MINUTES OF THE REGENTS’ JOINT COMMITTEES
ON ACADEMIC AFFAIRS AND COMMUNITY COLLEGES

Date: Thursday, February 19, 2004

Place & Time: Campus Center Conference Chamber, Rm. 220
University of Hawai‘i at Mānoa
2:13 p.m.

Committee on Academic Affairs

Committee Members Present: Regents Nunokawa (presiding)
Bender
Haynes
Kakuda
Tatibouet
Lee (ex-officio)

Committee on Community Colleges

Committee Members Present: Regents Kawakami
Bender
Haynes
Hong
Lagareta

Other Regents Present: Regent Tanaka
Yamasato

Others Present: Evan S. Dobelle, President, University of Hawai‘i
Walter S. Kirimitsu, Vice President and University General Counsel
David McClain, Vice President for Academic Affairs
John Morton, Chancellor, Kapi‘olani Community College
David Iha, Executive Administrator and Secretary of the Board
Carl Makino, Executive Assistant to the Board
Approval of Committee Meeting Minutes

Regent Bender moved to approve the minutes of the Regents’ Committee on Academic Affairs held on November 20, 2003; the Committee on Community Colleges on October 16, 2003, November 18, 2003 and November 20, 2003; and the joint Committee on Community Colleges and Academic Affairs held on October 16, 2003. The motion was seconded by Regent Kakuda and unanimously carried. The meeting was recessed at 2:15 p.m. and reconvened at 3:11 p.m. in the same location.

Subjects:

1. Establishment of an Associate in Science Degree in Exercise and Sport Science and Extension of Provisional Status of Certificate of Achievement in Exercise and Sport Science at Kapi'olani Community College

2. Establishment of an Associate in Science Degree for Educational Paraprofessionals at Kapi'olani Community College

Establishment of an Associate in Science Degree in Exercise and Sport Science and Extension of Provisional Status of Certificate of Achievement in Exercise and Sport Science at Kapi'olani Community College

Chancellor Morton requested that the Committee approve the establishment of the Associate in Science in Exercise and Sport Science at Kapi'olani Community College and grant an extension of the provisional status for the Certificate of Achievement in Exercise and Sport Science.

With the growing interest in health and fitness, the number of facilities, organizations, and professionals to support this movement have also increased. The Hawai'i Tourism Authority recently listed their health and wellness tourism objectives through which they want to promote Hawai'i as a world class leader in health programs and services. To support this growth, there will be a need for qualified fitness professionals.

Currently, there are many practicing personal trainers in the state with no formal or only minimal education in exercise science. However, recent trends indicate that employers now consider a college degree and certification as the most important criteria in their hiring of new employees.

The proposed Associate in Science degree in Exercise and Sport Science is multi-disciplinary. The curriculum combines courses from many departments to create a more
diversified and well-rounded curriculum and to fully integrate the program within the community college. Several of the courses in the curriculum should be of great interest and value to students in other majors, especially in the Health Sciences.

The proposed curriculum will prepare students with the knowledge and skills to be able to find employment as fitness instructors and personal trainers in the fitness profession. The curriculum also prepares them to successfully sit for many of the certifications in the field. Graduates of the A.S degree in Exercise and Sport Science will be able to find employment in fitness centers, health clubs, health resorts, hospital-based wellness programs, corporate-based wellness programs, military-based fitness programs, college-based fitness programs and community recreational/sport programs.

Upon successful completion of the Associate in Science degree in Exercise and Sport Science, the student should be able to:

1. Relate functional anatomy and physiological principles to exercise.
2. Recognize the significance of patient history, physical exam findings (from a physician), and the major signs suggestive of cardiopulmonary conditions as they relate to performing fitness evaluations and developing exercise prescriptions.
3. Refer clients to and obtain recommendations from physicians and other qualified health/medical/sports medicine professionals.
4. Teach and prescribe specific exercises based on a client's needs and/or professional referrals.
5. Monitor various physiological and subjective parameters of an exercising person.
6. Monitor the progress of a specific exercise prescription for safety and effectiveness.
7. Demonstrate emergency procedures (including CPR), first aid, and evacuation plans.
8. Recognize the importance of staying within the scope of practice for a fitness professional.
9. Describe the dietary guidelines for reducing the risk of chronic disease, weight management, and enhancing performance.
10. Implement an appropriate exercise plan for special populations and conditions (e.g. diabetics, cardiac, orthopedic, etc.).
11. Describe management strategies and effective customer service skills for a health fitness facility.
12. Describe the various professional organizations, resources, and certifications in the fitness profession.
13. Recognize the influence of certain medications on exercise testing and prescription.
14. Demonstrate proficiency with the computer, especially relating to assessment data, exercise prescriptions and client documentation.
15. Recognize and apply the ethical and legal responsibilities entailed in functioning as a fitness professional.
16. Describe the biological, social, and demographic issues related to aging and their influence on the exercise prescription.

17. Apply effective management tools and strategies for planning, actuating, and controlling a fitness facility or private business in personal training.

A database system will be created to track graduates of the program. Data such as job placement certification passing rate, and employee feedback will be important indicators to the success of the curriculum.

Due to the kind of multi-disciplinary opportunities that exist on the Kapi'olani Community College campus, this curriculum will receive national attention in its uniqueness and emphasis on providing the technical, occupational, and professional skills needed to be successful in this profession.

Regent Kawakami moved to approve the Associate in Science degree in Exercise and Sport Science at Kapi'olani Community College and of the extension of provisional status for the Certificate of Achievement in Exercise and Sport Science. The motion was seconded by Regent Tatibouet and unanimously carried.

