Proposal to Establish a CTE General Education Board
As a Subcommittee of FSEC
October 2012

Background
An inspection of the General Education Board Charter revealed that the statement of purpose did not reflect the primary intent of the CTE General Education Board. A further examination of the Authorization section made clear that the authority to develop the CTE General Education Board rests with FSEC.

In preparation for the development of the CTE General Education Board Charter, faculty from both CTE divisions were queried for their input on various elements such as board membership. Verbal as well as written comments were provided to DCC and FSEC representatives from Tech 1 and 2 and discussed at a joint CTE DCC meeting held in October 2012. As a result, the CTE General Education Board Charter was drafted and reviewed by CTE faculty.

Rationale
As noted in the Draft UHCCP #5.203 and CCCM #6004, the primary intent of the AS and AAS degrees is to provide “skills and competencies for gainful employment in a career and/or technical education area”. Additionally, the accreditation guidelines under Standard IIA5, notes that, “Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification”. These documents clearly outline that the purpose of the CTE programs is different from those seeking an AA degree which has been represented by the current General Education Board.

Since the AAS degree in particular can have a mix of courses numbered above and below the 100 level, there is a need for a separate board which not only takes into account the differentiated purpose/mission but also allows for below 100 level courses in its listing of acceptable general education courses for the AAS degrees.

CTE programs may have specialized general education courses which would not be applicable toward the AA degree but would be applicable toward the AS, AAS, or ATS degree in keeping with the CTE Career Pathways model, in meeting training needs as identified by the workforce industry and community, and/or as identified by community advisory committees and Program Coordinating Councils.
Establishment
The Career and Technical Education (CTE) General Education Board is a sub-committee established by the Faculty Senate Executive Committee (FSEC).

Scope of Authority
The CTE General Education Board (henceforth referred to as the “Board”) will be solely responsible for the designation of HCC courses as meeting CTE General Education requirements. The Board has the authority to revoke designation from any course that is, for any reason, not compliant with the Board's requirements and guidelines.

Purpose
The purpose of the CTE General Education Board is to review courses for certification and recertification for inclusion into the CTE general education categories for the A.S., A.A.S and A.T.S. degrees as described below:

- **Associate of Science (A.S.) degree**: A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment, entirely at the baccalaureate level.

- **Associate of Applied Science (A.A.S.) degree**: A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree is not intended nor designed for transfer directly into a baccalaureate program. A.A.S. programs may, however, include some baccalaureate level course offerings.

- **Associate of Technical Studies (A.T.S.) degree**: A two-year technical-occupational-professional degree, consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree must be customized by using courses from two or more existing approved programs and is intended to target emerging career areas which cross traditional boundaries. This degree must have educational objectives which are clearly defined and recognized by business, industry, or employers who have needs for specialized training for a limited number of employees. This degree must have advanced approval, and cannot be requested based upon previously completed coursework.

The skills and competencies for the above degrees should be in conformance with the recommendations listed in the Report of the Associate in Science (A.S.) Degree Task Force. The CTE general education categories are aligned with the fore-mentioned recommendations and address the ACCJC General Education Standards II.A.3.

The differentiated degrees are aligned with the 2002 UHCC Strategic Plan goal to promote workforce and economic development with educational and training programs that meet
changing workforce requirements. All CTE programs have community-based program advisory committees where there are continuous, on-going discussions of the college’s program curricula and the number and quality of graduates produced by the programs. Additionally, CTE programs may be subject to external standards that directly impact both program specific and general education curricula such as industry certifications and statewide initiatives such as the Hawaii Career Pathway System.

Responsibilities

1. Establish and update the procedures for reviewing, approving, and re-certifying courses based on the category’s skills and competencies or hallmarks.
2. Review all applications requesting certification or re-certification for CTE general education categories.
3. Develop clear standards or criteria by which applications for designation into categories will be determined.
4. Serve as faculty resources for faculty who wish to apply for certification.
5. Maintain records of all CTE course application, certifications, and re-certifications.
6. Maintain and update all information pertaining to the CTE general education courses.
7. Obtain, maintain, and update records of all certified, re-certified, and de-certified liberal arts courses for the CTE general education categories. The Liberal Arts General Education Board shall provide copies of all its approved course applications and correspondence related to other matters such as de-certified courses each semester for inclusion into the CTE general education categories.
8. Maintain regularly communication with the Vice Chancellor of Academic Affairs to ensure that all decisions are reflected in college communications such as the college catalog, Web sites, and graduation checklists.
9. Maintain representation on relevant campus committees, including the Committee on Programs and Curricula (CPC).

Committee Composition and Governance

1. Membership
   a. The Board shall be composed of two CTE faculty members (voting) from Tech 1 Transportation and Trades, two faculty members (voting) from Tech 2 Communication and Services, and one CTE academic counselor (nonvoting). Voting members from each division will serve staggered two-year terms to ensure continuing.
   b. Tech 1 and Tech II faculty shall elect Board members for their respective divisions. Chair of the Committee on Committees in consultation with the FSCE Chair shall determine the membership by a CTE academic counselor (nonvoting).
   c. Board members shall attend all meetings. Non-attendance will mean a loss of voting status for decisions taken during the meeting for the non-attending voting member. Chronic absences shall be grounds for the board to request that the FSEC Chair remove the member of the board and replace with another faculty member from the same division.
   d. The Chair of the Committee on Committees in consultation with the FSEC Chair shall fill unforeseen vacancies during the year. The FSEC chair may delegate the responsibility to appoint members to the Board Chair.
2. Leadership
   a. The Chair of the CTE Board shall be elected by the voting Board members at the first meeting of each academic year to serve for that academic year.
   b. The Board Chair shall manage the Board and its meetings.
   c. The Board Chair shall be responsible for the dissemination of information to the CTE faculty related to CTE General Education requirements, deadlines, and other related matters.
   d. The Board Chair shall initiate and maintain timely communication with the VCAA regarding Board decisions and/or pertinent matters.
   e. The Board Chair shall be a member of the Committee of Programs and Curricula (CPC) and other relevant committees.

3. Meetings
   a. The Board shall determine the time and place of its meetings, provided that that meetings are scheduled prior to DCC and CPC deadlines and in a timely manner to insure inclusion of new or modified courses or the deletion of obsolete or decertified courses in the college’s catalog.
   b. The Board shall determine the procedures for its meetings.
   c. A quorum for meetings shall be three voting members.
   d. Action taken by the Board shall require a majority vote of those members present.
   e. The Board Chair or designate shall be responsible for the recording of the proceedings and decisions of meetings.

4. Reporting
   a. The Board Chair shall report the Board’s decisions to the Vice Chancellor of Academic Affairs (VCAA) once a semester. The VCAA shall be responsible for ensuring that all applicable college communications reflect decision made by the Board including Banner, program checklists, and college catalog.
   b. The Board Chair shall report to the FSEC on its activities at the end of each academic year.

5. Review and Changes to the Charter
   a. The Board shall review this charter and recommend changes when needed.

Reference:
1. CCM#6004 Academic Credential: Degrees and Certificates Revised February 1, 2002
2. Draft UHCCP#5.203 Program Credentials: Degrees and Certificates September 1, 2011
5. ACCJC General Education Standards II.A.3