICS 211 Introduction to Computer Science II (3) ICS 212 Program Structure (3) -or- ICS 215 Introduction to Scripting (3) ICS 241 Discrete Mathematics for Computer Science II (3) Total Credits 15

**Action: 18 approved, 0 disapprove, 0 abstain**

**CA-CULN – CULINARY ARTS**

**Description:**

The Certificate of Achievement in Culinary Arts requires two semesters to complete. Students acquire a solid foundation in cooking principles and develop fundamental food preparation skills. The goal of this program is to develop an employee able to work in a variety of entry-level job stations in a commercial kitchen.

**Proposal Summary:**

The current certificate requires students to take ENG 22 but this class is no longer offered as a stand alone course but instead is paired with ENG 100. Therefore, the program would like to change the ENG 22 requirement to ENG 24. The certificate also requires MATH 75, however this class is offered only with a CR/NC option and system policy requires courses that are part of the certificate to receive letter grades. Therefore, the program would like to change the MATH 75 requirement to QM 75.

The change will increase the certificate total by three credits as ENG 22 is a three-credit course and ENG 24 is a six-credit course.

**Existing Program Curriculum Plan:**

In order to obtain a Culinary certificate or degree, all Culinary classes must pass with a C or better. CULN 111 Introduction to the Culinary Industry 2 CULN 112 Sanitation and Safety 2 CULN 120 Fundamentals of Cookery 5 CULN 125 Fundamentals of Cookery II 5 CULN 224 Asian/Continental Cuisine 5 CULN 150 Fundamentals of Baking 5 or MATH 75 Introduction to Mathematical Reasoning or equivalent or higher 3 or 4 ENG 22 Introduction to Composition or equivalent or higher 3 Total Credits 30 or 31

**Proposed Program Curriculum Plan:**

In order to obtain a Culinary certificate or degree, all Culinary classes must pass with a C or better. CULN 111 Introduction to the Culinary Industry 2 CULN 112 Sanitation and Safety 2 CULN 120 Fundamentals of Cookery 5 CULN 125 Fundamentals of Cookery II 5 CULN 224 Asian/Continental Cuisine 5 CULN 150 Fundamentals of Baking 5 QM 75 Introduction to Quantitative Methods or MATH 100C Survey of Math Culinary Arts or equivalent or higher 3 ENG 24 Reading, Reasoning, & Writing or equivalent or higher 3 or 6 Total Credits 30 or 33

**Action: 20 approved, 0 disapprove, 0 abstain**

**CA-ICS-ISSP – Information Security**

**Proposal Rationale:**

Name change from ICS 113 Database Fundamentals to ICS 129 Introduction to Databases, because of ICS-IT Articulation Agreement on September 9, 2016.

**Description:**

Provides students with entry-level skills or job upgrading for positions under direct supervision in information security.

**Proposal Summary:**

Old Requirements Course Alpha Course Title Credits First Semester ICS 111 Introduction to Computer Science I 3 ICS 170 Ethics for the Digital World 3 ICS 171 Introduction to Computer Security 3 ICS 184 Introduction to Networking 3 ICS 240 Operating Systems 3 Second Semester ICS 113 Database Fundamentals 3 ICS 125 Personal Computer Maintenance and

Repair 3 ICS 215 Introduction to Scripting 3 ICS 281 Ethical Hacking 3 ICS 282  
Computer Forensics 3 Total Credits 30

New Requirements Course Alpha Course Title Credits First Semester ICS 111  
Introduction to Computer Science I 3 ICS 170 Ethics for the Digital World 3  
ICS 171 Introduction to Computer Security 3 ICS 184 Introduction to  
Networking 3 ICS 240 Operating Systems 3 Second Semester ICS 129  
Introduction to Databases 3 ICS 125 Personal Computer Maintenance and  
Repair 3 ICS 215 Introduction to Scripting 3 ICS 281 Ethical Hacking 3 ICS 282  
Computer Forensics 3 Total Credits 30

**Action: 18 approved, 0 disapprove, 0 abstain**

### **CA-ICS - Information and Computer Science**

#### **Proposal Rationale:**

1. Removing ICS 100 to align with same change to ICS AS, because ICS 100 does not transfer to four year UH campuses and ICS 101 gives the students more skills with using MS Office software than ICS 100. 2. Name change from ICS 113 Database Fundamentals to ICS 129 Introduction to Databases, because of ICS-IT Articulation Agreement on September 9, 2016. 3. Adding SP 251 to to align with same change to ICS AS, because it gives student a few more class choices to learn public speaking skills.

