

**University of Hawaii
Leeward Community College
Proposal to Establish Permanent Status for the
Associate in Arts in Teaching degree program
Social Science Division**

Rationale:

The Associate in Arts in Teaching degree was provisionally approved in 2005, to address the critical shortages in the teacher workforce in Leeward and Central Oahu. The degree was also designed to meet the requirements of the No Child Left Behind Act, which included the mandate for all educational assistants to be deemed highly qualified by receiving 48 college credits or an associate degree. In order to demonstrate the critical needs in workforce development, the proposal for preliminary approval submitted in 2005, cited statistics published by the Hawaii Department of Labor, projecting that in the ten year span, 2002–2012, there will be an annual average of 740 teaching positions open and 180 openings for teaching assistants¹.

The Hawaii State Teachers Association released a media campaign during the 2005 legislative session in order to highlight these critical teacher shortages. The television and radio spots were aimed at informing parents and taxpayers that in the year 2005 alone, more than 1600 teachers would leave their positions, leaving 48,000 children without a permanent highly qualified teacher². Several factors contribute to this shortage. One of the most important is the inability to produce enough local, highly qualified teacher candidates. Teacher education programs in Hawaii only produce approximately half of the workforce that is needed. The other half are presently recruited from outside of Hawaii. A third of all newly hired teachers in the state of Hawaii, leave after two years, and half exit after five.

Historically, the Hawaii Department of Education has been successful in recruiting teachers from outside the state. Outside recruitment addressed the shortage from the limited number of graduates from state teacher preparation programs while also bringing new perspectives from the mainland to our schools. Recent data supports that recruitment from the mainland is not only ineffective because of cultural and financial limitations, but also not effective due to declining numbers of possible candidates. The reasons for the decline in possible candidates include³:

- No Child Left Behind Act with mandatory class size reductions (more teachers needed to achieve a lower student-teacher ratio)
- Teacher retirements (nationally 13.2% per year)
- Concerns with workforce retention

¹ Leeward Community College Proposal to Establish the Associate in Arts in Teaching Degree: State Dept. of Labor Report

² Hawaii State Teachers Association, article: *HSTA Media Campaign Highlights Teacher Shortage, 2005*

³ Office of Community College Research and Leadership, *Is the Need for More K-12 Teachers Transforming the Community College?*, Fall, 2003 Newsletter

An additional problem with mainland recruitment and teacher retention for the Leeward and Central Oahu districts is the ethnic composition of the students. Mainland teachers recruited by the DOE are placed in “hard to staff” schools, often on the Leeward Coast⁴.

As documented in Senate Bill No. 2692, addressing the continued teacher shortages, *Making An Appropriation For The Teacher Recruitment Pipeline*, after the first year of teaching, approximately forty percent of the new hires go back to the mainland or other jobs. After the second year, this percentage increases to fifty percent of the new hires⁵. Common patterns suggest that teachers who remain here in Hawaii, work for two or three years in the Leeward area and then transfer to a school in Honolulu, once tenure is achieved. This in part because of distance of travel from their homes, concerns with childcare or preferred school locations.

As part of the report to the legislature, the Hawaii Educational Policy Center included data published by the DOE with statistics demonstrating the high percentages of teacher turnover and school sites that are deemed, “hard to staff”. Out of a list of 49 statewide districts, 17 sites were listed from the Leeward and Central complexes. The improvement in the local supply of teacher licensure candidates with commitment to the island communities that produce them, is critical if we are to meet the expected rise in the need for teachers⁶.

These facts clearly support the critical need for the Associate in Arts in Teaching degree program. In just two years, the program has become an essential component in the pipeline, recruiting local students who have a desire to become K-12 classroom teachers, returning to their communities to teach.

