

**UNIVERSITY OF HAWAI'I  
SYSTEM ARTICULATION AGREEMENT**

**Education (ED)**

**Revised  
June 2011**

# UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT

## Education (ED)

### INTRODUCTION

The University of Hawai'i is comprised of ten campuses located on six islands in the State of Hawai'i. While each campus has a unique identity and mission, the ten campuses operate as one system.

#### Career Pathways

The State of Hawai'i and its educational systems are participating in Career Pathways with an overall theme of "Six pathways, one system." The six pathways are:

1. Arts and Communication
2. Business
3. Health Services
4. Industrial and Engineering Technology
5. Natural Resources
6. Public and Human Services

At the secondary and postsecondary levels, the goal of Career Pathways is to provide curriculum standards that meet business and industry requirements. Implementing these standards will ensure student attainment of a high level of academic and technical skills, a seamless transition from secondary to postsecondary educational programs and between postsecondary campuses, and a satisfying career for which the student is well prepared.

#### Hawai'i P-20 Initiative

The overarching goal of the P-20 initiative is to improve student achievement at all levels of education. To this end, two of the goals of P-20 are:

1. To align standards, curricula, and assessments across all components of the state's public education system.
2. To improve transition among the components of the education system, as well as from an educational setting to the workforce.

During the course of their education, students may decide to transfer from one campus to another in the University of Hawai'i (UH) system. The development of an articulated program of study supports the transfer of earned academic credits within the UH system.

### PURPOSE

The primary purpose of this articulation agreement is to facilitate the matriculation of students and the transfer of courses across the university system. Moreover, it is intended to inform students, whose program of study requires Education (ED) courses as part of their degree requirements, of the program opportunities that are available to them throughout the UH system.

### AGREEMENTS AND PROCEDURES

1. **Scope of Agreement.** This Articulation Agreement applies among the UH Community Colleges.

2. **Number of Credits to be Awarded.** Transfer credit among University of Hawai'i campuses for the following courses:

	<b>Course Alpha No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Campuses</b>
A.	ED 100	Explorations in Education	3	Leeward CC
		Introduction to the Teaching Profession	3	Kapi'olani CC
B.	ED 285	Introduction to Classroom Management and the Instructional Process	3	Kapi'olani CC
		Classroom Management within the Instructional Process	3	Leeward CC
C.	ED 286	Working with Populations with Special Needs I	3	Kapi'olani CC
		Students with Exceptionalities I	3	Leeward CC
D.	ED 287	Working with Populations with Special Needs II	3	Kapi'olani CC
		Students with Exceptionalities II	3	Leeward CC

3. **General Guidelines for the Application and Award of Transfer Credits**

- A. Student Eligibility: Students must be currently enrolled at a participating UH campus to be eligible for the award of any transfer credit.
- B. Timeline for Application: Students should apply for transfer credits during their first year of attendance at the receiving campus.
- C. Transferability: Credits awarded within the guidelines established in this Agreement will transfer between and among designated University of Hawai'i campuses. However, students should be informed by both "sending" and "receiving" campuses that transferred credits may **not** be applicable to programs outside of this Agreement.
- D. Campus Procedures: Each UH campus which is a party to this Agreement will be responsible for establishing procedures which detail the timeline and deadlines for application, review of requests for award of transfer credit, and the appeals process for such credit.

**Award of Credit through Articulation.** Articulated credit for ED 100 (3 credits) will be awarded (**at no charge**) to high school students who complete the State of Hawai'i Teacher Cadet Curriculum with an 80%, "B," or better and earn a score at a minimum of 80% on an agreed-upon assessment. **High school teachers must have completed the Hawai'i State Teacher Cadet Curriculum Training.** Students must be enrolled in the Education Program at Kapi'olani Community College or Leeward Community College within two (2) years from high school graduation and request credit for the articulated course.

**Award of Credit through Credit-By-Examination or Prior Learning Assessment (PLA).** Currently enrolled students at each campus may take instructor-developed

examinations or prepare a PLA portfolio covering the material in a specific course identified in this Agreement if the student feels he/she has learned the concepts and skills elsewhere. Students may contact instructors teaching the specific course they wish to challenge or the campus PLA Coordinator to determine procedures for awarding credits. Where common assessment tools for the exams are not established for courses identified in this Agreement, each campus will establish procedures and administer its own exam, which may include a written test, performance test, and/or oral interview. A score of at least a 70%, “C” average, or 2.0 on a 4.0 scale on the credit-by-exam assessment(s) or Prior Learning Assessment Portfolio is considered “passing.” Once credits are awarded, they are transferable among campuses listed in this Agreement.

The table in this document lists all 100 and 200-level Education (ED) courses which are equivalent within the University of Hawai'i system. The **bold and blue** text within the tables indicate the new course numbers, titles, and credits being used effective the Fall 2012 semester. If a course is unique to a campus and, hence, does not have an equivalent course within the UH system, then it is not listed in the table. Also, the course outline(s) in this document have been approved by the faculty and administrations of all campuses represented in this signed agreement.

This Articulation Agreement will remain in effect until August 2016. It will be subject to review in August 2015, and may be continued, revised, or discontinued with the consent of all faculty members and administration of all campuses represented in this agreement. The Articulation Agreement remains in effect while review continues.