#### **Description:**

Provides students with entry-level skills or job upgrading for positions under direct supervision in computer support, cabling, and basic networking, office application support, and database management.

#### **Proposal Summary:**

Previous Requirements Course Alpha Course Title Credits First Semester ICS 100 Computing Literacy & Applications (3) or ICS 101 Digital Tools for the Information World (3) 3 ICS 110M Introduction to Programming 3 ICS 113 Database Fundamentals 3 ENG 100 Composition I 3 MATH 103 College Algebra (3) or ICS 141 Discrete Math for Computer Science I (3) Second Semester ICS 111 Introduction to Computer Science I 3 ICS 125 Personal Computer Maintenance and Repair 3 ICS 170 Ethics for the Digital World 3

ICS 184 Introduction to Networking 3 SP 151 Personal and Public Speech 3  
Total Credits 30

New Requirements Course Alpha Course Title Credits First Semester ICS 101  
Digital Tools for the Information World 3 ICS 110M Introduction to  
Programming 3 ICS 129 Introduction to Databases 3 ENG 100 Composition I 3  
MATH 103 College Algebra (3) or MATH 135 Precalc: Elementary Functions(3)  
or higher or ICS 141 Discrete Math for Computer Science I (3) Second  
Semester ICS 111 Introduction to Computer Science I 3 ICS 125 Personal  
Computer Maintenance and Repair 3 ICS 170 Ethics for the Digital World 3  
ICS 184 Introduction to Networking 3 SP 151 Personal and Public Speech (3)  
or SP 251 Principles of Effective Public Speaking (3) Total Credits 30

**Action: 18 approved, 0 disapprove, 0 abstain**

### **AS-ICS – Information and Computer Science**

#### **Proposal Rationale:**

The ICS discipline is improving the program and removing two specializations that have not had high student enrollment the last several years. These changes will also allow the ICS discipline to provide a more efficient program for students as we will be able to offer more sections of core ICS courses each semester. Also, one of the major changes is moving ICS 171 from a specialization into a core class. It is vital for ICS students to have a basic understand of security when entering the workforce.

#### **Description:**

The curriculum leading to an Associate in Science degree in Information and Computer Science is designed to prepare individuals for employment as technical assistants to professional and administrative personnel using computers. Students may choose one of three areas of specialty: Network Support Specialist, Information Security Specialist, and Software Developer Specialist. Skills in writing, speech, and mathematics complete the preparation for employment. In addition to training the student for work in the technical areas mentioned earlier, the program requirements are designed to facilitate transfer to the baccalaureate programs in Information and Computer Sciences

at UH Manoa, UH Hilo, and UH West O'ahu for those students who wish to continue their education while working in the industry.

**Proposal Summary:**

1. Deleted Database Support Specialist 2. Deleted Mobile Developer Specialist  
3. Delete the following courses as the specializations are being deleted: ICS 151, 251, 136, and 251 4. Delete ICS 100, 113, and 293D from Core requirements 5. Add ICS 129 (previously was ICS 113) and moved ICS 171 to core requirements. 6. Add SP 251 as an alternative to SP 151. So it should be SP 151 or 251 7. Add the statement of Math 103 or MATH 135 or higher than MATH 135. 8. Network Support Specialist and Information Security Specialist - Deleted ICS 171, Added ICS 215 9. Software Developer - Delete ICS 215 as an option

**Action: 18 approved, 0 disapprove, 0 abstain**

**CO-ICS-HDS – Help Desk**

**Proposal Rationale:**

This CO was overdue for an update. When it was created, many CO's were multidisciplinary and bulky. Now the ICS faculty think that students would be better served with the minimum required courses to be a successful IT Help Desk Technician. As such, the new requirements provide useful skills in applications, hardware, security, and network support.