Program Objectives:

Program Description:

The Associate in Arts in Teaching (AAT) is a 62 credit degree program intended to either prepare the student for employment as a “highly qualified” educational assistant (terminal degree) or provide the first two years of a baccalaureate program in elementary, secondary or special education (transfer degree). The AAT program is firmly rooted in the academic study skills and content courses of a strong general education program, combined with a rigorous core of pre-professional education courses.

⁴ The Hawaii Educational Policy Center, Report to the 2008 Legislature, January, 2008

⁵ The Senate Twenty-Fourth Legislature, 2008, S.B. No. 2692, January 18, 2008

⁶ The Hawaii Educational Policy Center, Report to the 2008 Legislature, January, 2008

Associate in Arts in Teaching Degree (62 credits)

REQUIREMENTS

I. CORE EDUCATION COURSES

ED 285 Intro. to Classroom Management	3 cr.	
ED 290 Foundations of Education	3 cr.	
ED 291 Developing Language and literacy I	3 cr.	
ED 294 Intro. to Multicultural Education	3 cr.	
ED 295 Service Learning	1 cr.	
Total Credits in Core Education Coursework:		13 credits

II. EDUCATION ELECTIVES (Students choose 2 courses from the list below)

Recommended electives for all AAT students:

ED 100 Introduction to Education	3 cr.
ED 297A Educational Media and Technology	3 cr.
PSY 298 Psychology for Teaching and Learning	3 cr.

Recommended electives for Elementary Education Transfer

ED 296 Intro. to Art, Music & Movement in the Classroom	3 cr.
ED 297O Standards Based Science for Elementary Teachers	3 cr.
MATH 112 Math for Elementary Education Teachers	3 cr.

Recommended electives for Secondary Education Transfer

ED 298D Process and Acquisition of Math	3 cr.
ED 292 Developing Language and Literacy II	3 cr.

Recommended electives for Special Education or dual certification, Special ed. / Elementary ed.

ED 286 Exceptional Needs I (Special Populations I)	3 cr.	
ED 287 Exceptional Needs II (Special Populations II)	3 cr.	
Total Credits in Education Electives Coursework :		6 credits

III. GENERAL COURSES (Liberal Arts Coursework)

Written communications	6 cr.
ENG 100 (3 cr. Required)	
ENG 200 (3 cr. Required)	

Symbolic Reasoning	3 cr.
MATH 100, or MATH 103, or MATH 111 or PHIL 110	

Global Multicultural Perspectives	6 cr.
(One course is selected from 2 different groups)	
Group A: ANTH 151, ART 175, HIST 151	
Group B: ART 176, HIST 152	
Group C: GEOG 151, MUS 107, REL 150	

Oral Communication SP 151, or SP 200, or SP 251	3 cr.
Diversification Social Sciences PSY 100 (3 cr.) Required PSY 240 (3cr.) Required Students will select one additional Social Science course (3 cr.) that is not in the PSY discipline.	9 cr.
Diversification Arts Hawaiian Studies Required	3 cr.
Diversification Natural Sciences Students select one course from each group. One course from Group A or Group B must include a lab. Group A: Diversification Biological (3 cr. or 4 cr.) Group B: Diversification Physical (3 cr. or 4 cr.) Group C: Diversification Other	10 cr.
Total General Requirements:	43 credits

The program also includes Service Learning, aligning students with experienced professional teacher-mentors in K-12 classrooms. Presently we have more than 30 partner public and private school sites, all located in our Leeward Community College service area. In addition our supportive education program provides workshops to prepare students for the PRAXIS 1 exam, a test required nationally for admission into many teacher preparation programs. The AAT program is designed to be flexible in order to best meet the needs of our students, as well as, to support transfer to any of our articulated partners.