Course Title	Kapi'olani CC	Leeward CC
Explorations in Education	ED 100 (3)	
Introduction to the Teaching Profession		ED 100 (3)
<b>Introduction to Education and Teaching</b>	<b>ED 100 (3)</b>	<b>ED 100 (3)</b>
Introduction to Classroom Management and the Instructional Process (3 credits)	ED 285 (3)	
Classroom Management within the Instructional Process		ED 285 (3)
<b>Classroom Management within the Instructional Process</b>	<b>ED 285 (3)</b>	ED 285 (3)
Working with Populations with Special Needs I	ED 286 (3)	
Students with Exceptionalities I		ED 286 (3)
<b>Students with Exceptionalities I</b>	<b>ED 286(3)</b>	ED 286 (3)
Working with Populations with Special Needs II	ED 287 (3)	
Students with Exceptionalities II		ED 287 (3)
<b>Students with Exceptionalities II</b>	<b>ED 287 (3)</b>	ED 287 (3)

**ED 100 Explorations in Education (Kapi'olani Community College)**  
**ED 100 Introduction to the Teaching Profession (Leeward Community Colleges)**

Course Outline

**Revised 06/29/11**

**A. Course Descriptions**

Kapi'olani CC: ED 100 Explorations in Education (3 credits)

ED 100 is a service-learning, experienced-based introductory course to exploring the field of education. Students will learn about the teaching profession, the professional teacher, and the learner. The historical foundations of education in Hawai'i and America, what makes schools successful and effective, and learning theories will be discussed. Educational issues, the governance and support of education, and the roles and responsibilities of the educator and the educational system will be examined. Students will also learn about diverse learners, their learning styles and how to address their needs to support their physical, cognitive, and social-emotional development. Creating a positive learning environment, managing classrooms effectively, and developing and conducting basic lesson plans will be covered. Students will also explore various careers in education.

Leeward CC: ED 100 Introduction to the Teaching Profession (3 credits)

ED 100 is an introductory course where students will learn about the teaching profession, the professional teacher, and the learner. The roles and responsibilities of the educator and the educational system in Hawai'i will be examined. Students will also learn about diverse learners and learning styles and theories. Creating a positive learning environment, managing classrooms effectively, and developing and conducting standards-based lesson plans will be covered. Students will also explore various careers in education.

**Effective Fall 2011, the community colleges in this Agreement have agreed to submit to their campus Curriculum Committees:**

Course title: Introduction to Education and Teaching

Course description: ED 100 is an introductory course where students will learn about the teaching profession, the professional teacher, and the learner. The roles and responsibilities of the educator and the educational system in Hawai'i will be examined. Students will also learn about diverse learners and learning styles and theories. Creating a positive learning environment, managing classrooms effectively, and developing and conducting standards-based lesson plans will be covered. Students will also explore various careers in education.

Note: Articulated credit for ED 100 (3 credits) will be awarded (**at no charge**) to DOE high school students who meet the requirements of the Teacher Education Program Dual Credit Articulated Program of Study (DCAPS) with an 80%, "B," or better and earn a score at a minimum of 80% on agreed-upon assessments. **High school teachers must have completed the Hawai'i State Teacher Cadet Curriculum Training.**

B. **Hours Per Week**

Kapi'olani CC: Lecture: 3 hours

Leeward CC: Lecture: 3 hours

C. **Prerequisites, Corequisites, and/or Required Preparation**

Kapi'olani CC: Prereq Qualification for ENG 100 or equivalent or instructor  
uisites: approval; qualification for MATH 24.

Leeward CC: Prereq ENG 21 and ENG 22 or equivalent with a grade of C  
uisites: or better.

Recom None.

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D. **Intended Student Learning Outcomes**

1. Apply knowledge of student diversity to different instructional practices.
2. Demonstrate knowledge of current practices in education and the process of becoming a "highly qualified" teacher in Hawai'i.
3. Develop basic instructional planning, implementation, and assessment skills for multisensory instruction.
4. Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.
5. Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.
6. Evaluate the impact of legal, ethical, and professional issues essential to an effective educator.

E. **Course Content**

Concepts

1. Apply knowledge of student diversity to different instructional practices.

- a. Learning styles
- b. Developmental stages of learners
- c. Special needs of learners
- d. Appreciation for diversity
  - (1) Special education
  - (2) Multi-cultural
  - (3) English language learners

2. Demonstrate knowledge of current practices in education and the process of becoming a "highly qualified" teacher in Hawai'i.

- a. Teaching in Hawai'i (i.e., qualification requirements, employment opportunities, job information, etc.)
- b. Standard terminology and vocabulary in education.
- c. Use of technology resources
- d. Duties and responsibilities of a teacher
- e. Other education career options

3. Develop basic instructional planning, implementation, and assessment skills for multisensory instruction.
  - a. Logical, sequential instruction
  - b. Standards-based learning
  - c. Goal setting
  - d. Select tasks
  - e. Plan
  - f. Implement
  - g. Evaluate
  - h. Assessment strategies
  - i. Use rubrics
4. Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.
  - a. Various forms of communication
  - b. Collaboration
  - c. Reflection
  - d. Evaluation
  - e. Communication strategies
  - f. School communities (students, parents, departments, administration, community groups, boards, etc.)
5. Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.
  - a. Classroom arrangements
  - b. Classroom management techniques
  - c. State, school, and classroom policies on teacher and student behavior
6. Evaluate the impact of legal, ethical, and professional issues essential to an effective educator.
  - a. Privacy and confidentiality (Health Insurance Portability and Accountability Act [HIPAA], Family Educational Rights and Privacy Act [FERPA], etc.)
  - b. Indicators of abuse, neglect and responsibilities for reporting
  - c. Technology issues, including copyright, privacy, security, and equitable access
  - d. Legal mandates (e.g. Americans with Disabilities Act [ADA], special needs, age, etc.)
  - e. Workplace Code of Ethics and policies

### Skills

1. Apply knowledge of student diversity to different instructional practices.
  - a. Apply knowledge of different learning styles, developmental stages, and special needs of learners in real-life situations (e.g., via case studies, role playing, field observations, etc.).
  - b. Demonstrate an appreciation for diversity.
2. Demonstrate knowledge of current practices in education and the process of becoming a “highly qualified” teacher in Hawai‘i.