**Description:**

This program will enable students to pursue entry-level career opportunities as IT Help Desk Technicians. As organizations grow increasingly reliant on IT technologies in furthering and accomplishing their missions, so too does reliance on personnel equipped to support these technologies, in terms of software/hardware issues, both remotely and on-site. Computer Support Specialists provides such support.

**Proposal Summary:**

Old program requirements: Course Alpha Course Title Credits ICS 100 Computing Literacy & Applications 3 DMED 120 NetPrep Web Development 3 ICS 101 Digital Tools For the Information World 3 ICS 125 Personal Computer

Maintenance and Repair 3 MGT 121 Customer Service 3 SP 151 Personal and Public Speaking 3 ICS 184 Introduction to Networking 3 Total Credits 21  
New program requirements: Course Alpha Course Title Credits ICS 101 Digital Tools for the Information World 3 ICS 125 Personal Computer Maintenance and Repair 3 ICS 171 Introduction to Computer Security 3 ICS 184 Introduction to Networking 3 Total Credits 12

**Action: 18 approved, 0 disapprove, 0 abstain**

## **CO-TCH-ACTE – ALTERNATIVE CERTIFICATION IN TEACHING CERTIFICATE OF COMPETENCE**

### **Description:**

The Alternative Certification in Teaching Certificate equips candidates who have content knowledge in career and technical education with the pedagogy necessary to become effective secondary teachers in CTE classrooms. This alternative post-baccalaureate like program applies to the following license fields to teach CTE in middle school and high schools: Art and Communications (6-12), Business (6-12), Health Services (6-12), Industrial and Engineering Technology (6-12), Natural Resources (6-12), and Public and Human Services (6-12).

### **Proposal Summary:**

The minimum requirement of admission to the Alternative Certification in Teaching Certificate of Competence and the Alternative Certification for CTE Licensure program is an Associate Degree plus 3 years of industry experience. The core courses in the program have been modified to raise them to the 300-level. The program modification will reflect the changes in course numbers.

### **Proposal Rationale/Justification:**

The Alternative Certification for CTE Licensure program of study is designed to provide an alternative pathway leading to licensure in Career and Technical Education by the Hawaii Teacher Standards Board. The Alternative Certification program for CTE is firmly rooted in the academic study skills of core educational courses combined with a supervised field experience practicum. The practicum course has two components; Observation and Participation (O&P) first semester (Practicum I) and Student Teaching second semester (Practicum II). The minimum requirement for admission is an Associate degree plus 3 years of industry experience. The majority of our candidates have advanced degrees (bachelors, masters and two with a Ph.D.).

Courses are offered online providing access State-wide. Upon completion of required coursework candidates receive the Alternative Certification in Teaching Certificate of Competence and are recommended for a CTE teaching license issued by Hawai'i Teacher Standards Board. Spring, 2015 the program received national accreditation through TEAC/CAEP (Teacher Education Accreditation Council / Council for the accreditation of Educator Preparation) for 5 years.

**Existing Program Justification:**

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

Teaching Certificate of Competence. . The Mission of the Alternative Certification for CTE course of study aligns with the Mission of Leeward Community College: Alternative Certification for CTE Licensure: Diversity and Access To improve access to teaching for non-traditional and underrepresented candidates from local communities. To improve access to candidates in the state of Hawai'i, by offering all education courses via on-line delivery. Leeward CC: Access: We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery. Alternative Certification for CTE Licensure: Learning and Teaching To prepare and support candidates with the knowledge, skills and dispositions as a prerequisite for professional teaching aligned with HTSB standards. Leeward CC: Integrity We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

Alternative Certification for CTE Licensure: Community and Workforce Development To promote teaching as a means to address the critical teacher shortage in Hawai'i. Provide a course of study for HTSB teaching licensure in the CTE field. Create responsive community partnerships and to partner with local schools to provide field experience. Leeward CC: Community Development: We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution. Alternative Certification for CTE Licensure: Personal Development To provide opportunities for personal enrichment, occupational upgrading, and career mobility through rigorous, supportive and standards based coursework. To develop self-efficacy and self-directed learning in our student population. Leeward CC: Personal Development: Integrity We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