Program Options:

The program is designed to provide a career ladder for teaching. Students will complete 19 credits in education, along with 43 credits in liberal arts. Upon completion of the degree, the student has multiple options:

- Employment as a paraprofessional: No Child Left Behind legislation requires an educational assistant to either complete 48 college credits or have earned an associate degree. The student completing the AAT would meet the requirement of an associate degree and have the skills, knowledge, and field experience to work as a paraprofessional in the DOE or other comparable educational setting.
- Transfer to a baccalaureate program in the following disciplines:
 - **Elementary Education:** Students will be prepared to transfer to a 4 year college of education program to complete a Bachelor degree in Elementary Education. Articulation agreements have been established with UH Manoa, UH West Oahu and Chaminade University. The AAT degree allows students

to select education electives that enhance their areas of interest. For example, ED 296, Introduction to Art, Music and Creative Movement.

- **Secondary Education:** Students will be prepared to transfer to a 4 year college of education program to complete a Bachelors degree in Secondary Education. An articulation agreement has been established with Chaminade University for two baccalaureate programs, Language Arts and Social Studies. Discussions are in process with UH Manoa's Secondary Education programs. The AAT degree allows students to select two elective content courses in their chosen discipline (e.g., math, english, music)
- **Special Education:** Students will be prepared to transfer to a special education program or a dual certification program (i.e., Special ed./Elementary ed.). Students are encouraged to take ED 286 and 287, Exceptional Needs I and II.

Program Objectives In Relation to the Functions of LCC and the University

The AAT program is consistent with the goals set forth in strategic planning documents for the UH System, the UH Community Colleges and Leeward Community College by directly addressing workforce development. Alignment with these objectives is as follows:

University of Hawaii System Strategic Plan: 2002-2010

Goal 1: (Educational Effectiveness and Student Success) Objective 2: To achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance. Action Strategy: "Continue to give admission preference to qualified residents, increase and support the participation of underrepresented populations throughout the system..."

Goal 2: (A Learning, Research, and Service Network) Objective 2: To support Hawaii's economy, workforce development, and improved access and flow of education in Hawaii from preschool through a lifetime of learning by building partnerships within the University and with other public and private educational, governmental, and business institutions; Action Strategy: "Foster and maintain a working partnership that focuses on public education (P-20), teacher education,...."

University of Hawaii Community Colleges Strategic Plan: 2002-2010

Goal A: The UH Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

Goal C: To promote workforce and economic development by responding quickly with education and training programs to meet changing workforce requirements, by developing strategic partnerships with selected businesses and training providers, and by offering selected baccalaureate degrees in response to demonstrated market demands.

Leeward Community College Strategic Plan: 2002-2010

Goal D: (Build Partnerships) Objective 2: Improve articulation of courses and programs; Action plan: “Explore educational credentialing, in-service training, and professional development for DOE teachers and educational assistants.”

Program Organization

The AAT program is dedicated to meeting the needs of all students, those entering college directly from high school, as well as, individuals employed full time by the DOE or in other careers. Parallel course schedules have been created, therefore, students are able to complete the requirements for the degree following the traditional day schedule, evening (semester long), evening accelerated, and via distance delivered (cable or internet). Classes are offered at the LCC main campus in Pearl City, as well as at the LCC Waianae campus.

The accelerated program has been created in response to a Department of Education request for a program that would accommodate the work schedule of a full-time employee and allow students to complete the requirements for the AAT in the shortest time possible.

Evening/distance-delivered, accelerated schedule: In this format, three courses are typically offered during the fall and spring semesters and two courses during the summer term. All on-campus courses begin at 4:30 p.m. or later. A variety of delivery modes are used to minimize the number of days students are required to come to campus. These include accelerated course scheduling in which class sessions are 3 hours in length, meeting for half the semester. The distance delivered courses, using Internet or cable television, allowing students to access and complete coursework at their individual pace.

Articulation with 4 year Campuses

Internal Agreements:

As a critical component in the pipeline for meeting the needs of the teacher shortage, Leeward Community College has secured articulation agreements, internally as well as externally, to expedite student progress toward a Bachelor degree in Education.