Establishment of an Associate in Science Degree for Educational Paraprofessionals at Kapi'olani Community College

Chancellor Morton requested the establishment of a new A.S. degree for the Educational Paraprofessionals program at Kapi'olani Community College. It has been designed in collaboration with the Hawai`i Department of Education in order to meet the demands of the “No Child Left Behind” Act, which mandates that Educational Assistants must have adequate qualifications by 2006 to ensure quality education for children served in schools receiving Title I funds. One of the options to meet this requirement, as outlined by the Hawai`i DOE, is an Associate in Arts or Science degree.

This A.S. degree program at Kapi'olani Community College will prepare students as educational paraprofessionals for the State of Hawai`i Department of Education to work with students with special needs in K-12 classroom settings. The program is intended to serve both educational assistants presently working in the field to update and refine their skills and individuals preparing for work in special education. Two areas of specialization are being proposed: working with students who are deaf and hard-of-hearing and working with special education students.

Upon successful completion of the Associate in Science degree for Educational Paraprofessionals, the students in both areas of specialization shall be able to:
GENERAL EDUCATION LEARNING OUTCOMES

C Demonstrate basic techniques in symbolic logic to draw deductive conclusions in simple situations.
C Demonstrate knowledge and understanding of the Pacific Islands, their various origins, geography, languages, religions, and colonial histories and modern development.
C Demonstrate knowledge in the scientific process, its characteristics, its limitations, and its place in society.
C Demonstrate knowledge, understanding, and skills of the elements of art and the creative process.
C Demonstrate skills in problem-solving, critical thinking and reflection, and decision-making.
C Apply principles of effective communication both orally and in writing.

PROGRAM-RELATED LEARNING OUTCOMES

C Abide by and perform within the guidelines of the code of ethics for educational paraprofessionals and work effectively as a member of a team.
C Apply appropriate theories, principles, concepts, methods, and procedures when working with students with disabilities in pre-K-12 settings.
C Be personally responsible for participating in on-going professional development opportunities to ensure a level of knowledge and practice consistent with current and accepted standards.
C Demonstrate knowledge of special education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with students with disabilities in pre-K-12 settings.
C Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with disabilities in pre-K-12 settings.
C Demonstrate professional characteristics, best practices, and legal and ethical responsibilities expected of an educational paraprofessional when instructing and servicing students with disabilities.
C Demonstrate the educational paraprofessional’s role in the delivery of instruction and services to students with disabilities by carrying out the appropriate duties and responsibilities, under the direct supervision of a certified teacher.
C Demonstrate the essential personal qualities, skills, attitudes, and behaviors required of an educational paraprofessional.
C Demonstrate understanding of the laws and legislation governing the rights of students with special needs.
C Describe physical, emotional, cognitive and psycho-social progression at each stage of child development.
C Describe the historical background of Individuals with Disabilities Act (IDEA), and the characteristics, prevalence, and etiology of students with disabilities, and the implications of working with this population.
C Describe the historical background, characteristics, prevalence, and etiology of deaf and hard-of-hearing students, and the implications of working with this population.
C Exercise effectiveness, professional judgment, and discretion in written and oral communication when working with students, their families, school administrators, teachers, staff, and other related personnel.
C Identify and apply appropriate ways to create and establish a well-managed and positive learning environment for students with special needs.

Learning Outcomes Unique to Deaf and Hard-of-Hearing Specialization:

C Demonstrate knowledge of appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard-of-hearing students and students with autism.
C Demonstrate knowledge of deaf education issues, ethical and legal issues in relation to classroom management, and effective teaching strategies in working with deaf and hard-of-hearing students.
C Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with deaf and hard-of-hearing students.
C Demonstrate proficiency by applying appropriate theories, principles, concepts, methods, and procedures when working with deaf and hard-of-hearing students.
C Use American Sign Language at an intermediate level of proficiency.

Learning Outcomes Unique to Special Education Specialization:

C Demonstrate knowledge of education issues, ethical and legal issues in relation to working with deaf and hard of hearing students and students with autism.
C Apply behavioral assessments, strategies, and non-violent interventions with students.
C Demonstrate knowledge of various learning styles, learning theories, and instructional assessments, planning, and delivery methods when working with students with autism.
C Assist in the implementation of the Individualized Education Program (IEP)
Provide positive behavior supports and interventions to students with disabilities.

Use American Sign Language at a basic level of proficiency.

The State’s need for graduates with this skills set is great. There are 3,600 Educational Assistants currently working in K-12 classrooms across the state. Of those currently employed, 85% are underqualified and will need to receive further education, according to the No Child Left Behind Act, in order to maintain employment. Aside from this need for further education, DOE hires 150-500 EAs every year due to turnover, new positions and vacant positions. Approximately 150-250 positions are vacant annually.

The College has been awarded a five-year, $1.5 million grant from the US DOE, Educational Interpreters and Assistants Preparation Project, to fund the development, management and academic support of two-year degrees for Educational Interpreters and Educational Assistants. Because many of the A.S. degree program outcomes are integrated into the expected outcomes of the federally-funded grant, the program’s effectiveness will be rigorously assessed in its initial stages of implementation, through both formative and summative evaluation methods, which are appropriate to the goals, objectives, and outcomes of the proposed program.

Regent Tatibouet moved to approve the establishment of the Associate in Science degree in Educational Paraprofessionals at Kapi‘olani Community College effective Fall 2004 subject to the Regents’ policy on provisional academic programs. The motion was seconded by Regent Lagareta and unanimously carried.

There being no further business before the Committee, the meeting was adjourned at 3:22 p.m.

Respectfully submitted,

David Iha, Secretary

Dated: March 22, 2004

c: Chairperson Patricia Y. Lee
Members, Committee on Academic Affairs
Members, Committee on Community Colleges
President Evan S. Dobelle
Vice President David McClain