**Proposed Program Justification:**

Leeward Community College is prepared to address a critical need in the State of Hawai'i by providing an alternative route to licensure by Hawai'i Teacher Standards Board (HTSB) for Career and Technical Education candidates (CTE). Candidates entering the licensure route will follow one of two tracks based on academic degree attainment (the minimum of an Associate degree is required for admittance). Track I candidates entering with a baccalaureate degree or higher will complete coursework leading to a provisional license in a CTE content field. Track II candidates who enter with an Associate degree and a minimum of three years of industry experience will complete coursework leading to a provisional restricted license in CTE. Both tracks will prepare candidates who seek licensure for employment in the HI Department of Education (DOE). Presently, no public or private college in the State is providing an alternative licensure program for Career and Technical (CTE) teachers who are employed or wish to be employed by the HIDOE. In response to the request by the Hawai'i State Department of Education, an accelerated program has been created by the Teacher E program at Leeward Community College that will accommodate the work schedule of full-time employees and allow candidates to complete the requirements for licensure in the shortest time possible through a program of study that will provide a sound foundation of educational pedagogy necessary to become effective practitioners in classrooms at the secondary level. Candidates who complete the course of study will obtain the Alternative Certification in Teaching Certificate of Competence. . The Mission of the Alternative Certification for CTE course of study aligns with the Mission of Leeward Community College: Alternative Certification for CTE Licensure: Diversity and Access: To improve access to teaching for non-traditional and underrepresented candidates from local communities. To improve access to candidates in the state of Hawai'i, by offering all education courses via on-line delivery. Leeward CC: Access: We value all students. We seek to meet their needs, as well as those of the community, by offering a diversity of courses, degree and certificate

programs, and training opportunities, through traditional and distance education modes of delivery. Alternative Certification for CTE Licensure: Learning and Teaching: To prepare and support candidates with the knowledge, skills and dispositions as a prerequisite for professional teaching aligned with HTSB standards. Leeward CC: Integrity We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience. Alternative Certification for CTE Licensure: Community and Workforce Development To promote teaching as a means to address the critical teacher shortage in Hawai'i. Provide a course of study for HTSB teaching licensure in the CTE field. Create responsive community partnerships and to partner with local schools to provide field experience. Leeward CC: Community Development: We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside of the institution. Alternative Certification for CTE Licensure: Personal Development To provide opportunities for personal enrichment, occupational upgrading, and career mobility through rigorous, supportive and standards based coursework. To develop self-efficacy and self-directed learning in our student population. Leeward CC: Personal Development: Integrity We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing a high-quality academic experience.

**Existing Program Curriculum Plan:**

The alternative route to licensure will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. To validate a candidate's content knowledge in preparation for licensure the following criteria will be used: Praxis in the content area, if one exists; Or, Current valid National Industry Certification in content area; Or, Current valid license in industry in content area; Or 30 hours of coursework in the license field; Or If none of the previous

options exist, documentation of 5 years of successful industry experience related to the content area. This documentation may include a letter from an employer written on company letterhead or a Resume including contact information for employers. Upon completion of the Alternative Certification for CTE Licensure program, candidates will be recommended for a license in the following fields: CTE Arts and Communications (6-12) CTE Business (6-12) CTE Industrial and Engineering Technology (6-12) CTE Natural Resources (6-12) CTE Public and Human Services (6-12) CTE Health Services (6-12) Program Design: The design of our teacher preparation programs began with the Vision, Mission and Philosophy statements, which align with the College and sets the foundation for program and curriculum design. The progression of the development of the Unit is as follows: The Mission, Vision and Philosophy Value statements (What we believe) Outcomes for candidates Candidate proficiencies Assessment of candidates and program