- a. Explain the process of becoming a “highly qualified” teacher in Hawai‘i.
  - b. Use appropriate vocabulary and terminology in education (e.g., NCLB, HCPS, SAT, etc.)
  - c. Develop a career plan that includes the process of becoming a highly effective teacher.
  - d. Connect prior experiences to motivation for exploring teaching as a career.
  - e. Use technology resources appropriately.
  - f. Identify the duties and responsibilities of a teacher and other education career options.
3. Develop basic instructional planning, implementation, and assessment skills for multisensory instruction.
    - a. Develop and implement a logical, sequential, standards-based learning experience which includes: setting goals, selecting tasks, planning, implementing, and assessing the learning experience.
    - b. Use a variety of strategies to assess learning including rubrics.
  4. Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.
    - a. Demonstrate communication skills that build trust and respect in the learning community.
    - b. Engage in self-expression, reflection, and evaluation.
    - c. Model clear and logical oral and written expression.
    - d. Engage in different modes of communication.
    - e. Describe the community resources to enhance student learning.
    - f. Apply terminology and vocabulary currently used by educational professionals.
  5. Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.
    - a. Recognize various classroom arrangements and appropriately apply them to real-life situations (e.g., via case studies, role playing, field observations, etc.).
    - b. Identify and apply effective classroom management techniques that foster self-control, self-discipline, and responsibility to others.
    - c. Identify safe and appropriate school and classroom behaviors and the sources of policies that govern them.
  6. Evaluate the impact of legal, ethical, and professional issues essential to an effective educator.
 

*Differentiate behaviors and practices that could result in malpractice, liability, or negligence in a variety of educational settings.*

    - a. Explain the purpose of safety manuals, the Health Insurance Portability and Accountability Act (HIPAA), and Family Educational Rights and Privacy Act (FERPA), including privacy and confidentiality rights in a school setting.



- b. Assess the indicators of abuse and neglect; the role of the mandated reporter; and select a list of community health, counseling, and emergency resource agencies available for school support.
- c. Critique the social, legal, ethical, and cultural issues related to technology, including copyright, privacy, security, and equitable access for use of instruction and non-instruction.
- d. Compare and contrast the different legal mandates (e.g. Americans with Disabilities Act [ADA], special needs, age, etc.), and legal responses to issues.

*Evaluate ethical values and professionalism and how they relate to being an effective educator.*

- e. Examine the workplace Code of Ethics and evaluate the ethical issues related to employment in the educational profession.
- f. Adhere to educational policies regarding appropriate appearance and behavior to maintain professionalism in the workplace.

**F. *Text and Materials***

Varied, but may include:

- Armstrong, D. G., Henson, K., & Savage, T. V.). *Teaching Today: An Introduction to Education*. Upper Saddle River, NJ: Pearson Education, Inc./Prentice Hall.
- Darling-Hammond, L. *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. Jossey-Bass.
- Edelfelt, R. & Reiman, A. *Careers in Education*. McGraw-Hill.
- Kauchak, D. P., & Eggen, P. D. *Introduction to Teaching: Becoming a Professional*. Prentice Hall.
- Parkay, Forrest W. *Becoming a Teacher*. Allyn & Bacon.

**G. *Reference Materials***

Varied

**H. *Auxiliary Materials and Content***

Varied

**I. *Learning Assessment Tasks***

Varied, but may include:

- Examinations
- Class participation
- Presentations/debates
- Service learning/research community-based projects
- Observations & interviews
- Reflection papers/journals
- Critical thinking free-writes
- Written projects, critical-thinking/exercises

**J. *Methods of Instruction***

Varied, but may include:

- Lecture/teacher demonstrations
- Interactive lectures
- Whole-class and small group discussions
- In-Class Activities
- Relevant and current articles/handouts
- Internet/library research
- Pertinent overhead projections, videos/video clips, film, and slides
- Guest speakers
- Service learning
- Interviews
- Observations
- Field trips
- Student/group activities
- Student presentations

Per Attachment V, CCCM #6100 (Revised August 28, 1991)  
and *The Outcomes Primer* by Ruth Stiehl, pp. 46-47 © 2002

**ED 285 Introduction to Classroom Management and the Instructional Process  
(Kapi'olani Community College)**  
**ED 285 Classroom Management within the Instructional Process  
(Leeward Community College)**

Course Outline

**Revised 06/29/11**

**A. *Course Descriptions***

Kapi'olani CC ED 285 Introduction to Classroom Management and the Instructional Process (3 credits)

ED 285 is an introductory course that 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, learning theory, instructional assessment, planning and delivery will also be addressed.

Leeward CC: ED 285 Classroom Management within the Instructional Process (3 credits)

An introductory course which offers the student exposure to the various issues of classroom management. The role of the teacher and proactive approaches to student behaviors will be addressed. 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.

**Effective Fall 2011, Kapi'olani Community College has agreed to submit to its campus Curriculum Committee:**

Course title: Classroom Management within the Instructional Process

Course description: ED 285 is an introductory course which offers students exposure to the various issues of classroom management. The role of the teacher and proactive approaches to student behaviors will be addressed. 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.