- Leeward Community College's Associate in Arts in Teaching degree (AAT) has been accepted under E5.209 with a system-wide articulation, effective spring, 2008. (Attachment 1)
- University of Hawaii, Manoa: Leeward Community College's Associate in Arts in Teaching program (AAT) has executed articulation with the College of Ed., ensuring a transfer of general education requirements as well as education courses toward a Bachelor degree in Education, Elementary Ed. or dual certification, Elementary Ed./Special Ed., effective spring, 2008. AAT students will have up to five of their upper division education courses waived at UH Manoa, (e.g. Ed. Foundations, Ed. Psych., Art, Music and Creative Movement, Intro. to Multicultural Ed., and an Introduction to Special Education course). Discussions are currently taking place for agreements with UH Manoa's Secondary Education program. (Attachment 2)
- University of Hawaii, West Oahu: Leeward Community College's Associate in Arts in Teaching program (AAT) has executed articulation with UH West Oahu's Teacher Education Program, ensuring a transfer of general education requirements as well as education courses toward a B.Ed. in Elementary Education, effective spring, 2008. AAT graduates will have all 19 credits of the education courses accepted at UHWO fulfilling UHWO's ED Media, Field Experience and restricted electives requirements. This partnership will provide a pathway to teacher education whereby students can obtain all the necessary college education to become a teacher without having to leave the Leeward side. UH West Oahu does not currently have a Secondary Education program. (Attachment 3)

External Agreements:

- Chaminade University of Honolulu: Leeward Community College has executed articulation agreements for transfer of courses from the AAT degree to a dual certification program in Elementary Ed./Special Education and Secondary Education degree programs. This articulation is through the Accelerated Undergraduate Program to cooperatively promote successful undergraduate educational experiences for students. This agreement will better serve students and expand and coordinate the delivery of undergraduate level teacher education licensure programs on the leeward side. Beginning Fall, 2008, Chaminade will offer Bachelor degrees in Secondary Ed. with emphasis in either Social Studies or Language Arts at Leeward Community College. Discussions are currently

taking place to offer Chaminade's Bachelor in Elementary Education at Leeward Community College's campus. (Attachment 4)

- The Department of Education has an agreement with Leeward Community College's AAT program. Qualified DOE employees who enter the program receive tuition assistance, whereby the student pays for one credit of tuition and the DOE pays for the remaining credits for all courses required for the degree (AAT).

Program Target

The US Department of Education encourages teacher recruitment among minorities to assure appropriate role models are present in the schools and thus improve educational attainment by students from minority groups. Data reported by the Department of Education for the state of Hawaii demonstrates that 27% of the student body, statewide, are Hawaiian or part Hawaiian, and 21% are Filipino. The ethnicities of teachers in Hawaii from these two groups are 13% Hawaiian or part Hawaiian and 8% Filipino. Clearly, these statistics support the critical role the Associate in Arts in Teaching program will play in addressing the needs of minority groups. The demographics of Leeward Community College's student body show that Native Hawaiians comprise more than 15%, and Filipino students are more than 25% of the student body.

Recent data demonstrates that in the Associate in Arts in Teaching program, 26.53% of our students are Native Hawaiian or Part Hawaiian. Of those 65 Native Hawaiians, 47 reside on the Waianae coast. In addition, 15.51% or 38 students are Filipino. These two groups send the lowest proportion of graduates to four-year colleges compared to any of the other ethnic groups in the State. As a result, neither of these two ethnic groups is well represented in the ranks of teachers in the State. Leeward's student body profile places the campus in a good position to recruit teacher candidates from these two under-represented groups.

- *Relationships with High Schools.* The model of 2 + 2 + 2 has been successful in attracting high school students to begin obtaining college credits through the Running Start program. These students typically come to campus having earned college credits in general education and education courses (ED100, Introduction to Teaching). In addition, the Teacher Cadet program currently established in high schools in our Leeward area provide recruits who enter the AAT education courses with knowledge of lesson preparation and delivery as well as an understanding of the teaching profession.
- *Relationship with the Department of Education.* LCC has established an ongoing, collaborative relationship with the DOE that has resulted in a steady flow of students to our program. Leeward Community College coordinated the response for the UH Community Colleges to a DOE request in April 2001 to develop a series of courses, equivalent to a two-year, no-credit training program

developed by the DOE for Special Education Educational Assistants (to be in compliance with the Felix Consent Decree). The courses were first offered in Fall, 2002 at Leeward.