The following charts define the two tracks for licensure candidates. All courses will be offered as online delivery to accommodate candidates who are employed and will provide access to candidates state-wide. The program can be completed within one year with the supervised practicum extending through the full course of study. ED 295A Observation & Participation will be completed during the first semester of study. ED 295B Student Teaching will be completed during the second semester. Following the clinical approach, assessments in each education course demonstrate the practical application of content knowledge driven by Course Learning Outcomes (CLOs). Through projects, standards-based lesson plans, standards-based unit plan, case studies and the Practicum course portfolio development, candidates will demonstrate successful completion which will lead to gaining licensure as career and technical teacher educators at the secondary level. Track I: Baccalaureate Degree: 9 credits & 2 credits Practicum OR 6 credits & 2 credits Practicum and passing the PLT(Principles of Learning and Teaching) (ED 289 will be omitted in this option) leading to licensure in CTE. Alpha/No. Course Title Credits ED 285 or ED 285A Classroom Management

within the Instructional Process 3 ED 289 or ED 289A Educational Psychology 3

ED 284 or ED 284A Foundations of Inclusion in Teaching 3 ED 295A Practicum I 1 ED 295B Practicum II 1 Track II: Associate Degree with 3 years industry experience: 15 credits & 2 credits Practicum OR 12 credits & 2 credits Practicum and passing the PLT(Principles of Learning and Teaching) (ED 289 will be omitted in this option) leading to a license restricted to the CTE field.

Course Title Credits ED 285 or ED 285A Classroom Management within the Instructional Process 3 ED 291 Developing Language & Literacy I 3 ED 294 Introduction to Multicultural Education 3 ED 284 or ED 284A Foundations of Inclusion in Teaching 3

ED 295A Practicum I 1 ED 295B Practicum II 1 Track II: Associate Degree with 3 years industry experience: 15 credits & 2 credits Practicum OR 12 credits & 2 credits Practicum and passing the PLT(Principles of Learning and Teaching) (ED 289 will be omitted in this option) leading to a license restricted to the CTE field. Alpha/No. Course Title Credits

ED 295 B Practicum II 1 Admission Track I: Alternative Certification for Career and Technical Educators Candidates entering with a Baccalaureate degree preparing for an alternative route to CTE Licensure will complete an application for admittance to Leeward Community College, complete an intake form for the AAT/Alternative Certification counselor and provide all required documentation. Track II: Alternative Certification for Career and Technical Educators Candidates entering with an Associate degree preparing for an alternate route to CTE Restricted Licensure will complete an application for admittance to Leeward Community College, complete an intake form for the AAT/Alternative Certification counselor and provide documentation of a passing score on the Praxis CORE exam, documentation of industry experience (a minimum of 3 years) and/or CTE content coursework. The AAT/Alternative Certification counselor and program coordinator ensure that all documentation is provided prior to admittance to the program. Per the

direction of Leeward CC Admission and Records, the candidates will submit all of the information listed above to the AAT office for review. Once all required documentation and application have been screened by the counselor and program coordinator, the file is submitted to Admissions and Records for processing. Once admitted, the program counselor works with the candidate to determine the individual plan for successful completion (length of time, number of courses per semester). The program coordinator acts as the field director state-wide ensuring placement for the two semesters of practicum. Candidates who are hired by the DOE will complete these requirements in their own CTE middle or secondary classroom with the on-site mentoring completed by the CTE department chair. During the practicum experience (ED 295A & ED 295B), a program College Supervisor will meet with the candidate and on-site mentor (CTE department chair) a minimum of 5 times each semester. The first semester is a mentorship (ED 295A) and the second semester is the formal student teaching experience (ED 295B) where formal observations will be completed. The College Supervisor will work with the candidate to complete the exit portfolio in preparation for recommendation for licensure.