Prerequisites: ENG 22 or placement of ENG 100 or equivalent or consent of instructor.

Recommended Preparation: None.

**B. *Hours Per Week***

Kapi'olani CC: Lecture: 3 hours

Leeward CC: Lecture: 3 hours

C. ***Prerequisites, Corequisites, and/or Required Preparation***

Kapi'olani CC: Prerequisites: None.

Leeward CC: Prerequisites: ENG 22 or placement of ENG 100 or consent of instructor.

Recommended preparation: Basic Training class (1 day) with Dept. of Education.

D. ***Intended Student Learning Outcomes***

1. Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.
2. Prepare, implement, assess, and modify lesson plans that address learning outcomes and student needs.
3. Analyze real-life situations within professional, ethical and legal contexts.
4. Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.
5. Apply appropriate learning and behavioral theory to instruction.

E. ***Course Content***

Concepts

1. Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.
  - a. Learning environment
  - b. Ideal models
  - c. Daily classroom practices
  - d. Research-based practices
  - e. Classroom management routines
  - f. Classroom layout
  - g. Student learning behaviors
  - h. Learning process
  - i. Reinforcement systems
  - j. Classroom environment
  - k. Classroom management strategies
  - l. Role play
  - m. Proactive behavior
  - n. Communication styles
  - o. Discipline
  - p. Management
  - q. Diversity of students
  - r. Physical make-up of classroom
  - s. Teacher-student relationship
  - t. Interventions

2. Prepare, implement, assess, and modify lesson plans that address learning outcomes and student needs.
  - a. Rubrics
  - b. Assessment techniques
  - c. Standards based instruction
  - d. Various kinds of reports
  - e. Student self- and peer-assessment strategies
  - f. Standards-based lesson plans
  - g. Lesson plans
  - h. Developmentally appropriate lesson
  
3. Analyze real-life situations within professional, ethical and legal contexts.
  - a. Proactive behavior
  - b. Communication styles and attitudes
  - c. Solutions to classroom management problems
  - d. Solving conflicts
  - e. Legal and ethical guidelines
  - f. Classroom discipline policies
  - g. Behavior strategies for “problem” students
  - h. L, state, and federal laws that affect education
  - i. Dealing with disciplinary problems
  - j. Behavior plans
  - k. Case studies analyses
  - l. Teacher attitudes toward student behaviors (+ and - )
  - m. Student first, behavior last
  - n. Classroom and behavior management theories, methods, techniques
  - o. Individuals with special needs
  - p. Behavior strategies
  - q. Teacher attitudes
  - r. Reward and punishment advantages & disadvantages
  - s. Philosophy of teaching
  - t. Teaching style
  
4. Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.
  - a. Effective communication skills
  - b. Professional behavior
  - c. Diverse audiences
  - d. Collaborative relationship
  - e. Communication— written/electronic, oral, and non-verbal

5. Apply appropriate learning and behavioral theory to instruction.
  - a. Approaches to management
  - b. Different learning styles
  - c. Behavior management theories and methods
  - d. Exceptional learning needs
  - e. Behavioral needs
  - f. Social needs
  - g. Current research
  - h. Best practices for effective classroom and behavior management
  - i. Lesson plans
  - j. Individual behaviors
  - k. Learning styles
  - l. Behavior theories,
  - m. Learning theories
  - n. Diverse groups of students (minority, learning disabled, physically disabled, gender, etc.)

### Skills

1. Apply knowledge of safe, effective, and nurturing learning environments to develop appropriate classroom management practices.
  - a. Design the ideal classroom learning environment. Compare your ideal model with a real situation. How are they alike and different.
  - b. Develop and implement daily classroom practices.
  - c. Describe, design, and implement a program (based on research-based practices) to manage daily classroom management routines.
  - d. Planning (effective) classroom layout.
  - e. Ascertain how student behaviors in the classroom impact the learning process for: (1) Individual students themselves and (2) The entire class of students.
  - f. Describe and design the importance of using reinforcement systems to create effective classroom environments.
  - g. Practice classroom management strategies through role play.
  - h. Explain the role of classroom environment in overall management.
  - i. Demonstrate proactive behavior, communication styles, attitudes, etc., toward all students.
  - j. Differentiate between discipline and management.
  - k. Describe the learning environment, including diversity of students, as well as physical make-up of the classroom.
  - l. Develop a caring, supportive teacher-student relationship with all students.
  - m. Recognize the factors in good classroom management.
  - n. Recognize factors that contribute to a positive learning environment.
  - o. Explain how the classroom teacher establishes a positive learning environment that meets the needs of all students.
  - p. Apply appropriate intervention(s) for classroom management.

- q. Create positive, inviting, motivating, supportive, caring classroom environment.
  - r. Arrange classroom to enhance students learning
2. Prepare, implement, assess, and modify lesson plans that address learning outcomes and student needs.
    - a. Develop rubrics to assess standards based instruction.
    - b. Identify various kinds of reports.
    - c. Develop student self- and peer-assessment strategies for classroom management.
    - d. Write standards-based lesson plans.
    - e. Modify lesson plans to meet students' needs.
    - f. Plan and conduct developmentally appropriate lessons.
    - g. Identify assessment techniques.
  3. Analyze real-life situations within professional, ethical and legal contexts.
    - a. Demonstrate proactive behavior, communication styles, attitudes, etc., toward all students.
    - b. Describe a solution to a classroom management problem.
    - c. Identify and solve conflicts within legal and ethical parameters.
    - d. Develop classroom discipline policies.
    - e. Form and apply behavior strategies for "problem" students.
    - f. Analyze local, state, and federal laws that affect education.
    - g. Identify various methods of dealing with disciplinary problems.
    - h. Produce sample behavior plans through the analysis of case studies.
    - i. Describe and discuss the impact of teacher attitudes toward student behaviors (+ and -).
    - j. See the student first, not the behavior.
    - k. Describe and discuss basic classroom and behavior management theories, methods, techniques for individuals with special needs.
    - l. Develop and implement behavior plans.
    - m. Develop and implement behavior strategies.
    - n. Assess attitude as a teacher and determine how it affects students' behaviors.
    - o. Debate the pros and cons of reward and punishment.