Subsequently, educational assistants from this initial group comprised the first group covered by the DOE contract with LCC to provide courses leading to the AAT degree beginning Spring, 2004. The second group or cohort, brought the number of enrolled students to more than 50 with the Fall, 2004 semester. DOE goals for this partnership program are to be in compliance with the Felix Consent Decree, to meet the requirements of *No Child Left Behind* legislation and to provide financial assistance to upgrade its workforce and encourage its employees to become teachers in the communities in which they live. DOE tuition assistance requires their employee to pay one credit of tuition for each 3 credit course offered under the agreement.

- *Transfer Students.* The core education courses were offered for the first time to non-DOE students, also referred to as transfer students, in the Fall semester of 2006. At that time, there were 24 declared education majors, by fall, 2008 the number of declared AAT majors rose to 245 students. This tremendous growth is a positive indication of the impact that the AAT program will have in addressing the teacher shortages in the Leeward and Central Oahu communities. It is anticipated that the majority of AAT graduates will transfer to programs leading to a bachelor degree in education.

Program Efficiency

	2004	2005	2006	2007	2008
Number of Majors (Fall Unique Headcount)	0	0	21	131	245
SSH Program Majors in Program Classes			33	263	583
SSH Growth (Majors)				696.97%	121.67%
Headcount Growth (Majors)				523.81%	82.44%

The table on the previous page demonstrates performance data for the program. A review of the data suggests the following:

Demand: The program has outperformed initial program expectations. The number of majors, student semester hours, and student registrations have far exceeded satisfactory level benchmarks – attesting to strong program demand and growth. The projections on the accompanying spreadsheet document the benchmarks that reflect a mature and stable program, as opposed to a start-up program.

Demonstration of Program Effectiveness

External measures of effectiveness. Program effectiveness will be assessed externally, through graduate performance on the PRAXIS I, a test required nationally for admission into many teacher preparation programs. Student and employer (DOE) satisfaction surveys (exit surveys) are also conducted each year to evaluate the program.

Internal measures of effectiveness. A review process has been developed for Leeward Community College. Through program review as well as course by course review, student learning outcomes as well as program health will be assessed.

The outcomes from informal and formal assessments will guide our program.

Summary / Goals

The Associate in Arts in Teaching degree program was designed to address the critical teacher shortages in the teacher workforce in Leeward and Central Oahu. Through our program options, students can choose to complete the degree and seek employment as highly qualified Educational Assistants or complete the first two years of a baccalaureate program in elementary, secondary or dual certification of special education/ elementary education and transfer to a 4 year university. Students completing the AAT degree will enter the university college of education, well prepared with a foundation of theory and practice to draw from as they complete their bachelor degree. The strength of numbers of enrolled majors along with our excellent retention rate demonstrates the success of our program. The attached letter from an AAT graduate is a testimonial to the strength of our program. (Attachment 5)

Future Goals

Fall, 2009, the AAT degree program will be offered as an on-line degree in order to reach out to the needs of the entire state of Hawaii. Thanks to the articulation in elementary education with UH Manoa, students will be able to complete the AAT and remain at their home campus at Kauai Community College, Maui Community College and Hawaii Community College to complete a bachelor degree in elementary education, from UH Manoa.

It is strongly recommended that the Associate in Arts in Teaching degree program be established at Leeward Community College. Approval will ensure that the college remains a dynamic force in meeting the needs of a rapidly growing and changing Leeward Oahu in the field of education preparing highly qualified local teachers who will address this critical shortage.