**Proposed Program Curriculum Plan:**

The alternative route to licensure will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. To validate a candidate's content knowledge in preparation for licensure the following criteria will be used: Praxis in the content area, if one exists; Or, Current valid National Industry Certification in content area; Or, Current valid license in industry in content area; Or 30 hours of coursework in the license field; Or If none of the previous options exist, documentation of 5 years of successful industry experience related to the content area. This documentation may include a letter from an employer written on company letterhead or a Resume including contact information for employers. Upon completion of the Alternative Certification

for CTE Licensure program, candidates will be recommended for a license in the following fields: CTE Arts and Communications (6-12) CTE Business (6-12) CTE Industrial and Engineering Technology (6-12) CTE Natural Resources (6-12) CTE Public and Human Services (6-12) CTE Health Services (6-12) Program Design: The design of our teacher preparation programs began with the Vision, Mission and Philosophy statements, which align with the College and sets the foundation for program and curriculum design. The progression of the development of the Unit is as follows: The Mission, Vision and Philosophy Value statements (What we believe) Outcomes for candidates Candidate proficiencies Assessment of candidates and program

The alternative route to licensure will prepare candidates who have content knowledge with the pedagogy necessary to become effective practitioners in CTE classrooms at the secondary level. To validate a candidate's content knowledge in preparation for licensure the following criteria will be used: Praxis in the content area, if one exists; Or, Current valid National Industry Certification in content area; Or, Current valid license in industry in content area; Or 30 hours of coursework in the license field; Or If none of the previous options exist, documentation of 5 years of successful industry experience related to the content area. This documentation may include a letter from an employer written on company letterhead or a Resume including contact information for employers. Upon completion of the Alternative Certification for CTE Licensure program, candidates will be recommended for a license in the following fields: CTE Arts and Communications (6-12) CTE Business (6-12) CTE Industrial and Engineering Technology (6-12) CTE Natural Resources (6-12) CTE Public and Human Services (6-12) CTE Health Services (6-12) Program Design: The design of our teacher preparation programs began with the Vision, Mission and Philosophy statements, which align with the College and sets the foundation for program and curriculum design. The progression of the development of the Unit is as follows: The Mission, Vision and Philosophy Value statements (What we believe) Outcomes for candidates Candidate proficiencies Assessment of candidates and program

Alpha/No.: ED 291 Course Title: Developing Language and Literacy I Credits: 3  
Alpha/No.: ED 294 Course Title: Introduction to Multicultural Education  
Credits: 3 Alpha/No.: ED 295 or ED 295A or ED 313A Course Title: Practicum I  
Alternative Certification for CTE Teacher Licensure Credits: 1 Alpha/No.: ED  
295 or ED 295B or ED 314B Course Title: Practicum II Alternative Certification  
for CTE Teacher Licensure Credits: 1

Admission Track I: Alternative Certification for CTE Licensure

Program/Alternative Certification in Teaching Certificate of Competence:

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

Program/Alternative Certification in Teaching Certificate of Competence:

Candidates entering with an Associate degree preparing for an alternate route to CTE Restricted Licensure will complete an application for admittance to Leeward Community College, complete an application to the program and complete an intake form for the Teacher Education counselor and provide documentation of a passing score on the Praxis CORE exam, documentation of industry experience (a minimum of 3 years) and/or CTE content coursework. The Teacher Education counselor and program coordinator ensure that all documentation is provided prior to admittance to the program. Per the direction of Leeward CC Admission and Records, the candidates will submit all of the information listed above to the Teacher Education office for review. Once all required documentation and applications have been screened by the counselor and program coordinator, the file is submitted to Admissions and Records for processing. Once admitted, the Teacher Education counselor works with the candidate to determine the individual plan for successful completion (length of time, number of courses per semester). The program coordinator acts as the field director state-wide

ensuring placement for the two semesters of practicum. Candidates who are hired by the HIDOE will complete these requirements in their own CTE middle or secondary classroom with the on-site mentoring completed by the CTE teacher or CTE department chair or other faculty mentor. During the practicum experience, ED 313A (formerly ED 295A) and ED 314B (formerly ED 295B), a program College Supervisor will meet with the candidate and on-site supervisor a minimum of 5 times each semester. The first semester is a mentorship (ED 313A formerly ED 295A) and the second semester is the formal student teaching experience (ED 314B formerly ED 295B) where formal observations will be completed. The College Supervisor will work with the candidate to complete the exit portfolio in preparation for recommendation for licensure.

**Action: 20 approved, 0 disapprove, 0 abstain**