Determine how your philosophy of teaching and your teaching style influences student' behavior
  4. Demonstrate effective written, verbal, and non-verbal communication skills for dealing with diverse audiences.
    - a. Demonstrate effective communication skills in teaching a lesson.
    - b. Demonstrate professional behavior when dealing with diverse audiences.
    - c. Develop a collaborative relationship with students' parents.
    - d. Demonstrate skills in the use of non-verbal communication.
    - e. Demonstrate skills in communication— written/electronic, oral, and non-verbal

5. Apply appropriate learning and behavioral theory to instruction.
  - a. Differentiate approaches to management based on learning styles.
  - b. Identify different learning styles.
  - c. Describe and discuss behavior management theories and methods for individuals with exceptional learning, behavioral, social needs.
  - d. Read and review current research based on “best practices” for effective classroom and behavior management.
  - e. Differentiate lesson plans for individual behaviors.
  - f. Identify different learning styles.
  - g. Recognize different learning styles.
  - h. Identify behavior theories, learning theories, etc. and how to apply it to practice.
  - i. Identify ways to motivate diverse groups of students.
  - j. Assess students’ learning styles and determine how you can use it to benefit students’ learning and their behaviors.

**F. *Text and Materials***

Varied, but may include:

- Canter, L. & Canter, M. (Revised Edition). *Assertive Discipline: Positive Behavior Management for Today's Classroom*. Lee Canter & Associates.
- Selected readings may also be handed out in class.

**G. *Reference Materials***

Varied

**H. *Auxiliary Materials and Content***

Varied

**I. *Learning Assessment Tasks***

Varied, but may include:

- Attendance
- Student participation
- Exams
- Written projects, critical-thinking/exercises such as:
  - Classroom Discipline Plan (DP)
  - Comprehensive Individualized Behavior Plan (BP)
  - Lesson Plan (LP), presentation, and reflection
- Take home assignments
- Quizzes
- Student observation/role plays

**J. *Methods of Instruction***

Varied, but may include:

- Lecture/teacher demonstrations
- Interactive lectures
- Whole-class and small group discussions



- In-Class Activities
- Relevant and current articles/handouts
- Internet/library research
- Pertinent overhead projections, videos/video clips, film, and slides
- Guest speakers
- Service learning
- Interviews
- Observations
- Field trips
- Student/group activities
- Student presentations

Per Attachment V, CCCM #6100 (Revised August 28, 1991)  
and *The Outcomes Primer* by RuthStiehl, pp. 46-47 © 2002

**ED 286 Working with Populations with Special Needs I (Kapi'olani CC)  
ED 286 Students with Exceptionalities I (Leeward CC)**

Course Outline

**Revised 06/29/11**

**A. Course Descriptions**

Kapi'olani CC ED 286 Working with Populations with Special Needs I (3 credits)

ED 286 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 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.

Leeward CC: ED 286 Students with Exceptionalities I (3 credits)

ED 286 is the first of a two-course series that addresses the issues confronted by individuals who currently work, or plan to work, with students with exceptionalities. For this course, exceptionalities include mental retardation, learning disabilities, attention deficit hyperactivity disorder, etc. ED 286 focuses on historical and legal perspectives, the characteristics of exceptional students, their strengths and needs, strategies to work effectively with each student and family, cultural considerations, and transition issues.

**Effective Fall 2011, Kapi'olani Community College has agreed to submit to its campus Curriculum Committee:**

Course title: Students with Exceptionalities I

Course description: ED 286 is the first of a two-course series that addresses the issues confronted by individuals who currently work, or plan to work, with students with exceptionalities. For this course, exceptionalities include mental retardation, learning disabilities, attention deficit hyperactivity disorder, etc. ED 286 focuses on historical and legal perspectives, the characteristics of exceptional students, their strengths and needs, strategies to work effectively with each student and family, cultural considerations, and transition issues.

**B. Hours Per Week**

Kapi'olani CC: Lecture: 3 hours

Leeward CC: Lecture: 3 hours

C. ***Prerequisites, Corequisites, and/or Required Preparation***

Kapi'olani CC: Prerequisites: Completion of ED 285 or equivalent with a grade of "C" or better, or consent of instructor.

Leeward CC: Prerequisites: Completion of ED 285 or equivalent with a grade of "C" or better, or consent of instructor.

D. ***Intended Student Learning Outcomes***

1. Explain the critical role of families as the driving force behind laws and regulations for individuals with exceptionalities.
2. Discuss the impact of laws and regulations on individuals with exceptionalities and their families.
3. Determine ways to support and advocate students with exceptionalities and their families.
4. Communicate effectively with various audiences within legal, ethical, and cultural parameters.

E. ***Course Content***

Concepts

1. Explain the critical role of families as the driving force behind laws and regulations for individuals with exceptionalities.
  - a. Special needs
  - b. Special populations
  - c. Special Education (SPED)
  - d. Family as the driving force for laws and regulations
  - e. Agencies' roles and goals
  - f. Section 504
  - g. Individuals with Disabilities Education Act (IDEA)
  - h. Criteria for eligibility
  - i. Handicap
  - j. Inclusive Education (IED)
  - k. Individualized Education Program (IEP)
  - l. Individualized Family Service Plan (IFSP)
  - m. Free and Appropriate Public Education (FAPE)
  - n. Least Restrictive Environment (LRE)
  - o. Mental retardation
  - p. Learning disabilities
  - q. Attention-Deficit Hyperactivity Disorder (ADHD)
  - r. No Child Left Behind (NCLB)
2. Discuss the impact of laws and regulations on individuals with exceptionalities and their families.
  - a. Criteria for eligibility
  - b. Components of Individualized Education Program (IEP)
  - c. Components of Individualized Family Service Plan (IFSP)
  - d. Clarifying roles of families

3. Determine ways to support and advocate students with exceptionalities and their families.
  - a. Characteristics of different areas of disabilities
  - b. Challenges of different areas of disabilities
  - c. Strategies to work with different areas of disabilities
  - d. Determine students' strengths/needs
  - e. Determine family's strengths/needs
  - f. Cultural biases
  - g. Prejudices and stereotypes
  - h. Reflect own cultural biases
  - i. Critique resources
  - j. Community resources
  - k. Characteristics of available resources and who they can help
  - l. Methods to increase parent/family involvement
  - m. Strategies to transition to adulthood, work, and life
  - n. Collaboration and advocacy skills
  - o. Function of assessment
  
4. Communicate effectively with various audiences within legal, ethical, and cultural parameters.
  - a. Confidentiality and privacy
  - b. Etiquette
  - c. Sensitivity when communicating with individuals with exceptionalities
  - d. Sensitivity when communicating about individuals with exceptionalities
  - e. Verbal, written, non-verbal communication
  - f. Perception
  - g. Transdisciplinary team
  - h. Partnership
  - i. Co-teaching
  - j. Cultural groups
  - k. Beyond ethnic
  - l. Beyond nuclear family
  - m. Foster care
  - n. Incarcerated family member(s)
  - o. Adoptive parent(s)
  - p. Blended family
  - q. Non-traditional families

### Skills

1. Explain the critical role of families as the driving force behind laws and regulations for individuals with exceptionalities.
  - a. Explain and describe the history of Special Education (SPED), including legislation and litigation.
  - b. Research laws and regulations affecting special needs.

- c. Determine which agency would benefit particular students.
2. Discuss the impact of laws and regulations on individuals with exceptionalities and their families.
  - a. Recognize student characteristics for eligibility.
  - b. Discuss various components of Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).
3. Determine ways to support and advocate students with exceptionalities and their families.
  - a. Identify the challenges of different areas of disabilities.
  - b. Identify different areas of disabilities.
  - c. Examine strategies to work with each area of disability.
  - d. Identify students' strengths and needs.
  - e. Identify family strengths and needs.
  - f. Reflect, identify, examine own cultural biases.
  - g. Identify and apply components of family systems theory.
  - h. Critique how resources can support student's families.
  - i. Identify community resources.
  - j. Review various sources available to populations with special needs.
  - k. Identify methods to increase parent/family involvement.
  - l. Review strategies for helping students transition to adulthood, work, and life.
  - m. Critique how resources may be used for various groups.
  - n. Help families to advocate for their children with exceptionalities.
  - o. Develop collaboration and advocacy skills.
  - p. Identify family strengths.
4. Communicate effectively with various audiences within legal, ethical, and cultural parameters.
  - a. Practice confidentiality.
  - b. Use sensitivity when communicating with and about individuals with exceptionalities.
  - c. Communicate with various audiences effectively.
  - d. Treat individuals with respect.
  - e. Work as a team.
  - f. Identify cultural differences.
  - g. Determine best ways to communicate with different cultural groups.

F. ***Text and Materials***

Varied, but may include:

- Hallahan, Daniel P., & Kauffman, James M. *Exceptional Learners: Introduction to Special Education*. Boston, MA: Allyn & Bacon.
- Selected readings may also be handed out in class.

G. **Reference Materials**

Varied

H. **Auxiliary Materials and Content**

Varied

I. **Learning Assessment Tasks**

Varied, but may include:

- Attendance
- Student participation
- Exams
- Written projects, critical-thinking/exercises such as:
  - Community resource paper (CP)
  - Interview Paper (IP)
  - Service Learning Project (SL)
- Take home assignments
- Quizzes, checks for understanding
- Student observation/role-playing
- PowerPoint/poster presentation

J. **Methods of Instruction**

Varied, but may include:

- Lecture/teacher demonstrations
- Interactive lectures
- Whole-class and small group discussions
- Facilitated discussions
- In-class activities
- Collaborative/cooperative learning activities
- Relevant and current articles/handouts
- Textbook/selected readings
- Internet/library research
- Pertinent overhead projections, videos/video clips, film, and slides
- Guest speakers
- Service learning
- Interviews
- Observations
- Field trips
- Student/group activities
- Student presentations
- Written/field assignments related to the course content

Per Attachment V, CCCM #6100 (Revised August 28, 1991)  
and *The Outcomes Primer* by Ruth Stiehl, pp. 46-47 © 2002

**ED 287 Special Needs II (Kapi'olani CC)**  
**ED 287 Students with Exceptionalities II (Leeward CC)**

Course Outline

**Revised 06/29/11**

**A. Course Descriptions**

Kapi'olani CC ED 287 Working with Populations with Special Needs II (3 credits)

ED 287 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 students with disabilities, the 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 as best inclusion and transition practices for the moderate to severe population. Identifying community resources and increasing parent involvement will also be included in this course.

Leeward CC: ED 287 Students with Exceptionalities II (3 credits)

ED 287 is the second of a two-course series that addresses the issues confronted by individuals who currently work, or plan to work, with students with exceptionalities. For this course, exceptionalities include emotional or behavioral disorders, deaf and hard-of-hearing, autism, multiple/severe disabilities, gifted and talented, etc. ED 287 continues to focus on historical and legal perspectives, the characteristics of exceptional students, their strengths and needs, strategies to work effectively with each student and family, cultural considerations, and transition issues.

**Effective Fall 2011, Kapi'olani Community College has agreed to submit to its campus Curriculum Committee:**

Course title: Students with Exceptionalities II

Course description: ED 287 is the second of a two-course series that addresses the issues confronted by individuals who currently work, or plan to work, with students with exceptionalities. For this course, exceptionalities include emotional or behavioral disorders, deaf and hard-of-hearing, autism, multiple/severe disabilities, gifted and talented, etc. ED 287 continues to focus on historical and legal perspectives, the characteristics of exceptional students, their strengths and needs, strategies to work effectively with each student and family, cultural considerations, and transition issues.

Prerequisites: ED 286 or equivalent with a grade of "C" or better, or consent of instructor.

B. **Hours Per Week**

Kapi'olani CC: Lecture: 3 hours

Leeward CC: Lecture: 3 hours

C. **Prerequisites, Corequisites, and/or Required Preparation**

Kapi'olani CC: Prerequisites: ED 286. Comment: ED 287 is intended for DOE educational paraprofessionals. Others may enroll on a space available basis.

Leeward CC: Prerequisites: ENG 22 with a C or better or placement into ENG 100 or equivalent or consent of instructor.

D. **Intended Student Learning Outcomes**

1. Explain the critical role of families as the driving force behind laws and regulations for individuals with exceptionalities.
2. Discuss the impact of laws and regulations on individuals with exceptionalities and their families.
3. Determine ways to support and advocate students with exceptionalities and their families.
4. Communicate effectively with various audiences within legal, ethical, and cultural parameters.

E. **Course Content**

Concepts

1. Explain the critical role of families as the driving force behind laws and regulations for individuals with exceptionalities.

*Review and enhance concepts from ED 286:*

- a. Special needs
- b. Special populations
- c. Special Education (SPED)
- d. Family as the driving force for laws and regulations
- e. Agencies' roles and goals
- f. Section 504
- g. Individuals with Disabilities Education Act (IDEA)
- h. Criteria for eligibility
- i. Handicap
- j. Inclusive Education (IED)
- k. Individualized Education Program (IEP)
- l. Individualized Family Service Plan (IFSP)
- m. Free and Appropriate Public Education (FAPE)
- n. Least Restrictive Environment (LRE)
- o. Mental retardation
- p. Learning disabilities
- q. Attention-Deficit Hyperactivity Disorder (ADHD)
- r. No Child Left Behind (NCLB)



*New concepts for ED 287:*

- s. Emotional disturbance
- t. Emotional or behavioral disorders
- u. Communication disorders
- v. Speech or language impairments
- w. Deaf and hard-of-hearing
- x. Hearing impairment
- y. Blind or low vision
- z. Visual impairment
- aa. Autism
- bb. Low incidence, multiple, severe disabilities
- cc. Physical disabilities
- dd. Other health impairments
- ee. Traumatic brain injury
- ff. Gifted and talented

2. Discuss the impact of laws and regulations on individuals with exceptionalities and their families.

*Review and enhance concepts from ED 286:*

- a. Criteria for eligibility
- b. Components of Individualized Education Program (IEP)
- c. Components of Individualized Family Service Plan (IFSP)
- d. Clarifying roles of families

3. Determine ways to support and advocate students with exceptionalities and their families.

*Review and enhance concepts from ED 286:*

- a. Characteristics of different areas of disabilities
- b. Challenges of different areas of disabilities
- c. Strategies to work with different areas of disabilities
- d. Determine students' strengths/needs
- e. Determine family's strengths/needs
- f. Cultural biases
- g. Prejudices and stereotypes
- h. Reflect own cultural biases
- i. Critique resources
- j. Community resources
- k. Characteristics of available resources and who they can help
- l. Methods to increase parent/family involvement
- m. Strategies to transition to adulthood, work, and life
- n. Collaboration and advocacy skills
- o. Function of assessment

4. Communicate effectively with various audiences within legal, ethical, and cultural parameters.

*Review and enhance concepts from ED 286:*

- a. Confidentiality and privacy
- b. Etiquette
- c. Sensitivity when communicating with individuals with exceptionalities
- d. Sensitivity when communicating about individuals with exceptionalities
- d. Verbal, written, non-verbal communication
- e. Perception
- f. Transdisciplinary team
- g. Partnership
- h. Co-teaching
- i. Cultural groups
- j. Beyond ethnic
- k. Beyond nuclear family
- l. Foster care
- m. Incarcerated family member(s)
- n. Adoptive parent(s)
- o. Blended family
- p. Non-traditional families

### Skills

*Review and enhance skills from ED 286:*

1. Explain the critical role of families as the driving force behind laws and regulations for individuals with exceptionalities.
  - a. Explain and describe the history of Special Education (SPED), including legislation and litigation.
  - b. Research laws and regulations affecting special needs.
  - c. Determine which agency would benefit particular students.
  
2. Discuss the impact of laws and regulations on individuals with exceptionalities and their families.

*Review and enhance skills from ED 286:*

- a. Recognize student characteristics for eligibility.
  - b. Discuss various components of Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).
3. Determine ways to support and advocate students with exceptionalities and their families.

*Review and enhance skills from ED 286:*

- a. Identify the challenges of different areas of disabilities.
- b. Identify different areas of disabilities.
- c. Examine strategies to work with each area of disability.
- d. Identify students' strengths and needs.
- e. Identify family strengths and needs.
- f. Reflect, identify, examine own cultural biases.
- g. Identify and apply components of family systems theory.
- h. Critique how resources can support student's families.

- i. Identify community resources.
  - j. Review various sources available to populations with special needs.
  - k. Identify methods to increase parent/family involvement.
  - l. Review strategies for helping students transition to adulthood, work, and life.
  - m. Critique how resources may be used for various groups.
  - n. Help families to advocate for their children with exceptionalities.
  - o. Develop collaboration and advocacy skills.
  - p. Identify family strengths.
4. Communicate effectively with various audiences within legal, ethical, and cultural parameters.
- Review and enhance skills from ED 286:*
- a. Practice confidentiality.
  - b. Use sensitivity when communicating with and about individuals with exceptionalities.
  - c. Communicate with various audiences effectively.
  - d. Treat individuals with respect.
  - e. Work as a team.
  - f. Identify cultural differences.
  - g. Determine best ways to communicate with different cultural groups.

**F. *Text and Materials***

Varied, but may include:

- Hallahan, Daniel P., & Kauffman, James M. (2003). *Exceptional Learners: Introduction to Special Education*. (9<sup>th</sup> Edition). Boston, MA: Allyn & Bacon.
- Selected readings may also be handed out in class.

**G. *Reference Materials***

Varied

**H. *Auxiliary Materials and Content***

Varied

**I. *Learning Assessment Tasks***

Varied, but may include:

- Attendance
- Student participation
- Exams
- Written projects, critical-thinking/exercises such as:
  - Showcase Presentation (SP)
  - Showcase Portfolio (SP2)
- Take home assignments
- Quizzes, checks for understanding

J. **Methods of Instruction**

Varied, but may include:

- Lecture/teacher demonstrations
- Interactive lectures
- Whole-class and small group discussions
- Facilitated discussions
- Student discussions/role playing
- In-class activities
- Collaborative/cooperative learning activities
- Relevant and current articles/handouts
- Internet/library research
- Pertinent overhead projections, videos/video clips, film, and slides
- Guest speakers
- Service learning
- Interviews
- Observations
- Field trips
- Student/group activities
- Student presentations
- Written/field assignments related to the course content

Per Attachment V, CCCM #6100 (Revised August 28, 1991)  
and *The Outcomes Primer* by Ruth Stiehl, pp. 46-47 © 2002

UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT  
Education (ED)

Kapi'olani Community College

*Leon Richards*

Leon Richards, Chancellor

*7/15/11*

Date

*Louise Pagotto*

Louise Pagotto, Vice Chancellor for Academic Affairs

*7/14/11*

Date

*Charles S. Sasaki*

Charles S. Sasaki, Dean, Arts and Sciences

*7/14/11*

Date

*Carl Hefner*

Carl Hefner, Chair, Social Sciences Department

*7/7/11*

Date

*Veronica F. Ogata*

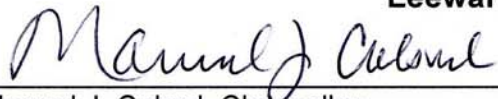

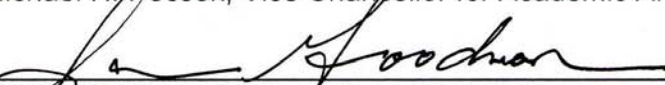

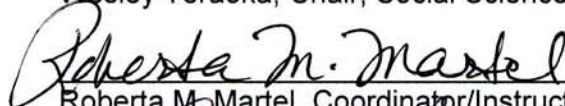
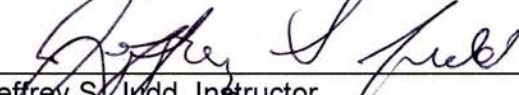
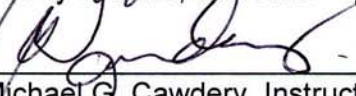

Veronica F. Ogata, Coordinator/Assistant Professor, Teacher  
Preparation Program

*7/6/11*

Date

UNIVERSITY OF HAWAI'I SYSTEM ARTICULATION AGREEMENT  
Education (ED)

Leeward Community College

 _____ Manuel J. Cabral, Chancellor	<u>9/2/11</u> _____ Date
 _____ Michael H. Pecsok, Vice Chancellor for Academic Affairs	<u>8/22/11</u> _____ Date
 _____ James Goodman, Dean, Arts and Sciences	<u>7/2/11</u> _____ Date
 _____ Wesley Teraoka, Chair, Social Science Division	<u>7/1/11</u> _____ Date
 _____ Roberta M. Martel, Coordinator/Instructor, Education Program	<u>7/1/11</u> _____ Date
 _____ Jeffrey S. Judd, Instructor	<u>7/2/11</u> _____ Date
 _____ Michael G. Cawdery, Instructor	<u>7/2/11</u> _____ Date
 _____ Jaydene Kale'a Silva, Instructor	<u>8/1/11</u> _____ Date